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«Юго-Западный государственный университет»
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Кафедра иностранных языков



**ГРАММАТИЧЕСКИЙ СПРАВОЧНИК С КЛЮЧАМИ
К МЕТОДИЧЕСКИМ УКАЗАНИЯМ «УПРАЖНЕНИЯ ПО
ГРАММАТИКЕ. УРОВЕНЬ ADVANCED»**

методические рекомендации по английскому языку
для преподавателей

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Методические указания соответствуют требованиям, отраженным в Общеввропейских компетенциях владения иностранным языком.

Данные методические рекомендации предназначены для преподавателей, работающих со студентами, обучающимися по направлениям бакалавриата, магистратуры и специалитета, а также аспирантами, изучающими английский язык на уровне Advanced.

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UNIT I.
PREPOSITIONAL PHRASES. PASSIVE: DISTANCING.
PERFECT ASPECT

PASSIVE REPORTING STRUCTURES

In informal language we often use impersonal expressions like:

- *People say that the minister is likely to resign.*
- *They expect him to announce his resignation this week.*
- *They think that there are two possible candidates for his job.*

In newspapers, reports and other more formal writing, this idea is often expressed with a structure based on a passive reporting verb. This has the effect of distancing the information. Let's look at three such structures:

- *It is said that the minister is likely to resign.*
- *He is expected to announce his resignation this week.*
- *There are thought to be two possible candidates for his job.*

1. It is said that ...

- *It is said that ...*
- *It was thought that ...*
- *It has been suggested that ... etc.*

Verbs used like this include: *agree, announce, believe, calculate, claim, consider, discover, estimate, expect, feel, hope, know, report, say, show, suggest, think, understand*

- **Pattern:** *It + passive reporting verb + that + clause*

Note: These verbs are most frequently used in simple and perfect tenses in the present and past. Remember that verbs like *believe, hope, know, think, understand* are not used in continuous tenses.

2. He is said to be ...

We can also use a structure with a subject, a passive verb and a *to*-infinitive:

- *The president is thought to be planning a trip to the area.*
- *The young actor was reported to have signed up for a new film.*
- *More engineers are expected to be taken on soon.*

Verbs used like this include: *believe, expect, report, say, think, understand*

- **Pattern:** subject + passive reporting verb + *to*-infinitive clause

3. *There is/are said to be ...*

We can use a third pattern with preparatory *there* and a passive reporting verb followed by a *to*-infinitive, especially when saying something exists or existed.

- *There is understood to be a strong desire for peace talks.*
- *There are reported to have been several explosions.*
- *There was thought to be another entrance to the building.*
- *There were said to have been a lot of applicants for the job.*

Note the use of tenses, the agreement between the passive reporting verb and the noun phrase, and the use of standard and perfect infinitives.

- **Pattern:** *There is/are* + passive verb + *to be/to have been* + noun phrase

Verbs used like this include: *feel, presume, report, say, think, understand*

PRESENT PERFECT SIMPLE

- **Present perfect simple** refers to:

Recent events, without a definite time given. The recentness may be indicated *by just*.

We've missed the turning. I've just seen a ghost!

Indefinite events, which happened at an unknown time in the past. No definite time is given.

Jim has had three car accidents. (up to the present)

Indefinite events which may have an obvious result in the present.

I've twisted my ankle. (that's why I'm limping)

With **state** verbs. A state which lasts up to the present.

I've lived here for the past ten years.

A habitual action in a period of time up to the present.

I've been jogging every morning for the last month.

- **Contrast with past simple**

Past simple is used with time expressions which refer to definite times. The time maybe stated or understood. Compare:

I've bought a new car. (indefinite time)

I bought a new car last week. (definite time)

I bought the car after all. (implied definite: the car we talked about)

Choice between past simple and present perfect for recent events may depend on the attitude of the speaker. This in turn may depend on whether the speaker feels distant in time or place from the event.

I've left my wallet in the car. I'm going back to get it.

Here the speaker may be about to return, and feels that the event is connected with the present.

I left my wallet in the car. I'm going back to get it.

The speaker may feel separated in time from the event, or be further away.

PRESENT PERFECT CONTINUOUS

- **Present perfect continuous (progressive)** can refer to a range of meanings, depending on the time expression used and the context.

A **state** which lasts up to the present moment

I've been waiting for you for three hours!

An **incomplete activity**

I've been cleaning the house but I still haven't finished.

To emphasize **duration**

I've been writing letters all morning.

A **recently finished activity**

I've been running. That's why I look hot.

A **repeated activity**

I've been taking French lessons this year.

- **Contrast with present perfect simple**

There may be little contrast when some state verbs are used.

How long have you lived here?

How long have you been living here?

Some verbs (especially *sit, lie, wait and stay*) prefer the continuous form.

There may be a contrast between completion and incompleteness, especially if the number of items completed is mentioned.

Completed: emphasis on achievement

I've ironed five shirts.

Incomplete, or recently completed: emphasis on duration

I've been ironing my shirts.

Time expressions with present perfect

Meaning with present perfect verb forms is often associated with certain time expressions.

Contrast with past simple may depend on the choice of time expression.

Past simple: referring to a specific finished time: *yesterday, last week, on Sunday, etc.*

Present perfect: with 'indefinite time expressions meaning up to now': *since 1968, already.*

Many time expressions are not associated with a specific verb form, since they refer both to finished time or time up to the present, depending on the speaker's perspective.

I haven't seen Helen recently.

I saw Jim recently.

Other examples:

Sue lived in France for two years. finished

Jim has been working here for three months. unfinished

What did you do today? finished

What have you done so far today? unfinished

Peter never knew his father. finished

I've never eaten Japanese food. unfinished

FUTURE PERFECT

• This has both simple and continuous forms, and refers to time which we look back at from a future point.

In two years time I'll have finished the book.

By the end of the month, I'll have been working for this firm for a year.

- It can also be used to express an assumption on the part of the speaker.

*You **won't have heard** the news, of course.*

(I assume you have not heard the news.)

PAST PERFECT SIMPLE AND CONTINUOUS

- We use the **past perfect** when we are already talking about the past, and we want to go back to an earlier past time ('past in the past').

*By the time I got to the station, the train **had left**.*

Compare this with:

The train left five minutes before I got to the station.

When we talk about a sequence of past events in the order that they happened, we more commonly use the past simple, especially with quick, short actions.

- **Past perfect continuous (progressive)**

The same contrasts between past simple and past continuous can be made in past perfect verb forms for events further back in the past.

*I **had been living** in a bed-sitter up to then.*

*While I **had been talking** on the phone, Jimmy had escaped.*

*The whole place was deserted, but it was obvious that someone **had been living** there.*

*They'd **been cooking** in the kitchen for a start, and they hadn't bothered to clear up the mess.*

Unit I. Keys

Ex. 1. 1 b, 2 a, 3 c/e, 4 e, 5 b, 6 a (have preference for), 7 c, d, 8 d/e, 9 b, 10 d, 11 a, 12 c/ d, 13 a, 14 d, 15 e, a, 16 b, 17 e (something) [main reason for something], 18 d, 19 d, 20 c, 21 e, 22 a, 23 a [not accustomed to], 24 e [responsible for an action or thought], 25 e [remember, come to mind], 26 d

Ex. 2.

- | | |
|------------------------|------------------|
| 1. opted for | 7. stem from |
| 2. lacking in/short of | 8. rely on |
| 3. lacking in/short of | 9. appeal to |
| 4. bothered about | 10. riddled with |
| 5. nervous about | 11. benefit from |
| 6. distinguish between | 12. succeeded in |

Ex. 3.

1. There *are thought to be* many species still undiscovered.
2. There *is understood to be* considerable support for the idea.
3. There *was not felt to be* any need to act immediately.
4. There *were presumed to be* enough supplies to go round.
5. There *was reported to have been* a shortage of medicines.
6. There *are said to have been* several reasons for the failure.

Ex. 4.

1. It *was felt* that the cost was too high.
2. It *has been predicted* that the weekend will be very cold.
3. It *is not thought* that the government will call an early election.
4. It *is being suggested* that inflation will remain steady.
5. It *had been understood* that the hostages would be released yesterday.
6. It *has been announced* that the princess will leave hospital next week.

Ex. 5.

1. to do; 2. to be doing; 3. to have done; 4. to have been doing; 5. to be done; 6. to have been done.

Ex. 6.

1. to announce; 2. to be considering; 3. to have been hiding; 4. to have escaped; 5. to be published; 6. to have been arrested.

Ex. 7.

1. The project is felt to be too expensive.
2. The tax changes were said to help poorer people.
3. A fight between rival fans is alleged to have broken out after the match.
4. More bad weather has been reported to be on the way.
5. The company was believed to be about to announce redundancies.
6. His behaviour was later considered to have been unacceptable.
7. New supplies are expected to arrive soon.
8. The drug had been claimed to be perfectly safe.
9. Everybody is presumed to have escaped unharmed from the wreckage.
10. The number of injured is now thought to be lower than was feared.

Ex. 8.

1. There are thought to be more than 400 species of sharks.
2. Sharks are said to share a class with rays and skates.
3. They are said to have 5 to 15 rows of teeth in each jaw.
4. It is estimated that sharks' teeth fall out after only a week.
5. There is said to be one species that grows to a length of 12 metres.
6. It is believed that these whale sharks can live for more than 100 years.
7. There were reported to have been 118 shark attacks in 2011.
8. The danger is considered to have been exaggerated.
9. Only ten shark species are considered to be dangerous to humans.
10. Humans are said to be a greater threat to sharks than vice versa.

Ex. 9.

- 1) that; 2) to; 3) are; 4) there; 5) is; 6) is; 7) to; 8) are; 9) are; 10) been; 11) it; 12) is.

Ex. 10.

- 1) b; 2) a; 3) a; 4) b; 5) b; 6) b; 7) a; 8) a; 9) b; 10) a.

UNIT II.**VERB PATTERNS. COMPARATIVES. INTRODUCTORY 'IT'
VERBS + INFINITIVE OR -ING****Verbs followed by either -ing or infinitive with to****• *Can't bear, hate, like, love, prefer***

'*Like to*' usually refers to habitual preferences.

We like to go out to lunch on Sunday.

'*Not like to*' means 'think it is wrong to'.

I don't like to disturb colleagues at home.

• *Attempt, begin, continue, intend, plan, propose, start*

There is no difference in meaning whether we use *-ing* or *to infinitive*.

Intend, plan and *propose* can be followed by *that + clause*. This may include *should*.

• *Forget, remember*

With *to* both verbs refer to an *obligation*.

I had to phone the office but I forgot to do it.

With *-ing* both verbs refer to *past events*.

I don't remember learning to walk.

Both can be followed by *that + clause*.

I remembered that I had to pay the phone bill.

• **Try**

With *to* this refers to something *attempted*, which might fail or succeed.

I tried to warn him, but it was too late.

With *-ing* this refers to making an *experiment*, or to a new *experience*.

Try taking an aspirin. You'll feel better.

Have you tried windsurfing? It's great!

• **Go on**

With *-ing* this refers to the *continuing of an action*.

She went on working even though it was late.

With *to* is used for a change to a *new activity*.

The Prime Minister went on to praise the Chancellor.

• **Mean**

With the meaning *intend*, this is followed by *to*.

Sorry, I meant to tell you about the party.

With *-ing*, and an impersonal subject, this refers to *what is involved*.

If we catch the early train, it will mean getting up at 6.00.

That + clause is possible when *meaning is being explained*.

This means that you have to report to the police station.

• **Regret**

With *to* this refers to the speaker's *regrets about what is going to be said*. It often occurs in formal statements of this kind.

We regret to inform you that your application has been unsuccessful.

With *-ing* this refers to a *regret about the past*.

I regret saying that to him.

That + clause is also possible.

We regret that we didn't tell her earlier.

• **Stop**

With *to* this refers to an *intention*.

Jane stopped to check the oil level in the engine.

With *-ing* this refers to the *ending of an activity*.

*The baby **has stopped waking** up during the night now.*

- **Hear, see, watch**

When followed by *infinitive without to*, the action is complete.

*We **watched all the cars cross** the finishing line.*

With *-ing*, the action is still in progress.

*I **heard someone coming** up the stairs.*

Verbs with an object, followed by either *-ing* or infinitive with *to*:

- **Allow, forbid, permit**

With an *object and to*:

*The school **forbids students to smoke** in the classrooms.*

With an *object -ing* form:

*The school does not **allow/forbid/permit smoking**.*

- **Consider**

With an *object and to* this refers to an opinion.

*She is **considered to be** the finest pianist of her generation.*

With *-ing* this means 'think about'.

*At one point, I **considered emigrating** to Canada.*

With *that + clause* it refers to an opinion.

*We **consider that** she has behaved badly.*

- **Imagine**

With an *object and to*:

*I **imagined the castle to be** haunted.*

With *-ing*, an object is also possible.

*I couldn't **imagine (her) living** in a place like that.*

With *that + clause* it means 'suppose'.

*I **imagine that** you'd like a cup of tea after your long journey!*

- **Require**

With an *object and to*:

*They **required him to fill** out a form.*

With **-ing**:

*These letters **require typing**.*

Verbs normality followed by *infinitive with to*

- Verbs marked can also be followed by *that + clause*.

*agree	*demand	hurry	*pledge	*swear
*appear	deserve	*learn	*pretend	*threaten
*arrange	*expect	long	*promise	*vow
attempt	fail	manage	refuse	want
ask	grow	neglect	*resolve	*wish
choose	hasten	offer	seek	
dare	*happen	pay	*seem	
*decide	*hope	*plan	struggle	

- *Appear, (so) happen and seem* are only used *impersonally* with *that + clause*.

It appears that I've made a mistake.

It so happens that he is my brother!

It seems that Mary is going to win.

- *Want* can be used *colloquially* with *-ing*, having a similar meaning to *need*.

The car wants cleaning.

Verbs normality followed by *-ing*

- Verbs marked * can also be followed by *that + clause*.

*appreciate	face	*suggest
avoid	*fancy	it's no good/use
contemplate	finish	feel like
delay	involve	give up
*deny	*mention	keep on
detest	mind	leave off
dislike	miss	look forward to
endure	postpone	put off
enjoy	practice	can't stand
escape	*resent	spend/waste time
excuse	risk	

- *Admit*

This can be used *with or without preposition 'to'* followed by *-ing*.

They admitted (to) being members of the gang.

That + clause is also possible.

He admitted that he was wrong.

- **Appreciate** is often followed by *possessive + -ing*.

I appreciate your trying to help.

- **Involve** has an *impersonal subject*.

Being an athlete involves regular training.

Verbs followed by infinitive without *to*

- **Help** can be used *with or without to*.

I helped George (to) carry the bags.

- **Make**, and expressions with *make*

They made me leave.

We shall have to make do.

In the *passive*, *to* is used.

I was made to leave.

- **Let** and expressions with *let*

They didn't let me leave.

Let me go!

Verbs followed by an object and *to*

- *Verbs marked* can also be followed by *that + clause*.

**advise, assist, beg, bribe, command, dare, employ, enable, encourage, instruct, invite, lead, *order, *persuade, select, send, '*teach, *tell, train, urge, *warn*

- **Dare** can be used without *to* when there is no object. Compare:

They dared him to jump.

I didn't dare (to) say anything.

Unit II. Keys

Ex. 1.

1) going; 2) to fail; 3) to do; 4) turning; 5) to speak; 6) moving; 7) making; 8) to get 9) of getting; 10) to tell; 11) to put; 12) to going.

Ex. 2.

1) lying; 2) making; 3) buying; 4) to study; 5) to persuade; 6) walking; 7) stealing; 8) to be; 9) to accept; 10) to go; 11) being sent; 12) to be given.

Ex. 3.

1. I forgot to take my medicine this morning.
2. I'll never forget going up Mont Blanc.
3. I must remember to hang up the washing later.
4. Darren likes to wear a suit to work.
5. Jackie regrets saying / having said that to Allie.
6. I regret to tell / inform you (that) your credit card has been cancelled by the bank.
7. I didn't mean to crash the car, you know!
8. Taking that job will mean having to do a lot more travelling.
9. Jim was made to tidy his room before he could go and play in the park.
10. You didn't happen to watch that film last night on BBC2, did you?
11. Learning Latin is often considered to be a waste of time.

Ex. 4.

Students own answers. They should be encouraged to use as many different structures in the boxes as possible.

Ex. 5.

Students own answers. Tell the students that they are each going to speak about their place for three to four minutes. They should describe the place, say what they did there and give their opinions about the place.

UNIT III.**NARRATIVE TENSES. PARTICIPLE CLAUSES.****Reduced Relative Clauses**

We can use participle clauses after a noun in the same way as relative clauses. This gives more information about the noun. We sometimes call this a 'reduced relative clause'.

1: A **present participle** (*verb* + *ing*) can be used in the same way as an *active relative clause*:

The man driving the car is a friend of mine.

(= The man *who is driving* the car is a friend of mine).

The present participle can *replace any active tense*, not just the present continuous tense:

*Lorries **coming over the bridge** have to be careful of the wind.*

(= Lorries *that come over the bridge* have to be careful of the wind).

*Who was the girl **wearing the red dress**?*

(= Who was the girl *who was wearing the red dress*?).

*Students **handing in their essays late** will lose ten marks.*

(= Students *who hand in their essays late* will lose ten marks).

2: A **past participle** can be used in the same way as a simple *passive relative clause*:

*We read the email **sent by the manager**.*

(= We read the email *that had been sent by the manager*).

*This vase, **made in China in the 14th century**, is very valuable.*

(= This vase, *which was made in China in the 14th century*, is very valuable).

*She only eats cakes **made by her mother**.*

(= She only eats cakes *that are made by her mother*).

3: ‘**Being + past participle**’ can be used in the same way as a *continuous passive relative clause*:

*The poem **being read by the actor** was written by my brother.*

(= The poem *that is being read by the actor* was written by my brother).

*The strawberries **being eaten at the wedding** were grown in Scotland.*

(= The strawberries *that are being eaten at the wedding*).

Things to notice:

1: We generally don’t use perfect participles (‘having + past participle’) in this case.

2: We can’t use this kind of participle clause if we’re talking about one finished action which is not repeated:

*~~Not: Who was the girl **dropping the coffee**?~~*

Instead, we use a normal relative clause:

*Who was the girl **who dropped the coffee**?*

Participial clauses = adverbial clauses

Participial clauses often express **condition, reason, cause, result or time** in a similar way to full adverbial clauses, only more economically. Compare the following:

Used sparingly, this face cream should last you until Christmas.
If you use it sparingly, this face cream should last you until Christmas.
Having taken the wrong train, I found myself in Bath, not Bristol.
Because I had taken the wrong train, I found myself in Bath, not Bristol.

Passing the theatre on my right, I walked up the steps and could see all the lights on the Thames ahead of me.

After I had passed the theatre on my right, I walked up the steps and could see all the lights on the Thames ahead of me.

Note from the above examples that the **-ing form participle** is used to talk about *past*, as well as *present* events, e.g.:

Talking to you, I always feel that my problems will be solved.

By talking to you, I always feel that my problems will be solved.

Participle clauses following conjunctions and prepositions

Participle clauses, with **-ing** particularly, can be used *after* various *conjunctions and prepositions*, such as: **when, while, before, after, on, without, instead of**. Note the following examples:

*Remember to take all your belongings with you **when leaving the train.***

*I sprained my ankle **while playing tennis.***

***Before entering the mosque** you must take off your shoes.*

***After taking everything into consideration,** we decided to sell the house.*

***After having driven 300 miles across country,** I arrived to find the house had been sold.*

***On hearing that my sister was planning to marry him,** I decided to leave the flat to her.*

***Without wanting to seem rude,** I must tell you that you are ungrateful.*

***Instead of listening to my advice,** she walked out without saying goodbye.*

Note from the above examples that the participle clause normally, but not invariably, comes in front of the main clause.

Negative participle clauses

Negative participle clauses are also possible, in which case **not** normally *comes before the -ing form* or past participle:

Not having had a shower for two days, I was desperate to get to the bathroom.

Whilst not wishing to appear impolite, I must ask you to leave so that I can make a private telephone call.

Having been + past participle

Note that this passive structure can also be used in participle clauses as an *alternative to a since-clause*:

Having been invited to the party by Prince William himself, we could hardly refuse to go. (= Since we had been invited...)

Having been deprived of food for over twenty days, the castaway was fed intravenously at first.

Having been unemployed for over two years, I found it difficult to get work.

Unit III. Keys

Ex.1.

Students number the order of the lines; the first is already indicated. The students can work in groups or individually. Then they can compare the stories.

A. 1h; 2c; 3m; 4e; 5j; 6a;7o; 8f; 9b;10 l; 11 i; 12n; 13d; 14g; 15k.

B. 1d; 2 i; 3m; 4a; 5f; 6k; 7o; 8e; 9b; 10h; 11j; 12c; 13n; 14g; 15l.

Ex. 2.

1. Feeling tired, I went to bed.
2. Getting him to listen to you is impossible.
3. Picking up the book, she started to flick through it.
4. Being intelligent made no difference.
5. Mixed with fruit juice, it tastes even better.
6. Having forgotten his ID, he wasn't allowed to enter.
7. Shot by the burglar, James eventually died.
8. Not having brought any food, they drew attention to themselves.
9. Remembering the time, the boy started to run.
10. Seeing the spider, I screamed.
11. Not having studied, he couldn't do any of the exam.
12. Made in Germany, these machines are very reliable.
13. Looked after well, they'll last you a lifetime.

14. Being dishonest was second nature to them.
15. Losing her balance, Michelle fell over.
16. Getting out of bed, he put on his dressing gown.
17. Saying sorry is the most difficult thing to do.
18. Having spent all his money, Gary had to go home early.

Ex. 3.

- | | |
|----------------|------------------|
| 1. meeting | 6. hearing |
| 2. passing | 7. having lost |
| 3. finished | 8. being |
| 4. looking | 9. having missed |
| 5. having done | 10. making |

Ex. 4.

1. *Waiting for the bus, i suddenly remembered where I'd left my_ keys.*
2. *Trying to run in the rain, I slipped.*
3. *Seeing Tim cry, I felt quite sorry for him.*
4. *Knowing (that) he was going to fail the exam, John was depressed.*
5. *Being quite tall, I'm quite good at basketball.*
6. *Not knowing any Japanese, Georgia used a phrase book when she was there.*
7. *Having a lot of money, Ed can afford three holidays abroad each year.*
8. *Realising (that) she was lost, Maria began to worry.*

UNIT IV**FUTURE PROBABILITY. FUTURE FORMS. INVERSION****FUTURE PROBABILITY**

Ten Expressions to Use for Future Probability	How To Use These Phrases In Your English
1. It's probably going to rain tomorrow. 2. There's a (good) chance it'll rain... 3. In all probability , it'll rain... 4. The odds are it'll rain tomorrow.	1. Phrases 1 and 2 are saying that there is a high probability 2. Phrases 3 and 4 are a little weaker but still quite strong

<p>5. I wouldn't be surprised if it rained...</p> <p>6. There's a fifty-fifty chance of rain...</p> <p>7. It's quite likely it'll rain...</p> <p>8. It may / might / could rain tomorrow.</p> <p>9. Maybe it'll rain tomorrow.</p> <p>10. There's (just) a chance it'll rain.</p>	<p>3. Phrases 5 and 6 are saying that the chance is about 50 percent that it will rain.</p> <p>4. In phrase 8, 'may' and 'might' are more probable if the word 'just' comes before (e.g. it just might rain tomorrow.)</p> <p>5. Phrase 9 depends on the intonation. Increasing the rise-fall on 'May' makes the rain sound more probable.</p> <p>6. Phrase 10 is saying that the probability is small.</p>
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Be + to-infinitive is used to express:

- official arrangements:
*The Prime Minister **is to visit** India next month.*
- official orders:
*At the end of the course, all students **are to take** a written exam.*
- things that should be done:
*What **am I to do**?*
- a possible aim when saying what should be done to reach it:
*If you **are to work** here for more than three months, you must have a residence permit.*
- prohibition (only in the negative):
*You **are not to do** that again.*

Be about + to-infinitive refers to arranged actions that happen in the immediate future. It is often used with *just*:

*Hurry up! The ceremony **is about to begin**!*

*"Do you have a minute?" "I'm sorry, **I'm just about to leave**."*

Be bound + to-infinitive, **be sure to**-infinitive is used to refer to future events which are **certain** or very likely to happen:

*Kevin is stuck in a traffic jam, so he **is bound to be** late.*

*He **is sure to** win the championship.*

Be due + to-infinitive is used to refer to fixed events happening at or within a specific time:

The film is due to start at 8 pm.

Half of our employees are due to retire in five years.

Negotiations were due to take place later that week.

Be likely + to-infinitive and **it is likely + that**-clause are used for future events which are **probably** going to happen:

Smokers are more likely to develop lung cancer compared to non-smokers.

It is likely that he will win the race.

The expressions **be on the edge / point / verge of (doing) something** refer to actions that happen in the near future and have a meaning similar to *be about to*:

She is on the point of bursting into tears.

Researchers are on the verge of a breakthrough.

will definitely happen:

There will definitely be a storm later.

will probably happen:

They will probably take on more staff.

Possible

may: *We may be able to help you.*

might: *There might be a holiday next month – I'm not sure.*

could: *There could be a bug in the system.*

is possible: *Do you think he will resign? Yes, that's possible.*

is unlikely: *It's unlikely that she will move.*

will possibly: *She'll possibly tell us tomorrow.*

probably won't: *They probably won't hear until next week.*

definitely won't: *I definitely won't go to the party.*

is highly unlikely: *It's highly unlikely that the company will expand.*

Note: Be careful of the word order.

'Definitely' and 'probably' come after 'will' (in positive sentences) and before 'won't' in negative sentences.

Variations

You can add words to alter the strength of probability:

highly likely / unlikely (= very likely / unlikely)

quite likely / probable / possible (= more likely, probable or possible)

could possibly / probably

most definitely won't (= even more unlikely)

Making predictions

When we want to say what we think will happen in the future, we can either use will followed by the verb without to, or going to followed by the verb.

“What do you think will happen next year?”

“Next week is going to be very busy, I think.”

“There won't be a rise in house prices next year.”

“He isn't going to win the election.”

Speaking tip: Because we also use ‘will’ to talk about intentions and strong decisions, we often use ‘going to’ to sound more objective.

‘He won’t help us’ can mean that he has decided not to help us.

But ‘He isn’t going to help us’ doesn’t have this negative implication. It sounds more like a prediction and a simple, objective fact- perhaps he isn’t able to help us.

Predictions based on what you know now

We can make predictions based on what we can see now. To do this, we use going to and the verb (not will).

For example:

‘Watch out! You're going to hit that car in front.’

"It's going to be a lovely day today – not a cloud in the sky."

INVERSION

The term inversion covers two different grammatical operations:

- Using a question form of the main verb

*Not only **did he fail** to report the accident, but also later denied that he had been driving the car.*

*Never **have I enjoyed** myself more!*

- Changing the normal positions of verb and subject

*Along the Street **came a strange procession.***

Inversion after negative adverbials

- This only occurs when the adverbial occurs at the beginning of a clause.

All the examples below are used in formal language, usually for rhetorical effect, such as in political speeches. They are not usual in everyday spoken language. Compare:

*Never **have I heard** a weaker excuse!*

I have never heard a weaker excuse!

- Time expressions: *never, rarely, seldom*

These are most commonly used with present perfect or past perfect, or with modals such as *can* and *could*. Sentences of this type often contain comparatives.

***Rarely can** a minister **have been faced** with such a problem.*

***Seldom has** the team **given** a worse performance.*

***Rarely had I had** so much responsibility.*

- Time expressions: *hardly, barely, scarcely, no sooner*

These refer to an event which quickly follows another in the past. They are usually used with past perfect, although *no sooner* can be followed by past simple. Note the words used in the contrasting clause.

***Hardly had** the train **left** the station, when there was an explosion.*

***Scarcely had I entered** the room when the phone rang.*

***No sooner had I reached** the door than I realized it was locked.*

***No sooner was** the team **back** on the pitch than it started raining.*

- After *only*

Here *only* combines with other time expressions and is usually used with past simple.

***Only after posting the letter did I remember** that I had forgotten to put on a stamp.*

Other examples are *only if/when, only then, only later*.

Note that when *only* refers to ‘the State of being the only one, there is **no inversion following it**.

Only Mary realized that the door was not locked.

- Phrases containing **no/not**

These include *under no circumstances, on no account, at no time, in no way, on no condition, not until, not only ... (but also).*

***On no condition are they to open** fire without a warning.*

***Not until** I got home **did I notice** that I had the wrong umbrella.*

- **Little**

***Little** also has a negative or restrictive meaning in this sense.*

***Little does** the government **appreciate** what the results will be.*

Inversion after so/such with that

- This occurs with **so** and adjectives when the main verb is **be**. It is used for emphasis and is more common than the example with **such**.

***So devastating were** the floods that some areas may never recover.*

- **Such** used with **be** means ‘so much/so great’.

***Such was** the force of the storm that trees were uprooted.*

- As in the examples with **such**, inversion only occurs if **so/such** is the first word in the clause.

Inverted conditional sentences without If

- Three types of **If**- sentence can be inverted without **If**-. This makes the sentences more formal and makes the event less likely.

If they were to escape, there would be an outcry.

***Were they to escape,** there would be an outcry.*

If the police had found out, I would have been in trouble.

***Were the police to have found** out, I would have been in trouble.*

If you should hear anything, let me know.

***Should you hear** anything, let me know.*

If he has cheated, he will have to be punished.

***Should he have cheated,** he will have to be punished.*

If I had known, I would have protested strongly.

***Had I known,** I would have protested strongly.*

- Inversion after **as**

This is more common in formal or written language.

*We were short of money, **as were most people** in our neighbourhood.*

*I thought, **as did my colleagues,** that the recession would soon be over*

• Inversion after *so*, *neither* and *nor*

These are used in 'echoing' statements, agreeing or disagreeing.

A: *I am going home.* B: *So am I.*

A: *I don't like meat.* B: *Neither do I.*

Unit IV. Keys

Ex.1.

1) a; 2) a; 3) a; 4) b; 5) b; 6) a; 7) b; 8) a.

Ex. 2.

Students own answers. They should be encouraged to use as many different structures in the boxes as possible.

Ex. 3.

- | | |
|--------------------------------------|--|
| 1) <i>will be relaxing</i> | 6) will have decided |
| 2) will be | 7) won't be |
| 3) will have left | 8) finish/have finished |
| 4) will be | 9) am going to faint |
| 5) are you doing/are you going to do | 10) are you giving/are you going to give |

Ex. 4.

- | | | | | |
|-----|-----|-----|-----|------|
| 1 B | 3 C | 5 B | 7 C | 9 A |
| 2 A | 4 A | 6 A | 8 A | 10 B |

Ex. 5.

- | | |
|---------------------------------|---------------------------------|
| 1. <i>won't have heard</i> | 6. going to have/having another |
| 2. believes his party will win | 7. won't be home until |
| 3. I will have been | 8. who is going to win |
| 4. I will have written/finished | 9. will be here on |
| 5. about to make | 10. are getting married |

Ex. 6

- | | |
|--|---------------------------------------|
| 1. <i>the office phoned me did I find out</i> later were the facts | 5. no way can the bus driver be held |
| 2. was the response | 6. the government to raise |
| 3. did Harry break his leg but be | 7. had I got home than |
| 4. did the police suspect the judge | 8. I asked a passer-by, did I realize |
| | 9. had the minister |

Ex. 7

- | | |
|--------------------------|---------------------|
| 1. <i>he would never</i> | 5. was I aware |
| 2. did I remember | 6. passed |
| 3. when | 7. Pete has arrived |
| 4. was I | 8. than |

UNIT V
EMPHASIS. CONDITIONALS.

EMPHASIS**• Passive**

Passive constructions vary the way information is given in a sentence, putting more emphasis on what comes first.

*Ali roads to the north **have been blocked** by snow.*

• Fronting and inversion

Inversion here refers to changing the normal word order in the sentence so that a prepositional phrase is emphasized before the verb. This also involves putting the verb before the subject.

***Suddenly down came** the rain!*

***Up in the air went** the balloon.*

Fronting involves changing the order of clauses in a sentence and putting first for emphasis a clause that would usually not be first.

I don't know where the money is coming from.

***Where the money is coming from,** I don't know.*

Time phrases can vary in position, and are often put first because the time reference is important.

***At six o'clock** Monica decided to phone the police.*

May clauses

There is a type of *may* clause introduced by *although* which can be inverted. It is a highly formal expression.

Although it may seem/be difficult, it is not impossible.

***Difficult as/though it may seem/be,** it is not impossible.*

• Cleft and pseudo cleft sentences

These are sentences introduced by *it is/it was* or by a clause beginning *what*.

Different parts of the sentence can be emphasized in this way. In speech, stress and intonation also identify the emphasis.

With *it is/was*

Sue borrowed my bike last night.
***It was Sue** who borrowed my bike.*
***It was last night** that Sue borrowed my bike.*
***It was my bike** that Sue borrowed.*

Sentences with *because* are also possible.

***It was because** I felt ill that I left.*

Modal auxiliaries are also possible.

*You **can't** have read the same book.*
***It can't have been the same book** that you read.*

What clauses

These are common with verbs such as *need, want, like, hate*.

*I **hate** rainy weather.*
***What I hate** is rainy weather.*
*You **need** a holiday.*
***What you need** is a holiday.*

It is also possible to emphasize events, using auxiliary *do/did*.

*Peter **left** the windows unlocked.*
***What Peter did was** (to) leave the windows unlocked.*
*They **are** destroying the environment.*
***What they are doing** is destroying the environment.*

Clauses beginning *all* emphasize 'the only thing'.

*I **only** need another €15.*
***All I need** is another €15.*

Adding words for emphasis

- **Own**

This intensifies possessive adjectives.

*It was my **own** idea.*

- **Very and indeed**

Very can be used emphatically to mean 'exactly/precisely'.

*At the **very** same moment, the telephone rang.*

Very ... indeed is another way of intensifying adjectives.

*It was **very** cold **indeed**.*

- Emphasizing negatives

Ways of emphasizing *not* include: *at all, in the least, really.*

*It was **not at all** cold. It was **not cold at all**.*

In the *least/slightest* usually adds *bit* if used before an adjective.

*I **wasn't** interested **in the slightest**.*

*I **wasn't** the **least bit** interested.*

No and *none* can be emphasized by *at all* and *whatsoever*.

*There were **none** left **at all**.*

*There were **no** tickets left **whatsoever**.*

- *The*

The can emphasize uniqueness. It is heavily stressed in speech.

*Surely you are not **the** David Beckham, are you?*

- Question words ending in *-ever*

These add an air of disbelief to the question.

***Whatever** are you doing? **Whoever** told you that?*

- Auxiliary *do*

This can emphasize the verb, and is stressed in speech.

*I **do** like this film! It's really great!*

It is also used in polite forms.

*I **do** hope you'll come again! **Do** sit down!*

- Adverbs and adjectives

A large number of adverbs and adjectives are used to add emphasis. Common examples are:

*I **actually** went inside one of the Pyramids.*

*It is **by no means** certain that the match will take place.*

*Some people were **even** wearing two pullovers, it was so cold.*

*Her performance was **sheer** magic!*

*This book is **utter** nonsense!*

The following examples are only possible with adjectives which express an absolute opinion (non-gradeable adjectives).

*It was **absolutely** fantastic!*

*The third exam question was **quite** (**completely**) impossible.*

*This guide book is **utterly** useless.*

*You were **simply** wonderful!*

*Don't cook the meat any more. It's **just** right!*

- Echoing phrases with *so*

These express agreement.

A: This is the book you are looking for.

B-.So it is!

Other means

- Time phrases

Common examples are *day after day, time and time again-, over and over again; day in, day out.*

*David reads the same books **over and over again!***

- Repetition of main verb

*I **tried and tried**, but it was no use.*

- In the repetition of a phrase with a possessive it is possible to omit the first mention of the noun and use a possessive pronoun.

***Their marriage** was a successful **marriage**.*

***Theirs** was a successful marriage.*

CONDITIONALS

Basic usage

- What is **always true: present + present**

*If I **work** late, I **get** tired.*

*If the water **is boiling/has boiled**, it **means** the food is nearly ready.*

- What **was always true: past + past**

*We **went** home early if it **was** foggy.*

*If it **was snowing**, we **stayed** at home.*

- **Real situations: present + future**

Here we think that the outcome is really possible.

*If you **keep** driving like that, you're **going to** have an accident.*

*If you **see** Mark, tell him I'll **ring** him tomorrow.*

- **Hypothetical situations: past + would**

These are unreal or imaginary situations.

*If I **knew** the answer, I'd **tell** you.*

*If I **was** having a party, I **wouldn't** invite Marcia.*

The verb *be* usually takes the form *were* for all persons in these sentences, though *was* is used in everyday speech. Note that in the first person it is possible to use *should* instead of *would*.

If I left home, I think I should be lonely.

- **Hypothetical past situations: past perfect+would have participle II**

These refer to past events.

If I had known you were coming, I would have met you at the station.

- **With modals**

Possible situations in the present

If you get wet, you should change your clothes immediately.

If you come early, we can discuss the problem together.

Hypothetical situations

If I had the money, I could help you.

Hypothetical past situations

If you hadn't reminded me, I might have forgotten.

Variations

- **If only**

This adds emphasis to hypothetical situations. With past events it adds a sense of regret. The second part of the sentence is often left out.

If only I had enough time!

If only I hadn't drunk too much, this wouldn't have happened!

Other ways of expressing conditions besides 1st, 2nd, 3rd, and mixed conditionals.

- **Unless** and other alternatives to *if*

Unless means only *if not*.

I'll go ahead and get the tickets unless you call me this afternoon.

(This means: If you call me this afternoon, I won't get the tickets.)

If one situation depends on another, *if* can be replaced by **as/so long as, provided or only if**.

I'll do what you say provided the police are not informed.

Even if describes how something will happen whatever the condition.

Even if it rains, we'll still go for a picnic.

- **Past events with results in the present: past perfect + would**

If Jim hadn't missed the plane, he would be here by now.

- **Should**

After *if*, this makes the possibility of an event seem unlikely.

*If you **should** see Ann, could you ask her to call me?*

(This implies that I do not expect you to see Ann.)

- **Were to**

This also makes an event seem more hypothetical.

*If I **were to** ask you to marry me, what would you say?*

- **Happen to**

This emphasizes chance possibilities. It is often used with *should*.

*If you **happen to** see Helen, could you ask her to call me?*

*If you **should happen to** be passing, drop in for a cup of tea.*

- **If it were not for/If it hadn't been for**

This describes how one event depends on another.

*If it **weren't for** Jim, this company would be in a mess.*

*If it **hadn't been for** their goalkeeper, United would have lost.*

- **Will and would:** politeness and emphasis

These can be used as polite forms.

*If you **will/would** wait here, I'll see if Mrs Green is free.*

Will can also be used for emphasis, meaning 'insist on doing'.

*If you **will** stay out late, no wonder you are tired!* (insist on staying out)

Other ways of making a conditional sentence

- **Supposing, otherwise**

Supposing or *suppose* can replace *if*, mainly in everyday speech.

***Supposing** you won the lottery, what would you do?*

Otherwise means 'or if not'. It can go at the beginning or end of the sentence.

*If you **hadn't** given us directions, we **wouldn't** have found the house.*

*Thanks for your directions to the house. We **wouldn't** have found it **otherwise**.*

- **But for**

This can replace *if not*. It is used in formal language, and must be followed by a noun form.

*If you **hadn't** helped us, we **would have been** in trouble.*

***But for** your help, we **would have been** in trouble.*

- **If so, if not**

These can refer to a sentence in a previous sentence.

*There is a possibility that Jack will be late. **If so**, I will take his place.*

- **Colloquial omission of if**

An imperative can be used instead of an of clause in everyday speech.

Sit down, and I'll make us a cup of tea. (If you sit down ...)

- **If and adjectives**

In expressions such as *if it is necessary/possible*, it is possible to omit the verb be.

***If interested**, apply within.*

***If necessary**, take a taxi.*

- **Formally if can mean 'although', usually as if+ adjective.**

*The room was well-furnished, **if** a little badly decorated.*

Unit V Keys

Ex. 1.

- | | |
|------------------------|----------------------|
| 1. do think | 6. as it may seem |
| 2. by no means | 7. what we did |
| 3. none at all | 8. waited and waited |
| 4. time and time again | 9. not at all |
| 5. the least bit | 10. can't have been |

Ex. 2.

- | | |
|----------|----------------|
| 1. at | 6. whatever |
| 2. utter | 7. all |
| 3. why | 8. again |
| 4. what | 9. as |
| 5. is | 10. whatsoever |

Ex. 3.

- 1) d; 2) i; 3) g; 4) e; 5) b; 6) j; 7) a; 8) h; 9) f; 10) c

Ex. 4.

1. *had written down*, would not have happened
2. lived, would be
3. do not punish, we'll only commit
4. had not been/were not/was not, would be

5. had, would lend
6. touch, won't bite
7. had, were
8. decide, calls
9. had not missed, would have been killed
10. have finished, will clear away

Ex. 5.

- | | |
|-----|-----|
| 1 B | 5 B |
| 2 A | 6 C |
| 3 C | 7 A |
| 4 A | |

Ex. 6.

1. had had the money, I would have bought
2. happen to be in London
3. will do everything yourself
4. will (just) take a seat
5. do the shopping and
6. for Pauline's interest
7. been for the night-watchman,
8. the fire would have
9. be in prison if a detective had not
10. was/were (a bit) taller I could/would be able to
11. was/were not for Helen is wonderful acting
12. will (still) win, even if
13. I get up early it

UNIT VI**ARTICLES. WHOEVER - WHATEVER – WHENEVER, ETC.****ARTICLES****Definite article**

Basic uses of articles are assumed known.

- **Classes.** This is one way to refer to classes, and is perhaps more formal than using a plural:

The tiger is threatened with extinction.

- **National groups.** Groups as a whole:

*The French eat in restaurants more than **the English**.*

Single examples are not formed in the same way:

a Frenchman/woman, an Englishman/woman

- **Other groups.** If these are clearly plural:

the Social Democrats, the Rolling Stones

- **Unique objects**

the moon, the sun

Note that there are other suns and moons in the universe.

*This planet has **a** small moon.*

- **Titles.** These tend to be ‘unique’.

the director of studies

If *the* title is *post-modified* (has a description coming after the noun), *the* is more likely, but not essential. Compare:

She became President in 2008.

*She became (**the**) president of the country in 2008.*

- **Other titles.** *The* may be part of the title, and so is capitalized.

Newspapers: ***The Independent, The Sunday Times***

- **Musical instruments**

*Jane plays **the** flute.* (in general)

***The** guitar is my favourite instrument,* (in general)

It is, of course, still possible to use an article when we refer to an object.

*There was **a** small brown flute in the window of the shop.*

- **Emphatic use.** This is heavily stressed and emphasizes the following noun.

*This hotel is **the** place to stay.*

- **Geographical names**

The following use *the*:

✓ **Rivers:** *the Thames*

✓ **Mountain ranges:** *the Alps*

✓ **Oceans:** *the Mediterranean*

✓ **Unique features:** *the Channel, the Arctic*

✓ **Compass points/areas:** *the East, the Middle East*

- ✓ **Countries – collective or plural:** *The United Kingdom, The Netherlands*

This **does not** apply to:

- ✓ **Mountain peaks:** *Everest* (but *The Matterhorn*)
- ✓ **Lakes:** *Lake Geneva*
- ✓ **Continents:** *Asia*
- ✓ **Countries;** *France*

The definite article is **sometimes** used before *Lebanon* and *Gambia*:
The Lebanon The Gambia

- **Place names.** *Post-modification*, especially with ... *of...* plays a role in place names. Compare:

Leeds University–*The University of Leeds*
London Bridge–*The Tower of London*

If the first part of a place-name is another name, then normal rules about zero article apply.

Brown's Restaurant
The Garden House Hotel

The same applies in geographical names:

Canvey Island
The Isle of Man

- **Most and the most**

Most hotels in England are very expensive. (making a generalization)
*This is **the most** expensive hotel in town.* (talking about a specific hotel)

- **Importance of context.** The definite article refers to already mentioned items, and so its use depends on context.

The Smiths had a son and a daughter.

***The** son was in the Army and **the** daughter was training to be a doctor.*

*On **the** Saturday, there was a terrible storm.*

Here, *the Saturday* refers to a day in an area of time already mentioned: *On the Saturday **of that week** ...*

Indefinite article

- **Jobs**

Compare: *Tony is **a** builder. Tony was **the** builder of that house.*

- **In measuring**

*Three times **a** week. Fifty kilometres **an** hour.*

*£3.50 **a** kilo. £15,000 **a** year.*

Formally, *per* can replace *a/an*.

*She was convicted of driving at more than 120 kilometres **per** hour.*

- **Unknown people**

Use of *a/an* emphasizes that a person is unknown.

A Mr. Jones called while you were out.

Zero article

- **Names**

Compare:

Matthew Smith is one of my favourite artists. (a person)

A Matthew Smith hangs in their bedroom. (a painting)

- **Some unique organizations do not use *the*.**

*Parliament, but **The** (House of) Commons*

- **Streets.** Most streets do not use an article.

Green Road Godwin Street

Common exceptions are:

***The** High Street **The** Strand*

and Street names *without preceding adjectives*. Compare:

*Holly Drive **The** Drive*

Translation problems

Study these sentences. In what way would you translate them in your language?

I really like rugby.

A pound and a half of cheese.

I was holding it in my hand.

It's a film about homeless people.

Terry has flu. I've got a headache.

WHOEVER - WHATEVER – WHENEVER, ETC.

We can think about the W-ever words semantically as the ‘W’ word + the quantifier ‘any’. The trick to understanding these terms is to realise that they apply to any single one of the referents, and at the same time refer to all of the referents.

Whatever– any thing (this could also be every thing)

Whenever–any time (this could also be every time)

Wherever–any ‘where’ (anywhere or everywhere)

Whoever–anyone (any person or every person, or sometimes used to refer to a person unknown to the speaker)

Whichever–any ‘which’ (choice between a group or set).

However–any ‘way’ (in any manner or way, regardless of how).

Basically each one means:

“It does not matter what / when / where etc.” OR

“An unknown thing / time / place etc.”

Examples of Whatever

Whatever you do, pay attention to the road when you are driving.

You can do anything as long as you pay attention to the road.

*They say you can buy **whatever** you desire in Harrods, as long as you have the money.*

You can buy anything in Harrods, if you have enough money.

*The student was so intelligent that **whatever** we taught, she understood.*

She understood everything that she was taught.

*The criminal said he would do **whatever** he could in order to get out of jail.*

He would do everything or anything he could to get out of jail.

Examples of Whenever

Whenever the neighbours flush the toilet, water comes through our ceiling. – Every time they flush the toilet it happens.

Whenever she calls, the landlord is busy. – Every time she calls the landlord, he/she is busy.

*Call me **whenever** you need something.* – Call me any time you need something.

Whenever he comes home, he acts like a hungry dog. – Ever time he comes home, she is like that.

Whenever I go to sleep early, I have extraordinary dreams. – Every time I go to sleep early, I have these dreams.

Examples of Wherever

Wherever you go in the world, remember where you came from and where you are going.

Anywhere you go in the world, remember those things.

*With a good education in English, **wherever** you go, you will have a good time.*

If you are taught well, you will have a good time anywhere.

Wherever we put the TV in the room, the reception is bad.
Anywhere we put the TV the reception is bad.

*You can put the present that she gave you **wherever** you want, just don't let her know if you put it in the trash.*
You can put that present anywhere.

Examples of Whoever

Whoever broke the vase, can you please replace it?
Any specific person who broke the vase, please replace it.

Whoever goes to the shop, please don't steal anything.
Any one or more of the people who will go to the shop, don't steal anything.

Whoever it was that knocked on the door last night must have been drunk, because they dropped twenty dollars as they ran away.
The unknown person who knocked on the door dropped twenty dollars.

Whoever you just spoke to, she must have some special powers, because you look like you fell in love.
The unknown person who you spoke with must have some special powers.

Examples of Whichever

*You can drive **whichever** of the cars you want.*
You can choose to drive any of the cars.

*Whichever dress I wear tonight, I'm worried that my butt will look fat.
What do you think?*

Person is worried that the person's butt looks fat in any of the selected dresses.

Whichever road you take to Rome, you will need to drive carefully.

There are a number of roads to take, and it is necessary to drive carefully on any one that you take.

Whichever pizza you ordered for her, it must have had some very delicious ingredients.

The pizza that was ordered from those available had some special ingredients.

Examples of However

*You can dress **however** you like for the party, it's not formal.*

You can dress the way that you want for the party.

***However** much she eats, she never puts on weight.*

It doesn't matter how much she eats, she never gets fat.

*You can do it **however** you like, I don't really care as long as it gets done.*

You can do it any way that you want.

***However** rich they may be, it still isn't enough for them.*

It doesn't matter how rich they may be.

they can also be used to develop coherence within a paragraph, that is linking one idea / argument to another. Print off this page to keep as a reference of useful linking words and phrases.

LINK WORDS OF TIME AND CONTRAST

Some examples of linking words

Contrast

- | | |
|---------------------------|--------------------------------------|
| 1. However | 8. Yet |
| 2. Nevertheless | 9. Despite / in spite of |
| 3. Nonetheless | 10. In contrast (to) / in comparison |
| 4. Still | 11. While |
| 5. Although / even though | 12. Whereas |
| 6. Though | 13. On the other hand |
| 7. But | 14. On the contrary |

Time

Coordinators	Subordinators	Transitions
Link independent clauses within a sentence.	Link an independent clause with a dependent clause or phrase within a sentence.	Link independent clauses within a sentence. Link sentences within a paragraph.
Use a comma before a coordinator: <i>I researched the topic, and I created the presentation.</i>	When the dependent clause is at the beginning of the sentence, it should be followed by a comma: <i>After I researched the topic, I created the presentation.</i> Do not use a comma when the dependent clause is at the end of the sentence: <i>I created the presentation after I researched the topic.</i>	When the transition begins the sentence, it should be followed by a comma: <i>First, I researched the topic. Then, I created the presentation.</i> When the transition connects two independent clauses, a semi-colon comes before it and a comma follows it: <i>I researched the topic; afterwards, I created the presentation.</i>
And	<ol style="list-style-type: none"> 1. Before 2. As 3. Along as 4. At the same time (as) 5. Every time 6. Since 7. So long as 8. The first/second/next/last time 9. When 10. Whenever 11. While 12. By the time 13. Till 14. Until 	<ol style="list-style-type: none"> 1. Afterward(s) 2. At first 3. Initially 4. Meanwhile 5. Meantime 6. Simultaneously 7. Eventually 8. Finally

Unit VI. Keys**Ex. 1.**

- | | | | | |
|---------------|----------|---------|----------|---------|
| 1. <i>the</i> | 7. the – | 13. the | 19. the | 25. the |
| 2. a | 8. – | 14. – | 20. the | 26. a |
| 3. the | 9. a | 15. – | 21. – | 27. the |
| 4. – | 10. the | 16. the | 22. the | 28. the |
| 5. the | 11. – | 17. – | 23. – | 29. a |
| 6. The | 12. the | 18. – | 24. a /– | 30. – |

Ex. 2.

- | | | | | |
|---------------------|-----------|---------------|-------------|-------------|
| 1. <i>the</i> , the | 3. the, – | 5. a, –, the | 7. The, – | 9. the, the |
| 2. –, a | 4. a, a | 6. the, –, an | 8. The, the | 10. the, – |

Ex. 3.

1. *It's not first-class accommodation unless it has a private bathroom.*
2. On this record the twins play a piano duet.
3. Halfway through the meal we realized what the waiter had said.
4. If a/- Mrs Hillier phones, say I'm away on a trip.
5. There is wonderful scenery in the eastern part of Turkey.
6. The cocker spaniel is one of the most popular pet dogs.
7. There is going to be fog and cold weather all next week.
8. I spent a very interesting holiday at Lake Coniston in England.
9. We are against war in general, so of course we are against a war like this between a superpower and a developing country.
10. Burglaries are definitely on the increase.

Ex. 4.

Word processing and the calculator are without a shadow of doubt here to stay, and in ~~the~~ many respects our lives are ~~the~~ much richer for them. But ~~the~~ teachers and other academics are claiming that we are now starting to feel the first significant wave of their effects on a generation of ~~the~~ users. It seems nobody under the age of 20 can spell or add up any more. Even several professors at leading universities have commented on the detrimental effect the digital revolution has had on the most intelligent young minds in the country. At the root of one part of the problem, evidently, lies the automatic spell check now widely available on ~~the~~ word processing software. Professor John Silver of ~~the~~ Sydney University, Australia, said: 'Why should we bother to learn how to spell correctly, or for that matter to learn even the most basic of ~~the~~ mathematical sums, when at the press of a button we have our problem answered for us? The implications are enormous. Will the adults of the future look to the computer to make ~~the~~ decisions for them, to tell them who to marry or what kind of ~~the~~ house to buy? Are we heading for a future individual incapable of ~~the~~ independent human thought?'

Ex. 5.

1. whatever; 2. whenever; 3. wherever; 4. whoever; 5. However;
6. whichever; 7. whatever; 8. wherever.

Ex. 6.

1) whenever 2) whoever 3) whatever 4) whichever 5) whatever 6) wherever 7) whoever 8) whenever 9) whatever 10) wherever

Ex. 7.

1) a; 2) b; 3) a; 4) b; 5) b; 6) a; 7) a; 8) b

Ex. 8.

1) a; 2) b; 3) b; 4) a; 5) c; 6) a; 7) c; 8) b

Ex. 9.

1, e, 9, i, 7, d, 8, f, 10, g, 5, h, 2, c, 3, a, 4, b, 6, j

UNIT VII**RELATIVE CLAUSES. VERB PATTERNS.****DEFINING AND NON-DEFINING****DEFINING**

A defining clause specifies which person or thing we mean. It cannot be separated from the person or thing it describes.

*By 4.30, there was only one painting **which hadn't been sold.***

NON-DEFINING

A non-defining clause contains extra information. In writing it is separated by commas, and in speech, if used at all, is usually indicated by intonation.

*By 4.30, **which was almost closing time,** nearly all the paintings had been sold.*

which and that

These are alternatives in a defining clause, although *which* is felt to be more formal.

*By 4.30, there was only one painting **that** hadn't been sold.*

That is not normally used to introduce a non-defining clause.

*The train, **which** was already an hour late, broke down again.*

That cannot follow a preposition.

*It was a service **for which** I will be eternally grateful.*

That is often used instead of *who* in everyday speech in defining clauses.

*Do you know the girl **that** lives next door?*

who and whom

Whom is the object form of *who* and is used formally in object clauses.

*He was a person **whom** everyone regarded as trustworthy.*

However, this is now felt to be excessively formal by most speakers and **who** is commonly used instead.

Whom has to be used if it follows a preposition.

*To **whom** it may concern.*

*To **whom** am I speaking?*

However, in everyday use, it is usual to avoid this kind of construction.

Who am I speaking to?

whose

This means *of whom*. It is used in both defining and non-defining clauses.

*Several guests, **whose** cars were parked outside, were waiting at the door.*

*Several guests **whose** rooms had been broken into complained to the manager.*

when and where

Non-defining

Here they follow a named time or place.

*Come back at 3.30, **when** I won't be so busy.*

*I stopped in Maidstone, **where** my sister owns a shop.*

Defining

When follows words such as *time, day, moment*.

*There is hardly a moment **when** I don't think of you, Sophia.*

Where follows words such as *place, house, street*.

*This is the street **where** I live.*

Omitting the relative pronoun

This is common in defining object clauses especially in everyday conversation.

I've found the keys (which/that) I've been looking for.

That's the man (who/that) I was telling you about.

He was a person (who/that) everyone regarded as trustworthy.

Sentences ending in a preposition or phrasal verb

Another common feature of conversational English, as outlined in *who* and *whom* above, is to end a defining clause with a preposition.

*That's the house I used to live **in**.*

*I couldn't remember which station to get off **at**.*

*He's not someone who I really get on **with**.*

Verb patterns. See Unit II

UNIT VII. Keys

Ex.1. Having just spent three weeks of my life sitting on an uncomfortable saddle, pounding the roads of France, I am in no fit state that to do anything except sit and write, which suits me fine. For I have cycled some 1,500 kilometres, a figure which includes some extremely hilly routes, and frankly the thought of mounting a bicycle again which is not one that I can face for a good few days yet. The journey, which I undertook alone for most of the way, was all in the name of charity - Help the Aged, a cause which I support whenever that I can. Having organised my sponsorship, which I arrived in France armed only with a tiny map of the Tour de France route, which hastily removed from last month's 'Cycling World' magazine. My intention which was to try and follow the route that the professionals take, but after three days in which I pushed my body to extremes that it had never experienced before, that I rapidly abandoned this plan and returned to flatter ground. On the flat which I was able to keep to about 120 kilometres a day, which is respectable. I did have to rest my weary limbs at the weekends, though, which enabled me to recharge my batteries, by which I mean my bodily ones, not the ones that inside my bike lights. I am pleased to say, that after three tortuous weeks, which I ended up in Marseilles, but what pleased me all the more is that I managed to raise over £2,000 for Help the Age.

Ex.2.

- | | | |
|------------|----------|----------|
| 1. whom | 4. which | 7. when |
| 2. which | 5. which | 8. whose |
| 3. Whoever | 6. who | 9. who |

Ex.3

- | | |
|---------------------------------|-----------------------------------|
| 1. we suggested was | 6. the person who (had) committed |
| 2. who understands this book is | 7. one of her books that/one book |
| 3. is the last time I will | of hers that |
| 4. which made a | 8. when it last rained |
| 5. what he is | 9. the person who |

Ex.4

1. Slamming the door, Carol drove off in the car her father had given her as a present.
2. At the end of the street, which was crowded with shoppers, there was a building Tom had not noticed before.
3. The people who have just moved in next door have the same surname as the people who have just moved out.
4. Noticing the door was open, I decided to go in, which turned out to be a mistake.
5. Flora Benstead, the Popular Party candidate, who is expected to win the election, has announced that she will cut income tax by 10% if elected.
6. I listened to George patiently until he started insulting me, at which point I told him a few home truths he didn't like.
7. Pauline asked me a question to which I had no reply.
8. Shouting at the top of his voice, which was typical, he rushed out the room.

Ex. 5

1. who to address
2. which took us
3. Whoever he spoke
4. is one which
5. in which case I'll
6. person everyone looks
7. gang whose identity has

Ex.6

1. man I
2. remember which
3. party was
4. friends who
5. ball must

Ex. 7

- | | | | | |
|----------|----------------|-------------------|------------|---------------|
| 1. to do | 3. to wake me | 5. to find | 7. telling | 9. to pick up |
| 2. to be | 4. to tell you | 6. to take/taking | 8. buying | 10. to be |

Ex.8

- | | |
|------------------|--------------------------|
| 1. hope to | 5. would not keep |
| 2. will mean | 6. can/could you suggest |
| 3. you feel like | 7. could manage |
| 4. said to be | |

Ex.9

- | | |
|---------------|----------------|
| 1. to talk | 8. to have |
| 2. to have | 9. to exploit |
| 3. to combine | 10. to tell |
| 4. making | 11. to confess |
| 5. to appear | 12. to become |
| 6. travelling | 13. standing |
| 7. doing | 14. to learn |

UNIT VIII**REPORTED SPEECH**

- The most important rule is to use verb forms that are natural in the situation.

*'I'm happy to help you' she said.
She told me she is happy to help us.*

In the above example, the verb has not been put one stage back in the past.

- If the reporting verb is in a past verb form, modals change where there is a 'past' equivalent.

*Will - would can - could may - might
Could, would, and might do not change.*

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

Should changes to would if it is used as a first person form of would.

I should love to come. She said (that) she would love to come.

Otherwise *should* remains unchanged.

You should rest. They said (that) I should rest.

Must can be reported as either *had to* or remain as *must*.

- Reported speech with conditional sentences

After a past tense reporting verb, real situations include verb form changes.

If we leave now, we'll catch the train.

I told him that if we left then we'd catch the train.

In reported hypothetical situations, verb form changes are not made if the event has reference to a possible future.

If you came back tomorrow, I'd be able to help you.

She said that if I came back the next day, she'd be able to help me.

If the event is clearly hypothetical and impossible, time changes are made.

If I had a spanner, I could fix it.

He said that if he had had a spanner he could have fixed it.

Hypothetical past conditional sentences do not change.

- *Don't think*

Statements reported with verbs of thinking such as *think*, *expect*, *suppose* can transfer the negative from the statement to the verb.

I suppose she won't come. (This means I don't suppose she'll come.)

There are numerous reporting verbs, which report the words of others, or our own words and thoughts. Only a selection is given here. Other examples are included in the activities. Only the most useful categories are given here. It is advisable to use a dictionary to check on how reporting verbs are used.

Verbs followed by *that* + clause (with * can be followed by a person)

add	confirm	feel	predict	say
admit	consider	hope	promise*	state
agree	decide	imply	reassure *	suggest
announce	deny	insist	reckon	suppose
argue	doubt	mean	remark	tell*
believe	estimate	mention	repeat	think
claim	expect	object	reply	threaten
complain	explain	persuade	report	warn*

Verbs followed by **person + to**

advise forbid invite persuade remind warn tell ask
instruct order

Verbs followed by subjunctive or *should*

Most of these verbs can also be used in the other ways given.

As these verbs contain the sense that someone 'should do' something, *should* can follow them.

They suggested that she should apply again.

More formally, the subjunctive can be used instead of *should*. This is formed from the base of the verb (without third person V).

They suggested that she apply again.

Some other verbs of this type are:

advise (also: someone to do/against something)

agree (also: to do something, *that* + clause)

demand (also: to do something)

insist (also: on someone doing something)

prefer (also: someone to do something)

propose (also: doing something)

recommend (also: doing something)

request (also: someone to do something)

suggest (also: *that* + clause)

urge (also: someone to do something)

Verbs which can be followed by *that* + clause containing *would*

All these verbs report statements containing *will*. These verbs can also be followed by 'to do something'.

I'll leave at 8.00.

She decided to leave at 8.00.

She decided (that) she would leave at 8.00.

Others are: *expect, hope, promise, threaten.*

Functions

- Many verbs describe a function, rather than report words.

Look, if I were you I'd leave early.

She advised me to leave early.

Examples are:

admit *complain* *request* *suggest*
 advise *invite* *remind* *warn*
 agree *persuade* *threaten*

- Some verbs describe actions.

Hi, Dave, how are you?

He greeted me.

Examples are:

accept, congratulate, decide, greet, interrupt, introduce

Changes of viewpoint

Changes of time, place and person reference are assumed known at this level. In **viewpoint** reported speech, there is no longer a clear reference which can be understood by two people in the same place.

*I left the parcel on **this chair**.*

In reported speech one would have to specify which chair:

*He said he had left the parcel on **the chair by the window**.*

Or the reference may be replaced by a more general one:

*I love **this town**.*

*She said that she loved **the town**.*

CONTINUOUS

1. Present Continuous

Present continuous (progressive) generally refers to actions which are in progress at the moment. These can be temporary:

***I'm staying** in a hotel until I find a flat.*

They can be actually in progress:

*The dog **is sleeping** on our bed!*

Or they can be generally in progress but not actually happening at the moment:

***I'm learning** to drive.*

Present continuous describes fixed arrangements, especially social and travel arrangements. A time reference is usually included. Note the strong similarity to the *going to* future.

I am having a party next week and

I am going to have a party next week

are communicating the same message.

2. Future Continuous

This describes an event which will be happening at a future point.

*Come round in the morning. **I'll be painting** in the kitchen.*

It can also describe events which are going to happen anyway, rather than events which we choose to make happen.

*I won't bother to fix a time to see you, because **I'll be calling** into the office anyway several times next week.*

In some contexts future continuous also sounds more polite than *will*.

***Will you be going** to the shops later?*

If you go, could you get me some milk?

It can also be used to refer to fixed arrangements and plans.

*The band **will be performing** live in Paris this summer.*

3. Past Continuous

Past continuous (progressive) generally refers to:

Actions in progress (often interrupted by events)

*I **was drinking** my coffee at the time.*

*While I **was opening** the letter, the phone rang.*

Background description in narrative

*I entered the office and looked around. Most people **were working** at their desks, but Jane **was staring** out of the window and **pretending** to write something at the same time.*

Changing states

*The car **was getting** worse all the time. One of the headlights was gradually **falling off**, and the engine **was making** more and more funny noises.*

Repeated actions - criticism

With a frequency adverb, this use is similar to the use of present continuous to express annoyance.

*When Jane was at school, she was always **losing** things.*

Past continuous is not used to describe general habitual actions, without the sense of criticism mentioned above. Past simple is used for this meaning.

*When I lived in London, I **walked** through the park every day.*

Unfulfilled past events

These describe events intended to take place, but which did not happen.

I was going to phone you, but I forgot.

I was thinking of going to Italy this year, but I haven't decided.

I was about to do it, but I started doing something else.

Jack was to have taken part, but he fell ill.

The contrasting past event is often understood, but not stated.

How are you? I was going to phone you ... (but I didn't)

4. Past Perfect Continuous (progressive)

The same contrasts between past simple and past continuous can be made in past perfect verb forms for events further back in the past.

I had been living in a bed-sitter up to then.

While I had been talking on the phone, Jimmy had escaped.

The whole place was deserted, but it was obvious that someone had been living there. They'd been cooking in the kitchen for a start, and they hadn't bothered to clear up the mess.

5. Present Perfect Continuous

Present perfect continuous (progressive) can refer to a range of meanings, depending on the time expression used and the context.

A state which lasts up to the present moment

I've been waiting for you for three hours!

An incomplete activity

I've been cleaning the house but I still haven't finished.

To emphasise duration

I've been writing letters all morning.

A recently finished activity

I've been running. That's why I look hot.

A repeated activity

I've been taking French lessons this year

Contrasts with present perfect simple

There may be little contrast when some state verbs are used.

How long have you lived here?

How long have you been living here?

Some verbs (especially *sit, lie, wait* and *stay*) prefer the continuous form. There may be a contrast between completion and incompleteness, especially if the number of items completed is mentioned.

Completed: emphasis on achievement

I've ironed five shirts this morning.

Incomplete, or recently completed: emphasis on duration

I've been ironing my shirts this morning.

State verbs and event (action or dynamic) verbs

State verbs describe a continuing state, so do not usually have a continuous form. Typical examples are:

believe, belong, consist, contain, doubt, fit, have, know, like, love, matter, mean, need, own, prefer, seem, suppose, suspect, understand, want, wish

Some verbs have a stative meaning and a different active meaning. Typical examples are:

be, depend, feel, have, measure, see, taste, think, weigh

Compare these uses:

Event

*Jill's **being** noisy.*

*We're **having** an interesting conversation!*

*David's **thinking** about getting a new job.*

*I'm just **tasting** the soup.*

*I'm **feeling** terrible.*

*We're **weighing** the baby.*

*Bill, I'm **depending** on you to win this contract for us.*

Unit VII. Keys

Ex. 1

- | | |
|-----------------|------------------|
| 1. denied | 6. reminded us |
| 2. told me | 7. answered them |
| 3. persuaded me | 8. announced |
| 4. advised me | 9. accepted |
| 5. warned me | 10. confirmed |

Ex.2.

1. Bob denied taking Sue's calculator.
Bob denied having taken Sue's calculator.
2. Clare reminded Andy to buy some milk.
Clare said (that) Andy should not forget to buy some milk.
Clare reminded Andy that they needed/he needed to buy some milk.
3. David said he was sorry (that) he couldn't come on Saturday.
David said he was sorry (that) he had not been able to come on Saturday.
David apologised for not being able to come on Saturday.
4. I asked Brian why he didn't go back to Singapore.
I suggested that Brian should go back to Singapore.
I suggested going back to Singapore./I suggest that Brian go back to Singapore.
5. Jack said Tim should not take the A 20.
Jack warned Tim not to take the A 20.
Jack warned Tim against/about taking the A 20.

Ex.3.

- | | |
|---------------------------------|---|
| 1. forbade Dick from smoking | 6. on not staying |
| 2. advised me to | 7. threatened to call off the football match unless |
| 3. suggested that the committee | 8. promised (her mother) that she would |
| 4. that the police do | 9. congratulated Sue on her |
| 5. said I could | |

Ex. 4.

- | | | |
|------------|--------------|----------|
| 1. to | 4. was | 7. him |
| 2. accused | 5. suffering | 8. about |
| 3. time | 6. had | 9. that |

Ex. 5

- | | | | |
|----------------|-----------------|--------------|----------------------------|
| 1. know | 5. runs | 9. fancies | 13. deceiving |
| 2. spend | 6. is going out | 10. happen | 14. is seeing |
| 3. am thinking | 7. seem | 11. dislikes | 15. are currently going on |
| 4. Take | 8. knows | 12. stop | 16. are experiencing |

Ex. 6

- | | | |
|------|------|------|
| 1. B | 4. B | 7. A |
| 2. C | 5. A | 8. A |
| 3. A | 6. C | 9. B |

Ex. 7.

- | | |
|---------------------------------|--------------------------------------|
| 1. was cycling | 11. ended up |
| 2. had decided | 12. were riding/rode |
| 3. had been | 13. skidded |
| 4. knew | 14. fell off |
| 5. had managed | 15. realised |
| 6. were wondering | 16. had broken |
| 7. had made | 17. caught |
| 8. had planned | 18. were not expecting/didn't expect |
| 9. had forgotten | 19. had gone |
| 10. had rained/had been raining | 20. spent |

Ex.8.

- | | |
|-------------------------------------|------------------------------------|
| 1. moved | 9. offered |
| 2. have been wondering | 10. jumped |
| 3. made | 11. have just heard |
| 4. have seen | 12. have stopped |
| 5. has made | 13. have chosen/have been choosing |
| 6. grew up | 14. have already solved |
| 7. (have) spent | 15. have secretly been hoping |
| 8. always wanted/have always wanted | |

UNIT IX**DEPENDENT PREPOSITIONS. UNREAL PAST.****UNREAL PAST.****WISH****PRESENT/FUTURE TIME**

Notice the past verb forms after *wish*.

These are wishes where you want to change a present/future state.

I wish I had a motorbike. (I don't have one now.)

*I wish you **weren't** leaving. (You are leaving.)*

I wish I was going on holiday with you next week. (I am not going.)

WOULD

Would is used when the speaker wants somebody or something else to change.

*I wish he **would** change his mind and marry Jane.*

*I wish it **would** stop raining.*

The use with *would* is often used to describe an annoying habit.

*I wish you **wouldn't** make such a mess.*

PAST TIME

As with present wishes, the verb form after *wish* is one stage further back in the past. These are wishes referring to a past event, which cannot be changed.

*I wish I **hadn't** eaten so much.*

This use of *wish* is common after *if only* to express regrets.

If only

This adds emphasis to hypothetical situations. With past events it adds a sense of regret. The second part of the sentence is often left out.

***If only** I had enough time!*

***If only** I hadn't drunk too much, this wouldn't have happened!*

it's time/it's high time/it's about time

We use *it's time*, etc. + past forms to say something should be happening now, but it isn't. It is often used for criticising someone/something.

***It's high time** you **stopped** acting like a child.*

would rather/would sooner

We use *would rather/would sooner* + Past Simple to describe preferences:

*I **'d sooner** she **gave** me the cash.*

If the person who expresses the preference and the subject are the same, we use *would rather/would sooner* + infinitive without *to*:

***I'd rather** dance the tango than the foxtrot.*

We often use *would rather/would sooner* to refuse permission:

***I'd rather** you **didn't** smoke in my flat.*

what if/suppose/supposing

We use *what if/suppose* + past forms to ask about an imaginary situation in the present or future:

Suppose you asked the bank for a loan?

We use *what if/suppose* + Past Perfect to ask about an imaginary situation in the past:

What if we had arrived earlier?

We use *what if/suppose* + Present Simple to ask about a situation that we think is probable:

What if your plan doesn't work?

Unit IX. Keys

Ex.1

1 in; 2 to; 3 as; 4 of; 5 to; 6 of; 7 with; 8 at; 9 in (with); 10 in; 11 in; 12 of; 13 in; 14 by; 15 at; 16 of; 17 with; 18 on; 19 of; 20 of; 21 of; 22 of; 23 for; 24 in; 25 with; 26 in; 27 at; 28 for; 29 in; 30 of; 31 to; 32 in; 33 without; 34 for; 35 at.

Ex.2 a), b)

verb + preposition: excel in, conceive of, known as, begin with

verb + object + preposition: lend support to, take pleasure in

noun + preposition: contributions to, recognition for, rate of, kind of, characteristics of, failure of

adjective + preposition: disillusioned with, obsessed with, disappointed in

prepositional phrases: in particular, in the end, in Babbage's time, on completion, in his declining years, at home

Ex.3

1. take/show more interest in
your school work
2. speak more languages
3. afford to buy a car
4. get/buy (some) more chess books
5. put some soap in the
bathroom
6. be a bit more romantic

Ex.4

- | | |
|-----------------------|----------------------------|
| 1. started | 6. had gone/had not gone |
| 2. had spent | 7. sat/did not sit |
| 3. owned/owns | 8. (should) be |
| 4. did/would not keep | 9. was/were going/could go |
| 5. left | |

Ex.5.

1. did not turn/switch on
2. I paid/gave you (back)
3. you do not/won't
4. had gone/could go
5. essential/imperative that
6. started
7. made/got/prepared/cooked
8. was/went
9. not to

Ex.6.

2. had
3. enjoy
4. didn't
5. use/pitch
6. were not
7. cannot
8. could
9. come/came
10. may

UNIT X**MODALS OF DEDUCTION (PRESENT AND PAST).**

We use modal verbs in a situation where we need some level of deduction which means we say how sure we are about something.

MUST

We use '*must*' when we feel sure that something is true because we have some information about the situation, we have strong evidence.

*She **must** live close to work to where she works because she walks to work.* (The speaker doesn't know where but is sure it is not far away).

*You've been working in the garden all day. You **must** be tired.*

*Being a sky diving instructor **must** be very exciting.*

MIGHT, MAY, COULD

We use "*might*", "*may*" and "*could*" when we are not sure about something.

*I don't like the sound of the engine. It **could** be a mechanical problem.*

*We **might** need to work through the night if we want to get this ready on time.*

*He **may** not like that shirt. I don't think it's his style.*

CAN'T

We use 'can't' to show that we think something is not true.

It can't be a mechanical problem. I've just taken the car to a mechanic.

They can't be very happy about working during the night.

We can use modal verbs to talk about how sure or unsure we are about something in the past just as we use modals in the present with a slight change in the form.

*He **must be** really happy about his promotion. (present deduction)*

*He **must have been** very happy when he was told about his promotion (past deduction)*

When we use a modal to talk about a situation where we are not expressing a fact but we are using deduction the form is **modal+have+past participle**

MUST HAVE+PAST PARTICIPLE

We use 'must have + past participle' when we are quite sure about something.

You must have been very pleased when you received the results of your exams.

He must have left his phone at home again. He's not answering.

MIGHT HAVE/MAY HAVE/COULD HAVE+PAST PARTICIPLE

We use 'might have/may have/could have + past participle' when we are not sure about something but think it was possible.

He was supposed to be here an hour ago but he could have been stuck in a traffic jam.

He may have said he was coming but I can't really remember. I wasn't listening.

I might have been here when I was a child but I can't really remember.

CAN'T HAVE + PAST PARTICIPLE

We use 'can't have + past participle' for things that we are sure did not happen in the past.

I can't have left my phone at work. You phoned me when I was walking to my car. That's it. It must be in the car.

You can't have seen him this morning. He was with me all the time.

She can't have liked the show. She hates musicals.

WILL BE/WILL HAVE (+ PAST PARTICIPLE)

We use *will be/will have (+ past participle)* when we are fairly certain that something is true or has happened:

That will be Susan. She 'll have left work early.

Unit X. Keys**Ex. 1.**

- | | | |
|----------|----------|----------|
| 1. can't | 3. must | 5. might |
| 2. could | 4. can't | 6. must |

Ex. 2.

- | | | |
|-----------------|---------------|---------------|
| 1. mustn't have | 3. must have | 5. must have |
| 2. can't have | 4. could have | 6. could have |

Ex.3.

- | | |
|---------------------------|---|
| 1. must have missed | 9. could/might have been |
| 2. must be | 10. might/could have been running |
| 3. can't have moved | 11. could/might be |
| 4. might be visiting | 12. can't have rained/can't have been raining |
| 5. might/could be | 13. might join |
| 6. can't still be playing | 14. must have been |
| 7. must be missing | 15. can't be |
| 8. might come | 16. might have eatenmight/could have |

Ex. 4.

1. 1. must have been 2. must have forgotten 3. Can't have forgotten /won't have forgotten 4. 'll have been/must have been 5. 'll have/must have 6. 'll be driving/must be driving 7. 'll be/must be

2. 1. must be/must have been 2. can't have got 3. must have been spending 4. 'll be/must be 5. 'll get/should get

Ex.5.

2. have thought/think 3. not have forgotten 4. give 5. have planned/be planning

Ex.6.

1. 1. Would you like to hear a story? I met a stunning girl on a train in Italy last summer. 2.6. I saw her struggle with her rucksack, so I asked her if she would like some help.

3. 4. We ended up chatting. I asked her if she'd give me her e-mail address.

4. 8. She agreed and I took a photo of her so I wouldn't forget her.

5. 3. When I returned home, we e-mailed every day for a while. I hoped I would see her again.

6. 5. A year later, a new neighbour moved in. Would you believe it? It was the same girl from the train in Italy.

7.2. Just as I had plucked up the courage to talk to her, a tall man came over. Judging by the ring on her finger, I'd say it was her fiancé.

8. 7. I wish I had asked her to meet up a year ago. Maybe then she'd be moving into my house.

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