



ТЕМАТИЧЕСКИЙ ТРЕНАЖЕР ПО АНГЛИЙСКОМУ ЯЗЫКУ

ГРАММАТИКА



ГОТОВИМЯ К ЕГЭ

Ю.С. Веселова

**ТЕМАТИЧЕСКИЙ ТРЕНАЖЕР
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«Тематический тренажер ГРАММАТИКА по английскому языку» поможет не только подготовиться к выполнению заданий по лексике раздела «Грамматика и лексика» ЕГЭ по английскому языку, но и поднять уровень знаний по грамматике английского языка. Материалы пособия, как теоретические, так и практические, встречаются в экзаменационных заданиях, и совершенствование навыков грамматики поможет правильно и полно подготовиться к одному из наиболее сложных разделов экзамена. В пособие также включены рекомендации и алгоритмы, с помощью которых выполнять задания по грамматике можно легко и без ошибок. Вы сможете потренироваться выполнять задания экзаменационного типа. «Тематический тренажер ГРАММАТИКА по английскому языку» можно использовать как при классной работе в школе, так и для самостоятельной подготовки к ЕГЭ по английскому языку и для индивидуальных занятий с репетитором. Материалы данного пособия пригодятся вам для подготовки к международным экзаменам FCE, IELTS, TOEFL и другим.

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ВВЕДЕНИЕ

«Тематический тренажер ГРАММАТИКА по английскому языку» предназначен для подготовки учащихся 11 классов общеобразовательных школ разного типа к выполнению заданий В4–В10 раздела «Грамматика и лексика» Единого Государственного Экзамена, для самостоятельной подготовки к Единому Государственному Экзамену по английскому языку и для индивидуальных занятий с репетитором. Также «Тематический тренажер ГРАММАТИКА по английскому языку» может быть использован для подготовки к международным экзаменам FCE, IELTS, TOEFL и других.

«Тематический тренажер ГРАММАТИКА по английскому языку» состоит из теоретических и практических материалов, с помощью которых можно наиболее полно подготовиться к выполнению заданий на грамматику английского языка.

В «Тематический тренажер ГРАММАТИКА по английскому языку» включены следующие темы:

– видовременные личные формы глагола (Tenses, Active and Passive) и упражнения по каждой из тем, которые могут быть использованы как для прохождения новых тем, так и для тематического контроля усвоения тем;

– согласование времен в английском языке и упражнения для закрепления навыков;

– условные предложения (Conditionals I, II, II, Wish) и упражнения к данному разделу;

– модальные глаголы английского языка и упражнения на употребление модальных глаголов в контексте;

– причастия настоящего и прошедшего времени (Participle I and II);

– употребление неличных форм глаголов (Verb + -ing or to infinitive и выражения с -ing) и упражнения на закрепление навыков для данного раздела;

– имя существительное в английском языке (The Noun), исчисляемые и неисчисляемые существительные в английском языке (Countable and Uncountable Nouns), притяжательный падеж существительных (The Possessive Forms of Nouns) и упражнения на закрепление материалов данного раздела;

– артикли английского языка (Articles), их употребление и упражнения к разделу;

– имена прилагательные и степени их сравнения (The Comparison with Adjectives);

– местоимения (Pronouns) и их виды, а также упражнения для закрепления знаний по данному разделу.

– упражнения экзаменационного типа, которые можно использовать как для подготовки к экзамену, так и для итогового контроля приобретаемых умений и навыков выполнения заданий на грамматику.

Все вышеперечисленные темы встречаются в экзаменационных заданиях, и совершенствование навыков грамматики поможет правильно и полно подготовиться к одному из наиболее сложных разделов экзамена.

В конце «Тематического тренажера ГРАММАТИКА по английскому языку» включены ответы к упражнениям и список неправильных глаголов английского языка.

Для подготовки к остальным разделам экзамена рекомендуем использовать следующие книги серии «Тематический тренажер»: ЧТЕНИЕ, СЛОВООБРАЗОВАНИЕ, ЛЕКСИКА, ПИСЬМО. Более подробную информацию по подготовке к ЕГЭ по английскому языку можно найти на сайте www.help-ege.ru.

Успехов!

Автор и составитель Ю.С. Веселова

PRESENT SIMPLE (I do)

Affirmative		Negative		Interrogative		
I/we/you/they	work	I/we/you/they	do not work	Do	I/we/you/they	work?
he/she/it	works	he/she/it	does not work	Does	he/she/it	work?

We use Present Simple when we talk about:

- general truth or a fact.

The earth *goes* round the sun.

Trees *grow* more quickly in summer than in winter.

- what exists now and is always true.

Kevin is a pianist. He *plays* the piano brilliantly.

Excuse me, *do you speak* English?

- a repeated actions and how often we do things with words **often, usually, every day/term/hour, seldom, occasionally, twice a week etc.**

It usually *takes* me twenty minutes to get there.

How often *do you drink* coffee?

- to make a suggestion **Why don't you...?**

Why *don't you have* some rest?

- with the following verbs:

accept, acknowledge, admit, advise, agree, apologise, appear, assume, astonish, be, believe, belong to, contain, concern, consist of, cost, deny, depend, deserve, disagree, dislike, doubt, enjoy, feel, fit, forget, guarantee, guess, hate, hear, hope, have (possess), inform, imagine, include, involve, impress, know, lack, like, look, love, matter, mean, measure, need, owe, own, possess, predict, prefer, promise, please, realize, recognize, recommend, refuse, regret, remember, resemble, satisfy, see, seem, smell, sound, suggest, suppose, surprise, taste, understand, want, warn, wish, weight and some others.

He *does not understand* you.

These shoes *do not belong* to me.

- in phrases such as **I guess, I hear, I see, I understand.**

I gather you are worried about your new job?

I hear the Prince is very rich.

- in **Conditionals I** after words **when/after/till/until/while/before/as soon as/in case/if/provided/providing.**

Wait here *until I call* you.

When you see Denis, tell him that I am still waiting for his call.

PRESENT CONTINUOUS (I am doing)

Affirmative	Negative	Interrogative
I am working	I am not working	Am I working?
we/you/they are working	we/you/they are not working	Are we/you/they working?
he/she/it is working	he/she/it is not working	Is he/she/it working?

We use Present Continuous when we talk about:

- an action going on at the time of speaking with time expressions **now, at the moment, at present, currently, just, still.**

Who *are you phoning?* – I *am trying* to get through to Kevin.

Why *are you wearing* this warm coat?

- a continuous process.

What *are you reading* now? – I *am reading* a book of Alan Watts.

The banks *are lending* more money these days.

- a situation in progress, changes, developments and trends.

The growing number of visitors *is damaging* the footsteps.

The population of the earth *is growing* faster and faster.

- an action which is done repeatedly and habits with words **always, constantly, continually and forever.**

He *is always losing* his keys.

She *is constantly laughing*.

Task 1. Complete the gaps in the texts with one of these set of verbs, using each verb once only. Choose either the Present Simple or the Present Continuous.

say/tell/do

talk/threaten/negotiate

recommend/warn/apologise

spend/recover/find

suggest/hope/promise

1. She _____ just only _____ from the operation and still she _____ it difficult to move about. At the moment she _____ most of her time in bed.
2. What I _____ is that you _____ well in your job. Really! I _____ the truth.
3. I _____ I'll do everything I can to help you find a flat, although I _____ that you also advertise in the local newspaper. It can be difficult to find accommodation, but I _____ it won't be too long before you've got somewhere.
4. The fishing unions _____ with their employers for a pay rise. If there is no agreement by next week, they _____ to strike and even _____ about blockading ports around the country.
5. I _____ for the delay in replying to your letter. To place an order for the book you require, I _____ that you telephone Mrs Jones in our sales department. I _____ you, however, that delivery time is likely to be about six days.

Task 2. Put the verbs either in the Present Simple or the Present Continuous.

Leila Markham is an environmentalist. She is being interviewed on the radio by Tony Hunt, a journalist.

Tony: So tell me, Leila, why is it important to save the rainforests?

Leila: There are a number of reasons. One is that many plants which could be useful in medicine 1 _____ in the rainforest. We 2 _____ all the plants yet - there are thousands and thousands of them. Researchers 3 _____ to discover their secrets before they are destroyed.

GROW
NOT KNOW
TRY

Tony: I see. What other reasons are there?

Leila: Well, I'm sure you've heard of global warming?

Tony: You mean, the idea that the world 4 _____ warmer?

GET
HAVE
DISAPPEAR
NOT DO

Leila: That's right. The rainforests 5 _____ an important effect on the earth's climate. They 6 _____ at a terrifying rate and soon they will be gone. People 7 _____ enough to save them.

Tony: But is global warming really such a problem? I 8 _____ warm sunshine.

ENJOY

Leila: Well, what 9 _____ when you heat ice?

Tony: It 10 _____ of course.

HAPPEN
MELT
CONSIST
MELT
BELIEVE
RISE
INCLUDE

Leila: OK. The polar ice caps 11 _____ of millions of tons of ice. If they 12 _____, the level of the sea will rise and cause terrible floods. Many scientists 13 _____ that temperatures 14 _____ already. We must do everything we can to prevent global warming, and that 15 _____ preserving the rainforests!

Tony: Thank you, Leila, and good luck in your campaign.

Leila: Thank you.

Task 3. Put the verbs in the box either in the Present Simple or the Present Continuous.

<i>shut</i>	<i>work (2)</i>	<i>stay</i>	<i>collect</i>	<i>speak</i>	<i>read</i>	<i>offer</i>	<i>lose</i>	<i>leave</i>
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1. Even though Sarah says she's feeling better, I think she _____ still _____.
2. Frank _____ stamps in his spare time. It's his hobby.
3. The airline currently _____ half-price tickets to Japan, but for the month only.
4. My mother _____ all the doors and windows before she goes to bed.
5. Because of the present threat of war, the best qualified people _____ the country.
6. Both ancient and recent records show that farmers _____ long hours.
7. She has an important project to finish by next week, so she _____ in the evening at present.
8. Philip is an excellent linguist. He _____ six languages fluently.
9. 'How are you getting on with that book?' - 'At the moment I _____ chapter four.'
10. 'Here we are in Switzerland again. We _____ in a very comfortable hotel...'

Task 4. Expand out of the sets of notes below to complete each dialogue.

continually/change/mind
constantly/criticise/driving

forever/moan/work

forever/ask/money

always/complain/handwriting

1. 'I can't read this.' - 'You are _____ about my handwriting.'
2. 'Can I borrow \$10?' - 'You _____.'
3. 'That's a dangerous thing to do!' - '_____.'
4. 'I think I'll stay here after all.' - '_____.'
5. 'I had a bad day at the office again.' - '_____.'

PRESENT SIMPLE AND PRESENT CONTINUOUS (I do and I am doing) WITH A FUTURE MEANING

We use Present Continuous when we talk about personal plans and things that have been already arranged.

What *are you doing* in the evening? – I *am meeting* my friend.

Ann *is coming* tomorrow. – When *is she arriving*?

We use Present Simple when we talk about timetables, programmes, schedules etc.:

What time *does the train leaves*?

Tomorrow *is* Wednesday.

TO BE GOING to do something

I	am going to work
we/you/they	are going to work
he/she/it	is going to work

We use to be going to do something when

– we intend to do something in the future.

Next year I *am going to learn* French.

Nick *is going to move* abroad.

– we think or predict that something will happen.

There are black clouds. It *is going to rain*.

The bomb *is going to explode*.

– with the verb to be.

I *am going to be* in Tokyo in May.

– try to avoid going to + go, use the Present Continuous instead.

I *am going to* town on Saturday.

Task 1. These sentences refer to the future. Correct them where necessary (with either the Present Continuous or to be going to do) or put ✓ if they are already correct.

1. Unless aid arrives within the next few days, thousands are starving.
2. There are going to be more of us at the picnic than we'd thought.
3. I'm tired. I'm going to go to bed.
4. 'I can't get to the match after ail.' 'That's a pity. Dave's being very disappointed.'
5. Clear the area! The bomb's exploding.
6. In future, the company is going to be known as 'Communications International'.
7. I've redecorated the bedroom. Jane is liking it when she gets home.
8. Whether we like it or not, within a few years biotechnology is transforming every aspect of human life.
9. It's not a deep cut, but it's leaving a scar.
10. He is going to inherit his father's fortune.
11. Nina is going to go to Switzerland next week on business.
12. Tomorrow I'm playing tennis with Molly. We decided to do it a long time ago.

FUTURE SIMPLE (I will/shall do)

Affirmative	Negative	Interrogative		
I/we/you/they will work he/she/it will work	I/we/you/they will not work he/she/it will not work	Will	I/we/you/they he/she/it	work? work?
		Will		

We use Future Simple when:

- we decide something at the time of speaking.

I am too tired to walk home. I *will get* a taxi.

Did you phone Ann? – Oh no, I forgot. I *will do* it now.

- we offer to do something.

This box is very heavy for you. I *will take* it.

I need some money. – I *ll lend* you some.

- we agree or refuse to do something.

Will you wash up? – Yes, I *will*.

The car *won't start*.

- we promise to do something.

I *will be back* on time, I promise.

I *will remember* to buy some food.

- we ask someone to do something.

Will you open the window, please?

Will you please stop talking?

- after these words and expressions: I think, I am sure, I expect, I hope, probably.

I think he *will be* glad to meet you.

I am sure Ann *will enjoy* the present.

We use shall only with I and we in questions.

Shall I come in?

What *shall we do* tonight?

Task 1. Which of the three answers is wrong or very unlikely.

1. She thinks _____ living away from home when he goes to University.
 - a) Dan will enjoy
 - b) Dan is going to enjoy
 - c) Dan is enjoying
2. I'm sorry, but I can't come for dinner _____ to York tonight.
 - a) I'll drive
 - b) I'm going to drive
 - c) I'm driving
3. Did you know _____ a new car next week?
 - a) I'll get
 - b) I'm going to get
 - c) I'm getting
4. 'I'm going out now, Mum.' – 'Well, I hope _____ home too late. Remember that!'
 - a) you won't get
 - b) you aren't going to get
 - c) you aren't getting

Task 2. Read the situations and write what you would say in each case. Use *will/shall, going to or the Present Continuous*. There may be more than one correct answer for some situations, but remember that *going to* is usually used for actions that have already been decided on.

1. You make your friend a cup of sweet coffee then she tells you she doesn't take sugar. Offer to make her another one. _____
2. A colleague asks you why you've brought your sports kit to the office. Explain that you have arranged to play tennis after work. _____
3. A friend asks about your holiday plans. Tell her that you've decided not to go abroad this year. _____
4. Your brother lent you some money last week. Promise to pay him back at the weekend. _____
5. A friend is telling you about her wedding plans. Ask her where they plan to go for their honeymoon. _____?
6. Your sister has bought some very cheap CDs. You want to get some too and you've asked her several times where she got them, but she refuses to tell you. Ask why she refuses to tell you. _____?
7. Some friends have asked you to have lunch with them and then go to see a film. Agree to have lunch but refuse to go to the film because you've already seen it. _____
8. You failed an exam last year. Since then you've been working hard. Tell your teacher it's because you're determined not to fail again. _____
9. Your neighbour is playing loud music late at night. You get angry and ask him to turn the volume down. _____?
10. You've been offered the starring role in a Hollywood film and have accepted. Tell your friends about it. _____

Task 3. Choose the correct form of the verbs.

1. Oh no! Look at the time! I'll be / I'm going to be terribly late.
2. If you want to go to the shop, you can borrow my brother's bicycle. I'm sure he won't mind / he's not going to mind.
3. I'll go / I'm going into town this afternoon. Can I get you anything?
4. Will you hold / Are you going to hold this box for a moment while I unpack it?
5. I hear the government has announced they'll raise / they're going to raise taxes again.
6. My car won't start / My car isn't going to start. It must be the cold, I think.
7. I'll start / I'm going to start a new job next week.
8. I'm so sorry I forgot your birthday. Why don't you come round tomorrow and I'll cook / I'm going to cook you a meal?

Task 4. Imagine that you are in the following situations. Write what you say using *will, shall and won't*.

1. You offer to help somebody to carry a briefcase. Shall I carry your briefcase?
2. You promise your Mum not to be late in the evening. _____.
3. Your friends have got nothing to do. Make a suggestion. _____.
4. Some boys are fighting. Ask them to stop it. _____.
5. You can't open the door. Explain your problem. _____.
6. There is an accident in the street. You offer to call an ambulance. _____.
7. You refuse to pay for the parcel before you've checked it. _____.

FUTURE CONTINUOUS (I will be doing)

Affirmative	Negative	Interrogative
I/we/you/they will be working he/she/it	we/you/they will be working I/he/she/it	Will we/you/they be working? I/he/she/it

We use Future Continuous when we talk about:

- an activity or event going on at a particular time or over a particular period in the future.

Next Friday, the President will be celebrating ten years in power.

After the operation you won't be doing any sport for a while.

- the future activity or event is the result of a previous decision or arrangement or of a routine activity.

He will be taking up his place at university in July. (the result of a previous decision)

She will be performing every day until the end of the month. (part of a schedule)

We'll be going to my brother's house again for Christmas. (we always go there)

- to sound particularly polite when you ask about people's plans. For example, if you are asking about their plans because you want to ask them to do something unexpected or difficult.

Compare:

Are you starting work on the room today? *and*

Will you be starting work on the room today? You see, I hope to use it for a meeting tomorrow.

What time are you coming to baby-sit? *and*

What time will you be coming to baby-sit? We have to be at the theatre by 7 o'clock.

Task 1. Complete these sentences with an appropriate verb + preposition in either the Future Continuous or the Present Continuous for the Future.

suffer carry out use take talk get come live

1. Mary Slater _____ her work on the radio tonight.
2. A recent UN report has suggested that by the year 2040, 15 per cent of the world's population _____ malaria.
3. I've got a job in Stockholm so I _____ there for the next two years.
4. I can't believe it. Dave and Sarah _____ married.
5. You can have my old boots if you like. Now that I've got a new pair I _____ them again.
6. The council _____ road repairs over the next two days.
7. Most of my family _____ to our wedding next month.
8. We have a slight delay because of the poor weather, but we _____ off as soon as possible.

Task 2. Ask about people's plans in a polite way. Use *Will you be -ing...?*

1. You want to use the computer. David is using it now. *Will you be using the computer for long?*
2. You want some things from the supermarket. Ann is just leaving the house.

3. You are going to see a film with Jo, who has a car. A lift would be nicer than the bus.

4. You want to buy Jack's car but you don't know whether he plans to sell it.

FUTURE PERFECT (I will have done)

Affirmative	Negative	Interrogative
I/we/you/they will have worked he/she/it	I/we/you/they will not have worked he/she/it	Will I/we/you/they have worked? he/she/it

We use Future Perfect when we talk about:

- something that will be ended, completed, or achieved by a particular point in the future.

Let's hope the volcanic eruption *will have finished before we arrive on the island.*

By the time you get home I will have cleaned the house from top to bottom.

FUTURE PERFECT CONTINUOUS (I will have been doing)

Affirmative	Negative	Interrogative
I/we/you/they will have been working he/she/it	we/you/they will not have been working I/he/she/it	Will we/you/they have been working? I/he/she/it

We use Future Perfect Continuous when we talk about:

- how long something has been going on by a particular point in the future.

On Saturday, we *will have been living* in this house for a year.

Next year I *will have been working* in the company for 30 years.

Notice that we don't usually use the future perfect continuous with verbs describing states.

Next month I *will have known* Derek for 20 years, (*not ...will have been knowing...*)

Task 1. Complete the gaps with either the Future Perfect or the Future Perfect Continuous.

1. Simon started to learn Spanish when he was 25. He is still learning Spanish.
When he's 40 he *will have been learning Spanish for 15 years.*
2. Every day, Peter eats three bars of chocolate on the way home from school.
Before he gets Home from school tonight Peter _____.
3. So many people enter the New York Marathon that the last runners start several minutes after the ones at the front.
By the time the lost runners start, the ones at the front _____.
4. I started writing this book 3 years ago next month.
By next month I _____.
5. The company is spending \$5 million on developing the software before it goes on sale.
By the time the software goes on sale, the company _____.
6. I'm going to paint the front door today. I'll finish it before you get back.
When you get back, I _____.

Task 2. Choose the correct form of the verbs. Present and Future Tenses.

1. This bag is very heavy. *Will you help / Are you going to help* me carry it?
2. *Shall we invite / Will we invite* the neighbours to the party next week?
3. I've decided I need to get fit, so *I'm going to cycle / I will cycle* to work from now on.
4. "I've cut my finger" "Don't worry. *I'm getting / I'll get you a plaster!*"
5. She is very emotional. *She's going to cry / She's going to be crying.*
6. *It will be / It's* my birthday tomorrow.
7. This time next week, *we're going to lie / we'll be lying* on a beach in Italy.
8. I can't wait for next month. *I'll finish / I'll have finished* my exams by then.

PAST SIMPLE (I did)

Affirmative	Negative	Interrogative
I/we/you/they did work he/she/it	I/we/you/they did not work he/she/it	Did I/we/you/they work? he/she/it

We use Present Simple when we talk about:

- a permanent, or long-term, or completed situation in the past, but not now.

When I was younger I *played* badminton for my local team.

The Pharaohs *ruled* Egypt for thousands of years.

- repeated actions or events in the past.

I *went* past her house *every day*.

We *visited* Spain *three times* last year.

- a succession of past actions (two or more past completed events that follow each other).

He *jumped* out of bed and *ran* to see who the parcel was for.

He *closed* the windows, *locked* the doors and *went* for work.

- when a present situation began.

I *started* to get the pains *three weeks ago*.

When did you arrive in Britain?

- finished periods of time with time adverbs: in, (a month) ago, at (3 o'clock), last (week, month), on (Monday), once (= at some time in the past), then, yesterday.

Marie *died*, at the age of 86, *in 1964*.

Note that we add **-ed** for the regular verbs, but some of the verbs are irregular and we use their irregular form instead. These forms must be learnt.

PAST CONTINUOUS (I was doing)

Affirmative	Negative	Interrogative
we/you/they were working I/he/she/it was working	we/you/they were not working I/he/she/it was not working	Were we/you/they working? Was I/he/she/it working?

We use Past Continuous when we talk about:

- a temporary situation that existed at or around a particular time in the past.

At the time of robbery they *were staying* with their friends.

I *was reading* a book at 11 o'clock yesterday.

Note that the past simple is used to talk about a completed past event and the past continuous is used to describe the situation that existed at the time. The completed event might have interrupted the situation, or just occurred while the situation or event was in progress.

She *was shaking* with anger as she *left* the hotel.

When he *realised* I *was looking* at him, he *turned* away.

Erika *dropped* her bag while she *was getting* into her car.

Task 1. Complete this description of the life of a musician, using the verbs given. Use either the Past Simple or the Past Continuous.

Colin Boyle was born in 1973 near Dublin, Ireland. In 1983 he became seriously ill. While he 1 _____ his uncle 2 _____ him an old violin. He enjoyed playing and practised at his school every day after lessons. One day in 1987, John Leaf, the manager of several musicians, 3 _____ a meeting with the headmaster when he 4 _____ Colin practising. He immediately 5 _____ Colin's teacher and 6 _____ Colin to appear in one of the concerts he 7 _____ that year. Colin, however, 8 _____ Leaf's invitation, because just then he 9 _____ for some important school exams. Colin 10 _____ his exams and 11 _____ to college to study engineering. At college he 12 _____ Kim O'Malley, who 13 _____ chemistry. Kim was also a keen amateur musician. Being students, they rarely 14 _____ much money and they usually 15 _____ as waiters at weekends. One evening in April 1992, while Colin and Kim 16 _____ the manager 17 _____ that there would be no live music in the restaurant that night as the regular band could not come. Colin and Kim 18 _____ him to let them play to the customers. Everyone 19 _____ amazed to hear how good they 20 _____. Six months later they 21 _____ to leave college because they 22 _____ so much money as musicians. Their success has continued ever since.

RECOVER
GIVE

HAVE
HEAR
CONTACT
INVITE
ORGANISE
REFUSE
PREPARE
PASS / GO
MEET
STUDY

HAVE
WORK
SERVE customers,
ANNOUNCE

PERSUADE
BE
BE
DECIDE
EARN

Task 2. Complete the sentences using these pairs of verbs. Use the Past Simple in one space and the Past Continuous in the other.

arrive/get go/get meet/work look/slip wait/order ski/break

1. Just as I _____ into the bath the fire alarm _____ off.
2. Helen _____ her leg while she _____ in Switzerland.
3. We _____ when I _____ in a music shop.
4. When his mother _____ in the other direction Steve _____ away quietly.
5. I _____ a drink while I _____ for Pam to arrive.
6. Our guests were early. They _____ as I _____ changed.

Task 3. Use the words given to make sentences. Do not change the order of the words. Use either the Past Simple or the Past Continuous.

1. when Don / arrive/ we / have / coffee. _____.
2. while he / walk / in the mountains / Henry / see / a bear. _____.
3. Felix / phone / the fire brigade / when the cooker / catch / fire. _____.
4. the students / play / a game / when the professor / arrive. _____.
5. when the starter / fire / his pistol / the race / begin. _____.
6. I / walk / home / when it / start / to rain. _____.
7. when Margo / open / the door / the phone / ring. _____.
8. Cathy / phone / the post office / when the parcel / arrive _____.

PRESENT PERFECT (I have done)

Affirmative	Negative	Interrogative
I/we/you/they have worked he/she/it has worked	I/we/you/they have not worked he/she/it has not worked	Have I/we/you/they worked? Has he/she/it worked?

We use Present Perfect when we talk about:

- something that happened in the past, but we don't specify precisely when it happened.

A French yachtsman *has broken* the record for sailing round the world single-handed.
I *have complained* about the traffic before.

- some kind of connection between what happened in the past, and the present time.

I've *washed* my hands so that I can help you with the cooking.
We can't go ahead with the meeting, because very few people *have shown* any interest.

- how long an existing situation has lasted.

They *have grown* such a lot since we last saw them.
Prices *have fallen* sharply over the past six months.

- an action or event has been repeated a number of times up to now.

They *have been* to Chile three times.
I *have often wished* I'd learned to read music.

- someone has recently invented, produced, discovered or written something.

Scientists *have discovered* that all over the world, millions of frogs and toads are dying.
Two schoolchildren *have invented* a device for moving large objects up flights of stairs.

- a situation with some time adverbs **already, since (last week), so far, still, up to now, yet, just, lately, ever, never.**

Don't disturb Amy. She *has just gone* to sleep.
Have you seen Robert *lately*?

- after a superlative.

It's one of *the most magnificent views* I *have ever seen*. (= in my whole life)

- with **This is the first time..., It is the first time...**

This is the first time he *has driven* a car.
It is the first time I *have taken* this exam.

- a situation with time adverbs **today, this morning /week/ month**, be used with either the present perfect or past simple. If we see today etc. as a past, completed period of time, then we use the past simple; if we see today, etc. as a period including the present moment, then we use the present perfect. Compare:

I didn't shave *today* (= the usual time has passed; suggests I will not shave today) *and*
I haven't shaved *today*. (= today is not finished; I may shave later or may not)

I wrote three letters *this morning*. (= the morning is over) *and*
I've written three letters *this morning*. (= it is still morning)

Task 1. Choose a verb with either the Present Perfect or the Past Simple for these sentences.

agree appear continue disappear move reach show solve write

1. Research _____ that cycling can help patients overcome their illnesses.
2. The rabbit just _____ in my garden one day last week.
3. With this promotion, I feel that I _____ a turning point in my career.
4. Oh, no! My car _____!
5. Quite early in the negotiations, they _____ to lower the prices.
6. In 1788 he _____ his last great work in Vienna.
7. There's not much more to do, now that we _____ the main problem.
8. Throughout the summer of 1980 Malcolm _____ to divide his time between London and New York.
9. When he was 13, his parents _____ to the United States.

Task 2. Choose a verb that can complete both sentences in each pair. Use either the Present Perfect or the Past Simple.

wear stay see be rise

1. a The price of houses _____ dramatically in recent years.
b Unemployment _____ every year until 1985 and then started to fall.
2. a At his wedding he _____ a green suit and red tie.
b These are the glasses I _____ ever since I was 30.
3. a The company _____ many setbacks in its 50-year history, but it is now flourishing.
b Few of the trees in our village _____ the storms during the winter of 1991.
4. a This _____ his home for over 20 years and he doesn't want to leave it.
b When I picked up the coffee I _____ surprised to find it that it was cold.
5. a So far it's been so cold that we _____ in the house all day.
b We _____ with Mike and Sue last weekend.
6. a I last _____ you in Beijing three years ago.
b I never _____ anyone play so well in my whole life.

Task 3. Complete these sentences with the verb given. Choose the Present Perfect or Past Simple.

discover (2) invent produce develop

1. According to yesterday's newspapers, astronomers in Australia _____ a planet in a galaxy close to our own.
2. To help today's customers make a choice, a company in New York _____ a video trolley - a supermarket trolley with a video screen to display advertisements and price information.
3. At the start of his career, Cousteau _____ the aqualung, opening the oceans to explorers, scientists, and leisure divers.
4. He proudly told reporters that the company _____ software to prevent the recent increase in computer crime.
5. John Grigg _____ the comet now called Grigg-Skjellerup, at the beginning of the 20th century.

Task 4. Put ✓ or correct the sentences.

1. Terry drove to Glasgow last week to visit his father.
2. I have known a woman once who had sixteen cats.
3. Ann Baker already did four radio interviews about her new book.
4. Julia felt hungry. Then she has remembered the salad in the fridge.
5. I'll introduce you to Dr Davies – or have you met her before?
6. We've had enormous problems recently with ants in the kitchen. We just can't get rid of them.
7. I have talked to her yesterday about doing the work.
8. They still live in the small house they have bought 30 years ago.
9. You have not yet explained clearly what you want me to do.
10. We lived in Newcastle for three years now and like it a lot.

Task 5. Complete these sentences with an appropriate verb. Use either the Present Perfect or the Past Simple.

wear crash spend work be start rescue miss

1. Maria hasn't wanted to drive since she _____ her car.
2. I _____ really hard this morning. Another two shelves to put up and then I think I'll have lunch.
3. Since the eruption _____, all the villages on the slopes of the volcano have been evacuated.
4. So far this week there _____ three burglaries in our street.
5. I _____ a committee meeting since 1986, so I don't want to miss the one today.
6. It was so hot today that I _____ shorts and a T-shirt at work.
7. A great deal _____ since I last spoke to you.
8. We _____ £200 on food this month already.
9. Since he _____ the girl from the frozen pond, he has been on TV and in the newspapers almost every day.

Task 6. Choose one of these verbs and write *Have you ever...* or *Did you ever...* at the beginning of these questions.

be eat have hear learn meet talk think

1. _____ in a cave?
2. _____ durian (= a fruit) when you lived in Malaysia?
3. _____ somebody really famous?
4. _____ what it must be like to be a cat?
5. _____ to play a musical instrument as a child?
6. _____ to Michael when you worked in the same company?
7. _____ a song called 'Close to the Edge'?
8. _____ a pet when you were young?

PRESENT PERFECT CONTINUOUS (I have been doing)

Affirmative	Negative	Interrogative	
I/we/you/they have been working he/she/it has been working	I/we/you/they have not been working he/she/it has not been working	Have Has	I/we/you/they been working? he/she/it been working?

We use Present Perfect Continuous when we talk about:

– a situation or activity that started in the past and has been in progress for a period until now. Use the Present Perfect Continuous with expressions that indicate the time period **since** and **for**.

I've been meaning to phone Jack since I heard he was back in the country.

The competition *has been running* every year *since 1980*.

She's been living in New Zealand *for over a year now*.

People *have been saying for ages* that the building should be pulled down.

– a recent situation or activity and focuses on its present results. The situation or activity may still be going on, or it may just have stopped.

Look! *It's been snowing*.

'You're looking well.' *I've been playing* a lot of squash to lose weight.'

'Haven't seen anything of Rod for a while.' 'No, *he's been working* in Germany.'

Your eyes are red - have you been crying?

– ask questions with *How long...?* and when we say how long something has been in progress.

How long have you been waiting for me?

How long have they been living next door to you?

For more than two years I've been trying to get permission to extend my house.

Unemployment *has been rising* steadily *since the huge increase in oil prices*.

Use both the **Present Perfect Continuous** and the **Present Perfect** to talk about something that started in the past and which affects the situation that exists now. The difference is that the Present Perfect Continuous focuses on the *activity* or *event* which may or may not be finished. The Present Perfect, however, focuses on the *effect of* the activity or event, or the fact that something has been *achieved*.

I've been following their discussions with great interest. (emphasises the activity)

I've followed their discussions with great interest. (emphasises the result)

We use the Present Perfect when we talk about long-lasting or permanent situations, or when we want to emphasise that we are talking about the *whole* of a period of time until the present.

I have always admired Chester's work.

They are the most delicious oranges *I've ever eaten*.

When we want to emphasise that a situation has changed over a period of time up to now, and may continue to change, we prefer the Present Perfect Continuous to the Present Perfect:

The pollution problem *has been getting* worse over the last decade.

However, if we talk about a specific change over a period of time which ends now, particularly to focus on the *result* of this change, we use the Present Perfect:

Prices *have decreased* by 7%. (= in a period up to now)

Task 1. Choose the correct verb form.

1. I *have been working* / *have worked* as a manager for a long time now. I'm ready for change.
2. My hands are covered in oil because I *have fixed* / *have been fixing* my bicycle.
3. How long she *has owned* / *has been owning* her car?
4. He's feeling nervous because *he has never flown* / *has never been flying* in a plane before.
5. How many times *have I told* / *have I been telling* you to shut the door behind you?
6. She *has been learning* / *has learned* Dutch because she's going to live in Amsterdam.

Task 2. Complete the sentences using either *the Present Perfect* or *the Present Perfect Continuous*.

- | | |
|---|--------|
| 1. He _____ a travel guide for the last six months. | WRITE |
| 2. Thousands of tourists _____ the temples in Thailand this year. | SEE |
| 3. I _____ never _____ to an elephant sanctuary before. | GO |
| 4. My friends _____ around Australia for the last three months. | TRAVEL |
| 5. We can't visit the caves because the authorities _____ them. | CLOSE |
| 6. I've run out of money now, but I _____ some souvenirs. | BUY |
| 7. She _____ always _____ travelling alone. | HATE |
| 8. My back really hurts. I _____ that heavy back pack all day. | CARRY |
| 9. He _____ several serious illnesses since going abroad. | CATCH |
| 10. I _____ always _____ of myself as a traveller rather than a
tourist. | THINK |

Task 3. Respond to the statements with a question using *How long + the Past Simple*, or *How long + the Present Perfect*, or *How long + the Present Perfect Continuous*. Use the Present Perfect Continuous where possible.

1. She's studying at university in Paris.
How long has she been studying there?

2. My brother used to have a silver Vespa.

3. My great aunt and uncle live in Canada.

4. My neighbour is a photographer.

5. My father used to worked in Brazil.

6. I go to the gym most weekends after work.

7. My parents are both retired.

8. My grandfather used to own a restaurant.

PAST PERFECT (I had done)

Affirmative	Negative	Interrogative
I/we/you/they had worked he/she/it	I/we/you/they had not worked he/she/it	Had I/we/you/they worked? he/she/it

We use Past Perfect when we talk about:

– a past situation or activity that took place before another past situation or activity, or before a particular time in the past.

When he stopped laughing, everyone *had left*. (= they left before he stopped laughing)

I *had gone* to bed when the phone rang. (= I went to bed and then the phone rang)

As Mary shook Mr Morgan's hand, she realised she *had seen* him before.

– what we wanted or hoped, expect (to), mean (to), think (about + -ing) to do, but didn't.

I *had wanted* to visit the gallery before I left Florence, but it's closed on Sundays.

Bill *had hoped* to retire at 60, but they persuaded him to stay on for a few more years.

– a situation with a time expression (e.g. after, as soon as, before, by the time (that), when, already and just) to say that one event happened after another, we use past perfect for the event that happened first and the past simple for the event that happened second:

After Ivan had finished reading, he put out the light.

When Carol had brushed her teeth, she went to bed.

The film *had already begun* by the time we got to the cinema.

She *had just stepped* into her office when the telephone rang.

But to emphasise that the second event is the result of the first, we prefer the Past Simple for both:

She became famous *after* she appeared on the TV programme.

When the teacher came in, all the children stood up.

Task 1. Choose the correct answer.

1. Alice felt very pleased with herself. She *had found* / *found* what she was looking for.
2. 'Where are we?' *had asked* / *asked* Martha.
3. By the time I got back to the bathroom, the bath *had overflowed* / *overflowed*.
4. She walked into the station only to find that the train *had left* / *left*.
5. I was just about to leave when I *had remembered* / *remembered* my briefcase.
6. My sister told me that Joe *had died* / *died*.
7. He *had looked* / *looked* at his watch again and began to walk even faster.
8. In a surprise move, the Prime Minister *had resigned* / *resigned* last night.

Task 2. These things happened in the order given in brackets. Write sentences using this information beginning with the words given. Use either *the Past Simple* or *the Past Perfect*.

1. (most people went home / I got to the party) By the time _____.
2. (Glen opened the book/some pages fell out) When _____.
3. (the fox disappeared / we went back to look for it) When _____.
4. (she picked up her bag/the handle broke) When _____.

Task 3. Expand one of these sets of notes using the past perfect to begin each sentence.

She / not expect / see David again I / hope for / a relaxing day I / mean / to call / parents
He / think about / fly / to Rome She / want / to leave / the meeting early

1. _____, but all the flights were booked up.
2. _____, but I couldn't find a phone box.
3. _____, so she was delighted when they met at the conference.
4. _____, but she felt that she ought to stay to find out what was decided.
5. _____, but instead my cousin and her five children arrived unexpectedly.

Task 4. Put the verbs in the either *the Past Simple* or *the Past Perfect*.

- a) I cooked a chicken curry for some friends, but I _____ out until the next day that I _____ them all food poisoning. NOT FIND
GIVE
- b) Sandra _____ her friend Dawn to ask about her holiday. RING
Dawn _____ just _____ from a cruise in the Caribbean. RETURN
- c) Since he was a little boy, Mark _____ to go to Oxford University and study to become a doctor. Imagining his delight when he _____ really well in all his exams! His childhood dream _____ true. WANT
DO
COME
- d) Kenneth _____ a very difficult week. On Monday a water pipe _____ and flooded the kitchen, on Wednesday the central heating _____ down, and on Friday his wife _____ him. HAVE
BURST
BRAKE
LEAVE
- e) Keith and Fiona _____ to Brighton for their holiday last year. GO
They _____ there the year before and BE
they _____ an awful time, so I can't understand why HAVE
they _____ to go back again. DECIDE
- f) Rachel was a successful model before she _____ a teacher. BECOME
She _____ a lot of money, but then she EARN
_____ it all up for the classroom. GIVE

Task 5. Use these pairs of verbs to complete the sentences. Choose the Past Perfect where possible; otherwise, use the Past Simple.

turn/caught come/start eat/pick check/go type/give collapse/phone

1. After Michael _____ the letter, he _____ it to Kay to sign.
2. When she _____ into the hall, everyone _____ cheering.
3. When Jenny _____ that the children were asleep, she _____ out to the concert.
4. As soon as I _____ the ignition key, the engine _____ fire.
5. When Norma _____, I _____ for an ambulance.
6. After they _____ all the food, they _____ up their bags and left.

PAST PERFECT CONTINUOUS (I had been doing)

Affirmative	Negative	Interrogative
I/we/you/they had been working he/she/it	I/we/you/they had not been working he/she/it	Had I/we/you/they been working? he/she/it

We use Past Perfect Continuous when we talk about:

– a situation or activity that happened over a period up to a particular past time, or until shortly before it.

She *had been suffering* from flu when she was interviewed.

I *'d been finishing* some work in the garden and hadn't seen Sue come home.

Bill *had been saving* since Christmas to buy a new bike.

– how long something went on up to a particular past time.

They *had been travelling* for about 36 hours.

We *had been looking* at the painting for about ten minutes before we realised who the artist was.

Use the Past Perfect with some verbs that describe *states* are not often used with continuous tenses, and we use the Past Perfect with these even when we are talking about how long something went on up to a particular past time. Also when we talk about *how many* times something happened in a period up to a particular past time, we use the Past Perfect.

I *had always believed* that it would be easy to get a job.

We *had owned* the car for 6 months before we discovered it was stolen.

Task 1. Complete these sentences using one of the following. Use the Past Perfect Continuous. (You will need to use a negative verb form in some cases.)

pay / bills stay / friends smoke / cigar try / to steal the car attend / classes cycle / fast

1. She returned to the house where she _____.
2. Sue _____ until she reached the hill.
3. By the smell in the room and his guilty expression I could tell that Alex _____.
4. The principal called Carmen into his office because she _____.
5. I had to give Peter some money when I found out that he _____.
6. He told the police that he _____. He said he thought it belonged to his brother.

Task 2. Complete the sentences with appropriate verbs, using the same one for each sentence in the pair. Use the Past Perfect Continuous if it is possible; if not, use the Past Perfect.

apply work fly carry

1. a. She took a bottle from the bag she _____ all the way from home.
b. The avalanche _____ them 500 metres down the mountain but no-one was hurt.
2. a. We _____ for visas well before our departure date, but still hadn't heard anything by the day we were due to leave.
b. She _____ for jobs, without success, since leaving university.
3. a. He _____ all the way from New York to see me.
b. When the plane was diverted, it _____ from London to Frankfurt.
4. a. She _____ for the same company since she qualified.
b. He _____ finally _____ his way up from the shop floor to a management position.

USED TO (Used to do)

Affirmative	Negative	Interrogative
I/we/you/they used to work he/she/it	I/we/you/they did not use to work he/she/it	Did I/we/you/they use to work? he/she/it

We use Past Perfect when we talk about:

- things that happened repeatedly in the past, but don't happen now.

We *used to lend* him money when he was unemployed.
Tim *used to visit* his parents every other weekend.

- about past *states* that have changed.

The factory *used to be* in the city centre.
I *used to smoke* heavily when I was at university.

Don't use used to when we say exactly how many times something happened, how long something took, or that something happened at a particular time.

We *visited* Switzerland *four times* during the 1970s.
She *went* on holiday to the Bahamas *last week*.

Task 1. Choose the correct form of the verbs. You may need to use *the Past Simple, the Past Continuous and Used to*.

1. Mary met her husband while she *worked / was working / used to work* in the States.
2. Why does Warren keep shouting at people? *He wasn't / wasn't being / didn't use to be* so bad-tempered.
3. How long is it since you *had / were having / used to have* a holiday?
4. The government *provided / were providing / used to provide* much more help for disabled people than they do now.
5. It's all very well complaining you haven't any money, but while you were travelling around the world, I *studied / was studying / used to study* sixteen hours a day for my exams.
6. The only time I ever *rode / was riding / used to ride* a horse, I *fell / was falling / used to fall* off in the first five minutes.

Task 2. Answer these questions by expanding the notes, using if you can, use *used to*.

1. How often did you see Judith? (We / meet / every day for lunch)

We used to meet every day for lunch.

2. Where did you learn to speak Japanese? (We / work / Tokyo for three years)
-

3. Where in Malaysia were you living? (We / live / east coast)
-

4. How long have you known each other? (We / meet / 22nd June last year)
-

5. How did you meet? (We / play / tennis together)
-

ADDITIONAL EXERCISES

Task 1. Fill the gaps with a verb in the correct tense from the box. Use *Present Simple / Present Continuous / Present Perfect / Present Perfect Continuous / Past Simple*.

Dear Mum and Dad

I 1 _____ to feel quite nervous now about my climb to the top of Everest. However, I think I 2 _____ all that I can to prepare myself and I 3 _____ very fit, but is it enough? To be perfectly honest with you both, I am absolutely terrified. As part of our training we 4 _____ how to survive in sub-zero conditions which 5 _____ much fun. At night we 6 _____ in all kinds of strange places! Tonight we 7 _____ at the base camp. I often 8 _____ about my warm bed back home and Mum's cooking. I 9 _____ you for four months now, but it 10 _____ like four years. It's wonderful to get your letters and hear your news. I 11 _____ everyone here how hot it 12 _____ in England this summer, but they don't believe me. And I 13 _____ to imagine all the summer colours in our garden in York, because of course the only colour here is white. It 14 _____ a lot recently, so conditions are a little dangerous. Today's a rest day. Some guys 15 _____, because believe it or not it gets very hot here around midday. Other people 16 _____ our equipment, which is a job we have to do all the time. You mentioned in your last letter that you 17 _____ of selling the house. Please wait until I 18 _____ home before you 19 _____ any decisions. Our house is so beautiful, I'd be really upset if you sold it. Anyway, it's 8 pm, and my bedtime. I always 20 _____ up at 4 am at the latest. I'd love 21 _____ in my bed at home right now. Anyway, I'm not!
Take care of yourselves.
Love, David

CLIMB
DO
FEEL

LEARN
NOT BE
SLEEP
STAY
DREAM
SEE
FEEL
TELL
BE
TRY

SNOW
SUNBATHE
CHECK

THINK
GET
MAKE

GET
LIE

Task 2. Fill the gaps with a verb in the correct tense. Use *the Present Simple / Past Simple / Future Simple / Past Continuous / Present Perfect / Past Perfect*.

One summer morning Meeks 1 _____ from the West to New York to find his sister. She 2 _____ Mrs. Mary Snyder, a widow, aged 52, who 3 _____ for a year in a treatment house in a crowded district. At her address somebody 4 _____ him that Mary 5 _____ away longer than a month before. No one could tell him her new address. On coming out of the house Mr. Meeks 6 _____ a policeman who 7 _____ on the corner, and explained his difficulty to him. "I 8 _____ a lot of money recently and I'd like to help Mary as soon as possible", he added. The policeman 9 _____ his moustache and 10 _____ Meeks about Juggins. He said that Juggins 11 _____ the leader of a new school of detectives. "Juggins 12 _____ some very difficult cases.

COME
BE
LIVE
TELL
MOVE

ADDRESS
STAND
MAKE
PULL
TELL
BE
SOLVE

I 13 _____ you to him”, the policeman said.
 “If I find your sister, you 14 _____ me two hundred dollars.
 I 15 _____ to solve your case. The disappearance of people
 in the city is the most interesting problem I 16 _____”,
 at said the famous detective, 17 _____ and put on his hat.
 In fifteen minutes Juggins 18 _____ holding a little piece
 of paper with Mary’s new address. After Meeks 19 _____
 his bill, he asked the detective to explain what he 20 _____.
 “I 21 _____ you as it’s a professional secret”, answered Juggins
 and 22 _____ a wink at the policeman.

TAKE
 PAY
 TRY
 EVER WORK
 RISE
 RETURN
 PAY
 DO
 NOT TELL
 GIVE

Fill the gaps with a verb in the correct tense. Use the *Past Simple / Past Continuous / Past Perfect Continuous / Past Perfect*.

Jim, Rita, and their cat, Whiskers 1 _____ home to London.
 They 2 _____ with their best friends Bob and Sue,
 in Edinburgh, and 3 _____ just _____ them goodbye.
 700 kilometres of motorway lay ahead. Whiskers was not happy!
 He 4 _____ in his basket on the back seat.
 “Poor Whiskers!” said Rita. “Sh! Whiskers!” said Jim, “I can’t concentrate.”
 Suddenly there was a big bang, and Jim and Rita’s car 5 _____
 into the car in front and 6 _____ fire. Fortunately, the police
 7 _____ on the scene very soon and 8 _____ them
 out of the car. However, poor Whiskers was left behind. Rita was distraught,
 and before the policeman could stop her, she 9 _____ back
 to the burning car to save him. She 10 _____ Whiskers to
 safety in her arms, when suddenly there was a huge explosion. The cat
 11 _____ up into the air and 12 _____ away.
 After an hour of fruitless search they still 13 _____ him, so
 with heavy hearts they set off again for home. About two months passed.
 It was two o’clock in the morning and Rita 14 _____ awake
 in her bed in London. She 15 _____ about Whiskers.
 Suddenly she 16 _____ a strange scratching sound.
 Thinking it might be burglars, she 17 _____ Jim up and quietly
 they 18 _____ downstairs. They couldn’t tell where the noise
 19 _____ from. Then Jim opened the front door and,
 to their amazement, there was Whiskers! He 20 _____ for over
 60 days, and incredibly he 21 _____ his way home.
 He was exhausted and his paws 22 _____, so Rita
 23 _____ him some woolen, baby booties, which he
 24 _____ until his feet were better. So from then on he was called
 ‘Puss in Boots’.

DRIVE
 STAY
 WAVE

 MIAOW

 CRASH
 CATCH
 ARRIVE/PULL

 RACE
 CARRY

 LEAP/RUN
 NOT FIND

 LIE
 DREAM
 HEAR
 WAKE
 CREEP
 COME
 WALK
 FIND
 BLEED
 KNIT
 WEAR

THE PASSIVE (to be + Participle II)

	Simple	Continuous	Perfect
Present	I am asked he/she/it is asked we/you/they are asked	I am being asked he/she/it is being asked we/you/they are being asked	I/we/you/they have been asked he/she/it has been asked
Past	I/he/she/it was asked we/you/they were asked	I/he/she/it was being asked we/you/they were being asked	I/he/she/it had been asked we/you/they
Future	I will be asked he/she/it will be asked we/you/they	–	/we/you/they he/she/it will have been asked

Verbs which take an object (*transitive verbs*) can have a passive form.

They *destroyed the building*. – The building *was destroyed*.
The news *surprised me*. – I *was surprised* by the news.

Verbs which *do not* take an object (*intransitive verbs*) do not have passive forms: **to arrive, to be, to become, to have, to lack, to come, to belong, to possess, to resemble, to fit, etc.**

I slept for nearly ten hours last night.
The ship slowly disappeared from view.

A good dictionary will tell you whether verbs are transitive or intransitive.

The choice between an active and passive sentence allows us to present the same information in two different orders.

active The storm damaged the roof.
This sentence is about *the storm*, and says what it did. (*The storm* is the 'agent'.)

passive The roof was damaged by the storm.
This sentence is about *the roof*, and says what happened to it. (The 'agent' goes in a prepositional phrase with *by* after the verb.)

Use Passive when:

– the agent is not known, is 'people in general', is unimportant, or is obvious, using a passive allows us to omit the agent by leaving out the prepositional phrase with *by*:

My office *was broken* into when I was on holiday. (unknown agent)
An order form *can be found* on page two. (agent = people in general)
These boxes *should be handled* with care. (unimportant agent)
She *is being treated* in hospital. (obvious agent; presumably 'doctors')

– In factual writing, particularly in describing procedures or processes, especially with modal verbs.

Nuclear waste will still be radioactive even after 20,000 years, so it *must be disposed* of very carefully. It *can be stored* as a liquid in stainless-steel containers which *are encased* in concrete.

– In formal English, particularly writing. Notice also that some verbs have corresponding nouns.

The new computer system is being installed next month.
The installation of the new computer system will be completed by next month.

Task 1. Complete these sentences with appropriate passive (if possible) or active forms of the verbs.

arrive destroy deteriorate develop follow exist happen need
prevent recede release wear

1. A number of priceless works of art _____ in the earthquake.
2. By the time Carol _____ we had finished eating and were ready to go.
3. No record _____ of the visit he claimed to have made to Paris in 1941.
4. Because my visa had expired I _____ from re-entering the country.
5. It is generally agreed that new industries _____ for the southern part of the country.
6. If Nick hadn't come along, I don't know what would _____.
7. The economic situation in the region _____ quite sharply over the last year.
8. The coastline _____ into the distance as our ship sailed further away.
9. It's incredible to think that these clothes _____ by Queen Victoria.
10. A new drug _____ to combat asthma in small children.
11. When Kathy left the room, everyone _____.
12. A number of political prisoners _____ within the next few days.

Task 2. Put the verbs in the correct form of Passive.

1. I've collected all the documents that _____ for the house sale. Can you take them to the lawyer's office to _____? NEED
SIGN
2. Look, this is a secret. Come into the garden where we _____. NOT/OVERHEAR
3. If you hadn't been so late for work, you _____. SACK
4. This office is very inefficient. The telephone _____ promptly, no proper records _____ and, worst of all, no reports _____ for weeks. NEVER/ANSWER
KEEP
WRITE
5. I was so worried about my garden while I was in hospital, but I have very good neighbours. When I got home I could see that the vegetables _____ every day and the grass _____ regularly. WATER/CUT
6. Can you come to the police station? The man who _____ of stealing your wallet _____, and _____ at the moment. The police hope he _____, either by you or another witness. SUSPECT
ARREST
QUESTION
IDENTIFY
7. We had hoped to see several famous paintings, but the gallery _____ at the time of our visit and most of the really valuable works _____ for safe keeping. REORGANISE
MOVE

ADDITIONAL EXERCISES

Task 1. Put the verbs in the correct form of Active or Passive.

- walk**
1. Our baby Jack _____ now. He's just twelve months old.
 2. 'How did you get there?' – 'We _____. It didn't take long.'
 3. After ten miles I had to stop for a rest. We _____ non-stop for four hours.

- take**
4. My dog looked guilty. He _____ some food from the kitchen table.
 5. It was a hard match. A half-time, one of the footballers _____ to hospital.
 6. 'This shirt is \$25, sir.' – 'That's fine. I _____ it.'

- have**
7. I think we should buy a new car. We _____ this one for ages.
 8. Don't phone at 8.00 this evening. We _____ dinner then.
 9. We _____ a lovely picnic until my son was stung by a bee.

- make**
10. This is a great sandwich shop. Everything _____ freshly _____.
 11. By the time I'm forty I _____ enough money to retire.
 12. Have you heard about Lenny? He _____ redundant.

- wash**
13. 'Where are my jeans?' – 'They _____ at the moment, sorry.'
 14. My favourite T-shirt went pink. It _____ with my red sweater.
 15. 'Why are you all wet?' – 'I _____ the car.'

- sell**
16. I wish I'd bought that antique chair I saw in that shop. It _____ by now.
 17. My sister earns a good salary. She _____ life insurance policies.
 18. If no one offers to buy the house, it _____ by auction next month.

- teach**
19. At the end of this term I _____ for six years.
 20. The soldiers _____ how to use grenades when unfortunately one blew up and injured them.

Complete the tense chart with the verb forms from above. There is one for each gap.

ACTIVE	Simple	Continuous
Present		
Past		
Future		
Present Perfect		
Past Perfect		
Future Perfect		
PASSIVE	Simple	Continuous
Present		
Past		
Future		--
Present Perfect		---
Past Perfect		---
Future Perfect		---

Task 2. Fill the gaps with a verb in the correct tense, active or passive.

Here are some of the strangest deaths on record. Read these true stories and fill the gaps with a verb in the correct tense from the boxes.

1. Major Summerfield

He was struck by lightning three times!

Major Summerfield was a victim of lightning three times, once even after he 1 _____.

The first time was 1918. He 2 _____ for the Canadian army in Flanders when he 3 _____ by lightning and he 4 _____ off his horse. However, he 5 _____ badly.

Major Summerfield was a keen fisherman and six years later, back in his home town in Vancouver, he 6 _____ and just 7 _____ a huge salmon, when lightning 8 _____ again. This time it was more serious and his legs 9 _____.

He eventually died in 1932. On the day of his funeral there was a terrible thunderstorm, and just as Major Summerfield 10 _____, lightning hit the graveyard, and his tombstone 11 _____ into hundreds of tiny pieces.

DIE
FIGHT
STRIKE
FALL
NOT/INJURE

FISH
CATCH

PARALISE

BURY
SHATTER

2. Maudie Walker

She died of excitement!

Maudie Walker was a 59-year-old contestant on a live American TV quiz show, called Temptation. She just 1 _____ in winning the game, and 2 _____ at the camera and 3 _____ to all her family in the audience, when she 4 _____ by the excitement of the moment and 5 _____ a massive heart attack. She 6 _____ in front of ten million viewers. Temptation has not been shown live since.

SUCCEED
SMILE
WAVE
OVERCOME
SUFFER
DIE

3. Rueben Tice

He was killed by his own invention!

Rueben Tice was an electrician from Monterey, California but in his spare time he was also an inventor. His first invention was an idea for chilling cocktail glasses but this 1 _____ very successful. In the winter of 1977, he 2 _____ on his latest invention. This was an amazing device to take wrinkles out of prunes.

He 3 _____ for six nights, because he 4 _____ the final touches to his great discovery. He was nearly ready to share it with the world.

Unfortunately for mankind the machine 5 _____ with a loud bang and Rueben 6 _____ on the head by a large metal rod. He 7 _____ instantly. His dead body 8 _____ in thousand of prunes. Unfortunately they were still wrinkled!

NOT/BE
WORK

SLEEP
PUT

EXPLODE
HIT
KILL
COVER

Task 3. Fill the gaps with a verb in the correct tense, active or passive.

Pat and Ronald Thomas 1 _____ in a caravan, but their home 2 _____ more miles than any other house in Britain! Their house 3 _____ from a pair of Victorian railway carriages, and they 4 _____ there for ten years. "I 5 _____ to live in a train at first," admits Pat, "but when I 6 _____ that this train had a garden with a stream, I just 7 _____ in love with it. We 8 _____ it from an old lady, and she 9 _____ already _____ a lot of work on it. But there is a lot left to do and we 10 _____ still _____ improvements." Visitors are often surprised to see how spacious the house is. All the dividing walls 11 _____, so now the rooms are about fifteen metres long. Pat and Ronald 12 _____ 68.000 for their house. Recently they 13 _____ more than 100.000 for it, but it's not for sale. "I 14 _____ more and more about the history of this train all the time," says Ronald. "It 15 _____ in Swindon between 1855 and 1875. We 16 _____ so hard to make it beautiful that I don't think we 17 _____ ever _____ it," he admits. "I hope it 18 _____ in our family forever."

NOT LIVE
TRAVEL
MAKE
LIVE
NOT WANT
SEE
FALL
BUY
DO
MAKE

REMOVE

PAY
OFFER
DISCOVER
BUILD
WORK
SELL
REMAIN

Task 4. Fill the gaps with a verb in the correct tense, active or passive.

I 1 _____ rather poor lately, so this morning at nine I went to the doctor. I 2 _____ him alone in his waiting-room, where he 3 _____ by the window. "Where are your patients? You 4 _____ them all?" I asked. "The reason why people 5 _____ into this room now is that on Wednesday I 6 _____ consultations here until half past ten. Such 7 _____ my habit for the last twenty-five years". "I'm sorry I 8 _____ too early", I said, "I 9 _____ away and 10 _____ back later". "Oh, no. I 11 _____ early patients to late ones. In the course of my practice I 12 _____ the late-comers 13 _____ the doctor because they need some sympathy. They are like a dog that once 14 _____ here with a sore paw; I bandaged it for him and while I 15 _____ this he 16 _____ me with great lonely eyes. He 17 _____ back the next day and every day until his paw 18 _____ well. I found out that his master 19 _____ away. The dog is old now but he still 20 _____".

FEEL
FIND
STAND
CURE
NOT/CROWD
NOT/BEGIN
BE
COME
GO/COME
PREFER
NOTICE
VISIT
COME
DO
LOOK
COME
BECOME
GO
COME

Task 5. Fill the gaps with a verb in the correct tense, active or passive.

CHAIRMAN OF THE SNOW BOARD

The sport of snowboarding is booming and the person responsible for this is Jake Burton. Burton, the antithesis of a hard-nosed businessman, is the president and founder of what is now a multimillion-dollar corporation. "I have the best job in the world," says Burton. "I 1 _____ my board several days a week, the company is making money, the sport is blossoming." Though Burton 2 _____ the inventor of the snowboard, he 3 _____ to take credit for anything more than improving on somebody else's idea. He 4 _____, instead, for the label 'snowboard pioneer'. The first snowboard-like object 5 _____ by Sherman Poppen who, in 1965, 6 _____ two skis together for his children to slide on. Poppen 7 _____ his invention the Snurfer. Jake Burton 8 _____ a Snurfer when he was 14 years old. "I always 9 _____ feel there was an opportunity for it to 10 _____ better," he says, "for serious technology to 11 _____ to it, so Snurfing could become a legitimate sport instead of a cheap toy." According to Jake's father, although Jake 12 _____ any innate entrepreneurial spirit, once he had the idea for this board in his head, he 13 _____ every bit of his energy into it. Jake Burton's teenage years 14 _____ by tragedy: his older brother 15 _____ in Vietnam when Burton was 12, and their mother 16 _____ of leukemia five years later. "The loss 17 _____ for two things," says Burton, "real independence and an ability to persevere." Both 18 _____ into play in December 1977, when, shortly after he 19 _____ a degree in economics and 20 _____ a small sum in his grandmother's will, he 21 _____ Burton Snowboards. He was 23. In the beginning Burton 22 _____ as a barman by night and 23 _____ snowboard prototypes by day. After constructing more than 100 models, he finally had a board he was pleased with. That hurdle overcome, he had to 24 _____ people to buy the things. One major stumbling block was the fact that snowboards 25 _____ at virtually all ski areas. Finally, after 1983, when restrictions at many ski resorts 26 _____, snowboard sales climbed. Now 95% of the ski areas in the US 27 _____ boarding, as do all ski areas in Europe. An international circuit of snowboard racing and freestyle events 28 _____ in 1986, and the sport made its Olympic debut at the 1998 Winter Games in Nagano, Japan.

- RIDE
- CALL
- REFUSE
- SETTLE
- PRODUCE
- BOLT
- CALL
- GIVE
- FEEL
- MARKET
- APPLY
- NOT POSSESS
- PUT
- MARK
- KILL
- DIE
- MAKE
- BRING
- EARN
- LEAVE
- FOUND
- EMPLOY
- MAKE
- CONVINCE
- BAN
- LOOSEN
- ALLOW
- START

THE FUTURE SEEN FROM THE PAST

If the verb in the principal clause is in one of the past tenses, a past tense (future in the past) must be used in the subordinate clause.

Our computer *was broken* and *we hoped* the new one *would arrive* soon.

During the winter I *decided* that I *was going* to grow tomatoes when the summer came.

Move the reported clauses one tense back, so present becomes past, past becomes past perfect, will becomes would, etc.

NOW	FROM THE PAST
Present Simple (I do)	Past Simple (I did)
Present Continuous (I am doing)	Past Continuous (I was doing)
Present Perfect (I have done)	Past Perfect (I had done)
Past Simple (I did)	Past Perfect (I had done) or Past Simple (I did)
Past Continuous (I was doing)	Past Perfect Continuous (I had been doing)
Past Perfect (I had done)	does not change - Past Perfect (I had done)
Future Simple (I will do)	would
can	could
may	might
must	had
here	there
this	that
these	those
now	then/at the moment
today	that day
yesterday	the day before/the previous day
last night	the previous night
tonight	that night

Don't use the sequence of tenses:

- when the object clause expresses a general truth or something habitual, customary.

The teacher *told* the children that water *boils* at 100C.

He *asked* what time the train usually *starts*.

- in attributive clauses, adverbial clauses of cause and comparison.

My brother *told* me about the book you *are writing*.

He *refused* to go to the theatre because he *will have* an exam in a few days.

It *was* not so cold yesterday as it *is* today.

Task 1. Put ✓ if the underlined verbs are already correct. If they are wrong, correct them.

1. I'm sorry, I didn't think the noise will disturb anyone.
2. Where were you? I thought you were going to wait for me?
3. We were discussing your case tomorrow, so I'll be able to give you an answer soon.
4. I never thought that I would be spending my holiday in hospital, but there I was.
5. I hope the building work would have finished by the time we get there.
6. At the height of her popularity her face is to be seen on advertisements all over the country.
7. The council has announced that the housing estate is to be demolished.
8. I was about to report him missing, when he walked through the door.

Task 2. Put the verbs in the correct active or passive forms. Remember the rules of sequence of tenses.

War of the Worlds?

A few minutes after eight o'clock on the night of Sunday, October 30, 1938, a somber voice interrupted a radio broadcast to warn Americans, "Ladies and gentlemen, I have an important announcement to make..."

The words that followed, beamed out in a programme networked across the USA, caused remarkable scenes of panic.

For the announcement was that the Martians 1 _____ in North America and 2 _____ across the country at great speed.

Nothing seemed able to stop them. All resistance was useless. The USA 3 _____ over by alien from outer space.

This announcement was in fact part of the radio play, but one so realistic that most people who heard it took it for the real thing.

The programme had started undramatically enough. At 8 pm an announcer 4 _____, "The Columbia Broadcasting System presents Orson Welles and his Mercury Theatre of the Air in *War of the Worlds* by H.G. Wells".

But by chance, at the same time on the main rival network a music programme 5 _____ featuring a completely unknown singer.

By ten past eight bored listeners were turning their dials to see if there was anything better on CBS. This is what they 6 _____: "Ladies and gentlemen, I have an important announcement to make. A strange object

which fell in New Jersey earlier this evening was not a meteorite. Incredible as it may seem, it 7 _____ strange beings who are believed to be part of an army from the planet Mars." Soft music 8 _____.

A subtle touch to get people anxious. What 9 _____ on? The announcer 10 _____ on again. There was a nervy, panicky tone to his voice. He said the situation 11 _____ rapidly.

The Martians, hideous, leathery-skinned creatures, 12 _____ over most of New Jersey already and 13 _____ quickly into neighbouring states. Army and police units 14 _____ to stop them.

There was more music, more urgent announcements, chilling silences. People were glued to their sets. One of Welles' actors 15 _____ to be the President of the United States and warned the American people against the dangers of panic. Despite this there 16 _____ terrible scenes of panic in New Jersey that evening. Everyone 17 _____ to leave and the roads 18 _____ with cars racing for the hills.

Families 19 _____ from their homes with wet towels over their heads believing this 20 _____ them from the nauseous space gases the radio 21 _____ them about. The panic had started.

After it was all over, Welles, already a well-known actor at the age of 24, 22 _____ for throwing half of the USA into terror. Dozens of people took legal actions against CBS, but in the end the complaints were all withdrawn and, instead of 23 _____ Welles' show off the air, CBS bosses congratulated themselves for having hired the most talked-about actor in America.

LAND
MOVE

TAKE

SAY

BEGIN

HEAR

CONTAIN
FOLLOW

GO

COME

CHANGE

TAKE

RACE

PRETEND

BE

TRY

FILL

FLEE

SAVE

TELL

CRITICISE

TAKE

CONDITIONALS

There are real (the situation is or was true) and unreal (the situation is imaginary or untrue) conditional sentences.

If I go to Berlin, I will travel by train. (= *real* conditional)

If I went to Berlin, I would travel by train. (= *unreal* conditional)

Conditional I

Main Clause	Subordinate Clause
Will+ Infinitive	Present Simple (Continuous)

In Conditionals after words when/after/till/until/while/before/as soon as/in case/if/provided/providing use the Present Simple or the Present Continuous.

Wait here *until* I call you.

I *will* give you a lift if it *rains*.

The Present Perfect may also be used in subordinate clause.

When I *have read* the book, you can have it.

I will come as soon as I *have finished*.

Conditional II

Main Clause	Subordinate Clause
Would+ Infinitive	Past Simple (Continuous)

In *unreal* conditionals, to talk about *present* or *future* situations, use a past tense (either simple or continuous) in the subordinate clause and would + bare infinitive in the main clause.

If my grandfather *was/were* still alive, he *would be* a hundred today.

If you *were driving* from London to Glasgow, which way *would you go*?

I'd (=would) offer to give you a lift if I *had* my car here.

Notice that we sometimes use **if...were** instead of **if...was**.

Conditional III

Main Clause	Subordinate Clause
Would + have + participle II	Past Perfect

When we talk about something that might have happened in the *past*, but didn't, then we use **if + Past Perfect** in the subordinate clause and **would have + participle II** in the main clause.

If I *had known* how difficult the job was, I *wouldn't have taken* it.

If she *hadn't been* ill, she *would have gone* to the concert.

In *unreal* conditionals, we can also use **could/might/should (have)** instead of **would (have)**.

If I *lived* out of town, I *could take* up gardening.

They *might have found* a better hotel if they *had driven* a few more kilometres.

In some *unreal* conditionals we use mixed tenses.

If Bob *wasn't* so lazy, he *would have passed* the exam easily.

If the doctor *had been called* earlier, she *would still be* alive today.

Task 1. Complete the sentences with the correct form of the verbs.

1. As soon as it _____ (stop) raining, I _____ (leave).
2. When we _____ (arrive) in London tomorrow we _____ (go) straight to Oxford Street.
3. They _____ (not speak) to you unless you _____ (apologize).
4. Don't worry. He _____ (send) you a reply as soon as he _____ (read) your mail.
5. When I _____ (watch) the video, I _____ (give) it back to you, I promise!
6. Let's _____ (take) some sandwiches with us in case we _____ (get) hungry later.
7. Your English _____ (get) any better unless you _____ (speak) more.
8. You can take the dictionary back to the shop as long as you _____ (have) a receipt.
9. If you _____ (not hurry) up, we _____ (not be able) to watch the beginning of the match.

Task 2. Complete the sentences with the correct form of the verbs.

1. If I was offered the job, I think I _____ (take) it.
2. I'm sure Tom will lend you some money. I would be very surprised if he _____ (refuse).
3. Many people would be out of work if that factory _____ (close) down.
4. If she sold her car, she _____ (not/get) much money for it.
5. They're expecting us. They would be disappointed if we _____ (not/come).
6. Would George be angry if I _____ (take) his bicycle without asking?
7. Ann gave me this ring. She _____ (be) terribly upset if I lost it.
8. If someone _____ (walk) in here with a gun, I'd be very frightened.
9. What would happen if you _____ (not/go) to work tomorrow?
10. I'm sure she _____ (understand) if you explained the situation to her.

Task 3. Complete the sentences with the correct form of the verbs. There are all types of Conditionals and even some examples of mixed conditionals in the exercise.

1. If I still _____ (feel) sick, I _____ (not go) on holiday next weekend.
2. You make such delicious chocolate cakes! If you _____ (sell) them, you _____ (make) a fortune.
3. Hello, Liz! Are you still looking for Pat? If I _____ (see) her, I _____ (tell) her you want to speak to her.
4. If Alice _____ (go) to Exeter University, she _____ (not meet) her husband Andrew.
5. 'Does she love him?' – 'Of course she does. If she _____ (not love) him, she _____ (not marry) him.'
6. If you _____ (buy) two apples, you _____ (get) one free.
7. 'What _____ you _____ (do) if you _____ (see) a ghost?'
'I _____ (run) a mile!'
8. We're lost! If we _____ (bring) the map with us, we _____ (know) where we are.
9. You were very lucky to catch the fire in time. If you _____ (not have) a smoke alarm fitter, the house _____ (burn down).
10. You were very rude to Max. If I _____ (be) you, I _____ (apologize).
11. Ashley is allergic to cheese. If he _____ (eat) cheese, he _____ (get) rash.
12. We've run out of petrol. If you _____ (listen) to me instead of being so stubborn, you _____ (hear) me saying that we were getting low. Then we _____ (not be) stuck here.

WISH

Use wish to say that you regret something, that something is not as we would like it to be.

I *wish* I *knew* Sue's telephone number. (I don't know it.)

Do you ever *wish* you *could* fly? (You can't fly.)

I *wish* it *didn't* rain so much in England. (It rains a lot.)

It's crowded here. I *wish* there *weren't* so many people. (There are a lot of people.)

Main Clause	Subordinate Clause
I wish/wished	Past Simple / Past Perfect

In subordinate sentences after **wish** you can use **were** instead of **was**.

I *wish* my room *were* larger. (or 'I wish my room was larger.')

I *wish* I *were* taller. (or 'I wish I was taller.')

I wish ... would is used when we want something to happen or somebody to do something. The speaker is complaining about the present situation.

I *wish* somebody *would* answer that telephone. It's been ringing for five minutes.

I *wish* the neighbours *would* turn the music down.

Task 1. Choose the correct alternative.

1. I really wish I *can/could/would be able to* speak another language.
2. I wish it *wasn't/wouldn't/isn't* so cold. I hate the winter.
3. Don't you wish that you *don't/doesn't/didn't* have to go to work tomorrow?
4. Our weekend was a complete disaster. I wish we *didn't go/hadn't gone/weren't going*.
5. The party was really boring after you left. We all wished you *would stay/had stayed/stayed* longer.
6. I wish you *weren't speaking/didn't speak/wouldn't speak* so quickly. I can't understand a word you are saying.
7. I wish I *didn't spend/wouldn't spend/hadn't spent* all my money. Now I can't afford to eat and I'm starving!
8. Mrs Palmer wished her grandchildren *live/lived/had lived* near her. Then she could visit them more often.

Task 2. For each situation make a sentence with *I wish...*

Example: I don't know many people (and I'm lonely). *I wish I knew more people.*

1. George isn't here (and I need him). I wish George _____.
2. It's cold (and I hate cold weather). I wish _____.
3. I live in London (and I hate London). I _____.
4. Tina can't come to the party (she's your best friend). _____.
5. I have to work tomorrow (but I'd like to stay in bed). _____.
6. You've just painted the door red. Now you decide that it doesn't look very nice.
You say: I wish _____.
7. You are walking in the country. You would like to take some photographs but you didn't bring your camera. You say: I _____.
8. A good friend of yours visited your town but unfortunately you were away when he came. So you didn't see him. You say: _____.
9. You've just come back from your holiday. Everything was fine except for the hotel, which wasn't very good. You say: _____.

MODAL VERBS

Don't use to after modal verbs (with the exception of ought to).

CAN

We can use can in affirmative sentences when we talk about a *general possibility of something happening*. Also use can to talk about that someone has the ability to do something.

The temperature *can* sometimes reach 35°C in July.

Mountain daisies *can* be yellow or red.

Tom *can* speak five languages.

Use can especially with verbs: see, hear, smell, taste, feel, remember, understand.

He usually speaks in a low voice but everybody *can understand* every word.

COULD

The past form of can is could.

When Tom was 16, he *could run* 100 metres in 11 seconds.

Use could in offers and asking permission to be more polite.

Could you please *repeat* it again?

Use could to talk about possible future happenings.

There *could be* another rise in the price of petrol soon.

Use **could have done** to say that somebody had the opportunity to do something but did not do it and something could but did not happen.

Why did you stay in a hotel? You *could have stayed* with Tom.

He was lucky when he fell off the ladder. He *could have hurt* himself.

TO BE ABLE TO DO SOMETHING

If you talk that someone managed to do something in one particular situation, use to be able to do something.

The fire spread through the building very quickly but everyone *was able to escape*.

MUST

Use must to say that it is necessary to do something.

I *must* call Ann. I haven't heard from her for ages.

Use must to say that you are sure that something is true.

Tom knows a lot about films. He *must go* to the cinema a lot.

I hear your examinations are next week. You *must be studying* hard at the moment.

The past form of must is **have to do** something. Have to do something can be used in all verb forms. It is used to give facts.

What *do I have to do* to join your club?
Have you ever had to go to hospital?

Use **must have done** for the suggestions in the past.

The phone rang but I didn't heard it. I *must have been* asleep.
I made a lot of noise when I came home last night. You *must have heard* me.

MAY AND MIGHT

Use may and might to say that something is possible.

He *may be* in the office.
He *might be* in the office.

Use **may have done** and **might have done** to say that something was possible in the past.

I can't find my bag anywhere. I *may have left* it in the shop.
Ann didn't answer the door bell. She *might have been having* the bath.

NEED

Use need to talk that it is necessary to do something.

You've got plenty of time. You *needn't hurry*.

Use **needn't have done** something when someone did something but it wasn't necessary to do.

You had plenty of time. You *needn't have hurried*.

SHOULD

Use should to talk when:

– you think is a good thing to do or the right thing to do.

The government *should support* disabled and old people better.
Should we invite Sue to the party?

– you ask for or give a opinion about something.

I don't think you *should work* so hard.

– **after the verbs: suggest, propose, recommend, insist, demand.**

They *insisted* that we *should have* dinner with them. or
They insisted that we *had* dinner with them.

Use **should have done** something to say that someone did the wrong thing.

I'm feeling sick. I *shouldn't have eaten* so much sweets yesterday.

OUGHT TO

Ought to is the same as should.

The government *ought to support* disabled and old people better.

The builders *ought to have finished* the week by the end of the week.

Task 1. For each of the following sentences choose the most likely explanation.

1. I couldn't swim until I was 16 years old.
 - a) I didn't have permission to swim until I was 16 years old.
 - b) I didn't have the ability to swim until I was 16 years old.
2. Passengers may smoke once the plane is airborne.
 - a) There is a possibility that passengers will smoke once the plane is airborne.
 - b) Passengers have permission to smoke once the plane is airborne.
3. No one can smoke on the London Underground.
 - a) No one has the ability to smoke on the London Underground.
 - b) No one has permission to smoke on the London Underground.
4. You should wear glasses.
 - a) My advice is that you wear glasses.
 - b) There is a probability that you will have to wear glasses.
5. Will you answer the door?
 - a) Are you at some time in the future going to answer the door.
 - b) I'm asking you to answer the door.
6. I couldn't get to the top off the bottle.
 - a) I did not have permission to get to the top off the bottle.
 - b) I did not manage to get to the top off the bottle.
7. You must be tired.
 - a) I am sure you are tired.
 - b) I order you to be tired.
8. Andrew's got a meeting after work so he may not go to the party.
 - a) Andrew does not have permission to go to the party.
 - b) There's a probability Andrew won't go to the party.
9. You needn't have given me a lift.
 - a) You gave me a lift. This was very kind but not necessary.
 - b) You didn't give me a lift because it wasn't necessary.
10. You might have helped to clear up after the party!
 - a) I'm angry because I think you ought to have helped me clear up.
 - b) I think that there's just a possibility that you helped to clear up.

Task 2. Match the two halves of these sentences. *must / can't / may / might*

- | | |
|--|---------------------------------------|
| 1. You can't have lived in Tunisia for ten years | a) after all your hard work. |
| 2. You must know Tokyo is expensive | b) after touring the world for years. |
| 3. You must have met some fascinating people | c) if you've lived there. |
| 4. You can't be tired | d) without learning some Arabic. |
| 5. You must be exhausted | e) when you've just had a holiday. |
| 6. You may find it difficult to settle down | f) during your trip to Africa. |

Task 3. Choose the correct form of the verbs. *must / can't / may / might*

1. You must be / can't be very proud of your son winning so many prizes.
2. We thought our cousins would visit us when they were in town last week, but they didn't even phone. I suppose they must be / must have been too busy.
3. The film has been such a big success I guess it must be / can't be easy to get tickets to see it.
4. I'm sure you could mend this if you really tried. You must be / can't be using the right tools.
5. I've just rung the garage to check whether they've fixed my car, but I can't get an answer. I suppose they may have / may be having a tea-break out in the yard.
6. I don't know why you wanted to stay at the party. You might have enjoyed / can't have enjoyed talking to all those boring people.
7. I can't go out this morning. We're getting a new sofa and the store may be delivering / must be delivering it today.
8. You will have to check these figures again. They're not accurate. You might have been concentrating / can't have been concentrating when you added them up.
9. You must be / must have been thirsty after carrying those heavy boxes. Shall I make some tea?

Task 4. Match the two halves of these sentences. *must(n't)/need(n't)/should(n't)/don't have to*

- | | |
|---|---|
| 1. She should be working | a) when she was supposed to be working. |
| 2. She shouldn't stay in bed all day | b) because she woke up early anyway. |
| 3. She shouldn't have fallen asleep | c) but she's too tired. |
| 4. She mustn't oversleep | d) or she'll miss her interview. |
| 5. She doesn't have to get up yet | e) unless she is ill. |
| 6. She didn't need to rest | f) if she's not going to work today. |
| 7. She needn't have set the alarm clock | g) because she wasn't feeling tired. |

Task 5. Put the verbs in brackets into the correct form.

1. 'What are all those people doing with those lights and cameras?' – 'They _____ (must/make) a film.'
2. 'I wonder how the thief got into our apartment?' – 'He _____ (could/use) the fire escape or he _____ (might/climb up) that tree.'
3. 'I saw Harry waving someone off in a taxi.' – 'That _____ would/be) his cousin from Australia.'
4. 'Bill told me that he had spent \$50.000 on a birthday present for his girlfriend, but he _____ (may/joke). He _____ (can't/spend) that money.' – 'I think you _____ (must/mishear) him.'
5. 'It's five past eleven. Ken and Cathy's plane _____ (should/touch) down in the Airport right now.' - 'Your watch _____ (must/be) slow. It's nearly half past. Their plane _____ already _____ (will/land).
6. 'Bring very warm clothes. It _____ (can/snow) when we arrive. It _____ (can/snow) in the mountains even in summer.'

PARTICIPLES

Use an **-ing** with an *active verb*:

The man *driving* the bus is my brother.

The land *stretching* away to the left all belongs to Mrs Thompson.

Police took away Dr Li and items *belonging* to him.

Use a past participle (**-ed or Participle II**) with a *passive verb*:

The book *published* last week is his first written for children.

None of the people *invited* to the party can come.

Many verbs have irregular past participles which do not end in -ed.

The boys *chosen* for the team are under 9.

The money *stolen* in the robbery was never found.

Task 1. Fill the gaps with a verb from the box in either its present or past participle form.

- | | |
|--|---------|
| 1. After _____ her exams, Maggie went out to celebrate. | FINISH |
| 2. Jewellery _____ in the robbery has never been discovered. | STEAL |
| 3. Peter got a letter from the Tax Office _____ that he owes them \$200. | SAY |
| 4. _____ hungry, I decided to make myself a sandwich. | FEEL |
| 5. Books _____ from the library must be returned in two weeks. | BORROW |
| 6. Not _____ what to do, she burst out crying. | KNOW |
| 7. I had a long walk with Jack, _____ why it was important to do. | EXPLAIN |
| 8. _____ everything into consideration, I've decided to take a risk. | TAKE |
| 9. Birdman, _____ by Stephen Spielberg, was released last year. | DIRECT |
| 10. With both children _____ at university, the house seemed quiet. | STUDY |

Task 2. Fill the gaps with a verb from the box in either its present or past participle form.

- | | |
|--|-------|
| 1. I was woken up by a bell _____. | RING |
| 2. Tom has got a brother _____ in a bank in London and a sister _____ economics at university in Glasgow. | WORK |
| 3. All letters _____ today should arrive tomorrow. | STUDY |
| 4. When I entered the waiting-room there was nobody _____ except for a young man _____ by the window and _____ a magazine. | POST |
| 5. There was a tree _____ down in the storm last night. | WAIT |
| 6. Sometimes life must be very unpleasant for people _____ near airports. | SIT |
| | READ |
| | BLOW |
| | LIVE |

Task 3. Fill the gaps with a verb from the box in either its present or past participle form.

- | | |
|---|--------|
| 1. I had to repair the damage _____ by the rest of the people at the party. | DO |
| 2. Who's the guy _____ the sunglasses? | WEAR |
| 3. Jo's the woman _____ my wedding dress. | DESIGN |
| 4. We do not repair goods _____ from other suppliers. | BUY |
| 5. Rain had got in through a _____ window. | BREAK |
| 6. The streets looked magical, all _____ up with Christmas trees. | LIGHT |

Task 4. Rewrite sentences to include a participle clause instead of a relative clause.

Example: Can you see the woman who's dressed in red and sitting in the corner?

Can you see the woman who's dressed in red and sitting in the corner?

1. People who live in blocks of flats often complain of loneliness.

2. Letters that are posted before 5 p.m. should arrive the next day.

3. The train that is standing on platform 5 is for Manchester.

4. Firemen have rescued passengers who were trapped in the accident.

5. It took workmen days to clear up the litter that was dropped by the crowds.

6. They live in a lonely house that overlooks the River Thames.

Task 5. Rewrite sentences to include a participle clause instead of a relative clause.

1. A plane crashed into the sea yesterday. (it was carrying 28 passengers)

A plane _____ yesterday.

2. When I was walking home, there was a man. (he was following me)

When _____.

3. The window has not been repaired. (it was broken in last night storm)

The window _____.

4. I was woken up by the baby. (she was crying)

I _____.

5. Most of the suggestions were not very practical. (they were made at the meeting)

_____.

6. At the end of the street there is a path. (the path leads to the river)

_____.

7. Some paintings were stolen from the palace. (they belong to the Queen)

_____.

8. Did you hear about the boy? (he was knocked down on his way to school this morning)

_____.

9. The paintings haven't been found yet. (they were stolen from the museum)

_____.

10. That girl is Australian. (she is talking to Tom)

_____.

VERB + -ING OR TO-INFINITIVE

Some verbs are followed by **-ing**:

admit, appreciate, avoid, can't face, can't stand, can't bear, carry on, consider, contemplate, delay, deny, detest, dislike, dread, endure, enjoy, envisage, escape, excuse, face, fancy, feel like, finish, forgive, give up, hate, can't help, imagine, involve, keep on/off, like, love, leave off, mention, mind, miss, postpone, practise, put off, recall, recollect, resent, risk, suggest.

Some verbs are followed by a **to-infinitive**:

agree, aim, ask, appear, arrange, afford, attempt, be able, dare, decline, decide, demand, fail, have, hesitate, hope, hurry, except, forget, intend, learn (how), manage, offer, plan, prepare, pretend, promise, ought, refuse, seem, tend, teach, threaten, would like, would prefer, would love, want, wish.

Some verbs can be followed by either **-ing or to-infinitive** with a difference of meaning.

	<i>to-infinitive</i>	<i>-ing</i>
come	<u>to talk about a gradual change</u> After some years, they came <i>to accept</i> her as an equal.	<u>to say that someone moves in the way that is described</u> He came <i>hurrying</i> up the path.
go on	<u>to mean that something is done after something else is finished</u> After the interval, Pavarotti went on <i>to sing</i> an aria from Tosca.	<u>to say that someone moves in the way that is described</u> Although she asked him to stop, he went on <i>tapping</i> his pen on the table.
mean	<u>to say that we intend(ed) to do something</u> I meant <i>to phone</i> you last week.	<u>to say that something has something else as a result</u> If we want to get there by 7.00, that means <i>getting up</i> before 5.00.
regret	<u>to say that we are about to do something we are not happy about</u> I regret <i>to inform</i> you that your application has been unsuccessful.	<u>to say we have already done something that we are not happy about</u> It's too late now, but I'll always regret <i>asking</i> John to do the work.
remember	<u>to mean that remembering comes before the action described</u> Remember <i>to take</i> your hat when you go out. (first remember, and then take it)	<u>to mean the action comes before remembering</u> I remember <i>going</i> to the bank, but nothing after that. (I remember that I went there)
stop	<u>to say why we stop doing something</u> She stopped <i>to make</i> a cup of tea.	<u>to say what it is that we stop doing</u> They stopped <i>laughing</i> when Malcolm walked into the room.
try	<u>to say that we attempt to do something</u> I tried <i>to get</i> the table through the door, but it was too big.	<u>to say we test something to see if it improves a situation</u> I tried <i>taking</i> some aspirin, but the pain didn't go away.

The verbs **begin, cease, start, and continue** can be followed by either a **to-infinitive or an -ing** form with little difference in meaning:

Even though it was raining, they continued *to play / playing*.

However, with these verbs we normally avoid using two **-ing** forms together:

I'm starting to learn Swahili. (rather than *I'm starting learning* Swahili.)

Task 1. Complete these sentences with either a to-infinitive or an -ing form.

- | | |
|--|--------|
| 1. Could you please stop _____ so much noise? | MAKE |
| 2. I don't enjoy _____ letters. | WRITE |
| 3. Tom refused _____ me any money. | GIVE |
| 4. Does your job involve _____ a lot of people? | MEET |
| 5. Jill has decided not _____ a car. | BUY |
| 6. The thief got into the house because I forgot _____ the window. | SHUT |
| 7. I considered _____ the job but in the end I decided against it. | TAKE |
| 8. There was a lot of traffic but we managed _____ to the airport in time. | GET |
| 9. If you use the shower, try and avoid _____ water on the floor. | SPLASH |
| 10. Jack gave up _____ to find a job in Britain and decided to emigrate. | TRY |
| 11. I've arranged _____ tennis tomorrow afternoon. | PLAY |
| 12. One day I'd like to learn _____ an aeroplane. | FLY |
| 13. Have you finished _____ your hair yet? | WASH |
| 14. The phone rang while Ann was having her dinner. She didn't answer it; she just carried on _____. | EAT |
| 15. The teacher was very strict. Nobody dared _____ during his lessons. | TALK |
| 16. He admitted _____ the car. | STEAL |
| 17. I shouted to him. He pretended not _____ me but I'm sure he did. | SEE |
| 18. Why do you keep on _____ at me like that? | LOOK |
| 19. They had to postpone _____ away because their son was ill. | GO |
| 20. Our neighbour threatened _____ the police if we didn't stop the noise. | CALL |
| 21. If you walk into the road without looking, you risk _____ down by a car. | KNOCK |
| 22. Why hasn't Sue arrived yet? She promised not _____ late. | BE |
| 23. Ann offered _____ after our children while we were out. | TALK |

Task 2. Complete these sentences with either a to-infinitive or an -ing form. Choose an appropriate verb. Sometimes more than one verb is possible.

admire buy check enjoy introduce live notify put race say
smoke spend talk tell tear turn down

1. a) Although it was hard at first, she came _____ working for the airline.
 b) As I walked through the gate, the dog came _____ towards me.
 c) After working with her for so long, I came _____ her patience and efficiency.
 d) Yesterday, Tom was so late he came _____ downstairs, grabbed a cup of coffee and left.
2. a) The children were shouting and screaming, but he went on _____ to Frank.
 b) We've tried to persuade her to stop, but she just goes on _____.
 c) Dr Harris welcomed the members of the committee and went on _____ the subject of the meeting.
 d) Then, in her letter, she goes on _____ that most of her family have been ill.
3. a) I regret _____ you that the model you want is out of stock.
 b) We regret _____ you that your request for a tax refund has been rejected.
 c) Almost as soon as I had posted the letter, I regretted _____ the job.
 d) It cost me a fortune, but I don't regret _____ a year travelling around the world.
4. a) Bill was very young when they left, and he could no longer remember _____ in the house.
 b) Did you remember _____ a newspaper on the way home?
 c) Remember _____ your answers before handing in your exam paper.
 d) I remember _____ the money in the top drawer, but it's not there now.

Task 3. Complete these sentences with either a to-infinitive or an -ing form.

- | | |
|---|-----------|
| 1. Do you mind _____ such a long way to work every day? | TRAVEL |
| 2. Ann loves _____ but she hates _____ up. | COOK/WASH |
| 3. I can't stand people _____ me what to do when I'm driving. | TELL |
| 4. I don't like that house. I would hate _____ there. | LIVE |
| 5. Do you like _____ ? | DRIVE |
| 6. When I have to catch a train, I'm always worried about missing it. So I like _____ to the station in plenty of time. | GET |
| 7. I very much enjoy _____ to classical music. | LISTEN |
| 8. I would love _____ to your wedding but it just isn't possible. | COME |
| 9. Sometime I'd like _____ to play the guitar. | LEARN |
| 10. Please remember _____ this letter. | POST |
| 11. John intends _____ a house. | BUY |
| 12. I don't remember _____ you any money. | LEND |
| 13. We tried _____ the fire out but we were unsuccessful. We had to call the fire-brigade. | PUT |
| 14. When you see Tom, remember _____ him my regards, won't you? | GIVE |
| 15. What do you intend _____ about the problem? | DO |
| 16. Someone must have taken my bag. I clearly remember _____ it by the window and now it has gone. | LEAVE |
| 17. When she saw what had happened, she began _____ loudly. | LAUGH |
| 18. Sue needed some money. She tried _____ Gerry but he couldn't help her. | ASK |
| 19. He tried _____ the shelf but he wasn't tall enough. | REACH |
| 20. 'Did you remember _____ Ann?' 'Oh no, I completely forgot.' | PHONE |
| 21. I asked them to be quiet but they continued _____ a lot of noise. | MAKE |
| 22. I enjoy _____ alone. I never feel lonely. | BE |
| 23. Would you like _____ to the concert? | COME |

Task 4. Complete these sentences in any appropriate way using either the to-infinitive or the -ing form of the verb. If both forms are possible, give them both.

- | | |
|---|---------|
| 1. Passing the kitchen, he stopped <u>to drink a glass of water.</u> | DRINK |
| 2. When the car broke down, she started _____. | PUSH |
| 3. Here's the money I owe you. I meant _____. | GIVE |
| 4. To lose weight, I'd advise you _____. | CUT OUT |
| 5. I found that my back stopped _____ when _____. | ACHE |
| 6. To help me get to sleep, I tried _____. | THINK |
| 7. The orchestra was just beginning _____. | PLAY |
| 8. Please don't hesitate _____. | CALL |
| 9. When he found that he couldn't walk, he began _____. | SHOUT |
| 10. The handle came off when I tried _____. | LIFT |
| 11. You could see the doctor today but as you haven't got an appointment it would mean _____. | WAIT |

PREPOSITION + -ING

If a verb comes after a preposition (in / at / with / about etc.), the verb ends in -ing.

You can use -ing with **before and after**.

Before going out I phoned Ann.

What did you do *after leaving* school?

You can use **by -ing** to say how something happened.

They got into the house *by breaking* a kitchen window and climbing in.

You can improve your English *by doing* a lot of reading.

You can use -ing after **without**.

Tom left *without finishing* his dinner.

She ran five miles *without stopping*.

Some verbs have the structure *verb + preposition + object*. If an object is another verb, it ends in -ing.

<i>Expression</i>	<i>Example</i>
to be interested in	Are you <i>interested in</i> working for us?
to be very good at	I'm not <i>very good at</i> learning languages.
to be fed up with	I'm <i>fed up with</i> studying.
to be excited about	The children <i>are excited about</i> going on holiday.
the advantages of	What are <i>the advantages of</i> having a car?
to be for	This knife <i>is only for</i> cutting bread.
in spite of	John went to work <i>in spite of</i> feeling ill.
instead of	I bought a new bicycle <i>instead of</i> going away on holiday.
succeed in	Has Tom <i>succeeded in</i> finding a job yet?
feel like	I don't <i>feel like</i> going out tonight.
think about/of	Are you <i>thinking of/about</i> buying a house?
dream of	I've always <i>dreamed of</i> being rich.
approve/disapprove of	She doesn't <i>approve of</i> gambling.
look forward to	I'm <i>looking forward to</i> meeting her.
insist on	He <i>insisted on</i> buying me a drink.
decide against	We <i>decided against</i> moving to London.
apologise for	He <i>apologised for</i> keeping me waiting.

Some verbs have the structure *verb + object + preposition + -ing*.

accuse of	They <i>accused me of</i> telling lies.
suspect of	Did they <i>suspect the man of</i> being a spy?
congratulate on	I <i>congratulated Ann on</i> passing the exam.
prevent from	What <i>prevented him from</i> coming to the wedding?
stop (from)	We <i>stopped everyone (from)</i> leaving the building.
thank for	I <i>thanked her for</i> being so helpful.
forgive for	Please <i>forgive me for</i> not writing to you.
warn against	They <i>warned us against</i> buying the car.

Task 1. Fill the gaps with a preposition and an -ing form.

about	like	without
by	with	of
at	for	

having	remembering	doing
making	being stung	coming
buying	arriving	asking
		going

- I got into trouble _____ at school late.
- You can lose weight _____ exercise.
- How _____ out for a meal tonight?
- How dare you take my money _____ me?
- I'm fed up _____ no money.
- This machine is used _____ pasta.
- I'm hopeless _____ people's names.
- I'm thinking _____ a new car. - A Renault, maybe.
- Thank you _____ to see me.
- Yuk! Monday morning! I don't feel _____ to work!
- I'm always afraid _____ by a wasp.

Task 2. Put a verb in its correct form and a preposition into the gaps.

thank	forgive	invest	against	into
accuse	hide	invite	at	of
brainwash	hold	model	for	on
congratulate	inherit	remind	from	to
compensate	insure	shout	in	

- You _____ me so much _____ your father. You look just like him.
- We are going to _____ all our money _____ stocks and shares.
- We have _____ our car _____ fire and theft.
- Everyone _____ me _____ passing my driving test at the fourth attempt.
- She _____ by the insurance company _____ the injuries she received in the car crash.
- My teenage daughter always _____ herself _____ her latest pop idol. She's just had a ring put through her nose, just like him.
- Don't _____ the truth _____ me. I want to know everything.
- He picked up the crying baby and _____ her tightly _____ his chest.
- We've _____ 300 guests _____ our wedding.
- I think that TV advertising _____ people _____ buying things that they don't really want.
- I didn't _____ a penny _____ my Great uncle when he died.
- The spectators _____ abuse _____ the referee when he disallowed the goal.
- How can I ever _____ him _____ telling me all those lies?
- I _____ by my employers _____ stealing, which I denied strongly.
- He _____ the nurse _____ all her help.

Task 3. Read a sentence and then write a second sentence with the same meaning. Each time begin in the way shown.

Example: I phoned Ann and then I went out. After phoning Ann I went out.

1. Tom went to bed but first he had a hot drink.
Before _____.
2. The plane took off and soon afterwards it crashed.
Soon after _____.
3. We didn't eat at home. We went to a restaurant instead.
Instead of _____.
4. You put people's lives in danger if you drive dangerously.
You put people's lives in danger by _____.
5. He hurt his leg but he managed to win the race.
In spite of _____.
6. Bill is a very good cook.
Bill is very good at _____.
7. I don't intend to lend her any money.
I have no intention of _____.
8. George took more exercise and so lost weight.
By _____.
9. He was angry with me because I was late.
He was angry with me for _____.
10. Tom thinks that doing nothing is better than working.
Tom prefers doing nothing to _____.

Task 4. Write the correct preposition and to put the verb into the correct form.

- | | |
|---|-----------|
| 1. Jack insisted _____ out by himself. | GO |
| 2. After a long time we eventually succeeded _____ a flat. | FIND |
| 3. I've been thinking _____ for a new job. | LOOK |
| 4. His parents didn't approve _____ him _____ out so late. | STAY |
| 5. I wonder what prevented him _____ to the party. | COME |
| 6. I'm getting hungry. I'm looking forward _____ dinner. | HAVE |
| 7. I don't feel _____ today. | STUDY |
| 8. Forgive me _____ you but I must ask you a question. | INTERRUPT |
| 9. The arrested man was suspected _____ into a house. | BREAK |
| 10. Have you ever thought _____ married? | GET |
| 11. I've always dreamed _____ on a small island in the Pacific. | LIVE |
| 12. The cold water didn't stop her _____ a swim. | HAVE |
| 13. Have you ever been accused _____ a crime? | COMMIT |
| 14. She apologized _____ so rude to me. | BE |
| 15. We have decided _____ a new car. | BUY |

EXPRESSIONS + -ING

When these expressions are followed by a verb, the verb ends in **-ing**:

<i>Expression/Verb</i>	<i>Example</i>
<i>It's no use / It's no good ...</i>	<i>It's no use worrying</i> about it. There's nothing you can do. <i>It's no good trying</i> to persuade me. You won't succeed.
<i>There's no point in ...</i>	<i>There's no point in buying</i> a car if you don't want to drive. <i>There was no point in waiting</i> , so we went.
<i>It's (not) worth....</i>	My house is only a short walk from here. <i>It's not worth taking</i> a taxi. Do you think this book <i>is worth reading</i> ?
<i>(Have) difficulty...</i> Remember to say 'difficulty' (not 'difficulties')	I <i>had difficulty finding</i> a place to live. (not 'to find') Did you <i>have any difficulty getting</i> a visa? People often <i>have great difficulty reading</i> my writing.
<i>A waste of money/time...</i>	<i>It's a waste of time reading</i> that book. It's rubbish. <i>It's a waste of money buying</i> things you don't need.
<i>Spend/waste (time)...</i>	I <i>spent hours trying</i> to repair the clock. I <i>waste a lot of time day-dreaming</i> .
<i>Go -ing: go shopping</i> <i>go swimming go skiing</i> <i>go climbing go sailing</i> <i>go riding</i>	How often do you <i>go swimming</i> ? <i>I'm going skiing</i> next year. I have to <i>go shopping</i> this morning. I've never <i>been sailing</i> .
<i>Be afraid to do</i> = I don't want to do something because it is dangerous or the result could be unpleasant	The streets in this city are not safe at night. Many people <i>are afraid to go out</i> alone. (= they don't want to go out alone because it is dangerous) She <i>was afraid to tell</i> her parents that she had broken the neighbour's window. (= she didn't want to tell her parents because she knew they would be angry)
<i>be afraid of -ing</i> = there is a possibility that something bad will happen	We walked along the path very carefully because it was icy and we <i>were afraid of falling</i> . (not 'afraid to fall') I don't like dogs. <i>I'm always afraid of being</i> bitten. (not 'afraid to be bitten')
<i>I need to do something</i> = it is necessary for me to do something	I <i>need to take</i> more exercise. He <i>needs to work</i> harder. I <i>don't need to come</i> to the meeting, do I?
<i>need -ing</i> = need to be done (so the meaning is passive)	The batteries in this radio <i>need changing</i> . (= need to be changed) This jacket is rather dirty. It <i>needs cleaning</i> . (needs to be cleaned) Do you think the grass <i>needs cutting</i> ? (= needs to be cut)
<i>can't help doing something</i> = I can't stop myself from doing something	I tried to be serious but I <i>couldn't help laughing</i> . He is stupid but it's not his fault. He <i>can't help being</i> stupid.
<i>there is a chance of something happening</i> = there is a chance that something will happen	<i>Is there a chance of you lending</i> me some money until tomorrow?

Task 1. In this exercise you have to join two sentences to make one sentence.

1. Don't try to escape. It's no use. It's no use _____.
2. Don't smoke. It's a waste of money. It's a waste _____.
3. Don't ask Tom to help you. It's no good. It's no good _____.
4. Don't hurry. It's not worth it. It's not worth _____.
5. Don't study if you're feeling tired. There's no point.
There's no point _____.
6. Don't read newspapers. It's a waste of time. It's a _____.
7. Don't get angry. It's not worth it. It's not _____.
8. Don't work if you don't need the money. There's no point.
There's no _____.
9. Don't worry about it. It's no use. It's no _____.
10. Don't get a taxi. It's not worth it. It's _____.
11. I'd read this book if I were you. It's worth it.
This book is worth _____.
12. I wouldn't repair those shoes if I were you. They are not worth it.
Those shoes _____.
13. Tom found a job. This wasn't difficult.
He had no _____.
14. I found a place to live but it was difficult.
I _____.

Task 2. Read each situation and then use the words in brackets to write your sentence.

Example: The streets are unsafe at night. (I / afraid / go out / alone) I'm afraid to go out alone.

1. We walked very carefully along the icy path.
(we / afraid / fall) _____.
2. I don't usually carry any passport with me.
(I / afraid / lose / it) _____.
3. The sea was very rough.
(we / afraid / go / swimming) _____.
4. We rushed to the station.
(we / afraid / miss / our train) _____.
5. I didn't tell Tom that I thought he had behaved foolishly.
(I / afraid / hurt / his feelings) _____.
6. In the middle of the film there was a horrifying scene.
(we / afraid / look) _____.

Task 3. Put the verbs into the correct form, -ing or to-infinitive.

1. Does this job need _____ now or can I leave it until later? DO
2. I've got an extra bed, so when you come to stay, you won't need _____ your sleeping bag. BRING
3. When he told me that everybody had made fun of him, I couldn't help _____ sorry for him. FEEL
4. Those shirts need _____ but you don't need _____ it now. IRON/DO
5. He looks so funny. When I see him, I can't help _____. SMILE
6. If you want to pass your exams, you need _____ more. STUDY
7. I'm sorry I broke the glass. I couldn't help _____ it. DROP
8. The fine weather helped _____ it a very enjoyable holiday. MAKE
9. I think there is a much chance of my _____ to England to study. GO

COUNTABLE AND UNCOUNTABLE NOUNS

There are countable and uncountable nouns in English. Countable nouns are those which can have a/an before them or be used in the plural. Uncountable nouns are not used with a/an or in the plural.

We've got three *children*, two *dogs* and a *cat*.

It was good to go to the *countryside* and breath some fresh *air*.

The plural of countable nouns is formed by adding the ending –s to the singular.

books, crimes, month, beds, vowels, times, houses, etc.

– If a noun ends in –s, –ss, –x, –z, –sh, –ch, –tch, –o the plural has the ending –es.

buses, glasses, boxes, bushes, branches, matches, potatoes. But: pianos, photos, videos, zoos.

– There are seven nouns which plural is formed by changing the root vowel: man – men, woman – women, foot – feet, tooth – teeth, goose – geese, mouse – mice, louse – lice

– There are two nouns which plural ends in –en: ox – oxen, child – children

Some nouns do not change their plural forms: deer, sheep, swine, fish, trout, dozen, score, aircraft, salmon

Spelling rules

– if the noun ends in –y with a previous consonant, –y is changed into –i before –es.

fly – flies, army – armies, lady – ladies

– if the final –y is proceeded by a vowel there is no change.

day – days, boy – boys, key – keys

– the nouns ending in –f, –fe in plural change the final consonant in –v + –es.

wife – wives, wolf – wolves, knife – knives

Some nouns in English are normally uncountable; in many other languages they are countable.

There's always lots of *housework* to do.

Her *jewellery* must have cost a fortune.

Here are nouns like this: **accommodation, advice, applause, assistance, baggage, camping, cash, chaos, chess, clothing, conduct, courage, cutlery, dancing, dirt, employment, equipment, evidence, fun, furniture, harm, health, homework, housework, housing, information, jewellery, leisure, litter, luck, luggage, machinery, money, mud, music, news, nonsense, parking, pay, permission, photography, poetry, pollution, produce, progress, publicity, research, rubbish, safety, scenery, shopping, sightseeing, sunshine, transport, underwear, violence, weather, work.**

Some nouns that are usually used uncountably can be used countably, but only in the singular, including education, importance, knowledge, resistance, traffic.

She has an extensive *knowledge* of property prices in this area.

The decision to build the bridge later took on an unexpected strategic *importance*.

THE POSSESSIVE FORMS OF NOUNS

To make the **possessive form of nouns** in writing, we add 's ('apostrophe s') to singular nouns and to irregular plurals that don't end in -s and add ' (an apostrophe) to regular plurals.

*Philip's car; the college's administrators; the women's liberation movement
The boys' football boots; the companies' difficulties.*

Often we can use the possessive 's or of + noun with very little difference in meaning:

Ireland's beauty *or* the beauty of Ireland
the company's policy *or* the policy of the company

Use the possessive form of a noun:

– when the noun refers to a particular person or group of people:

*Carolyn's illness (rather than the illness of Carolyn)
the children's coats (rather than the coats of the children)*

– when we are talking about time, as in:

*next year's holiday prices
last night's TV programmes*

Use the of + noun form:

– with an inanimate noun, i.e. referring to something that is not living:

*the cover of the book (or the book cover)
the construction of the office block*

– when we are talking about a process, or a change over time:

*the establishment of the committee
the destruction of the forest*

when the noun is a long noun phrase:

She is *the sister* of someone I used to go to school with.

Task 1. Rewrite the sentences using the words in brackets and much or many. Make any other necessary changes.

1. Are there many jobs to be done in the garden? (work)

2. I didn't spend many hours on the homework. (time)

3. Did they do many experiments before they found a cure? (research)

4. They couldn't give me many details about the delay in our flight. (information)

5. There are too many cars and lorries on the streets of our town. (traffic)

6. I didn't have too much difficulty with this exercise (problems)

Task 2. Underline the noun that is usually uncountable in each group. Use your dictionary to look up any new words.

1. holiday journey flight luggage suitcase
2. meal dish food menu dessert
3. cheque coin cash salary bonus
4. tractor corn barn field orchard
5. raspberry plum fruit fig mango
6. job employee boss unemployment profession
7. basement attic cellar bedsit accommodation
8. health pill disease operation prescription
9. disco musical music opera concert
10. motorway traffic jam lorry rush hour traffic

Task 3. Choose from the words below to complete each pair of sentences. Use the same word in (a) and b). Decide if the word should be countable or uncountable. If the word is countable, add a/an at an appropriate point in the sentence or make it plural.

damage education traffic paper resistance speech

1. a) I had to go through _____ very strict and traditional _____.
b) _____ has been hit once again in the government's spending cuts.
2. a) _____ was building up on the motorway as the fog got thicker.
b) Since the war, _____ illegal _____ in weapons has grown.
3. a) Outnumbered by at least three to one, he knew that _____ was useless.
b) After a while we seemed to build up _____ to mosquitoes.
4. a) The judge awarded Mr Sinclair _____ of nearly £50,000.
b) The accident caused some _____ to my car but it wasn't worth getting it repaired.
5. a) Muriel gave _____ at the conference on the psychological effects of divorce.
b) The use of recycled _____ is saving thousands of trees from being cut down.
6. a) It is said to be _____ that distinguishes us from the other animals.
b) We had to listen to some long and boring _____ after the meal.

Task 4. If necessary, correct these sentences. If they are already correct, put a ✓.

1. Tony computers have been stolen. _____
2. When the teacher had called out the girl's names, they all stepped forward. _____
3. We had to study Charles Dickens early novels at school. _____
4. I went to the newsagent's to buy a paper. _____
5. There were hundreds of bird's nests in the trees. _____
6. They're my mother-in-law's favourite sweets. _____
7. I took the books to Lewis' house yesterday. _____
8. If they had been anyone else's paintings I wouldn't have gone to the exhibition. _____
9. She was a friend of my mothers. _____
10. The worlds airline's are moving towards a total ban on smoking. _____
11. The readers letters page in the newspaper is full of complaints about the article. _____
12. I met a cousin of the Duke of Edinburgh last week. _____

ARTICLES

Use **a/an** when the listener doesn't know which thing we mean. Use **the** when it is clear which thing we mean: for example, in a room we talk about the light / the floor / the ceiling / the door, etc.

Tom sat down on *a* chair. (we don't know which chair)

Tom sat down on *the* chair nearest the door. (we know which chair)

Ann is looking for *a* job. (not a particular job)

Did Ann get *the* job she applied for? (a particular job)

Can you turn off *the* light, please? (the light in this room)

Where is *the* toilet, please? (the toilet in this building/house)

Also: **the police / the fire-brigade / the army, the bank, the post office, the doctor, the dentist.**

I must go to *the* bank to change some money and then I'm going to *the* post office to buy some stamps. (The speaker is usually thinking of a particular bank or post office.)

John isn't very well. He has gone to *the* doctor. (his doctor)

Use **the** when there is only one of something.

What is *the* longest river in the world? (There is only one longest river in the world.)

We went to *the* most expensive restaurant in town.

Paris is *the* capital of France.

Also: **the moon / the world / the universe / the sea / the sky / the ground / the countryside / the country**

The earth goes round *the* sun.

Would you rather live in a town or in the country?

Don't sit on the ground! It's wet.

We looked up at all the stars in the sky.

But: **go to sea / be at sea** (without the) when the meaning is go/be on a voyage.

Ken is a seaman. He spends most of his life *at sea*.

But: **space** (*not* 'the space') when *we* mean space in the universe.

There are millions of stars *in space*. (*not* 'in the space')

Say **the cinema / the theatre / the radio** But: **television** (without the)

We went to *the* cinema last night.

Do you often go to *the* theatre?

We often listen to *the* radio.

I watched the news on television.

Do not normally use the with the names of meals: **lunch/breakfast**, etc. Use **a** when there is an adjective before lunch/breakfast etc.

What time is lunch?

What did you have for breakfast?

Thank you. That was *a* very nice lunch, (*not* 'that was very nice lunch')

But: **a meal**

We had *a* meal in a restaurant.

Use **the** with some adjectives. The meaning is always plural. You cannot say 'a blind' or 'an unemployed'. You have to say 'a blind man', 'an unemployed woman' etc.

the rich the poor the blind the deaf the old the young the sick the dead the disabled the unemployed the injured

That man over there is collecting money for *the* blind.

Why doesn't the government do more to help *the* unemployed?

Use **the** with some nationality adjectives when you mean 'the people of that country'.

**the British the English the Welsh the Irish the Dutch the Swiss
the French the Russians the Arabs the Chinese the Italians the Japanese**

The French are famous for their food. (= the French people)

Why do *the* English think they are so wonderful? (= the English people)

Use **prison / school / university / college / church** without an article.

a criminal goes to prison (*not* 'to the prison'); a child goes to school; a student goes to university/college.

After I leave school, I want to *go to university*. (as a pupil/student)

Why aren't the children *at school* today? (as pupils)

Mrs Kelly *goes to church* every Sunday. (for a religious service)

Ken's brother is *in prison* for robbery. (he is a prisoner)

Use '**be in prison**', but usually '**be at school/university/college**'. '**In church**' and '**at church**' are both possible.

Mr Kelly *went to the school* to meet his daughter's teacher. (He didn't go there as a pupil.)

Excuse me, where *is the university*, please? (a particular building)

The workmen *went to the church* to repair the roof. (They didn't go to a religious service.)

Ken *went to the prison* to visit his brother. (He went as a visitor, not as a prisoner; he went to the prison where his brother was.)

Use '**go to bed / be in bed**' etc. (*not* 'the bed')

It's time to *go to bed* now.

Is Tom still *in bed*?

Use **go to work / be at work / start work / finish work** etc. (*not* 'the work')

Why isn't Ann *at work* today?

What time do you *finish work*?

Use **go home / come home / be at home / stay at home** etc. (*not* 'the home')

Come on! Let's *go home*.

Will you be *at home* tomorrow?

Task 1. Put *a, an, the, his* or *-* into the gaps in the newspaper article.

1 ____ airline passenger saved 2 ____ life of 3 ____ man who had taken 4 ____ drugs overdose by using 5 ____ sugar sachets as 6 ____ antidote.

Simon Greenway, 19, 7 ____ former Army paramedic, used 22 of 8 ____ and five pints of water to dilute 9 ____ valium and vodka taken by 10 ____ passenger.

11 ____ passenger, 12 ____ student from Norway, had collapsed shortly after 13 ____ British Airways flight left Bucharest for 14 ____ three-hour flight to 15 ____ Heathrow Airport.

Mr. Greenway said, "I saw this bloke staggering around before we got on 16 ____ plane, and I just thought he was drunk. But when we were in 17 ____ air I noticed 18 ____ white powder around 19 ____ lips. Then he fell over into my lap, and he said something about wanting to kill himself. 20 ____ captain asked to be kept in 21 ____ touch in case we needed to make 22 ____ emergency landing, but I knew we didn't have much time. The Army taught us how to deal with 23 ____ people who have overdosed. The cabin crew are trained in 24 ____ first aid, but after speaking to the head steward it became clear that I had more training, so I took over. When we landed, 25 ____ crew thanked me and gave me a bottle of champagne, but I don't drink and I have given it to my friends."

26 ____ British Airways spokesman said, "We are grateful to Simon for his quick thinking and initiative."

Task 2. Put in *a/an, -* or *the*.

1. I wrote my name at ____ top of the page.
2. ____ moon goes round ____ earth every 27 days.
3. The Soviet Union was ____ first country to send a man into ____ space.
4. Did you see the film on ____ television or at ____ cinema?
5. After ____ lunch, we went for a walk by ____ sea.
6. I'm not very hungry. I had ____ big breakfast.
7. John was ____ only person I talked to at the party.
8. Tim lives in ____ small village in ____ country.
9. Peru is ____ country in South America ____ capital is Lima.
10. I never listen to ____ radio. In fact I haven't got ____ radio.
11. It was ____ beautiful day. ____ sun shone brightly in ____ sky.
12. I've invited Tom to ____ dinner next Wednesday.
13. What is ____ highest mountain in ____ world?
14. We don't go to ____ theatre very much these days. In fact, in ____ town we live there isn't ____ theatre.
15. It was a long voyage. We were at ____ sea for four weeks.
16. I prefer swimming in ____ sea to swimming in pools.
17. Can you turn ____ television down, please? It's a bit loud.

Task 3. Choose the correct form, *with* or *without* *the*.

1. Some children hate school / the school.
2. After leaving school / the school, Nora worked as a cleaner in hospital / at the hospital.
3. My brother is very ill in hospital / the hospital.
4. All over the world, people are in prison / the prison because of their political beliefs.
5. The other day the fire-brigade had to go to prison / the prison to put out a fire.
6. John's mother is a regular churchgoer. She goes to church / the church every Sunday. John himself doesn't go to church / the church.
7. After work / the work, Ann usually goes home / to home.
8. Tom left university / the university without doing his examinations.
9. I like to read in bed / the bed before going to sleep.
10. What time do you have to start work / the work tomorrow morning?

COMPARISON WITH ADJECTIVES

Adjectives	Comparative	Superlative
one-syllable adjectives some two-syllable words ending in -y, -er, -ow, -le	adjective + -er hot – hotter easy – easier narrow – narrower simple – simpler	the + adjective + -est the hottest the easiest the narrowest the simplest
two or more syllable adjectives	more/less + adjective more/less beautiful more/less interesting	the + most/least + adjective most/least beautiful most/least interesting

Add the ending **-er** to one-syllable adjectives to make their comparative forms and **-est** to make their superlative forms. For adjectives with three or more syllables we usually add **more/less** and **most/least**.

It's too noisy here. Can we go somewhere *quieter*?
More expensive hotels are usually *more comfortable* than *cheaper* one.

There are some adjectives which have irregular forms:

good	better	the best
bad	worse	the worst
old	older/elder	the oldest/the eldest
far	farther/further	the farthest/the furthest

Some adjectives with two syllables are only used or are most commonly used with **more/less** and **most/least**, particularly participle adjectives (e.g. pleased, worried, boring), adjectives ending in *-ly*, *-ful* and *-less* (e.g. careful, careless); afraid, alike, alert, ashamed, alone, aware; and also cautious, certain, complex, confident, eager, exact, formal, frequent, modern, recent.

Could you speak more slowly, please?

Some adjectives have a comparative or superlative meaning so they are rarely used with **-er/-est** or **more/less/most/least**. These include **complete, equal, favourite, ideal, unique**.

An exception: 'All animals are equal but some animals are more equal than others.'
(George Orwell: *Animal Farm*)

Use **as ... as** with an adjective in between to say that something or someone is like something or someone else, or that one situation is like another:

Was the film *as funny as* his last one?
Andrew came round to my flat *as quickly as* he could.

Negative forms of sentences like this can use either **not as** or **not so/such...as**.

The gap between the sides is *not as wide as* it was. (or *...is less wide than* it was.)
They *are not such* well-behaved children *as* in the last school I worked at.
She was *as patient a teacher as* anyone could have had.

To say that as one thing changes, another thing also changes, we can use sentences like:

The better the joke (is), *the louder* the laugh (is).
The longer Sue stays in Canada, *the less* likely she will ever go back to England.
It almost seems that *the more expensive* the wedding, *the shorter* the marriage!

Task 1. Complete the sentences with an appropriate comparative or superlative adjective. Use an -er/-est or more/most form. Indicate where both forms are possible.

common likely relaxed confident wide alike

1. I feel much _____ now that the exams are over.
2. Our new car is a little _____ than our old one, but still fits easily into the garage.
3. Now that they had both had their hair cut, the twins looked even _____ than usual.
4. Throughout the match, Barcelona looked the _____ winners.
5. Scientists claim that oil pollution is now the _____ cause of death among sea birds.
6. The last exam was quite easy and I began to feel _____ about my results.

Task 2. Complete these sentences with as...as or not as/such...as.

1. Since her accident, Mary has tried to lead _____ possible. (normal/life)
2. It's _____ I'd imagined. (not/beautiful/house)
3. Mr Truworth is _____ his predecessor was. (not/popular/president)

Task 3. Put the adjectives in brackets into the correct form, adding other words needed.

1. – Why have you bought a new car?
– We needed one with a **1** _____ (big) boot, to take our sports gear.
2. – Are you still trying to get that stain out of the rug?
– Yes. I don't know what it is. I've tried all sorts of soaps and things but it's still **2** _____ (clean) when I started.
3. – Do you happen to know which is **3** _____ (small/planet) in our solar system?
– Pluto, isn't it? I know it's **4** _____ (far) away from the sun.
4. – How was your driving test?
– Oh, not so bad really. It was **5** _____ (much/easy) I'd expected.
– So, you've passed?
– Yes, I have.
– Congratulations! That's **6** _____ (good) news I've heard for ages!
5. – Which is **7** _____ (high/mountain) in Africa?
– I'm not sure. Kilimanjaro, perhaps?
– Where's that? In Zambia?
– No, it's **8** _____ (far/north) that. Kenya I think.
6. – Shall we go for a swim? It's lovely and sunny.
– I'm not sure. There's quite a strong wind. I think you'll find it's **9** _____ (not/warm) it looks, when you get outside.
7. – We'd better go to the bank this morning.
– Can't we go **10** _____ (late)?
– No. They shut **11** _____ (early/here) they do at home.
8. – Hurry up! We'll miss the train. Can't you run **12** _____ (fast)?
– Sorry, I'm going **13** _____ (fast) as I can already.
– OK. I guess you're quite a bit **14** _____ (short/I) after all.
9. – I hear you were having problems with your business last year. It is **15** _____ (good) this year?
– No. I'm afraid it's **16** _____ (bad) if anything.
– I suppose people just aren't spending **17** _____ (much/money) they used to.

PRONOUNS

There are different types of pronouns in English.

<i>Personal</i>	<i>Objective</i>	<i>Possessive</i>	<i>Absolute forms</i>	<i>Reflexive</i>
I	me	my	mine	myself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	–	itself
you	you	your	yours	yourself (yourselves)
we	us	our	ours	ourselves
they	them	their	theirs	themselves

He is my son.

That music of *hers* drives *me* crazy.

He always put *his* hands into *his* pockets.

You have both singular and plural forms.

You are always into trouble. – Would *you* like a drink?

Use **it** for things, animals, a baby and a child.

Use **he, she, it** for pets, ships, cars, motorbikes, a country if a reference is 'affectionate'.

The dog likes *its* master.

Roger is a good dog. *He* is my best friend.

In 1941 America assumed *her* role as a world power.

My old car is not fast, but *she* does 50 ml to the gallon.

Some verbs are never used with a reflexive pronoun: complain, concentrate, get up/hot/tired, lie down, meet, relax, remember, sit down, wake up.

She concentrated hard on getting the job finished.

If you want to emphasise particularly that the subject is doing an action, you can use a reflexive pronoun with verbs: dress, shave, wash, acclimatize, adapt, behave, hide, move.

He's recovering well from the accident and he is now able to *dress himself*.

DEMONSTRATIVE PRONOUNS

<i>Singular</i>	<i>Plural</i>
this	these
that	those

People were anxious to buy *these goods* at *this price*.

Defining pronouns: each, every, everybody, everyone, everything, all, either, both, other, another.

Indefinite pronouns: some, any, somebody, anybody, something, anything, someone, anyone, one.

Negative pronouns: no, none, neither, nobody, no one, nothing.

Interrogative pronouns: who, whose, what, which.

Reciprocal pronouns: each other, one another.

Task 1. Put correct pronoun into the gaps.

- | | |
|---|---------|
| 1. Don't blame _____ . It's not _____ fault. | I |
| 2. She doesn't buy clothes. She makes them _____ . | ONESELF |
| 3. These are not my books. _____ are in my bag. | I |
| 4. The pan is very hot. Do not burn _____ hand. | YOU |
| 5. He is much taller than _____ . | I |
| 6. Jim can play tennis. He has been playing _____ for five years. | IT |
| 7. Will this new flat belong to _____ ? | THEY |
| 8. Don't ask _____ about what is happening. | HE |
| 9. I can't get this ring off _____ finger. It's stuck. | I |
| 10. There are too many cars and lorries on the streets of _____ town. | WE |
| 11. I'm afraid I cannot come to _____ wedding as I'm on holiday. | YOU |
| 12. Don't touch _____ bags! They asked about it. | THEY |

Task 2. Put *this, that, these or those* into each gap.

- _____ shoes are killing me. I can't wait to take them off.
- (On the phone) Hello. _____ is Bess. Can I speak to Kate?
- _____ was a wonderful film, wasn't it?
- I knew Jenny at university. In _____ days she had long blonde hair.
- "Anything else?" – "No, _____'s all for today, thanks."
- Well, _____'ll be £ 5.50, please.
- I can't get _____ ring off my finger. It's stuck.
- You just can't get proper cheese _____ days.
- Come here and tidy up _____ mess right now!
- Listen to _____. It says in the paper that life's been found on Mars.
- Did you ever hear from _____ girl you met on holiday last year?
- I was in the pub last night when _____ bloke came up to me and hit me.
- "I got a parking fine today." – " _____'ll teach you a lesson."

Task 3. Complete the following sentences with a combination of these words.

some	one
any	body
no	+ thing
every	where

- I don't care where we go on holiday as long as it's _____ hot.
- Does _____ want a cup of tea?
- I've looked _____ for my contact lens, but I can't find it _____
- "What do you want for dinner, Harry?" "Oh, _____, I don't care!"
- This sale is fantastic! There's 50% off _____ in the shop.
- It's really boring at Auntie Martha's, there's absolutely _____ to do.
- I'm a very sensitive person. _____ understands me.
- I'll go _____ as long as I'm with you.
- Jane's getting married to _____ she met on holiday.
- Sue is such a chatterbox, she's always got _____ to say but never says _____ interesting.
- Tommy is so nice. _____ likes him.

TEST

Choose the correct answer.

1. He will translate the text if he _____ a dictionary at hand.
a) will have b) has c) would have d) have
2. My friend is interested _____ architecture.
a) in b) on c) about d) for
3. When I entered the room, she _____ on the sofa.
a) lay b) is lying c) was lying d) was lying
4. We are going for a walk. Who _____ to go with us?
a) is wanting b) does want c) want d) wants
5. I can't make the TV _____ .
a) work b) to work c) working d) worked
6. Can you come _____ next time?
a) more early b) the earliest c) the earlier d) earlier
7. We wear _____ from him since he left for Kenya.
a) didn't hear b) don't hear c) hadn't heard d) haven't heard
8. My room is _____ one in our flat.
a) the comfortablest b) more comfortable c) the most comfortable d) most comfortable
9. – Granny has lost her passport.
– When _____ ?
a) has she lost it b) had she lost it c) she lost it d) did she lose it
10. I saw you buy a bunch of flowers this morning. Who _____ it for?
a) did you buy b) bought you it c) you bought d) did buy you
11. When she sees _____ you have done, she will be angry with you.
a) that b) – c) what d) so
12. This isn't my text-book, _____ is at home.
a) my b) mine c) mine book d) mine one
13. I wish I _____ nearer my work because it takes me much time to get there.
a) live b) will live c) had lived d) lived
14. Mr. Harrison said that he _____ again.
a) would have called b) called c) will call d) would call
15. His smile was something she _____ before.
a) has never seen b) had never seen c) never saw d) did never see

16. If I were you, I _____ a house in the country.
 a) bought b) would buy c) will buy d) would bought
17. Our daughter is good _____ foreign languages.
 a) with b) for c) in d) at
18. Mr. Hay rose from the comfortable armchair in which he _____.
 a) had been sitting b) sat c) had sat d) had being sat
19. What made you _____ such a stupid thing?
 a) to do b) do c) did d) have done
20. If I _____ London by train, he will get there on Wednesday.
 a) leaves for b) will leave for c) leave for d) left for
21. The weather is _____ it was last month.
 a) the better than b) the best than c) as better as d) better than
22. He looks worn out. He _____ a sleepless night.
 a) must have b) can have c) must have had d) can have had
23. Bad news _____ fast.
 a) travel b) travels c) are travelling d) don't travel
24. I _____ here since September.
 a) have being b) am c) have been d) was
25. John _____ take a taxi because he was late.
 a) could b) was to c) was able to d) had to
26. Could you give me _____, please?
 a) a piece of advice b) an advice c) a advice d) some advices
27. Geneva is one of _____ cities in the world.
 a) the modernist b) the most modern c) the most modern of d) more modern
28. I slipped away while the others _____.
 a) had lunch b) were being had lunch c) had had lunch d) were having lunch
29. If you _____ to see Judie, ask her to phone me.
 a) would happen b) will happen c) happen d) happened
30. Do you mind _____ ?
 a) my listening b) me listen c) I listen d) to listen
31. Maggie really looked better than when he _____ her last time.
 a) saw b) was seeing c) had seen d) has seen
32. Will you try to find out what time _____ at the airport?
 a) does the plane arrive b) the plane arrives c) arrives the plane d) did the plane arrive

33. She wanted Tom _____ beside her and hold the umbrella.
a) to stand b) stand c) was standing d) stood
34. Where is Jane? I'm tired _____ waiting.
a) with b) about c) at d) of
35. It was _____ cold outdoors that I decided to stay at home.
a) so much b) such a c) such d) so
36. She wasn't able to carry all these suitcases by herself. Somebody _____ her.
a) had helped b) must have helped c) was to help d) should help
37. Harry's room is _____ of all the rooms, but he can afford it.
a) most expensive b) so expensive c) expensivest d) the most expensive
38. You _____ a lovely song when I entered the room.
a) sang b) had sung c) was singing d) were singing
39. If Tom _____ hard, he will pass his exam.
a) works b) will work c) has worked d) worked
40. I miss you. I wish you _____ with us.
a) stay b) staying c) to stay d) stayed
41. My aunt _____ South America yet.
a) hadn't been to b) wasn't in c) hasn't been to d) hasn't been in
42. The car isn't worth _____.
a) to repair b) repairing c) to be repaired d) being repaired
43. Mom isn't home. She _____ the shops and she'll be back soon.
a) has gone to b) has been to c) has been in d) went to
44. Jenny kept on _____ although her husband asked her to stop.
a) to talk b) talking c) talked d) talk
45. The detective made Mr. Folgers _____ the bill.
a) pay b) to pay c) paid d) would pay
46. I have lived in London for a long time, so I _____ the traffic.
a) quite used to b) get used to c) am quite used to d) was quite used to
47. I thought I _____ my scarf into the back of the wardrobe, but I couldn't find it there.
a) was throwing b) have thrown c) had thrown d) threw
48. We were rather surprised _____ the price of the dress.
a) of b) about c) at d) in
49. _____ first hand news.
a) These are b) Those are c) This is d) They are
50. You _____ use your knowledge more efficiently.
a) are to b) must to c) may d) should

ЗАДАНИЯ ЭКЗАМЕНАЦИОННОГО ТИПА

Задание на заполнение пропусков (грамматика) В4-В10

Для того чтобы Вы могли набрать максимальный балл в этом задании, Вы должны уметь образовывать от опорного слова его грамматическую форму, то есть слово той же части речи, заполняя пропуски в связном тексте. Например, если опорное слово – глагол, то нужно употребить или его неличную форму (инфинитив, герундий, причастие I или II), или личную форму (нужное по смыслу время глагола). Если опорное слово – прилагательное или наречие, то соответствующую степень сравнения (например, beautiful – more beautiful, или quick – quicker) и т.д.

1. Помните! Начать выполнение задания нужно с прочтения заголовка (если он есть) и всего текста, чтобы понять его общее содержание, т.к. это поможет правильно употребить пропущенные грамматические формы.
2. Читая текст по предложениям, старайтесь понять его смысл, для того, чтобы определить какую именно грамматическую форму нужно образовать от опорного слова. (Например, если дан глагол, то нужно определить, какая должна быть форма – активный или пассивный залог).
3. Если Вы не уверены в заполнении какого-либо пропуска, все равно впишите слова, которые кажутся Вам наиболее приемлемыми.
4. Помните! Когда возможны разные варианты правильных ответов, они предусмотрены в ключах, и Вам достаточно написать один ответ, который Вы считаете верным.
5. Все слова в ответе должны быть написаны правильно, иначе при наличии даже одной орфографической ошибки в ответе весь ответ оценивается в 0 баллов.
6. Многих орфографических ошибок можно избежать, если внимательно переписывать корень приведенного опорного слова, а также заполнять пропуски четко и разборчиво.
7. Для того чтобы не ошибиться в написании форм неправильных глаголов, нужно запоминать их написание при заучивании форм.
8. Глагольные формы могут быть записаны или в полной, или в краткой форме. Например, is not или isn't.
9. Перечитайте текст со вставленными словами и убедитесь, что они соответствуют тексту грамматически и правильно написаны.
10. Если повествование всего текста ведется в прошедшем времени, то следовательно, для описания следует использовать глагол в форме Past Simple. Помните о правилах согласования времен!
11. Для того чтобы правильно написать глагольную форму, образованную с помощью окончания -ing, нужно помнить, что при добавлении -ing происходят следующие изменения:
 - конечная согласная буква удваивается в глаголах, оканчивающихся на ударный слог с кратким гласным между двумя согласными: swim-m-ing; run n-ing;
 - конечная согласная – l удваивается: travel – travel-l-ing;
 - конечная гласная – e опускается: write – writing;
 - конечные буквы – ie заменяются на – y: lie – lying

АЛГОРИТМЫ РАБОТЫ С ПРОПУСКАМИ

Имя Существительное

Если в задании опорным словом является имя существительное, то возможно несколько вариантов:

1. Определите тип существительного: исчисляемое или не исчисляемое. Если существительное исчисляемое и глагол за ним употреблен во множественном числе, то существительное нужно поставить в форму множественного числа.
2. Внимательно посмотрите, не является ли существительное исключением (например, множественное число от child – children).
3. Определите по смыслу, нужно ли употребить притяжательную конструкцию (например, world – world's).

Имя Прилагательное или Наречие

Если в задании опорным словом является имя прилагательное или наречие, то нужно определить какая степень сравнения – сравнительная и превосходная – требуется: если перед пропуском стоит определенный артикль the, значит это превосходная степень сравнения, если после пропуска есть слова than или as...as или so...as, то это сравнительная степень.

Глагол

Если в задании опорным словом является глагол, то возможно несколько вариантов:

1. Определите форму глагола: личная или неличная.
2. Если требуется личная форма глагола, то нужно определить залог – активный или пассивный залог.
 - Затем определите нужное по смыслу время глагола, опираясь на «слова-подсказки» (например, already относится к Present Perfect, а every year – к Present Simple).
 - Обязательно обратите внимание на согласование подлежащего со сказуемым: если подлежащее употреблено во множественном числе, то глагол-связка также нужно употребить во множественном числе (например, со сказуемым we при образовании времени Present Perfect от глагола to do глагол-связка будет во множественном числе – have done).
 - Важно помнить, что все задание – это один текст, в котором соблюдаются правила согласования времен!
3. Если нужно употребить неличную форму глагола: инфинитив, герундий, причастие I или II, то следует вспомнить правила образования соответствующих частей речи.

Причастия

1. Причастие I (настоящего времени) образуется путем прибавления суффикса **-ing** к инфинитиву глагола без частицы to:
to play (играть) - **playing**
to read (читать) - **reading**

2. Причастие II (прошедшего времени) правильных глаголов образуется путем прибавления суффикса **-ed** к инфинитиву глагола без частицы to:
to finish (заканчивать) – **finished** (законченный)

Причастие прошедшего времени неправильных глаголов чаще всего образуется путем изменения корневой гласной или всей основы глагола:

to write (писать) – written (написанный)
to see (видеть) – seen (увиденный)

Task 1.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

We laughed a lot after he had finished. We said it was the

B4 _____ thing we had ever heard in all our lives. FUNNY

We said how strange it was, that there was a popular notion that

B5 Germans _____ any sense of humor. And we asked NOT HAVE
why he did not translate the song into English, so that common

B6 people _____ understand it, and hear what a real comic CAN

B7 song was like. Then Herr Slossenn Doshen got up and _____ BEGIN

B8 to swear at us in German and shook his fists. He said he _____ NEVER BE
so insulted in all his life. It appeared that the song was not comic at all.

B9 It was one of the _____ songs in the German language. TRAGIC

B10 I _____ much interest in German songs since then. NOT TAKE

Task 2.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

“Curiouser and curiouser,” cried Alice. She was so surprised that

B4 for the moment she quite _____ how to speak good FORGET

B5 English; “now I’m getting much _____, like a very BIG

B6 large telescope! Good bye, _____!” for when she FOOT
looked down at them, they seemed to be almost out of sight.

B7 “Oh, my poor little things, I wonder who _____ on PUT
your shoes and stockings for you now? I shall be a great deal

B8 too far off to trouble _____ about you, so you must ONESELF

B9 manage the _____ way you can.” GOOD

But at the moment her head struck against the roof of the hall,

B10 and she at once _____ up a little golden key and TAKE
hurried off to the garden door.

Task 3.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

Once Mr. Drummond decided to send me to school.

- B4** I _____ new clothes: yellow leather breeches and a GIVE
- B5** cap. Mr. Drummond took me there and then _____ away. GO
- B6** “Jacob Faithful, come here,” were the _____ words ONE
that I heard the next morning when I had taken my seat at
- B7** the _____ end of the schoolroom. I rose and walked FAR
through two lines of boys to the master’s high desk from which
he looked down upon me.
- “Jacob Faithful, can you read?” “No, I can’t,” I replied. “I wish
- B8** I _____ CAN
- B9** “A good answer, Jacob: your wish _____ true. Do you COME
know the alphabet?” “I don’t know what that is.”
“Then you don’t know it. Mr. Knapps will teach you.
- B10** He _____ the beginners. To your studies now.” TEACH

Task 4.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

At eleven o’clock that night they started the direction of Glydar Street.

- B4** It _____ very dark. There was nobody in the street. BE
- B5** The town _____ SLEEP
- B6** The two _____ moved quietly. In the pocket of his MAN
- B7** coat Denny had six small boxes of dynamite; each box _____ HAVE
- B8** a hole in it, and a fuse. Soon they reached the _____ ONE
manhole of the sewer. Andrew’s heart was beating fast.
- B9** It was very difficult for _____ to open the cover, THEY
- B10** but after a short struggle it _____. Andrew took an DO
electric torch out of his pocket. That was time to start the matter.

Task 5.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

At quarter past nine that evening I set off for Baker Street where Holmes lived.

- B4** When I arrived, I noticed two carriages _____ STAND
outside Holmes' door.
- B5** Inside the apartment, Holmes _____ TALK
with two men.
One of them was Peter Jones, a police detective. The other man was tall and thin, with a sad-looking face.
- B6** "We _____ PLAY
cards for twenty-seven years," said one of the men. "I think," said Holmes, "that tonight you'll play a
B7 _____ game than cards. You may win the prize of a EXCITING
criminal you want to catch."
"The criminal is a murderer and thief," said Jones. "I want to catch him more than any criminal in London."
- B8** "It's time to go now," said Holmes. "Two carriages _____ WAIT
".
The carriages went quickly through the dark streets.
I wondered where we were going. At last we were in the same busy
B9 street which Holmes and I _____ VISIT
earlier in the day.
- B10** We _____ TAKE
to a dark corridor by Mr. Madson. There was a small door at the end.

Task 6.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B7** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B7**.

Impressionism in painting developed in the late 19th century in France.

- B4** It _____ BEGIN
with a loosely structured group of painters who
B5 got together mainly to exhibit _____ THEY
paintings. The art
B6 _____ CHARACTERISE
by the attempt to depict light and movement
B7 by _____ USE
pure broken colour. The movement began with
four friends: Monet, Renoir, Sisley and Bazille.

Task 7.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

Although modern football began in nineteenth-century England, the English didn't invent football: they simply gave it rules.

B4 Human beings always _____ kicking round objects. LIKE

Two and half thousands years ago the Chinese played a game

B5 _____ Tsu-Chu, which means 'to kick a ball made of leather with the feet'. CALL

A Roman stone carving from Yugoslavia, from around the year

B6 of 200 AD, shows a man _____ a type of a football. HOLD

The Greeks are known to have played a game called episkyros.

Although the details are unknown, it's certain that these games

B7 _____ by two teams. PLAY

There are records that football was played in the twelfth century

B8 on the streets of London. King Edward II _____ it in BAN

1314. Later kings also banned the game but without much success.

B9 By the sixteenth century it _____ very rough. BECOME

Most games were played with nearly 500 people in each team.

B10 The _____ competition cup, the Football Association ONE

Cup, was started in 1872. League football began in 1888 and

teams were formed all over England.

Task 8.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B7** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B7**.

Harvesting ice sounds like a new concept, however scientists

B4 _____ this idea as a possible solution to the problem STUDY

B5 of the _____ dwindling fresh water supply for years. WORLD

B6 90 percent of the earth's fresh water _____ in the icecaps of BE

Antarctica. There is a problem. How can a giant iceberg be towed

B7 across the sea without _____? It is still an open question. MELT

Task 9.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

There are many theories about the beginning of drama in ancient

- | | | |
|------------|---|---------|
| B4 | Greece. The most widely accepted today _____ on | BASE |
| | the assumption that drama evolved from ritual. The argument | |
| | for this view goes as follows. | |
| B5 | In the beginning, human beings _____ the natural | VIEW |
| | forces of the world, even the seasonal changes, as unpredictable, | |
| | and they thought, through various means, to control these | |
| | unknown and feared powers. | |
| B6 | _____ measures that appeared to bring the desired | THAT |
| | results were then retained and repeated until they hardened into | |
| | fixed rituals. | |
| B7 | Eventually stories _____ which explained the mysteries | ARISE |
| B8 | of the rites. As time passed, some rituals _____, | ABANDON |
| B9 | but the stories, later _____ myths, provide material for | CALL |
| | art and drama. | |
| B10 | The atmosphere _____ the performances was more | SUROUND |
| | like that of a religious ceremony than entertainment. | |

Task 10.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B8** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B8**.

The American architect and engineer, Buckminster Fuller,

- | | | |
|-----------|---|-----------|
| B4 | _____ in 1895 in Massachusetts. He devoted his | BEAR |
| | life to the invention of revolutionary technological design to | |
| B5 | solve problems of modern living. He is _____ known | GOOD |
| B6 | for his development of the geodesic dome, _____ | COMPOSE |
| B7 | of triangular pieces. In the 1950 th many of these domes _____ | BUILD |
| | for military and industrial uses. A considerable number of homes | |
| B8 | also _____ using geodesic dome structure since then. | CONSTRUCT |

Task 11.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

Mount Vesuvius is a volcano in southern Italy, near the shore of the Bay of Naples and the city of Naples.

- B4** It _____ the only active volcano on the European mainland. BE
- B5** A solitary mountain _____ from the plain of Campania has a base 50 km and is surrounded by two summits, of which the
- B6** highest is the cone _____ as Vesuvius proper. KNOW
- On August 24 in the year AD79, a great eruption of Mount Vesuvius
- B7** began; the top of the mountain _____ off by an explosion BLOW and the cities of Herculaneum and Pompeii were buried under a rain of ashes and mud.
- The height of Mount Vesuvius is 1,277m, while Monte Somma,
- B8** the _____ summit, is 1,132m. SMALL
- B9** The volcano's slopes _____ with vineyards and orchards. COVER Higher up, oak and chestnut grow.
- B10** A funicular railroad recently _____ from the base of the BUILD cinder cone to the summit close to the edge of the crater.

Task 12.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

- B4** Edwin Forrest, often acknowledged as America's _____ ONE national idol of American theatre, was born in Philadelphia in 1806.
- B5** He was only 14 years old when he _____ Young Norval PLAY
- B6** in _____ 'Douglas'. HOMER
- B7** He gained experience _____ Edmund Kean in Shakespearean SUPPORT
- B8** roles. In 1826 he established _____ as one of the great ONESELF tragedians of the century with his role as Othello in a New York debut.
- B9** In spite of this he was criticized for _____ and loud language. BOAST
- B10** Though his last appearance in 1971 _____ with acclaim. GREET

Task 13.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

Romania's name itself suggests what makes it different from its neighbours. The connection with the Imperial Rome comes from

B4 the language which _____ like Italian. SOUND

The country is about the size of Great Britain and has a population of 23 million, of whom ninety percent are Romanians.

B5 The scenery _____ : mountainous areas with summer and winter resorts, a very marvellous stretch of the Danube descends towards the Iron Gates, historic towns and Black Sea beach resorts. VARY

B6 There are no _____ than 160 spas offering cures for nearly FEW

B7 every illness _____ to man. KNOW

B8 Romania is perhaps the _____ abroad for being the home of Dracula, the creation of the Irish writer, Bram Stoker. However, while the story is fiction, the character is based on a Romanian prince FAMOUS

B9 _____ Vlad Dracula. So, when you visit Romania you CALL

B10 may like to visit Bran Castle which _____ in 1377 BUILD
and is the most closely identified with Dracula.

Task 14.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

B4 The life of the sea otter, _____ to some people as a KNOW

B5 'floating teddy bear' _____ easy for the last two centuries. NOT BE

B6 Their population off the California coast _____ from REDUCE

B7 18,000 to 1,724 in a century. In 19th century they _____ BRING

to the brink of extinction by fur traders. But in 1938 a rancher spotted several of the small furry animals _____ on their back, their usual position, off the coast of California. Since then, their numbers

B8 _____ slowly. The problem now is not that people FLOAT

B9 _____ slowly. The problem now is not that people MULTIPLY

B10 hunt _____ for their furs but that the sea otters are at odds with THEY
the commercial shellfish industry.

Task 15.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.

When John Muir, at twenty-nine, left his job as a machinist, he acted

- | | | |
|------------|---|---------------------------|
| B4 | with his typical independence by _____ to Florida, a | WALK |
| B5 | distance of about a thousand miles. He chose the _____ | WILD |
| B6 | ways, as he felt the need to give _____ to the natural world. | ONESELF |
| B7 | He _____ that life was too precious to be devoted to machines. | FEEL |
| B8 | As he later put it, he _____ a millionaire but he chose
to become a tramp. And as it turned out, a _____ life | CAN BECOME
MILLIONAIRE |
| B9 | could not have produced the effect that John Muir's life _____
on the American landscape. | HAVE |
| B10 | His life _____ into a single-developing pattern of devotion to
all things natural. | FALL |
| B11 | Besides independence, endurance and joy _____ a large part
of Muir's character. He could set off a mountain trek with very few | BE |
| B12 | belongings and only a little food. _____ could last him for | THIS |
| B13 | weeks of _____. Whenever he looked, he saw beauty
and felt joy. He felt as if the beauty was evidence of a divine presence. | EXPLORE |
| B14 | Muir was one of the _____ voices in favour of the wild in a time | ONE |
| B15 | _____ for the destruction and exploration of nature. | KNOW |
| B16 | He _____ 150 years ago, but groves of sequoia redwood | |
| B17 | trees still _____ because of his love and work. | GROW |

ОТВЕТЫ

Present Simple and Present Continuous

- Task 1. 1. is recovering, is finding, is spending, 2. am saying, are doing, am telling, 3. promise, suggest, hope, 4. are negotiating, are threatening, are talking, 5. apologise, recommend, warn
- Task 2. 1. grow, 2. don't know, 3. are trying, 4. is getting, 5. have, 6. are disappearing, 7. are not doing, 8. enjoy, 9. happens, 10. consist, 11. melt, 12. believe, 13. are rising, 15. includes
- Task 3. 1. is losing, 2. collects, 3. is offering, 4. shuts, 5. are leaving, 6. work, 7. is working, 8. speaks, 9. am reading, 10. are staying
- Task 4. 1. You are always complaining about my handwriting.
2. You are forever asking me for money.
3. You are constantly criticizing my driving.
4. You are continually changing your mind.
5. You are forever moaning about (your) work.

Present Simple and Present Continuous with a Future Meaning

- Task 1. 1. are going to starve, 2. V, 3. am going to bed, 4. is going to be, 5. is going to explode, 6. V, 7. is going to like, 8. is going to transform, 9. is going to leave, 10. V, 11. is going to Switzerland, 12. am playing

Future Simple

- Task 1. 1c, 2a, 3a, 4c
- Task 2. 1. I'll make you another one, sorry.
2. I'm playing tennis after work.
3. I'm not going abroad this year.
4. I'll pay you back at the weekend.
5. Where are you going to your honeymoon?
6. Why won't you tell me?
7. I'll have lunch with you but I won't come to see the film.
8. I'm not going to fail again.
9. Will you turn the volume down?
10. I'm going to be a film star!
- Task 3. 1. I'm going to be, 2. he won't mind, 3. I'm going, 4. Will you hold, 5. they're going to raise, 6. My car won't start, 7. I'm going to start, 8. I'll cook
- Task 4. 2. I won't be late, 3. Shall we go to the cinema? 4. Will you stop fighting? 5. The door won't open. 6. Shall I phone to the ambulance? 7. I won't pay until I've checked it.

Future Continuous

- Task 1. 1. will be talking about, 2. will be suffering from, 3. will be living/am living, 4. are getting, 5. won't be using, 6. will be carrying out/are carrying out, 7. will be coming/are coming, 8. will be taking
- Task 2. 2. Will you be going to the supermarket?
3. Will you be going by car?
4. Will you be selling your car soon?

Future Perfect and Future Perfect Continuous

- Task 1. 2. will have eaten three bars of chocolate.
3. will have been running for several minutes.
4. will have been writing this book for 3 years.
5. will have spent \$5 million on developing it.
6. will have painted the front door.
- Task 2. 1. Will you help, 2. Shall we invite, 3. I'm going to cycle, 4. I'll get you, 5. she is going to cry, 6. It's, 7. we'll be lying, 8. I'll have finished.

Past Simple and Past Continuous

- Task 1. 1. was recovering, 2. gave, 3. was having, 4. heard, 5. contacted, 6. invited, 7. was organizing/organized, 8. refused, 9. was preparing, 10. passed, 11. went, 12. met, 13. was studying, 14. had, 15. worked, 16. were serving, 17. announced, 18. persuaded, 19. was, 20. were, 21. decided, 22. were earning/earned
- Task 2. 1. was getting, went, 2. broke, was skiing, 3. met, was working, 4. was looking, slipped, 5. ordered, was waiting, 6. arrived, was getting
- Task 3. 1. When Don arrived we were having coffee.
2. While he was walking in the mountains Henry saw a bear.
3. Felix phoned the fire brigade when the cooker caught fire.
4. The students were playing a game when the professor arrived.
5. When the starter fired his pistol the race began.
6. I was walking home when it started to rain.
7. When Margo opened the door the phone was ringing.
8. Cathy was phoning the post office when the parcel arrived.

Present Perfect

- Task 1. 1. has shown, 2. appeared, 3. have reached, 4. has disappeared, 5. agreed, 6. wrote, 7. have solved, 8. continued, 9. moved
- Task 2. 1. a has risen, b rose, 2. a wore, b have worn, 3. a has survived, b survived, 4. a has been, b was, 5. a have stayed, b stayed, 6. a saw, b have never seen
- Task 3. 1. have discovered, 2. has (have) developed, 3. invented, 4. has (have) produced, 5. discovered

Task 4. 1. V, 2. knew, 3. has already done, 4. remembered, 5. V, 6. V, 7. talked, 8. bought, 9. V, 10. have lived

Task 5. 1. crashed, 2. have worked, 3. started, 4. have been, 5. haven't missed, 6. wore, 7. has happened, 8. have spent, 9. rescued

Task 6. 1. Have you ever been, 2. Did you ever eat, 3. Have you ever met, 4. Have you ever thought, 5. Did you ever learn, 6. Did you ever talk, 7. Have you ever heard, 8. Did you ever have

Present Perfect Continuous

Task 1. 1. have worked, 2. have been fixing, 3. has owned, 4. he has never flown, 5. have I told, 6. has been learning

Task 2. 1. has been writing, 2. have seen, 3. have never been, 4. have been travelling, 5. have closed, 6. have bought, 7. has hated, 8. have been carrying, 9. has caught, 10. have thought

Task 3. 2. How long did he have it for?
3. How long have they been living there (for)?
4. How long has he been a photographer (for)?
5. How long did he work in Brazil (for)?
6. How long have you been going (for)?
7. How long have they been retired (for)?
8. How long did he own it (for)?

Past Perfect

Task 1. 1. had found, 2. asked, 3. had overflowed, 4. had left, 5. remembered, 6. had died, 7. looked, 8. resigned

Task 2. 1. By the time I got to the party, most people had gone home.
2. When Glen opened the book, some pages fell out.
3. When we went back to look for the fox, it had disappeared.
4. When she picked up her bag, the handle broke.

Task 3. 1. I had meant to call my parents 2. She hadn't expected to see David again 3. She hadn't wanted to leave the meeting early 4. I had hoped for a relaxing day

Task 4. a) didn't find, had given
b) rang, had just returned
c) had wanted, did, had come
d) had/had had, burst/had burst, broke/had broken, left/had left
e) went, had been, had had, decided
f) became, had earned, gave

Task 5. 1. had typed / gave, 2. came / started, 3. had checked / went, 4. turned / caught, 5. collapsed / phoned, 6. had eaten (ate) / picked

Past Perfect Continuous

Task 1. 1. had been staying with friends, 2. had been cycling fast, 3. had been smoking a cigar, 4. hadn't been attending classes, 5. hadn't been paying bills, 6. hadn't been trying to steal the car

Task 2. 1. a. had been carrying, b. had carried, 2. a. had applied, b. had been applying, 3. a. had flown, b. had been flying, 4. a. had been working, b. had worked

Used to

Task 1. 1. was working, 2. didn't use to be, 3. had, 4. used to provide, 5. was studying, 6. rode...fell

Task 2. 2. We worked in Tokyo for three years.
3. We used to live on the east coast.
4. We met on the 22nd of June last year.
5. We used to play tennis together.

Additional Exercises

Task 1. 1. am beginning, 2. have done, 3. feel, 4. have been learning / have learned, 5. isn't / hasn't been, 6. have slept / have been sleeping, 7. are staying, 8. dream, 9. haven't seen, 10. feels, 11. have been telling / tell, 12. has been / is, 13. try / am trying / have been trying, 14. has snowed / has been snowing, 15. are sunbathing / have been sunbathing, 16. are checking / have been checking, 17. are thinking / were thinking, 18. get, 19. make, 20. get up, 21. to be lying

Task 2. 1. came, 2. was, 3. had been living, 4. told, 5. had moved, 6. addressed, 7. was standing, 8. have recently made, 9. pulled, 10. told, 11. was, 12. has solved, 13. will take, 14. will pay, 15. will try, 16. have ever worked at, 17. rose, 18. returned, 19. had paid, 20. had done, 21. won't tell, 22. gave

Task 3. 1. were driving, 2. had been staying, 3. had just waved, 4. was miaowing, 5. crashed into, 6. caught fire, 7. arrived, 8. pulled them out, 9. had raced back, 10. was carrying, 11. leapt up, 12. ran away, 13. hadn't found, 14. was lying awake, 15. had been dreaming, 16. heard, 17. woke, 18. crept, 19. was coming from, 20. had been walking, 21. had found, 22. were bleeding, 23. knitted, 24. wore.

The Passive

Task 1. 1. were destroyed/have been destroyed, 2. arrived, 3. exists/existed, 4. was prevented, 5. are needed, 6. have happened, 7. deteriorated/has deteriorated, 8. receded, 9. were worn, 10. has been developed/is being developed/was developed, 11. followed, 12. will be released/are being released

Task 2. 1. are/will be needed ... be signed? 2. can't/won't be overheard, 3. wouldn't have been sacked, 4. is never answered ... are kept ... have been written, 5. had been watered ... had been cut, 6. is suspected ... has been arrested ... is being questioned ... can/will be identified, 7. was being re-organised ... had been moved

Additional Exercises

- Task 1. 1. is walking, 2. walked, 3. had been walking, 4. had taken, 5. was taken, 6. will take, 7. have had, 8. will be having, 9. were having, 10. is ... made, 11. will have made, 12. has been made, 13. are being washed, 14. had been washed, 15. have been washing, 16. will have been sold, 17. sells, 18. will be sold, 19. will have been teaching, 20. were being taught

ACTIVE	Simple	Continuous
Present	sells	is walking
Past	walked	were having
Future	will take	will be having
Present Perfect	have had	have been washing
Past Perfect	had taken	had been walking
Future Perfect	will have made	will have been teaching
PASSIVE	Simple	Continuous
Present	is made	are being washed
Past	was taken	were being taught
Future	will be sold	—
Present Perfect	has been made	—
Past Perfect	had been washed	—
Future Perfect	will have been sold	—

- Task 2. 1. 1. had died, 2. was fighting, 3. was struck, 4. fell, 5. wasn't badly injured, 6. was fishing, 7. had just caught, 8. struck, 9. were paralised, 10. was being buried, 11. shattered.
 2. 1. had just succeeded, 2. was smiling, 3. waving, 4. was overcome, 5. suffered, 6. died.
 3. 1. wasn't, 2. was working, 3. hadn't slept, 4. was putting / had been putting, 5. exploded, 6. was hit, 7. was killed, 8. was covered.

- Task 3. 1. don't live, 2. has travelled, 3. is made, 4. have lived / have been living, 5. didn't want, 6. saw, 7. fell, 8. bought, 9. had already done, 10. we're still making, 11. have been removed, 12. paid, 13. were offered, 14. am discovering, 15. was built, 16. have worked / are working / have been working, 17. will ever sell, 18. will remain / remains.

- Task 4. 1. have felt, 2. found, 3. was standing, 4. Have you cured, 5. are not crowding, 6. don't begin, 7. has been, 8. have come, 9. shall/will go, 10. will come back, 11. prefer, 12. have noticed, 13. visit, 14. came, 15. was doing, 16. looked/was looking, 17. came back, 18. became, 19. had gone away, 20. comes.

- Task 5. 1. ride, 2. is called, 3. refuses, 4. settles, 5. was produced, 6. bolted, 7. called, 8. was given, 9. felt, 10. be marketed, 11. be applied, 12. did not possess, 13. put, 14. were marked, 15. was killed, 16. died, 17. made, 18. were brought, 19. earned, 20. was left, 21. founded, 22. was employed, 23. made, 24. convince, 25. were banned, 26. were loosened, 27. allow, 28. was started

The Future seen from the Past

- Task 1. 1. would disturb, 2. V, 3. are discussing, 4. V, 5. will have finished, 6. was to be seen, 7. V, 8. V

- Task 2. 1. had landed, 2. were moving, 3. was being taken, 4. said, 5. began, 6. heard, 7. contains, 8. followed, 9. was going on, 10. came, 11. was changing, 12. had taken over, 13. were moving, 14. were racing, 15. pretended, 16. were, 17. was trying, 18. were filled, 19. fled, 20. would save, 21. was telling, 22. was criticized, 23. taking

Conditionals

- Task 1. 1. stops, I'll leave, 2. arrive, will go, 3. won't speak, apologize, 4. will send, has read/read, 5. watch/have watched, will give, 6. take, get, 7. won't get, speak, 8. have, 9. don't hurry, won't be able.
- Task 2. 1. would take, 2. refused, 3. closed, 4. wouldn't get, 5. didn't come, 6. took, 7. would be, 8. walked, 9. didn't go, 10. would understand
- Task 3. 1. feel, won't go, 2. sold, would make, 3. see, will tell, 4. hadn't gone, wouldn't have met, 5. didn't love, wouldn't have married, 6. buy, get, 7. would...do, saw, would run, 8. had brought, would know, 9. hadn't had, would have burnt, 10. were, would apologize, 11. eats, gets, 12. listened, would have heard, wouldn't be

Wish

- Task 1. 1. could, 2. wasn't, 3. didn't, 4. hadn't gone, 5. had stayed, 6. wouldn't speak, 7. hadn't spent, 8. had lived
- Task 2. 1. I wish George was/were here.
2. I wish it weren't/wasn't so cold /would be warmer.
3. I wish I didn't live in London.
4. I wish Tina could come to the party.
5. I wish I didn't have to work tomorrow. / I wish I could stay/stayed in bed tomorrow.
6. I wish I hadn't painted the door red.
7. I wish I had brought my camera.
8. I wish I had seen him.
9. I wish the hotel had been better.

Modal Verbs

- Task 1. 1. b, 2. b, 3. b, 4. a, 5. b, 6. b, 7. a, 8. b, 9. a, 10. a
- Task 2. 1. d, 2. c, 3. f, 4. e, 5. a, 6. b
- Task 3. 1. must be, 2. must have been, 3. can't be, 4. can't be, 5. may be having, 6. can't have enjoyed, 7. may be delivering, 8. can't have been concentrating, 9. must be
- Task 4. 1. c, 2. e, 3. a, 4. d, 5. f, 6. g, 7. b
- Task 5. 1. must be making, 2. could have used, might have climbed up, 3. would have been, 4. may have been joking, can't have spent, must have misheard, 5. should be touching, must be, will have landed, 6. could be snowing, can snow

Participles

- Task 1. 1. finishing, 2. stolen, 3. saying, 4. feeling, 5. borrowed, 6. knowing, 7. explaining, 8. taking, 9. directed, 10. studying

- Task 2. 1. ringing, 2. working, studying, 3. posted, 4. waiting, sitting, reading, 5. blown, 6. living
- Task 3. 1. done, 2. wearing, 3. designing, 4. bought, 5. broken, 6. lit
- Task 4. 1. People living in blocks of flats often complain of loneliness.
2. Letters posted before 5 p.m. should arrive the next day.
3. The train standing on platform 5 is for Manchester.
4. Firemen have rescued passengers trapped in the accident.
5. It took workmen days to clear up the litter dropped by the crowds.
6. They live in a lonely house overlooking the River Thames.
- Task 5. 1. A plane carrying 28 passengers crashed into the sea yesterday.
2. When I was walking home, there was a man following me.
3. The window broken in last night storm has not been repaired.
4. I was woken up by the crying baby.
5. Most of the suggestions made at the meeting were not very practical.
6. At the end of the street there is a path leading to the river.
7. Some paintings belonging to the Queen were stolen from the palace.
8. Did you hear about the boy knocked down on his way to school this morning?
9. The paintings stolen from the museum haven't been found yet.
10. That girl talking to Tom is Australian.

Verbs with -ing or to-infinitive

- Task 1. 1. making, 2. writing, 3. to give, 4. meeting, 5. to buy, 6. to shut, 7. taking, 8. to get, 9. splashing, 10. trying, 11. to play, 12. to fly, 13. washing, 14. eating, 15. to talk, 16. stealing, 17. to see, 18. looking, 19. to going, 20. to call, 21. being knocked, 22. to be, 23. to talk
- Task 2. 1. a) to enjoy, b) racing, c) to admire, d) tearing
2. a) talking, b) smoking, c), to introduce, d) to say
3. a) to tell, b) to notify, c) turning down, d) spending
4. a) living, b) to buy, c) to check, d) putting
- Task 3. 1. travelling, 2. cooking/washing, 3. telling, 4. to live, 5. driving, 6. to get, 7. listening, 8. to come, 9. to learn, 10. to post, 11. to buy/buying, 12. lending, 13. to put, 14. to give, 15. to do, 16. leaving, 17. to laugh/laughing, 18. asking, 19. to reach, 20. to phone, 21. to make/making, 22. being, 23. to come
- Task 4. 2. to push/pushing it, 3. to give it to you yesterday, but I couldn't get to the bank, 4. you to cut out fats from your diet, 5. aching when I lay on the floor, 6. thinking about waves breaking the shore. 7. to play when all lights went out. 8. to call me if you need any more information. 9. shouting/to shout for help. 10. to lift my suitcase. 11. waiting for a couple of hours.

Preposition + -ing

- Task 1. 1. for arriving, 2. by doing, 3. about going, 4. without asking, 5. with having, 6. for making, 7. at remembering, 8. of buying, 9. for coming, 10. like going, 11. of being stung

- Task 2. 1. **remind** me so much **of**, 2. **invest** all our money **in**, 3. **insured** our car **against**, 4. **to congratulated** me **on**, 5. **was** compensated ... **for**, 6. **models** herself **on**, 7. **hide** the truth **from**, 8. **held** her tightly **against**, 9. **invited** 300 guests **to**, 10. **brainwashes** people **into**, 11. **inherit** a penny **from**, 12. **shouted** abuse **at**, 13. **forgive** him **for**, 14. **was accused of**, 15. **thanked the nurse for**
- Task 3. 1. Before going to bed Tom had a hot drink.
2. Soon after taking off the plane crashed.
3. Instead of eating at home we went to a restaurant.
4. You put people's lives in danger by driving dangerously.
5. In spite of hurting his leg, he managed to win the race.
6. Bill is very good at cooking.
7. I have no intention of lending her any money.
8. By taking more exercise George lost weight.
9. He was angry with me for being late.
10. Tom prefers doing nothing to working.
- Task 4. 1. on going, 2. in finding, 3. of/about looking, 4. of him staying, 5. from coming, 6. to having, 7. like studying, 8. for interrupting, 9. of breaking, 10. of/about getting, 11. of living, 12. (from) having, 13. of committing, 14. for being, 15. against buying

Expressions + -ing

- Task 1. 1. It's no use trying to escape.
2. It's a waste of money smoking.
3. It's no good asking Tom to help you.
4. It's not worth hurrying.
5. There's no point in studying if you're feeling tired.
6. It's a waste of time reading newspapers.
7. It's not worth getting angry.
8. There's no point in working if you don't need the money.
9. It's no use worrying about it.
10. It's not worth getting a taxi.
11. This book is worth reading.
12. Those shoes are not worth repairing.
13. He had no difficulty finding a job.
14. I had difficulty finding a place to live.
- Task 2. 1. We were afraid of falling.
2. I'm afraid of losing it.
3. We were afraid to go swimming.
4. We were afraid of missing out train.
5. I was afraid of hurting his feelings.
6. We were afraid to look.
- Task 3. 1. doing (to be done), 2. to bring, 3. feeling, 4. ironing (to be ironed), to do, 5. smiling, 6. to study, 7. dropping, 8. to make (make), 9. going

The Possessive Forms of Nouns

- Task 1. 1. Is there much work...? 2. I didn't spend much time... 3. Did they do much research...? 4. They couldn't give me much information... 5. There is too much traffic... 6. I didn't have too many problems...

- Task 2. 1. luggage, 2. food, 3. cash, 4. corn, 5. fruit, 6. unemployment, 7. accommodation, 8. health, 9. music, 10. traffic
- Task 3. 1. a) through **a** very strict and traditional **education**; b) **Education** has been hit...
2. a) **Traffic** was building up; b) war, **an** illegal **traffic** in...
3. a) he knew that **resistance** was useless; b) build up **a resistance** to mosquitoes.
4. a) Muriel gave **a paper** at the conference; b) The use of recycled **paper** is saving
5. a) to be **speech** that distinguishes; b) long and boring **speeches** after the meal.
- Task 4. 1. Tony's, 2. girls', 3. Dickens's, 4. *V*, 5. birds', 6. *V*, 7. Lewis's, 8. *V*, 9. mother's, 10. world's airlines, 11. readers', 12. *V*

Articles

- Task 1. 1. an, 2. the, 3. a, 4. a, 5. - , 6. an, 7. a, 8. the, 9. the, 10. a/the, 11. The, 12. a, 13. the, 14. the, 15. - , 16. the, 17. the, 18. - , 19. his, 20. The, 21. - , 22. an, 23. - , 24. - , 25. the, 26. A
- Task 2. 1. the, 2. The, the, 3. the, -, 4. -, the, 5. -, the, 6. a, 7. the, 8. a, the, 9. a, The, 10. the, a, 11. a, The, the, 12. -, 13. the, the, 14. the, the, a, 15. -, 16. the, 17. the
- Task 3. 1. school, 2. school, at the hospital, 3. hospital, 4. prison, 5. the prison, 6. church, church, 7. work, home, 8. university, 9. bed, 10. work

Comparison with Adjectives

- Task 1. 1. more relaxed, 2. wider, 3. more alike, 4. more likely, 5. most common, 6. more confident
- Task 2. 1. as normal a life as possible, 2. not as beautiful a house as / not such a beautiful house as, 3. not as popular a president / not such a popular president as
- Task 3. 1. bigger, 2. no cleaner than, 3. the smallest planet, 4. the furthest, 5. much easier than, 6. the best, 7. the highest mountain, 8. farther/further north than, 9. not as/so warm as, 10. later, 11. earlier here than, 12. any faster, 13. as fast as, 14. shorter than I am/me, 15. better, 16. worse, 17. as/so much money as

Pronouns

- Task 1. 1. me, my, 2. herself, 3. mine, 4. your, 5. me, 6. it, 7. them, 8. him, 9. my, 10. our, 11. your, 12. their
- Task 2. 1. These, 2. This, 3. That, 4. those, 5. that, 6. that, 7. this, 8. these, 9. this, 10. this, 11. that, 12. this, 13. That.
- Task 3. 1. somewhere, 2. anyone, 3. everywhere, anywhere, 4. anything, 5. everything, 6. nothing, 7. nobody/ no one, 8. anywhere, 9. someone, 10. something, anything, 11. everyone/everybody.

Test

1. b, 2. a, 3. d, 4. d, 5. a, 6. d, 7. d, 8. c, 9. d, 10. d, 11. c, 12. b, 13. d, 14. d, 15. b, 16. b, 17. d, 18. a, 19. b, 20. b, 21. d, 22. c, 23. b, 24. c, 25. d, 26. a, 27. b, 28. d, 29. c, 30. a, 31. c, 32. b, 33. a, 34. d, 35. d, 36. b, 37. d, 38. d, 39. a, 40. d, 41. c, 42. b, 43. a, 44. b, 45. a, 46. c, 47. c, 48. c, 49. c, 50. d

ЗАДАНИЯ ЭКЗАМЕНАЦИОННОГО ТИПА

- Task 1. B4 – funniest, B5 - did not have <или> didn't have, B6 – could, B7 – began, B8 – had never been, B9 – most tragic, B10 – have not taken <или> haven't taken
- Task 2. B4 – forgot, B5 – bigger, B6 – feet, B7 – will put, B8 – myself, B9 – best, B10 – took
- Task 3. B4 – was given, B5 – went, B6 – first, B7 – farthest, B8 – could, B9 – will come, B10 – teaches
- Task 4. B4 – was, B5 – was sleeping, B6 – men, B7 – had, B8 – first, B9 – them, B10 – was done
- Task 5. B4 – standing, B5 – was talking, B6 – have played <или> have been playing, B7 – more exciting, B8 – are waiting, B9 – had visited, B10 – were taken
- Task 6. B4 – began, B5 – their, B6 – was characterized, B7 – using
- Task 7. B4 – have liked, B5 – called, B6 – holding, B7 – were played, B8 – banned, B9 – had become, B10 – first
- Task 8. B4 – have been studying <или> have studied, B5 – world's, B6 – is, B7 – melting
- Task 9. B4 – is based, B5 – viewed, B6 – those, B7 – arose, B8 - were abandoned, B9 – called, B10 – surrounding
- Task 10. B4 – was born, B5 – best, B6 – composed, B7 – were built, B8 – have been constructed
- Task 11. B4 – is, B5 – rising, B6 – known, B7 – was blown, B8 – smallest, B9 – are covered, B10 – has been built
- Task 12. B4 – first, B5 – played, B6 – Homer's, B7 – supporting, B8 – himself, B9 – boasting, B10 – was greeted
- Task 13. B4 – sounds, B5 – is varied, B6 – fewer, B7 – known, B8 – most famous, B9 – called, B10 – was built
- Task 14. B4 – known, B5 – has not been, B6 – reduced, B7 – were brought, B8 – gloating, B9 – have multiplied, B10 - them
- Task 15. B4 – walking, B5 – wildest, B6 – himself, B7 – felt, B8 – could have become, B9 – millionaire's, B10 – has had, B11 – fell, B12 – were, B13 – these, B14 – exploring, B15 – first, B16 – known, B17 – grow

LIST OF IRREGULAR VERBS

№	Infinitive	Past Indefinite	Past Participle	Translation
1	arise	arose	arisen	возникать
2	awake	awoke awaked	awoke awaked	будить; просыпаться
3	be	was were	been	быть
4	bear	bore	born	рождать
5	beat	beat	beaten	бить
6	become	became	become	становиться
7	begin	began	begun	начинать, -ся
8	bend	bent	bent	гнуть, -ся, сгибать, -ся
9	bind	bound	bound	связывать
10	bite	bit	bit(ten)	кусать
11	bleed	bled	bled	истекать кровью
12	blow	blew	blown	дуть
13	break	broke	broken	ломать
14	breed	bred	bred	выводить, разводить
15	bring	brought	brought	приносить
16	broadcast	broadcast broadcasted	broadcast broadcasted	передавать по радио
17	build	built	built	строить
18	burn	burnt	burnt	гореть, жечь
19	burst	burst	burst	разрываться
20	buy	bought	bought	покупать
21	cast	cast	cast	бросать, кидать
22	catch	caught	caught	ловить; схватывать
23	choose	chose	chosen	выбирать
24	cling	clung	clung	прилипать, цепляться
25	come	came	come	приходить
26	cost	cost	cost	стоить
27	creep	crept	crept	ползать
28	cut	cut	cut	резать
29	dig	dug	dug	копать
30	do	did	done	делать
31	dream	dreamt	dreamt	видеть сны; мечтать
32	drink	drank	drunk	пить
33	drive	drove	driven	гнать; везти; ухать
34	eat	ate	eaten	есть (принимать пищу)
35	fall	fell	fallen	падать
36	feed	fed	fed	кормить, -ся
37	feel	felt	felt	чувствовать
38	fight	fought	fought	бороться, сражаться
39	find	found	found	находить
40	flee	fled	fled	бежать, спасаться бегством
41	fly	flew	flown	летать
42	forget	forgot	forgotten	забывать
43	get	got	got	получать; становиться

№	Infinitive	Past Indefinite	Past Participle	Translation
44	give	gave	given	давать
45	go	went	gone	идти; ехать
46	grind	ground	ground	точить; молоть
47	grow	grew	grown	расти; выращивать
48	hang	hung/hanged	hung/hanged	висеть; вешать
49	have	had	had	иметь
50	hear	heard	heard	слышать
51	hide	hid	hid / hidden	прятать
52	hit	hit	hit	ударять; поражать
53	hold	held	held	держать
54	hurt	hurt	hurt	повредить; ушибать; обидеть
55	keep	kept	kept	держать; хранить
56	kneel	knelt	knelt	становиться на колени
57	know	knew	known	знать
58	lay	laid	laid	класть
59	lead	led	led	вести
60	lean	leant	leant	приклоняться
61	leap	leaped	leaped	прыгать
		leapt	leapt	
62	learn	learnt	learnt	учиться
		learned	learned	
63	leave	left	left	оставлять; уезжать
64	lend	lent	lent	давать взаймы; одалживать
65	let	let	let	позволять; сдавать в наем
66	lie	lay	lain	лежать
67	light	lit	lit	зажигать; освещать
		lighted	lighted	
68	lose	lost	lost	терять
69	make	made	made	делать; заставлять
70	mean	meant	meant	значить; подразумевать
71	meet	met	met	встречать
72	pay	paid	paid	платить
73	put	put	put	класть
74	read	read	read	читать
75	ride	rode	ridden	ездить верхом
76	ring	rang	rung	звонить; звенеть
77	rise	rose	risen	подниматься
78	run	ran	run	бежать
79	saw	sawed	sawn	пилить
80	say	said	said	говорить; сказать
81	see	saw	seen	видеть
82	seek	sought	sought	искать
83	sell	sold	sold	продавать
84	send	sent	sent	посылать
85	set	set	set	помещать, ставить;
				заходить (о солнце)
86	shake	shook	shaken	трясти
87	shave	shaved	shaven/shaved	брить, -ся
88	shed	shed	shed	проливать (слезы, кровь)

№	Infinitive	Past Indefinite	Past Participle	Translation
89	shine	shone	shone	сиять, светить
90	shoot	shot	shot	стрелять
91	show	showed	shown	показывать
92	shrink	shrank	shrunk	сморщиваться; сокращаться
93	shut	shut	shut	закрывать
94	sing	sang	sung	петь
95	sink	sank	sunk	погружаться, тонуть
96	sit	sat	sat	сидеть
97	sleep	slept	slept	спать
98	slide	slid	slid	скользить
99	smell	smelt smelled	smelt smelled	пахнуть; нюхать
100	speak	spoke	spoken	говорить
101	speed	sped	sped	спешить; ускорять
102	spell	spelt spelled	spelt spelled	писать или произносить слово по буквам
103	spend	spent	spent	тратить
104	spill	spilt	spilt	проливать
105	spit	spat	spat	плевать
106	split	split	split	раскалывать, -ся
107	spoil	spoilt spoiled	spoilt spoiled	портить
108	spread	spread	spread	распространять, -ся
109	spring	sprang	sprung	прыгать
110	stand	stood	stood	стоять
111	steal	stole	stolen	красть
112	stick	stuck	stuck	приклеивать, -ся
113	sting	stung	stung	жалить
114	strike	struck	struck	ударять; бастовать
115	strive	strove	striven	стремиться
116	swear	swore	sworn	клясться; браниться
117	sweep	swept	swept	мести
118	swell	swelled	swollen	пухнуть, раздуваться
119	swim	swam	swum	плавать
120	swing	swung	swung	качать, -ся; размахивать
121	take	took	taken	брать
122	teach	taught	taught	обучать, учить
123	tear	tore	torn	рвать
124	tell	told	told	рассказывать
125	think	thought	thought	думать
126	throw	threw	thrown	бросать
127	tread	trod	trodden	ступать
128	understand	understood	understood	понимать
129	wake	woke	woken	будить; просыпаться
130	wear	wore	worn	носить
131	weep	wept	wept	плакать
132	win	won	won	выигрывать
133	wind	wound	wound	заводить (часы); виться
134	write	wrote	written	писать

IRREGULAR VERBS – DIFFICULT CASES

№	Infinitive	Past Indefinite	Past Participle	Translation
1	to fall	fell	fallen	падать
2	to feel	felt	felt	чувствовать
3	to fill	filled	filled	наполнять
4	to flow	flowed	flowed	течь, литься
5	to fly	flew	flown	летать
6	to lay	laid	laid	класть, положить
7	to lie	lay	lain	лежать
8	to lie	lied	lied	лгать
9	to leave	left	left	уезжать
10	to live	lived	lived	жить
11	to raise	raised	raised	поднимать
12	to rise	rose	risen	подниматься
13	to strike	struck	struck	бить, ударять
14	to stroke	stroked	stroked	гладить

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