

Документ подписан простой электронной подписью

Информация о владельце:

ФИО: Локтионова Оксана Геннадьевна

Должность: проректор по учебной работе

Дата подписания: 12.01.2022

Уникальный программный ключ:

0b817ca911e6668abb13a5d426d39e5f1c11eabbf73e9745df4a4851fda56d089

## МИНОБРНАУКИ РОССИИ

Федеральное государственное бюджетное образовательное

учреждение высшего образования

«Юго-западный государственный университет»

(ЮЗГУ)

Кафедра международных отношений и государственного управления

УТВЕРЖДАЮ  
Проректор по учебной работе  
О.Г. Локтионова  
« 15 » 01 2021 г.



## ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)

Методические указания для самостоятельной работы  
для студентов направления подготовки  
41.03.05 Международные отношения

УДК

Составитель: К.А. Чеботарёва

Рецензент

Кандидат филологических наук, доцент *Л.А. Чернышёва*

**Иностранный язык (английский):** методические указания для самостоятельной работы для студентов направления подготовки 41.03.05 Международные отношения/ Юго-Зап. гос. ун-т; сост.: К.А. Чеботарёва – Курск, 2021. – 22 с. – Библиогр.: с.22.

Методические указания включают в себя тексты международной, страноведческой и политической направленности, что подразумевается программой направления подготовки 41.03.05 Международные отношения.

Методические указания соответствуют требованиям программы, утвержденной учебно-методическим объединением по направлению подготовки 41.03.05 Международные отношения.

Методические указания предназначены для студентов направления подготовки 41.03.05 Международные отношения очной формы обучения.

Текст печатается в авторской редакции

Подписано в печать 15.01.2021\_. Формат 60x84 1/16

Усл.печ.л. . Уч.-изд.л. . Тираж 100 экз. Заказ. 168 Бесплатно.

Юго-Западный государственный университет.

305040, г. Курск, ул. 50 лет Октября, 94.

## VOCABULARY PRACTICE

Ex. 2. Fill in the gaps with the correct word. The first letter is given to help you.

1. The old man took his c\_\_\_\_\_ place at the head of the table.
2. At the concert, I was surprised that celebrities put so much e\_\_\_\_\_ into a show.
3. He was a s\_\_\_\_\_ lawyer, but he decided to change careers at the age of 40 and become an artist.
4. For kids, s\_\_\_\_\_ is important, and in a well-organised school children s\_\_\_\_\_ in gaining new knowledge and skills each day.
5. With a history s\_\_\_\_\_ing back some 2,000 years Cologne is one of Germany's oldest cities.
6. The economy of the country has been harmed by periodic d\_\_\_\_\_s in oil prices.
7. In 1900, Queen Victoria s\_\_\_\_\_ the document which u\_\_\_\_\_ six different colonies as the Federal Commonwealth of Australia.
8. Here the footpath ended, so we had to walk along a s\_\_\_\_\_ of country road.
9. In the late 1990s, there were still a lot of politicians against a u\_\_\_\_\_Germany.
10. Most children whose parents s\_\_\_\_\_ and divorce are of school age.
11. Never s\_\_\_\_\_ a cheque before you use it.
12. If there is any word you don't understand, you should make an e\_\_\_\_\_ and think over in what meaning the word is used.
13. A pencil is made of two s\_\_\_\_\_ pieces of wood which are glued together.
14. When she failed to send a thank-you card, her friend took it as a s\_\_\_\_\_ of ingratitude (неблагодарность).
15. Read and re-read any documents you have to put your s\_\_\_\_\_ to.
16. Many teenagers begin to smoke in an a\_\_\_\_\_ to look more adult.

Ex. 3. Translate the following sentences paying special attention to the Active Vocabulary.

1. Marriage is a union between a man and a woman.
2. After the revolution, the economic growth of the country declined.
3. Americans are sure that for more than a century their country has spared no effort to defend and promote democracy around the world.
4. Charles looked at Mr. Taylerson with his customary disbelief.
5. Despite the government's effort to reach a compromise, the threat of a revolt remains.
6. For Beijing (Пекин), Tibet has been an inseparable part of China since the 13th century.
7. In 1215, King John of England was forced to sign the Magna Carta (Великая хартия вольностей), which gave the people certain rights.
8. I'm glad the festival was a success.
9. Every time you speak make an effort to sound happy.
10. Mobility is the sign of the times. In many organizations employees spend more time on airplanes than at the office.
11. Mountain areas show signs of global warming.
12. Preparation is the key to success in exams.
13. Susan spent £ 3,000 on driving lessons over four years before passing her test at the 29th attempt.
14. Some actors played so well that they succeeded in making everyone hate them.
15. Money separates more friends than it unites.
16. The 13th century in Europe was an era of stability and unity.
17. The criminals were arrested as they attempted to board the flight to Chicago.
18. The end of the Iran-Iraq war led to a decline in exports and to the bankruptcy of two major oil exporting firms.
19. When the first Union Flag (Юнион флаг) was created in 1606, Wales was already united with England and was no longer a separate principality (княжество).
20. We stretched our legs by walking around the airport several times.

Ex. 4 Translate the sentences using the Active Vocabulary.

1. В 80-е годы XX в. 3 дефицит стал приметой времени.
2. В конце каждой страницы было оставлено место для подписи и даты.
3. Его шутки явно не имели успеха.
4. К трем годам он без труда считал до 100.
5. После войны экономика страны пришла в упадок.
6. Джексон снова отклонил приглашение на брифинг.
7. Как только она выздоровела, она решила вернуться к привычной жизни.
8. Решить эту проблему можно только совместными усилиями.
9. Ситуация была настолько серьезной, что Фрэнк даже не пытался шутить.
10. Философия неотделима (use cannot) от истории философии, их обязательно нужно изучать вместе.
11. Ревность (jealousy) — неизменная спутница любви.
12. Этот участок дороги будет закрыт для автомобилей из-за ремонтных работ.
13. Правительство готово приложить все возможные усилия, чтобы достичь прекращения огня (ceasefire).
14. Вы всегда соблюдаете обычаи других стран, когда путешествуете?
15. Мы должны создать объединенный фронт борьбы с терроризмом.
16. «Сохранение единства НАТО всегда было важным для его членов», заявила г- жа Майерс на брифинге.
17. В библиотеке существует отдельный зал для профессоров.
18. Мы приложим все усилия, чтобы сохранить согласие между народами нашей страны.
19. Брак — это неразрывный союз двух людей.

## Grammar Reference

### 1) The third conditional

We use the third conditional to talk about imagined past events: things that might have happened in the past, but didn't happen.

*If I'd known it was your birthday, I'd have bought you a present.  
If the taxi had arrived on time, he wouldn't have missed the plane.*

A conditional sentence has two parts. In the third conditional, the **if** part is the imaginary situation in the past, and the **main** part is what could have happened (but didn't happen) as a result. We make the third conditional with **if + past perfect**, and **would have + past participle**.

*If I'd known it was your birthday...* (This is the imaginary situation in the past)

*I'd have bought you a present.* (This is the imaginary result of the situation in the past)

The two parts can come in any order. When we write, we put a comma between the **if** part and the **result** part. You don't use a comma when the **result** part comes first.

- *If I'd known it was your birthday, I'd have bought you a present.*
- *I'd have bought you a present if I'd known it was your birthday.*
- *If the taxi had arrived on time, Jack wouldn't have missed the plane.*
- *Jack wouldn't have missed the plane if the taxi had arrived on time.*

We use the past perfect in the **if** part to show the situation is imaginary and didn't actually happen. The **result** part of the sentence tells us the imaginary result of this situation.

*If there had been any snow, we'd have gone skiing.* (There wasn't any snow; we didn't go skiing.)

*If it hadn't been raining, we'd have had a picnic.* (It was raining; we didn't have a picnic.)

### Form

#### Positive

*If you'd asked me to marry you, I'd have said no.*

*We'd have been in trouble if we'd missed the last train.*

#### Negative

*She wouldn't have become ill if she'd taken the medicine.  
It would have been better if they hadn't come to the party.  
If you hadn't been so friendly, I wouldn't have talked to you.*

### Question

*What would they have done if they'd lost their jobs?  
If I'd told him the truth, how would he have felt?*

### Short answer

In short answers, you use **would/wouldn't**.  
*If you'd needed help, would you have asked me?  
Yes, I would. / No, I wouldn't.*

### Take note: past continuous

We can use **the past continuous** in the **if** part of the sentence.

*If he'd been driving more carefully, he wouldn't have had an accident.  
I wouldn't have met my girlfriend if I'd been living abroad.*

### Take note: modals

We can use other modal verbs in the result part, for example **might**. **Might** shows we are less certain than when we use **will**.

*We might have been happier if we'd bought the other house.  
If he hadn't got up so late, he might not have missed the train.*

### Take note: 'I wish ...' and 'If only ...'

We use **I wish** or **If only** with the past perfect when we are sorry about something that happened in the past, and we imagine doing things differently.

*I wish I'd stayed in bed this morning. (I'm having a bad day today.)*

*If only I'd stayed in bed this morning.*

*I wish I'd picked the other horse! (My horse didn't win the race.)*

*If only I'd picked the other horse!*

### Spoken English

In the third conditional, we usually use a short form of **had** and **had not** when we speak: I had = **I'd**, I had not = **I hadn't**. We also use a short form of **would** and **would not**: I would = **I'd**, he would = **he'd**, I would not = **I wouldn't**, etc.

*We'd have been unhappy if we'd lost the game.*

We **wouldn't** have been happy if we **hadn't** won the game.

The third conditional is sometimes confusing because **I'd** can mean both **I had** and **I would** – so listen carefully! And remember that **I'd** in the if part is **I had**, and **I'd** in the result part is **I would**.

## 2) Double contractions

In spoken English, people often use contractions like this: I will becomes I'll and you would becomes you'd. Double contractions are when we shorten three words, like this:

I would have -> I'd've

could not have -> couldn't've

might not have -> mightn't've

must not have -> mustn't've

cannot have -> can't've

you would have -> you'd've

he would have -> he'd've

she would have -> she'd've

we would have -> we'd've

they would have -> they'd've

## Reported Speech

### Meaning and use

If someone says something that you want to tell another person, you can report it using **direct speech** or **reported speech**.

In direct speech we use speech (or quotation) marks to show the exact words the person said.

"I'm hungry."

"I love chicken sandwiches."

We can also use a reporting verb to show who was speaking.

He **says**: "I'm hungry."

She **tells** me: "I love chicken sandwiches."



**Say** and **tell** are both reporting verbs. We use **tell** when we say who we are speaking to.

**CORRECT:** *She tells me she loves chicken sandwiches.* (The speaker is talking to 'me'.)

**CORRECT:** *She says she loves chicken sandwiches.* (We don't know who the speaker is talking to.)

**WRONG:** *She says me she loves chicken sandwiches.* (We don't use 'me' with the reporting verb 'say'.)

**CORRECT:** *She said TO me she loves chicken.*

If the reporting verb is in the present tense, then the reported statement stays in the present tense:

### **Direct speech**

*"He's hungry", he says.*

*She tells me, "I love chicken sandwiches."*

### **Reported speech**

*He says he is hungry.*

*She tells me she loves chicken sandwiches.*

If the reporting verb is in the past tense, we usually change the present form to a past form in reported speech.

### **Direct speech**

*"He's hungry", he said.*

*She told me, "I love chicken sandwiches."*

### **Reported speech**

*He said he was hungry.*

*She told me she loved chicken sandwiches.*

We change the pronoun when the speaker or listener changes.

A boy tells his mother: *"I'm hungry."*

Later, the boy's mother tells the father: *He said he was hungry.*

We can use **that**, but we can also miss it out and the meaning is the same.

*He said that he was hungry.* > *He said he was hungry.*

She told me **that** she loved chicken sandwiches. > She told me she loved chicken sandwiches.

## Form

In reported speech, we usually move the direct speech verb one step back in the past.

### 1) Present simple -> past simple

"I **know** you." -> She said she **knew** him.

### 2) Present continuous -> past continuous

"I **am having** coffee" -> He said he **was having** coffee.

### 3) Present perfect -> past perfect

"I **have finished** my homework" -> He said he **had finished** his homework.

### 4) Present perfect continuous -> past perfect continuous

"I **have been studying** Chinese" -> She said she **had been studying** Chinese.

### 5) Is going to -> was going to

"I **am going to** go home" -> She said she **was going to** go home.

### 6) Future simple -> would

"I **will go** to the bank later" -> He said he **would go** to the bank later.

## Notes

1) A reported statement in the **past simple** often stays the same:

"I **drove** to work" -> She said she **drove** to work.

2) And you can't go further back in time than the **past perfect**, so it stays the same too:

"I **had driven** to work" -> She said she **had driven** to work.

3) **Modal verbs**: some change in reported speech:

"I **can/can't** speak Turkish" -> She said she **could/couldn't** speak Turkish.

"I **must/mustn't** wash my hair" -> She said she **had to/didn't have to** wash her hair.

4) Some modal verbs don't change:

"I **could** take the bus" -> He said he **could** take the bus.

*"I should go to bed" -> She said she **should** go to bed.*

*"I **might** watch TV" -> He said he **might** watch TV.*

5) We don't change the verb in reported speech if the situation hasn't changed, for example if it's a fact or is generally true:

*"I love you" -> She told me she **loves** me.*

6) But we can use the past tense to show you're not certain the other person loves her/him – for example, the other person wasn't telling the truth

*"I love you" -> She said she **loved** me.*

## **Questions**

A **direct question** is:

*Where are you from?*

A **reported question** is:

*He asked where I was from.*

To form a reported question, you need to follow these steps:

1) Use a reporting verb:

*He **asked** where I was from.*

2) Repeat the question word:

*He asked **where** I was from.*

3) Change the pronouns:

*He asked where **I** was from.*

4) Move the tense back:

*He asked where I **was** from.*

5) Use statement word order:

*He asked where **I was from**.*

**Note: Yes/no questions**

For **yes/no questions**, we use **if** or **whether**.

*Example: Is it two o'clock?*

- *She asked if it was two o'clock*

- *She asked whether it was two o'clock*

### Form summary

#### Positive

"I **love** you." > He said he **loved** her.

"I've **been working** hard." > She told me that she'd **been working** hard.

"I'll **see** you later." > He said he **would see** me later.

#### Negative

"I **didn't have** time to go shopping." > He said he **hadn't had** time to go shopping. "I **can't talk** to you." > She told me that she **couldn't talk** to me.

"I **wouldn't want** to live in the country." > He said he **wouldn't want** to live in the country.

#### Question

"Where **can** I buy a hamburger?" > She asked **where** she **could** buy a hamburger.

"Who **must** I see at the bank?" > He asked **who** he **had to** see at the bank.

"**Are you going** to Leila's party?" > She asked **if I was going** to Leila's party.

#### Short answers

"Yes, I am. / No, I'm not." > **I said I was. / I said I wasn't.**

**Take note: facts and general truths** We don't change the verb in reported speech if the situation hasn't changed, for example if it's a fact or is generally true.

Compare:

*She **told** me she **loves** me.* (The speaker uses the present tense to show (s)he believes the other person still loves her/him now.)

*She **told** me she **loved** me.* (The speaker uses the past tense to show (s)he isn't certain the other person loves her/him – for example, the other person wasn't telling the truth.)

#### Take note: the past perfect

The past perfect doesn't change in reported speech because there isn't a verb form further 'back in time'.

*"I **had never eaten** sushi before I went to Japan." > 'She told me that she **had never eaten** sushi before she went to Japan.*

#### Take note: reporting verbs

We can use different verbs to report our thoughts, opinions or intentions.

"I know which way to go." -> He **thought** he knew which way to go.

"I stole the books." -> He **admitted** that he had stolen the books.

"Why doesn't she like me?" -> He **wondered** why she didn't like him.

## Spoken English

Some contracted forms in reported speech can be difficult to hear, for example the past perfect and conditional. *He asked who'd eaten the cake. I told him he'd have to take the train.* In the first example, the words 'who' and 'had' become **who'd**. In the second example, 'he' and 'would' become **he'd**. In both examples, two different words are shortened to just a /d/ sound. So, listen carefully for past tense contractions – make sure you get them right.

### If and whether - for when we have two choices

Often the words if and whether can be used interchangeably, but one difference is that we use whether when we have two clear choices. Compare these:

1) I don't know if Finn wants tea or coffee. (*It's possible Finn wants something else*)

2) I don't know whether Finn wants tea or coffee. (*These are the only two possibilities*)

## IF AND WHETHER IN INDIRECT QUESTIONS

### Meaning and use

There are two ways to ask questions in English – directly and indirectly. Both have the same meaning, but we use indirect questions if we want to sound more formal or polite, especially when we are talking to people we don't know.

We can use **if** and **whether** like this - notice how the word order changes:

(Direct question) - *Is the coffee for everyone?*

(Indirect question) - *Could you tell me if the coffee is for everyone?*

### Form

Indirect questions have the same word order as statements:

**introductory phrase + if or whether + subject + verb**

(Direct question) - *Is the meeting at two?*

(Indirect question) - *Do you know if the meeting is at two?*

## FIVE WAYS TO USE WOULD

### 1) Conditionals

*I **would** memorise these sentences if I were you!*

### 2) Future in past

*When you started learning English you knew you **would** be fluent one day.*

### 3) Reported speech

*Finn said he **would** teach us how to use would.*

### 4) Repetition in the past

*I **would** always make mistakes until I learned these examples.*

### 5) Polite requests

***Would** you try a little harder please?*

## Stop Saying

### Indirect questions:

1) Direct: Where is the cafe?

Indirect: Do you know where the cafe is?

2) Direct: When will you finish the report?

Indirect: Could you tell me when you'll finish the report?

3) Direct: Where is the toilet?

Indirect: Would you mind telling me where the toilets are?

4) Direct: Can you help me?

Indirect: Is there any chance you could help me with this?

### We can also use if and whether, like this:

I wonder if you can help me?

Do you know if there's a bank near here?

Could you tell me whether Mark prefers fish or chicken curry?

## Let and allow

The verbs let and allow have similar meanings – both are related to giving permission. But they're not used in exactly the same way.

Let and allow are both followed by nouns or object pronouns. 'Let' takes an infinitive without to, and 'allow' takes an infinitive with to. Both can be made negative with an auxiliary verb, and allow is often used in the passive form.

### Form (allow in passive)

#### Subject + to be + allowed (past participle)

#### Take note

Here's another useful tip. In the **active voice**, **allow** takes the infinitive + to, but **let** does not.

- *They **let** him **leave** early to go to the doctor.*
- *She **let** her brother **borrow** the car.*
- *They **allowed** him **to leave** early to go to the doctor.*
- *She **allowed** her brother **to borrow** the car.*

## Mixed conditionals

These are sentences that combine two different types of conditional patterns.

### Mixed third/second conditional form

The most common mixed conditional combination is when we have a third conditional in the if-clause (**if + past perfect**) followed by a second conditional (**would + infinitive**) in the main clause.

- *If **he'd taken** the medication, he **would be** feeling better.*

### Meaning and use

With this mixed third/second conditional combination we are contrasting an imagined or real event in the past with the present result of that.

- *If **they'd taken** more care, she **wouldn't be** pregnant now. (They didn't take care. She is pregnant)*
- *If **he had trained** more, he **wouldn't have** collapsed before the end of the race. (He didn't train. He did collapse)*

### Negative

*If **he hadn't drunk** so much whisky, he **wouldn't feel** so bad now.*

## Question

*Would you have a better job if you'd studied harder?*

## ARTICLES

### Indefinite article: a and an

**A** or **an** means one person or thing. We use **a** or **an**:

1) before singular nouns: *I've been to **a concert**. We had **a great day** and we saw **an elephant**.*

2) before the name of a job:

*My sister wants to be **an engineer**.*

### A or an?

Use **a** before consonant sounds: ***a chair**, **a horse**, **a laptop***

This includes letters **u** or **eu** when they are pronounced **y** (/j/): **a university**, **a euro**

Use **an** before vowel sounds. These words usually start with **a, e, i, o, u**: ***an architect**, **an idea**, **an umbrella***

Also use **an** with words that start with the letter **h** when the **h** is not pronounced: ***an hour**, **an honour***

### Definite article: the

We use **the**:

1) before singular nouns that we have already mentioned with **a/an**:

*We saw **an elephant**. **The elephant** was standing under some trees.*

2) before singular, plural or uncountable nouns when we say exactly which person or thing we mean:

***The people who live next door** are really nice.*

*Where's **the brown sugar**?*

Note that we don't use **the** before plural and uncountable nouns when we are talking about things in general:

***Children** need plenty of exercise and fresh air. (children in general)*

***Sugar** isn't good for you. (sugar in general)*

3) We also use **the** before singular, plural or uncountable nouns when it is clear which person or thing we mean:



*I'm going to **the** supermarket.* (the one we always go to)

***The** children are upstairs.* (our children)

*Could you shut **the** door?* (the door of this room)

4) We use **the** before nouns when there is only one:

***The** sun is shining and there aren't any clouds in **the** sky.*

5) We use **the** with superlatives:

*You're **the** best dad ever!*

6) We use **the** in many expressions with 'of'

*In **the** middle of the night*

***The** Kingdom of Saudi Arabia*

*At **the** end of my holiday*

### **The or zero article?**

Here are some rules:

Use **the** with

- Countries with plural names or with Republic or Kingdom in the name: *The United Arab Emirates, The Netherlands, The United Kingdom*
- Geographical areas in noun phrases: *I live in the north-west of Egypt, in the east*
- The names of rivers, seas, oceans and mountain ranges: *The Mississippi, The Black Sea, The Atlantic, The Urals*
- Parts of the day: *in the morning/afternoon/evening*
- Most prepositional phrases of position and place: *at the top, on the left, at the office/bank/cinema*

Use **zero article (-)** with

- The names of most countries, cities and continents: *Saudi Arabia, Argentina, Warsaw, Beijing, Europe, Asia*
- Geographical areas in adjective phrases: *I live in (-) north-west Egypt, (-) eastern France*
- The names of single mountains and lakes: *Mount Kilimanjaro, Lake Titicaca*
- Exact days, months and times: *on (-) Friday, in (-) March, at (-) 7 o'clock*
- Some prepositional phrases of place: *at (-) home, at (-) work, in (-) bed, at (-) sea*

**Take note: school/university, etc.**

There is a special rule for these places: school, university, college, hospital, prison, church. Compare these examples:

*The children go **to school** by bus.                      I go **to the school** to help twice a week.*

*Ben's studying maths **at university**.                      He works in the canteen **at the university**.*

*She was **in hospital** for three weeks.                      Is there a shop **in the hospital**?*

If someone is at the place because they are a student / are sick / a prisoner, etc, we don't use **the**. If they are there for another reason, or we are talking about the building, we use **the**.

### Articles and adjectives

Adjectives go between articles and nouns: What **a great place** this is! I went on **an amazing trip**. We went to **the famous Bondi beach**.

### Pronouncing articles

We usually pronounce **a/an** with a weak vowel sound /ə/ ('uh'). It sounds like the vowel sound in **fun**, and not the vowel sound in **cat**.

Before consonants and the letters **u** or **eu** when they are pronounced **y (/j/)**, we pronounce **the** with this weak sound /ə/, too.

***the doctor, the party, the uniform***

But when **the** is before a vowel sound, we pronounce **the** with the long **ee** sound in **see**.

***the afternoon, the ice, the open door, the upstairs rooms***

### Secrets of schwa

Schwa is a short vowel sound.

It is the most common sound in the English language.

It is never stressed.

The sound schwa is very important to natural English.

It appears in many words of more than one syllable.

It is the sound of many grammar words like articles and prepositions when they are not stressed.

## THE FUTURE PERFECT

### Meaning and use

We use the **future perfect** verb form to make educated guesses about things that will happen or that have happened. These predictions are based on what we know now, and are about activities that we expect to be completed by a particular time.

- *This time next year, I'll **have finished** my course.*
- *By the time you get back, we'll **have had** dinner.*
- *On their next wedding anniversary, they'll **have been married** 50 years.*
- *We're still on time: the film **won't have started** yet.*
- *If they're following their schedule, they **will have arrived** yesterday.*

The **future perfect** is often used with a **by** or **in** time phrase.

- ***By 2020** this city will have doubled in size.*
- ***In June**, I'll have been unemployed for three years.*

Used in this way, **by** means up to a stated time. Other **by** time phrases are: **by the summer**, **by the end of the week**, **by this time next week/month/year**.

We can also use **by the time (that) + present simple**.

- ***By the time he arrives**, the film will have started.*

The expressions ... **from now** or **in... time** can be used instead of **in**.

- *It's possible that **fifty years from now**, scientists will have discovered a cure for cancer.*
- *It's likely that **in fifty years' time**, we will have discovered a new planet.*

### **Take note: future perfect for past?**

It may seem strange to use a future form to talk about the past. Remember: the **future perfect** is based on what you know **now** - so it's actually a present form. In the present, we don't know with 100% certainty what will happen in the future. We also don't know everything that has happened in the past. However, if we are familiar with the way people behave, timetables and so on, we can **expect** or **assume** that certain things have happened, even if we don't know for sure.

- *He'll definitely **have got to the airport by now**. It only takes an hour.*  
I don't know that he has got to the airport. It only takes an hour and I expect he started the journey at the right time.
- *There's no point in calling Judy. She'll **have left by now**.*  
I don't know that Judy has left but I expect she has so therefore I can guess that there's no point calling her.
- *If they're following their schedule, they **will have arrived** yesterday.*  
I don't know for sure that they arrived but I know their schedule. I haven't heard they were delayed, so my expectation is that they arrived yesterday.

### **Form**

### Future perfect positive

**subject + 'll/will + 've/have + past participle of main verb**

- *We'll have sold the house by Christmas, I'm sure.*

### Future perfect negative

**subject + won't + 've/have + past participle of main verb**

- *Rahul won't have got up yet. It's too early.*

### Future perfect questions

Future perfect yes / no questions are made with:

**will / won't + subject + have + past participle of main verb**

- *Will you have read all the reports by the end of the day?*

Question word questions are made like this:

**question word + will / won't + subject + have + past participle of main verb**

- *How much money will we have made by the end of the year?*

### Take note: other modals

It's possible to use other modal auxiliaries instead of **will** in the future perfect. Different modals show how certain the speaker is about the assumption he or she is making. Remember that the assumption is made on the information the speaker has at the moment of speaking.

Compare:

- *By this time next year I'll **have** passed my driving test. **Quite sure***
- *By this time next year I **should have** passed my driving test. **Reasonably sure***
- *By this time next year I **may have** passed my driving test. **Not so sure***
- *By this time next year I **might have** passed my driving test. **Not so sure***

### Take note: shall / shan't

Sometimes, and in more formal situations or in writing, we use **shall** /**shan't** instead of **will** / **won't** with **I** and **we** in future perfect sentences.

- *We **shall** have visited all the museums by the time we leave Paris.*
- *I **shan't** have done all my accounts by the end of the month. I'm too busy.*

### Pronunciation

When using the future perfect when speaking, it's quite usual to contract the verbs **will** and **have**. This means that sometimes the **subject + will + have** will be combined into one sound of connected speech. So **I will have** becomes **I'll've** and **you will have** becomes **you'll've**.

### WHAT VERB FORMS FOLLOW 'WISH'?

For wishes about the present or future, use the subjunctive. Follow **I wish** with the **past subjunctive**. The past subjunctive looks like the **past simple**, except for the verb **to be** which uses **were** for all subjects.

*I wish I **had** a better job.*

*I wish I **were** famous.*

*I wish I **didn't spend** so much on clothes.*

For wishes about the past, use the **past perfect**.

*I wish I **hadn't drunk** so much last night.*

*I wish I **had accepted** the job.*

### Ways of using the verb 'wish'

#### 1) Wish – something unlikely or impossible to be true

We use this pattern when we imagine a different past or present situation which is very unlikely or impossible. The clause after **wish** often uses a past form of the verb, such as **was** and **hadn't** in these examples:

*I wish my eyesight **was** better.*

*I wish I **hadn't** told her.*

#### 2) Wish – for something

This is when you think very hard about something you want to happen - you **wish** for it to happen. We use it with **for**:

*I wish **for** a happy, peaceful life.*

*She wished **for** a better job.*

#### 3) Wish – someone something

This is when you tell someone you hope they will experience something good like being safe or happy (it's usually something good, but not always!). There is an indirect object (**him**) and a direct object (**a safe trip**) in the example:

*I wished **him** a safe trip!*

Here are two more examples which follow this pattern:

*He wished me luck!*

*I wish you a happy anniversary!*