

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
O. M. BEKETOV NATIONAL UNIVERSITY
of URBAN ECONOMY in KHARKIV

Methodological guidelines
for practical classes
on the subject

ENGLISH

(FOR SPECIFIC PURPOSES)

(for 1-year full-time Bachelor degree students
majoring in 122 – Computer Science,
151 – Automatisation and Computer Intergrated Technologies)

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Compiler V. Yu. Buhaieva

Reviewer O. L. Ilyenko, Ph. D. in Philology

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UNIT 1

Present simple (I do) and present continuous (I am doing)

Form

Present simple

I / you / we / they **work**. He / she / it **works**.

I / you / we / they **do not work**. He / she / it **does not work**.

Do I / you / we / they work? Does he / she / it work?

Present continuous

I **am working**. You / we / they **are working**. He / she / it **is working**.

I **am not working**. You / we / they **are not working**. He / she / it **is not working**.

Am I working? Are you / we / they working? Is he / she / it working?

Uses

We use the present simple to describe things that are always true:

*High taxation **discourages** investment.*

*A good brand **guarantees** a certain level of quality to customers.*

We use the present continuous to talk about the present moment:

*I'm afraid Mr Thomson **can't see** you right now. He's **interviewing** someone.*

*'What **are you doing?**' 'I'm **trying** to find a file.'*

We use the present simple to talk about habits or things that happen on a regular basis:

*Sebastian **leaves** work at 6.30 most days.*

*They **have** lunch at two o'clock.*

We use the present simple to talk about permanent situations:

*I **live** in Ukraine.*

We use the present continuous to suggest that an action is temporary:

*He's **working** in Turkey on a fixed-term contract.*

We use the present continuous for an action around the time of speaking, which has begun but is not finished:

*The car **isn't starting** again.*

*'Who **are you phoning?**' 'I **am trying** to get through to Joan.'*

*They're **staying** at the Hilton Hotel until the end of the week.*

We often prefer to use the present simple rather than the present continuous with verbs describing states:

mental states: believe, doubt, forget, imagine, know, realise, recognise, regret, remember, suppose, think, understand

likes and dislikes: admire, dislike, hate, like, love, want, wish

possession: belong to, contain, have, include, own, possess

appearance: appear, look like, resemble, seem

being: be, consist of, depend, exist

perception: hear, see, smell, taste

We use the present continuous when speaking about changes, developments, and trends:

*The number of people using the Internet **is growing**.*

*Consumers in the industrialised world **are becoming** increasingly concerned with healthy living.*

We use the present continuous to refer to future time when talking about arrangements and fixed plans made before the time of speaking. We often use a time expression unless we are sure that the other person knows we are talking about the future:

*I'm **seeing** Mr Portman next weekend.*

*She's got a new job so she's **leaving** the firm in October.*

We use the present continuous talking about repeated actions:

*We **are constantly monitoring** our products for quality.*

Often we use the present continuous when we want to show that we are unhappy about it, including our own behavior. We use the present continuous with words like always, constantly, continually, or forever:

*His wife **is always telling** him not to work so hard.*

*He **is constantly interrupting** everybody.*

We use the present simple when asking for and giving directions and instructions:

*'How **do I get** to your office?'*

*'You **turn** left after the station, **cross** the bridge and it's the second building on your right.'*

We use the present simple talking about timetables and scheduled events:

*The convention **opens** on 25 January.*

*The legislation **comes** into force on 1 January.*

We use the present simple in newspaper headlines. The use of the present simple creates a sense of dramatic impact:

MARKETS TUMBLE AS INVESTORS TAKE PROFITS

Practice

1. Present simple or present continuous?

Which of these ideas do you associate with the present simple (PS) and which with the present continuous (PP)?

- 1) regular activities
- 2) permanent and factual situations
- 3) temporary situations

- 4) a present arrangement for the future
- 5) fixed timetables
- 6) mental states
- 7) giving instructions
- 8) trends and changing situations
- 9) an event in progress
- 10) possessions

2. Study these sentences and decide which example corresponds to each 1-10 above.

- a) I'm replacing Bill because he's sick.
- b) The scheduled flight leaves next Monday at 8.15 from JFK.
- c) The technician is mending the photocopier so you can't use it right now.
- d) I'm seeing Bill Sykes tomorrow afternoon. I've got it in my diary.
- e) The conference room measures 164 square metres.
- f) This paper contains all the necessary information.
- g) I understand they have gone bankrupt.
- h) Enter PIN number, select menu, choose language, press OK.
- i) With the Internet the world is getting smaller.
- j) We have a planning meeting once a month.

3. Fill in the gaps with the correct form of the verbs in the box.

| | | | | | | |
|-------|-------|------|-------|------|-------|-----|
| check | think | turn | cross | take | loose | get |
| rent | think | buy | smoke | see | play | get |

1. He (1) of giving up his job.
2. He (2) a flat until he (3) his own one.
3. I never (4) at work.
4. 'How do I (5) to your office?' You (6) left after the station, (7) the bridge and it's the second building on your right.'
5. He (8) golf every Sunday morning.
6. When she (9) to the office she always (10) her e-mail first.
7. She always (11) keys.
8. I often (12) files home at the weekend.
9. I (13) the manager tomorrow afternoon.
10. He never (14) about other people.

4. In five of these sentences there is a verb in the wrong tense. Underline each mistake and write the correction.

1. It is 5 o'clock now and Margaret is making her report at this seminar.
2. The world changes. Things never stay the same.
3. 'What are you doing?' I am a personnel assistant.
4. He usually goes on business twice a month.
5. Their team still works over the qualitative indicators.
6. The economic situation is already very bad and it is getting worse.
7. You forever moan about your work.

8. Our monitor often proposes to discuss interesting economic problems.
9. She has an important project to finish by next week, so she works in the evening at present.
10. Middle managers run departments of the firm.

5. Put each verb in the brackets into present simple or present continuous.

I work in a large office with about thirty other people, most of whom I (know) quite well. We (spend) most of the day together, so we have all become friends. In fact most of my colleagues are so interesting, that I (think) of writing a book about them!(take) Helen Watson, for example. Helen (run) the accounts department. At the moment she (go out) with Keith Ballantine, one of the sales representatives, and they (seem) very happy together. But everyone (except Helen apparently) (know) that Keith always (make eyes) at Susan Porter. But I (happen) to know that Susan (dislike) Keith. 'I can't stand people who (apologise) all the time!' she told me. 'And besides, I know, he (deceive) poor Helen.' 'He (see) Betty Wills from the overseas department.' And plenty of other interesting things (go on). For instance every week money (disappear) from the petty cash box. When you (realise) that someone in your office is a thief, it (upset) you at first. But I (also try) to catch whoever before the police are called in. I am not going to tell you who I (suspect). Well, not yet any way!

6. Fill in the gaps with the correct form of the verb in brackets. Sometimes you need the negative.

1. 'Politicians are the same all over. They..... (promise) to build a bridge even where there's no river.'(Khrushchev)
2. Her husband..... (work) as a personnel manager. He is an accountant.
3. Now the students of our group (do) grammar exercises.
4. Competition..... (bring out) the best in products and the worst in people.
5. Banks..... (lend) more money these days to encourage businesses to expand.
- 6.'Money..... (talk)' they..... (say); all it ever said to me was "Goodbye".'(Cary Grant)
7. He (speak) on the phone. He..... (look through) the agreements.
8. 'In a hierarchy every employee..... (tend) to rise to his level of incompetence.' (L. J. Peter)
9. I (think) you are wrong.
10. I (hear) what you are saying to me, but I don't agree.
11. I (start) to realize how difficult it is to be a good supervisor.
12. She (meet) with the investors next week.
13. The bus (leave) at 8.35 tomorrow morning.
14. The head of our department..... (see) a new marketing manager tomorrow morning.

15. He always..... (complain) about his salary, although he (earn) enough.
16. BANK REGULATOR..... (block) MERGER.
17. You continually..... (change) your mind.
18. She always..... (be) late for work.
19. Susan (want) to be an executive of a company.
20. He is upset, because his business..... (get) better.

They're doing what they do

One student chooses someone who they know such as a member of their family and describes something that they are (probably) doing right at that moment, such as “My father is working”. Their partner then attempts to make a true sentence about the same person and topic but with the Present Simple tense, guessing that person’s routines with sentences like “Your father works very hard every day”. The game can be played with just one Present Simple guess for each Present Continuous description, or continuing with Present Simple guesses until they say something that isn’t true.

Famous places Present Simple and Continuous guessing game

Give students a list of famous places like Big Ben in London and Plaza Mayor in Madrid. One student chooses one of them without telling anyone else which one they are thinking of and describes what they can imagine happening at one moment in time (not necessarily matching the real time of day) and other things that happen there until their partner guesses which thing is being described. The places can be individual sites (“It’s striking twelve. Its tune is used all over the world” for Big Ben) or cities (“He’s pushing that big stick into the bottom of the canal to move. Tens of thousands of people use these boats every day” for Venice). After successfully guessing, students can discuss whether those things are probably true or not.

Present Simple and Continuous Make Me Say Yes

Students take turns asking Present Simple and Present Continuous questions to which they think the answer will be “Yes, I am” or “Yes, I do” to each other, with one point for each “Yes” answer to questions like “Are you sitting down?” and “Do you like cheese?” You can also expand the game to allow “Yes, (s)he is” and “Yes, (s)he does” questions about their friends and family. To expand the amount of language they use and avoid constant “Do you like...?” questions, you could give them a pack of cards or a worksheet with verbs that they must use, discarding cards from their hand or ticking off verbs on the worksheet as they get “Yes” answers.

Unchanging World

The verbs in these fascinating facts are mixed up. Can you sort them out?

1



A koala bear **closes** for up to 22 hours each day.

2



In the summer in the Arctic Circle, the sun never **travels**.

3



An astronaut footprint on the surface of the moon **sleeps** for millions of years.

4



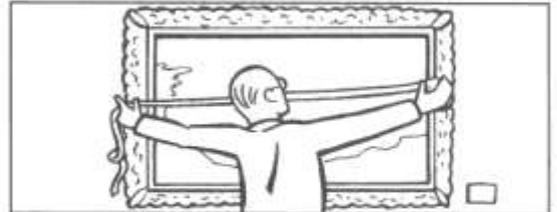
The largest flower in the world is called a Rafflesia - it **lasts** up to 7 kilos and **loses** up to 1 metre across.

5



If a lizard **drinks** its tail, it grows another one.

6



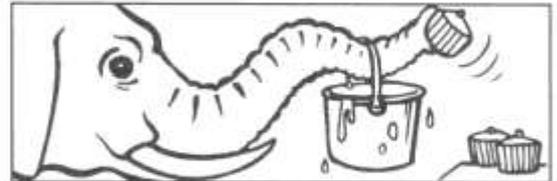
In art galleries around the world, each visitor **measures** an average of 3 seconds in front of each painting.

7



In baseball, when a pitcher **beats** a good ball, it **weighs** at about 160 kilometres an hour.

8



An adult elephant **spends** about 225 litres of water every day.

9



A snake never **throws** its eyes at any time.

10



A human heart **sets** about 70 times a minute.

Read the facts again...

- ✓ Put a tick next to the facts that you knew already.
- ★ Put a star next to the most interesting fact.
- ✗ Put a cross next to the least interesting fact.

You're Late!

It's Helen's birthday. She has invited a group of friends to go to the theatre to see a show. Her boyfriend, Rob, is late. Helen calls him on her mobile phone. Choose a verb from this box for each space in the conversation and put it in the present continuous. Use the pictures to help you

Each time you take a verb, write the letter next to it here to find the name of the show:

- | | |
|------------|---|
| fall into | n |
| run out of | g |
| push | n |
| leave | h |
| sit | e |
| get on | k |
| run | o |
| go into | i |
| drive down | i |
| wait | t |
| get out | l |

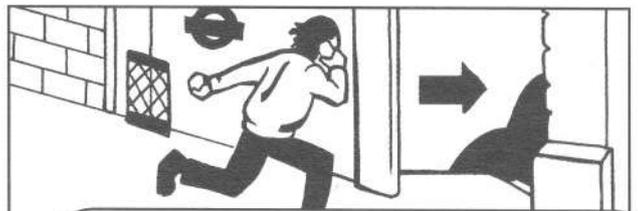


18.25 Where are you, Rob? Hurry up. We're all _____ at the theatre. The show starts in 35 minutes.

Sorry, Helen. I _____ the football club now. The football match finished very late but don't worry, my dad's promised to give me a lift.



18.30 Hi! I _____ in my dad's car - but there's a traffic jam.



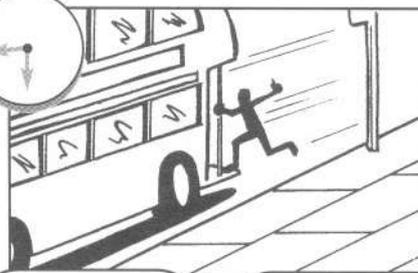
Okay, I _____ of the car - I _____ the underground. I'll call when I get there.



18.40 I'm out of the underground - there's a train broken down in the tunnel. I _____ to the bus stop round the corner.



AAAAAAAHH! _____ a hole in the pavement.



18.42 I've climbed out of the hole. Oh! There's a bus. I _____



18.45 We _____ Charing Cross Road. Oh no! there's a demonstration. We can't get through.

18.51 Okay, I'm off the bus. How long have I got?
Nine minutes

18.53 I _____ through the crowds. Now I'm on the bridge. I _____ breath.



18.59 Here I am at the theatre. Where are you?

Right behind you. You made it. Well done!

19.00 The tickets ... ah ... I thought you had the tickets ...

UNIT 2

Past Simple (I did) and past continuous (I was doing)

Form

Past simple

I / you / he / she / it / we / they **worked**.

I / you / he / she / it / we / they **did not work**.

Did I / you / he / she / it / we / they work?

I / he / she / it **was** late. You / we / they **were** late.

I / he / she / it **was not** late. You / we / they **were not** late.

Was I / he / she / it late? Were you / we / they late?

Past Continuous

I **was working**. You / we / they **were working**. He / she / it **was working**.

I **was not working**. You / we / they **were not working**. He / she / it **was not working**.

Was I working? Were you / we / they working? Was he / she / it working?

Uses

We use the past simple talking about completed actions that happened in the past:

'Did you read the contract?' 'Yes, and I sent it back to the legal department.'

We use the past simple for a sequence of actions or events:

*He **threw** the file on the table and **ran** to see who the parcel was for.*

We use the past simple when referring to a definite moment or period in the past:

*I **spoke** to them an hour ago.*

***Did** you **discuss** the problem at last week's meeting?*

We use the past simple to talk about permanent or long-term situations in the past:

*I really **enjoyed** studying at university.*

We use the past simple when we are talking about repeated actions:

*They **went** to Greece three times last year.*

The past continuous is used to denote an action which was going on at a definite moment in the past:

*He **was still working** at midnight.*

When we talk about an activity beginning before a past action and continuing until or after it, we use the past continuous tense:

*When I returned she **was calculating** overheads.*

The past continuous is used for two things happening at the same time:

*While Jane **was recording** the new data we **were calculating** our receipts.*

We use the past continuous emphasising the duration or continuity of a past event:
*He **was working** on the report all day long.*

To talk about a temporary situation that existed at or around a particular time in the past, we use the past continuous:
*At the time of the seminar, everybody **was staying** in the conference hall.*

We don't normally use the past continuous with certain verbs describing states:
*I **didn't recognize** him when I met him.*

Practice

1. Complete the extract choosing from these verbs. There are more verbs than necessary.

| |
|---|
| delay choose improve give make stabilise hinder |
|---|

Last year the international situation in the hydrocarbons industry.....
(1) to some extent. However, the volatile foreign exchange rates..... (2)
currency management more difficult and relatively weak demand.....(3)
expansion projects. We therefore..... (4) to focus our efforts on specific
opportunities where our know-how..... (5) us a technical advantage over
particularly aggressive competition. As a result we propose doubling our dividend.

2. Use the words in the box to give explanations for the following events. The first has been done for you.

| | |
|---------------|----------|
| funds | plummet |
| the president | suffer |
| the fire bell | run out |
| my work | complain |
| their value | ring |
| customers | speak |

1. We scrapped the project because *funds were running out*.
2. They evacuated the building because.....
3. He sold his shares quickly because.....
4. He didn't wish to interrupt because.....
5. I cut down on drinking because.....,
6. We were forced to withdraw the model because.....

3. Choose the most suitable words underlined.

1. When you passed the town hall clock, did you notice/were you noticing what time it was?
2. Everyone at the hotel restaurant was having a good time, although not many people danced/were dancing.
3. It took a while for me to notice, but then I did. Everyone stared/was staring at me.
4. I was trying/ tried to get in touch with you all day yesterday. Where were you?

5. While I was opening/opened the letter the phone rang.
6. I entered the office and looked around. Most people worked/were working at their desks.
7. When I lived in London, I worked/was working for a big company.
8. All week through our company looked/ was looking for this type of computers to purchase.
9. The day before yesterday at 3 o'clock some Mr. Peterson from tax bodies was calling/called our senior manager.
10. Thomas worked/was working in a travel agency two years ago.

4. In five of these sentences there is a verb in the wrong tense. Underline each mistake and write the correction.

1. We had an exam on Tuesday.
2. I offered to call him up but they told me that the telephone didn't work.
3. 'What were you doing in New York?' 'I tried to find someone to buy my hotel.'
4. He glanced my way to see if I listened.
5. She looked across the street to see if they waited.
6. We talked about safety procedures when the fire alarm went off.
7. Anna's feeling depressed because she hoped for a pay rise last week, but she didn't get one.
8. He realized that he didn't want to work for that company.
9. I looked at Michael. He read an e-mail.
10. I was just leaving the office when he arrived.

What were you doing?

In this entertaining chain game, students use the word 'while' and the past continuous to make sentences about what they and other students were doing at certain times in the past. The students sit in a circle. The teacher chooses a time in the past and tells the students to think about what they were doing at that time, e.g. 8 o'clock last night. One student begins by telling the class what they were doing at that time by making a past continuous sentence, e.g. 'I was watching a movie at 8 o'clock last night'. The next student then repeats the previous student's sentence using 'while' and adds what he or she was doing, e.g. 'While Tom was watching a movie, I was playing a game on my phone'. Then, each student in turn repeats the previous students' sentences with 'while' and adds their own sentence, e.g. 'While Tom was watching a movie and Derek was playing a game on his phone, I was waiting for a bus'. If a student can't remember another student's sentence or makes a grammar mistake, they are out of that round. The round finishes when the turn comes back around to the first student. Students score one point if they manage to stay in the game. Several rounds are played using different times in the past. The student with the most points at the end of the game wins.

Scary Stories

1 Put the verbs in the spaces.

2 Draw lines with three different colours to make three stories.

lived landed

Aliens _____ on the earth.

A family _____ on a windy hill.

heard broke went sat

A group of ten adults and four children

_____ to the island of Tunamo in the Pacific Ocean.

A boy with a hamburger _____ their voices.

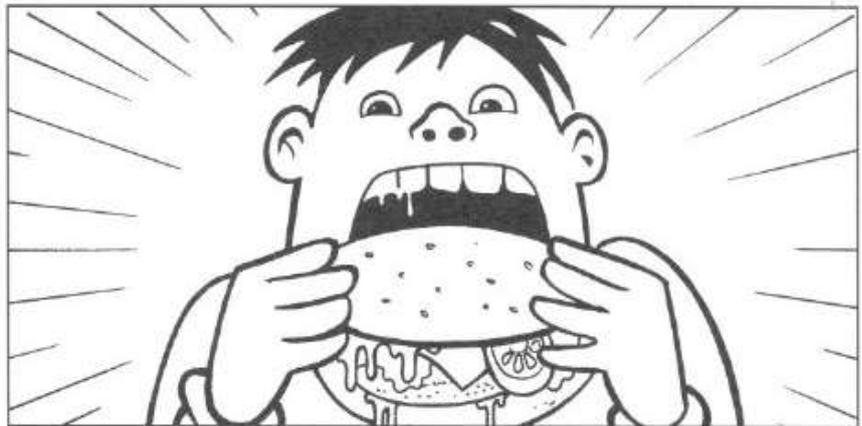
One night a bird _____ outside the window and _____ the glass.

lived started shouted were

The next night there _____ hundreds of birds.

Nobody _____ there and they _____ a new society.

'Where are you?' he _____



couldn't Help lived

'We are here. We are friendly. _____ us,' they answered.

Only giant spiders _____ on the island.

The family _____ get out.

were ate caught

He _____ his hamburger.

The birds _____ everywhere.

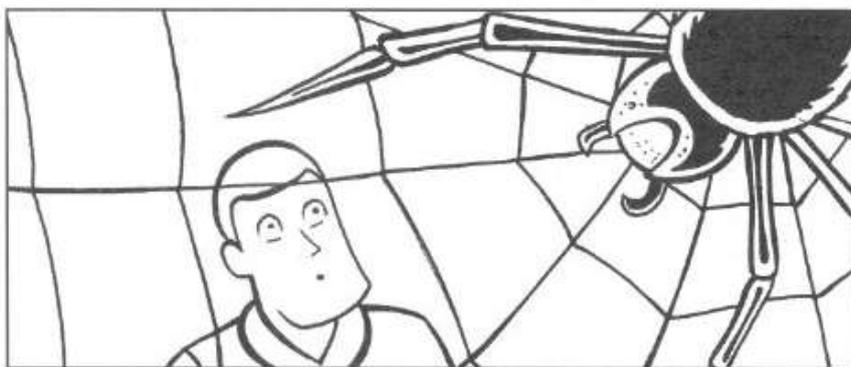
The spiders _____ eight adults and four children in their web.

escaped was killed

The others _____.

They _____ the family.

There _____ a loud crunch in his mouth.



Now answer these questions.

1. Who killed the aliens? _____
2. Who did the spiders kill? _____
3. How many people escaped from Tunamo? _____
4. Who killed the family on the windy hill? _____

Pompeii



Read the text. Then, answer the questions.

Today is August 24, AD 79. We are in Pompeii, a small town in southern Italy, during the time of the Roman Empire. The town lies just below Mount Vesuvius, an ancient volcano. Farmers grow food on the slopes of the mountain.

People are busy in the town. Let's walk down the main street. First we pass a taverna. A young man is drinking a glass of wine at the bar. Next we smell fresh bread from the bakery. Two women are buying loaves and honey cakes. In the road a crowd of children are playing a game with stones. Maximus Minimus walks past – he lives behind the bakery. He invites us in. We follow him into his open air courtyard. His wife, Agrippina, is here, writing a letter. The workmen are painting pictures of the countryside on the walls. A dog is sleeping in the corner.

Suddenly there is an explosion. The sky goes dark. The ground shakes violently. There is lightning. Everybody thinks it is an earthquake, but they are wrong. It is the volcano. After 800 years, Mount Vesuvius has woken up. Fire and lava burst out of the top. Black clouds of hot ash fill the sky and the wind takes them over Pompeii. Maximus grabs Agrippina's hand and they run out of the house. The dog hides under a table. The children cry for their parents. Men, women, children and animals run through the streets. Most of them escape but two thousand die.

When it is over, the sky stays dark. Piles of ash cover everything. It looks like snow.

- 1 What was the young man doing when the volcano erupted?

- 2 What were the two women doing?

- 3 What were the children doing?

- 4 What was Agrippina doing?

- 5 What were the workmen doing?

- 6 What was the dog doing?

- 7 What did Maximus do when the volcano erupted?

- 8 What did the dog do?

- 9 What did the children do?

- 10 What happened to the people of Pompeii?

UNIT 3

The past simple (I did) and the present perfect (I have done)

Form

Present perfect

I / you / we / they **have worked**. He / she / it **has worked**.

I / you / we / they **have not worked**. He / she / it **has not worked**.

Have I / you / we / they **worked**? **Has** he / she / it **worked**?

For past simple forms, see Unit 2.

Uses

We use the present perfect with *since* or *for*, about a period of time which is still continuing:

I've worked for this company since January. (= and I still work for this company now).

I've worked there for two months. (and I still work there)

The past simple is used with *for*, about a period of time which is finished:

I worked there for two months. (= but I don't work there now)

The present perfect is used with questions asking *how long*:

How long have you worked there? (= I know you still work there)

The past simple is used with questions asking when:

When **did** you **find** your job? (=you did it in the past)

When we talk about unfinished actions and events, often with *still* or *yet*, we use the present perfect:

I still haven't finished my work.

I haven't finished my work yet.

We use the past simple for completed actions and events in the past, often with *ago*:

I finished my work four hours ago.

The present perfect is used for events repeated over a period of time until the present (they may continue):

You have visited the library every day. (= until now, and you will probably continue to go there every day)

We use the past simple for events repeated over a period of time in the past (they are now finished):

You went to the library every day. (= but you don't any more)

The present perfect is used for events which happened in the past at a time which is unknown and/ or irrelevant:

I've started my investigation paper. (= we don't know when)

I've lost the agreement. (=it is not important when or where)

We use the present perfect for events that happened in the recent past (often with just):

*Flight 206 **has launched**.* (= in the last few minutes)

The past simple is used for events that happened at a particular time in the past:

*Flight 206 **launched** two hours ago.*

When the time stated is not finished, we use the present perfect:

*I **have spent** this morning writing a report.* (= it's still morning)

When the time stated is finished, we use the past simple:

*I **spent** this morning writing a report.* (= it's now afternoon so 'this morning' is in the past)

When we talk about a period of time up to the present, we use the present perfect:

*I've **been** to Los Angeles but not to New York.* (= in my life so far – I may go to New York in the future)

When we talk about past events which are not connected to the present, we use the past simple:

*I **went** to Los Angeles but not to New York.* (= on a particular trip which is in the past)

We use the present perfect, when we talk about how many times something has happened:

***This is the first time** anyone **has complained**.*

The present perfect is used with adverbs like *already, before, ever and never*:

*Nobody **has ever complained** before.* (= until now)

*I **have met** him somewhere before.*

We use the present perfect after a superlative:

*It's the best cup of coffee I've **had** here.*

Practice

1. Fill in the gaps with the present perfect or the past simple of the verbs in brackets.

1. This is only the second time I (ever attend) such a conference.
2. We (send) him three emails last week but he (not reply) to any of them yet.
3. We (buy) this fax two years ago and we use it everyday since then.
4. The bus (just arrive), so hurry and you might catch it.
5. On Monday morning we (meet) outside the office as usual.
6. When (you buy) a laptop? I (not notice) it before.
7. When (you arrive) in Germany?
8. How long (you be) on business?
9. With this promotion, I feel that I (reach) a turning point in my career.
10. Quite earlier in the negotiations, they (agree) to lower the prices.
11. Throughout the summer of 1980 Hadson (continue) to divide his time between London and Washington.
12. Unemployment (rise) every year until 1985 and then started to fall.

13. It's the best proposal we (receive).
14. Since Mr Harrison became president, both taxes and unemployment (increase).
15. I often (wish) I could run some department.
16. Stevenson (make) 10 films and I think his latest is the best.
17. Until she retired last month, she (work) in the customer complaints department.
18. I (know) him most of my working life.
19. You (not explain) clearly what you want me to do.
20. You (ever talk) to Michael when you worked in the same company?

2. Complete these announcements, read out today during a radio programme called Business in Action. Complete each one, using these verbs in either the past simple or the present perfect.

agree buy give issue slump

In a gigantic deal, BRITISH AMERICAN TOBACCO, the world's second-largest international cigarette maker (1) to take over ROTHMANS (the fourth-largest) for \$8.7 billion.

Shares in MARKS AND SPENCER, Britain's biggest retailer (2) by more than 10% in the last 24 hours after the firm..... (3) a profits warning.

Europe's postal market is becoming increasingly competitive. Only weeks after the British government..... (4) the state-controlled POST OFFICE greater commercial freedom, it..... (5) Germany's third-largest private carrier. GERMAN PARCEL has a big distribution network and a large stake in GENERAL PARCEL, which operates Europe-wide.

3. Look at Christopher Harvey's CV and ask and answer questions using the present perfect or past simple when appropriate.

EDUCATION 1997-1999

1993-1996

EMPLOYMENT 1996-1998

1994-1995

LANGUAGES COMPUTER LITERACY

Master's degree in Financial Administration Project: setting up an import company in Spain

Business Studies, Henley Management School

Project: market survey of perfume sales in France, Spain and Italy

Steelcase Strafor (Spain)

Marketing assistant reporting to the marketing director. I was in charge of a dealer development programme involving five other members of staff, responsible for the creation of a mail order catalogue sent to 5,000 customers, creating a database on competing products and planning roadshows for the launch of new products.

American Cyanamid (Spain)

Export assistant in charge of order processing, customs clearance, dealing with delivery delays.

Spanish: fluent English: fluent

Windows, Microsoft Office, QuarkXpress, Photoshop

Examples:

live abroad?

Has he ever lived abroad? Yes, he has. He lived in Spain for a number of years.

study economics?

Has he ever studied economics? No, he hasn't, but he has studied finance.

1) be in charge of a team?

4) use Excel?

2) set up a business?

5) organise exhibitions?

3) have direct sales experience?

6) deal with export procedures?

4. Sort the words from the box into two categories: *Used with the present perfect* and *Used with the past simple*.

| |
|---|
| ago yet so far lately since last year over the last two years for the past three weeks yesterday at 3 o'clock during the 1990s |
|---|

5. Choose the correct adverb.

1. I've *yet/already/so far* spoken to Peter about it.

2. We've made a lot of progress *over the past three years /since three years /during three years*.

3. We set up *two years ago /during the 1970s /over the last two years*.

Ask your group:

Have you ever drastically changed your hair style or clothing style in a short time?

Have you ever ridden an animal?

Where have you traveled?

What sports have you played?

Where is the best place you have ever been?

What's the craziest thing you have ever done?

What interesting foods have you eaten?

Have you ever screamed at someone in public?

Who is the greatest person you have ever met?

How long have you studied English?

What is the best and worst restaurant you have eaten at?

What have you done a lot this week?

What is the most exciting thing you have ever done?

What have you done too many times?

What is the longest you have been awake for?

Have you ever:

driven or rode in a sports car?

eaten anything really strange?

fallen down stairs?

fallen asleep and when you woke up you didn't know where you were?

forgotten an important birthday?

walked into something when you were texting?

dialled your country's emergency number?

given a public speech?

built a snowman?

fallen asleep while talking on the phone?

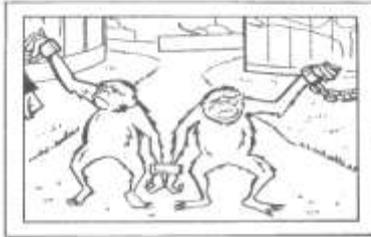
started laughing when no one else is laughing because you thought of something funny?

been swimming where you couldn't touch the bottom?

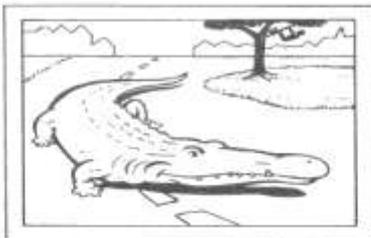


Here is Today's News

News readers on radio and television often use the present perfect to tell the day's news stories. These stories have got mixed up. First, sort out the sentences to make 8 possible stories. Then, match the sentences to the pictures.

















- | | |
|--|---|
| <p>1 The government <input checked="" type="checkbox"/> f</p> <p>2 Three dangerous crocodiles <input type="checkbox"/></p> <p>3 A magician <input type="checkbox"/></p> <p>4 A restaurant chef <input type="checkbox"/></p> <p>5 Two schoolboys <input type="checkbox"/></p> <p>6 Detectives <input type="checkbox"/></p> <p>7 A vulture <input type="checkbox"/></p> <p>8 A pet rat <input type="checkbox"/></p> | <p>a have climbed to the top of the Millennium Wheel.</p> <p>b has saved his owners from a fire in their home.</p> <p>c have arrested two monkeys for stealing cameras at the zoo.</p> <p>d has crashed into an aeroplane at a height of 10,000 metres.</p> <p>e have escaped from the aquarium.</p> <p>f has introduced a new tax on chocolate.</p> <p>g has attacked his customers with a kitchen knife.</p> <p>h has lost his wife in a magic box.</p> |
|--|---|

Work with a partner. Choose one of the headlines. Invent the details of the rest of the story.

UNIT 4

The present perfect continuous (I have been doing) and the present perfect (I have done)

Form

The present perfect continuous

I / you / we / they **have been working**. He / she / it **has been working**.

I / you / we / they **have not been working**. He / she / it **has not been working**.

Have I / you / we / they **been working**? **Has** he / she / it **been working**?

For present perfect forms, see Unit 3.

Uses

The present perfect continuous and the present perfect are both used to describe events or activities which started in the past and have continued up to the present, or activities which stopped recently. Some verbs can be used in either the present perfect simple or continuous with little difference in meaning. These are verbs which describe activities which normally happen over a period of time, e.g. *live, study, learn, wait, work*: Mark **has worked/ has been working** abroad for five years.

We use the present perfect continuous when the focus is on an extended period of time. The situation or activity started in the past and has been in progress for a period until now:

*Exports **have been growing** steadily over the past six months.*

*Foreign earnings **have been moving** ahead to record levels.*

The present perfect continuous is used to talk about how long something has been happening:

*We **have been worrying** about her all week.*

*How long **have you been waiting** for the response.*

To talk about how often or how many times something has happened, we use the present perfect:

*I **have worried** about her every day since she set off.*

We use the present perfect continuous when we want to focus on the activity or event itself (whether it is complete or not is unimportant):

*He **has been reading** a newspaper, while he was waiting for his turn. (= we are interested in how he passed the time – not if he read every page.*

When we want to focus on the results of an activity or even which is complete, we use the present perfect:

*He **has read** the newspapers. (=He has finished reading them)*

State verbs are not usually used in the present perfect continuous:

*I **have known** her since she was fifteen years old.*

Practice

1. What explanations could there be for the following?

- a) Thomas always looks worried and in a hurry. He also finds it difficult to sleep at night. – *He has been working too hard.*
- b) There are fewer knives and forks in the canteen than a month ago.
- c) Top secret company information often gets reported in the press.
- d) A lot of dead fish have been found in the river next to the chemicals plant.
- e) Pamela was unable to speak any Spanish on her last trip to Madrid but now she can.

2. Complete each of these sentences, using the present perfect simple or present perfect continuous.

1. How long (you / wait)?
2. I (play) tennis four times this week.
3. Look outside. It (rain); the pavement's still wet.
4. 'You look tired.' 'I (drive) all day long.'
5. I (know) John since we were at school together.
6. The government (announce) a drop in unemployment.
7. I (read) a book on negotiating skills but I don't think I'll finish it.
8. He (work) as a consultant for three different firms in the same sector of activity; I think there's a conflict of interest and he should resign.
9. He (work) as a consultant for three different firms in the same sector of activity, but was fired from the first two.
10. The seminar (run) every year since 1980.
11. People (say) for ages that the building should be pulled down.
12. 'You look tired!' 'I am. I (work) on the report all day.'
13. I (play) golf twice this week.
14. I (write) 15 pages today.
15. An important file (disappear) from my office.
16. I never (understand) why we have to pay so much tax.
17. Mr Goldman (give) nearly a million pounds to the charity this year.
18. I (bump) into Susan 3 times this week.
19. I already (have) a word with William.
20. We (grow) rapidly over the last few years.

3. Perfect Challenge

Students try to find things that they have done more of or have been doing for longer than their partner (i.e. things where the number in their answer is bigger than their partner's) by asking and answering questions, e.g. "How long have you been wearing the shoes you have on now?", "How many countries have you visited?" or "How long have you been studying in this class?"

4. Choose the most appropriate sentence ending.

| | |
|----------------------------------|---|
| 1. I've swum ... | a) and feel exhausted. |
| 2. I've been swimming ... | b) thirty lengths of the pool. |
| 3. They have asked me ... | a) to visit them for ages, but I've never had the time. |
| 4. They have been asking me ... | b) to join the company on a number of occasions. |
| 5. I have visited Vienna ... | a) three or four times before. |
| 6. I've been visiting Vienna ... | b) since 1990 and I've always felt very safe here. |
| 7. We've stayed ... | a) at this hotel a couple of times before. |
| 8. We've been staying ... | b) at a small hotel near the sea. |

5. We're Both Perfect

Students try to find things that are connected to the past and present that they have in common, e.g. "How many foreign countries have you been to?" "Seven" "Me too!"

6. We're Both Perfect Bluff

Students play the game above, but replying "Me too" even when that isn't true. Their partner then asks them questions and sees whether their story seems believable or not, then guesses whether it is true or false.

7. Perfect Stars

Collect data about famous living people that can be expressed in the Present Perfect Simple or Continuous, e.g. "He's been making films for/ since...", "She's been a singer... 10 years". Students listen to the sentences one at a time and try to guess who is being talked about.

8. A perfect guess

Tell the students how long or how many and they have to guess the thing (either by making a sentence or making a question to get that response), e.g. "Two" "How many times have you been to America?" "Three times. Try again" "How many cigarettes have you smoked since noon?" "That's right, two. Your turn"

UNIT 5

The past perfect (I had done) and the past perfect continuous (I had been doing)

Form

Past perfect

I / you / we / they **had worked**. He / she / it **had worked**.

I / you / we / they **had not worked**. He / she / it **had not worked**.

Had I / you / we / they **worked**? **Had** he / she / it **worked**?

Past perfect continuous

I / you / we / they **had been working**. He / she / it **had been working**.

I / you / we / they **had not been working**. He / she / it **had not been working**.

Had I / you / we / they **been working**? **Had** he / she / it **been working**?

Uses

We use the past perfect when talking about events that happened before other events.

In this extract the events in bold type refer to an earlier past:

had climbed into the dryer = before the accident

his employer had not given him proper training = before the accident

had been an unlawful killing = before the trial

had died = before the trial

Paul Bennett was killed after he **had climbed** into a giant industrial tumble dryer to free a piece of cloth trapped inside. The machine started accidentally and he was spun to death at a heat of 43°C. It became evident that his employer **had not given** him proper training and a jury decided that there **had been** an 'unlawful killing' - it was satisfied beyond reasonable doubt that Mr Bennett **had died** as a result of manslaughter.

The past perfect is used in some sentences with time expressions (when, after, by the time, as soon as) when one event happened before the other:

*The students **had prepared** the task, when their dean came to test it.*

We use the past perfect with the adverbs just, already, never and ever. They go between the auxiliary and the main verb:

*The company **had** already **prepared** the financial statement for the year, when tax inspectors visited it.*

We use the past perfect with **wish**, **If only** and **I'd rather**. We use the past perfect to talk about events that did not happen:

*I **wish I had been** more interested in English at school. If only I **had bought** those shares; they've gone up 27%. I'd **rather** he'd **asked** me before taking my car.*

In the negative, the sentence expresses a regret for events that did take place:

*He wishes he **hadn't left** his previous job. (but he did)*

We use the past perfect continuous to focus on the earlier activity itself or on how long it continued:

*He was very tired because he **had been preparing** a report for hours.*

We use the past perfect when we do not need to emphasize the activity or the period of time:

*He **had prepared** the report and didn't want to do anything else.*

When we talk about how long something happened up to a point in the past, we use the past perfect continuous:

*By the time she arrived I **had been waiting** for two hours.*

We use the past perfect when we talk about how many or how often up to a point in the past:

*I **had driven** six kilometers when the car broke down.*

Finished and unfinished activities

Compare:

a) When I last saw her she'd **been planning** a new sales strategy.

b) When I last saw her she'd **planned** a new sales strategy.

In sentence (a) the planning may or may not have been completed; we don't know whether the new strategy was abandoned or not.

In sentence (b) it is clear that the planning had reached an end-point.

Note that we do not use the progressive form with verbs describing permanent states, perception, etc. In such cases we use the past perfect:

The man who said there was no future in computers **hadn't understood** their significance.

(NOT The man who said there was no future in computers hadn't been understanding the significance.)

Practice

1. Read the CV and complete the sentences about Susan George using these verbs.

develop market be obtain spend

Susan George's CV

1. Before she went to Lancaster University, Susan.....three 'A' levels.

2. Before she got her degree in biology, she.....three years in Lancaster.

3. Before she joined Fisons, she.....on a marketing course.

4. Before she worked at Rootes AgriTec, she.....disease-resistant rice plants.

5. Before she became a Product Manager at Boots, she.....remedies for Alzheimer's disease.

NAME: ADDRESS: DATE OF BIRTH: QUALIFICATIONS:

WORK EXPERIENCE:

Susan Mary GEORGE

31 Whitstable Road, Canterbury, Kent.

9.7.75

Simon Langton Grammar School 1993

GCE 'A' Levels: Maths (Grade B), Biology (Grade B), Chemistry (Grade C)

Lancaster University 1993-1996

BSc 2.1 Biochemistry

Keele Management College 1997

Eight-week course in marketing

1997-1999 Fisons Pharmaceutical Products

Research assistant responsible for the development of genetically modified disease-resistant rice plants.

1999-2000 Rootes AgriTec

Junior executive responsible to Product Manager for commercialising new remedies for Alzheimer's disease.

2000- Boots

Product Manager, responsible for over-the-counter medicines.

2. Susan has been relatively successful but things did not always turn out as she had hoped. Change the verb form in brackets.

1. She wishes she..... (get) better 'A' level grades.
2. She wishes she..... (obtain) a distinction at degree level.
3. She wishes she..... (do) a doctorate.
4. She wishes the marketing course..... (last) longer than eight weeks.

3. Complete the following sentences using either the past perfect simple or continuous.

1. My flight from Sydney arrived late because there..... (be) a bomb alert before the plane took off. When we finally left we..... (wait) for over five hours.
2. I..... (work) hard all year so I felt I needed a rest.
3. I..... (see) the designs before they went on show but they.... (not impress) me.
4. When I bought my BIP shares, their value..... (fall) for some time.
5. The merchant bank didn't know that one of their traders..... (hide) huge losses.
6. The employee was dismissed because he..... (steal) company property ever since he was taken on.
7. It took me 20 minutes to realise I..... (look) in the wrong file.

How Long?

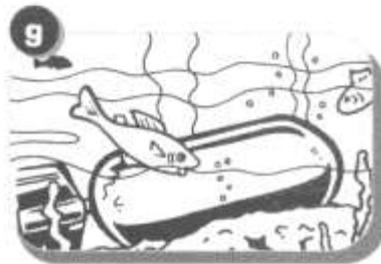
The past perfect progressive often stresses the length of time a person had been doing a certain activity. Write several lengths of time on small slips of paper (one year, two weeks, six month, ten minutes, etc.). Each person takes a turn drawing a card and then shares what they had been doing for that length of time before any other event. For example, a student who draws two years might say, 'I had been studying English for two years before coming to the U.S.'



A Fishy Story

Read the story and put the pictures in the order that they actually happened.

One strange day, fish fell out of the sky. It happened like this. I had gone to the shops to buy vegetables for supper and a bone for my dog. It wasn't raining when I left but I had taken my umbrella anyway. I got to the shops and bought the things I wanted. I was walking home when suddenly there was a loud bang and the sky went very dark. I looked up to see black shapes falling towards me. In an instant the shapes began to hit the ground. They hit me, too and knocked me over. They were fish. I was amazed. I looked around. Other people had come out into the street when they heard the noise. Nobody could explain it. That evening our street was on television. An old bomb from the war had exploded in the river that runs through the town. The bomb had lain at the bottom of the river for fifty years. So that night we had fish for supper with our vegetables.



UNIT 6

The future

Uses

In English several different tenses are used to talk about the future: the present simple, the present continuous, will/shall, the future continuous and going to.

We use **the present simple** for scheduled events with a future meaning:

for timetables (trains, planes, buses etc. leaving and arriving):

*Our plane **leaves** at 12.10.*

for programmes (when a conference, a seminar, a football match etc. begins or ends):

*The seminar **begins** on Friday at 10.*

for people if their plans are fixed by a timetable:

*The main speaker **arrives** on Thursday.*

We use **the present continuous** for plans which have already been arranged:

*I **am meeting** Mr Johnes next week. He **is arriving** next Monday.*

Will-future

Form

I will do/ he will do/she will do/ it will do/ we will do/ you will do/ they will do

I will not do/he will not do/she will not do/ it will not do/we will not do/ you will not do/ they will not do

Will I do/will he do/will she do/will it do/ will we do/ will you do/ will they do?

In formal English, shall is occasionally used with I/we instead of will.

We use will

for decisions made at the moment of speaking:

*I'**ll have** dinner at home.*

*I'**ll contact** them now.*

for anything which is uncertain, especially with *probably, maybe, I think, I expect and I hope*:

*He **probably won't be** back in time.*

for situations that we predict will happen but which are not definitely decided or arranged:

*In 100 years the world **will be** a very different place.*

Talking about present intentions.

We use *going to* rather than *will* for plans, decisions and firm intentions:

She is **going to** leave in a month's time.

When are you **going to** visit us next?

Making predictions.

To make a prediction we can use either *will* or *going to*:

I'm sure you **will / are going to** enjoy your visit to our Head Office.

We use *going to* when there is present external evidence for a future event and *will* when we state our own intuitions:

Look at those clouds – it's **going to** rain.

I expect he'll **want** to stay in the best hotel. (I know what kind of person he is)

Making promises or offers

Will is used to make a commitment for the future:

'Could you lend me \$50? **I'll** pay you back tomorrow.'

I don't know if I can finish the job by Friday but I'll do my best.

We use *will* when an offer is made at the moment of speaking:

'Are you going? **I'll** give you a lift to the station if you like.'

Future continuous

I will be doing/he will be doing/she will be doing/it will be doing/ we will be doing/you will be doing/ they will be doing

I will not be doing/he will not be doing/she will not be doing/it will not be doing/ we will not be doing/ you will not be doing/ they will not be doing

Will I be doing/will he be doing/will she be doing/ will it be doing/will we be doing/will you be doing/will they be doing?

We use the future continuous for an event which is going on at a particular time in the future or over a period of time in the future:

I'll be working at 8 o'clock.

Future perfect

For events that will be finished before a time in the future we use the future perfect simple:

By the time they arrive we **will have gone home**.

At the end of the year we **will have recovered** our initial investment.

Practice

1. Study these sentences and say which of the alternatives given is correct or more likely.

1. 'Can I speak to Mrs Lillie, please?' 'I'm sorry, she's not at her desk at the moment.' 'Okay, *I'll/I'm going to* call back later.'
2. The directors are working hard to save the company from bankruptcy, but it seems unlikely that their efforts *will succeed/succeed*.
3. If you are sitting comfortably, then *I am going to begin/I'll begin* the story.
4. Don't forget to unplug the television before you *will go/go* to bed.
5. You won't believe this, but Lucy *will be having/is having* a baby.
6. Scientists are predicting that the disease *will affect/is to affect* over half a million people over the next ten years.
7. You can borrow the car provided that you *will bring/bring* it back before 9 o'clock.
8. Tomorrow, ABC television *is devoting/ is going to devote* almost the entire day to programmes first broadcast in the 1950s.
9. I'll bring the post to you in your office when *it arrives/will arrive*.
10. It now seems unlikely that Webb *will play/plays* in the match against France.

4. 'I've missed the last bus.'
5. 'I don't know how I'm going to find time to prepare any slides.'

5. Use the future continuous or the future perfect. You may not agree with these predictions but you can choose the right verb form anyway.

1. By 2020 the first men (land) on the planet Mars.
2. In the next 100 years, the Netherlands (disappear) under water.
3. In the second decade of the 21st century people (eat) more genetically modified food.
4. By 2030 Chinese (become) the language of international scientific communication.
5. Many people (live) to over 100 as medical science advances.

Trip to Town

On the bus you plan what you are going to do, using all the information on these pages. Then a friend gets on the bus. The time now is 10.15. He/She asks you what you're going to do today. Tell him/her.

First, Next, Then, After that, Last

Use words like these:

Compare your plan with another student's. If there are differences, explain your plan, like this:





Vote for Us

1 We will - reduce crime

2 We will - help farmers

3 We will - protect the countryside

4 We will - prepare our young people for the future



5 We will - build new, cheap houses

6 We will - modernise our transport system

7 We will - create more jobs

FIVE YEARS LATER...

- 1 No
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____



Have the Forward Party's predictions come true? Read these newspaper stories and write yes or no in the spaces above.

STREET CRIME UP There were 40% more street crimes in the last three months.

NUMBERS OF WILD ANIMALS INCREASE

There are more hedgehogs, foxes, wild rabbits and badgers in our countryside than ever before.

'WHERE ARE OUR COMPUTERS?'

School teachers complained to the government yesterday that they had no computers in their classrooms.

MORE JOBS The number of employed people rose again last month.

FARM PROTEST

Hundreds of farmers drove their tractors around Parliament Square yesterday to protest against falling milk prices.

HOMES FOR THE POOR New houses for people on low incomes are now available.

TRAFFIC ISN'T MOVING

Drivers in Southampton city centre were angry yesterday when roadworks on the main roads caused hours of delay.



On Tour

STUDENT A



You and Student B are members of a new pop group. You come from New Zealand and you are going on a tour around the world to promote your band, staying in some cities only long enough to give an interview or do a concert. You have half the itinerary. Student B has the other half. Don't show each other your information. Talk about your plans like this:

Where do we fly to from Tokyo?

We fly to Moscow. Then we stay the night there.

Mark on the map where you spend each night with this symbol .

Sometimes you spend the night in the air.

Neither of you knows where you are spending the final night. Wait until the end to find out.

ITINERARY

Day 1 Monday

Leave Auckland midnight. Arrive Vancouver, Canada, the following morning. Lunchtime TV interview. Perform at pop festival in the afternoon. Leave Vancouver 8pm.

Day 3 Wednesday

Arrive Sao Paulo at 2pm. Breakfast with clients. Appear on TV and perform. Hotel in Sao Paulo Wednesday night. Fly out 8am.

Day 5 Friday

Appear in breakfast TV. Fly to London at 12 noon. 12 hour flight. 2 hour time difference. Central London hotel.

Day 7 Sunday morning. Arrive Bombay. Day off. Sightseeing. Relaxing. Evening – do concert.

Day 9 Tuesday. Morning meeting. Fly to Tokyo. Evening concert. Fly out.

What is the name of your band?

Take the third letter of the fourth city you visited, the second letter of the second city you visited, the last letter of the first city you visited and the fourth letter of the sixth city you went to.

Now, take the first letter of the city that you visited on day nine, the second letter of the fifth city you visited, the last letter of the city you live in, the second letter of the third city and the last letter of the city you visited on day eight.

Write the letters on the poster.





On Tour

STUDENT B



You and Student B are members of a new pop group. You come from New Zealand and you are going on a tour around the world to promote your band, staying in some cities only long enough to give an interview or do a concert. You have half the itinerary. Student B has the other half. Don't show each other your information. Talk about your plans like this:

Where do we fly to from Tokyo?

We fly to Moscow. Then we stay the night there.

Mark on the map where you spend each night with this symbol .

Sometimes you spend the night in the air.

Neither of you knows where you are spending the final night. Wait until the end to find out.

ITINERARY

Day 2 Tuesday

Arrive New York early morning. Lunch and then interviews with magazine journalists in the afternoon. Do concert at 7pm. Leave New York at 12 midnight.

Day 4 Thursday

Arrive Johannesburg 10pm local time. Hotel.

Day 6 Saturday

Appear on breakfast TV. Fly to Rome. Lunchtime interview. Fly to Moscow. Evening concert. Fly out overnight.

Day 8 Monday

Lie-in in Bombay. Fly out in the afternoon. Arrive Singapore mid-evening. Evening concert.

Day 10 Wednesday morning. Arrive Sydney. Morning interview. Then fly back to Auckland.

What is the name of your band?

Take the third letter of the fourth city you visited, the second letter of the second city you visited, the last letter of the first city you visited and the fourth letter of the sixth city you went to.

Now, take the first letter of the city that you visited on day nine, the second letter of the fifth city you visited, the last letter of the city you live in, the second letter of the third city and the last letter of the city you visited on day eight.

Write the letters on the poster.





Diary Battleships

- 1** Find a partner. You are Student A and your partner is Student B.
- 2** Below you will see a copy of your diary. **DO NOT SHOW IT TO STUDENT B.**
- 3** You and Student B are brother and sister. It's the first week of the holidays and your mother wants you to help her with the housework. You and Student B both have three free periods during the first week of the holidays. You must find all 3 of Student B's free periods by asking him/her questions e.g. *What are you doing on Friday morning? What are you doing on Tuesday evening?* Take it in turns – Student A asks a question, then, Student B asks a question. You are the winner if you find all of Student B's free periods before he/she finds yours.
- 4** The loser has to help your mother with the housework!

STUDENT A

| | FRI | SAT | SUN | MON | TUES | WED | THURS |
|------------------|-------------------------------------|-----------------------------|------------------|------------------------------|-------------------------|------------------------------|--|
| morning | free | working at the shoe shop | visiting grandma | going to choir practice | going to the dentist | going to choir practice | babysitting my little brother for my parents |
| afternoon | shopping for Joe's birthday present | working at the shoe shop | | free | going shopping with Mum | taking the cat to the vet | |
| evening | going to Joe's birthday party | travelling to visit grandma | travelling home | cooking dinner for my family | free | going ice-skating with Laura | singing in concert |

Write Student B's answers here.

| | FRI | SAT | SUN | MON | TUES | WED | THURS |
|------------------|-----|-----|-----|-----|------|-----|-------|
| morning | | | | | | | |
| afternoon | | | | | | | |
| evening | | | | | | | |

UNIT 7

Nouns. The plural of nouns

- Nouns are: abstract (*art, belief etc*), concrete (*artist, believer etc*), proper (*Jill, Peter, Portugal etc*), collective (*group, crowd, team, flock, herd, family etc*) and common (*woman, dog etc*).
- There are three genders of nouns: masculine (He – men and boys, animals when we know their sex), feminine (She – women and girls, countries, ships, vehicles when regarded with affection or respect, animals when we know their sex) and neutral (It – things, babies and animals if we don't know their sex).
- Most nouns describing people have the same form whether they are male or female, *teacher, student etc*. Some nouns have different forms, though, *actor – actress, groom – bride etc*.

The Plural of Nouns

Nouns are made plural by adding:

- -s to the noun, (*chair – chairs*)
- -es to nouns ending in -s, -ss, -x, -ch, -sh, -z. (*bus - buses, glass - glasses, fox - foxes, torch - torches, brush - brushes*)
- -ies to nouns ending in consonant + y (*lady - ladies*) but -s to nouns ending in vowel + y (*day – days*)
- -es to nouns ending in consonant + o (*potato - potatoes*)
- -s to nouns ending in vowel + o (*studio - studios*), **double o** (*zoo - zoos*), abbreviations (*photo - photos, autos, kilos, memos*); musical instruments (*piano - pianos*) and proper nouns (*Eskimo - Eskimos*). Some nouns ending in -o can take either -es or -s. These are: *buffaloes/buffalos, mosquitoes/mosquitos, volcanoes/volcanos, zeroes/zeros, tornadoes/tornados etc*
- -ves to some nouns ending in -f/-fe. (*calf - calves, half - halves, knife - knives, leaf - leaves, life - lives, self - selves, thief - thieves, wolf - wolves*) (*but: belief - beliefs, chief - chiefs, cliff - cliffs, handkerchief - handkerchiefs, hoof - hoofs/hooves, roof - roofs, safe - safes*)
- Some nouns of Greek or Latin origin form their plural by adding Greek or Latin suffixes, *basis - bases, crisis - crises, terminus - termini, criterion - criteria, phenomenon - phenomena, stimulus - stimuli, datum - data, medium - media etc*.

Compound nouns form their plural by adding -s/es:

- to the second noun if the compound consists of two nouns, *ball game - ball games*
- to the noun if the compound consists of an adjective and a noun, *frying pan - frying pans*
- to the first noun if the compound consists of two nouns connected by a preposition or to the noun if the compound has only one noun, *mother-in-law – mothers-in-law, passer-by – passers-by*
- at the end of the compound if it does not include any nouns, *letdown - letdowns*

Irregular Plurals: man - **men**, woman - **women**, foot - **feet**, tooth - **teeth**, louse - **lice**, mouse - **mice**, child - **children**, goose - **geese**, sheep - **sheep**,

deer - **deer**, fish - fish, trout - **trout**, ox - **oxen**, salmon - **salmon**, spacecraft - **spacecraft**, aircraft - **aircraft**, means - **means**, species - **species**, hovercraft – **hovercraft**.

Practice

1. Write the plural of the following nouns.

1. nanny – *nannies*.
2. father-in-law –
3. headache –
4. dictionary –
5. berry –
6. phone –
7. hoof –
8. radio –
9. umbrella –
10. knife –
11. bush –
12. foot –
13. holiday –
14. sandwich –
15. city –

2. Are these sentences correct? Change the sentences where necessary.

1. Do you know many persons in this city?
2. This scissor is very sharp.
3. The police wants to talk to anybody here.
4. I am going to buy a new jeans today.
5. Do the police know the cause of the explosion?
6. There is a lot of fish in the lake.
7. Margaret has got three childs.
8. Sheep eat grass.
9. Jack went fishing but he didn't catch many fish.
10. Have you already cleaned your toothes?

3. Leave the singular or use the plural forms of the nouns in brackets.

1. What is the name of (this child)?
2. Small (branch) from trees were cut and used as firewood.
3. This money (belong) to him.
4. At this age, the infant begins to react more to visual (stimulus).
5. The (mouse) was caught yesterday morning.
6. The (key) to the house were lost.
7. (Taste) differ.
8. Language is a social and cultural (phenomenon).
9. (Penny) are made of bronze.
10. This film-director is making a film with one of the big Hollywood (studio).

4. Form the plural from the singular. Make all the necessary changes.

1. They have such a noisy **child**.
2. There is a **bench** in the yard.
3. There is a **flamingo** near the lake.
4. She put a **cherry** on the top of the cake.
5. I saw a **handkerchief** in that drawer.
6. Is there a **mouse** in the house?
7. What a strange **leaf**?
8. He is a rather handsome young **man**.
9. There was a **glass** on the table.
10. I've never seen such a big **ox**.

5. Fill in the plural as in the example.

Dear Manager,

I'm writing to complain about the terrible evening I had at your restaurant. We had reserved a table but when we arrived, there weren't enough 1) ...chairs... (chair) for us to sit on. Even we'd checked beforehand, we were told that there were no 2) (meal) especially for 3)..... (child). We had to keep asking the waiter to bring us some 4) (glass) and when he gave us our 5)..... (knife) and 6).....(fork), they were dirty. We were informed that not all the 7) (dish) were available that evening and, when we did receive our food, the 8) (potato) were raw and the meat was so tough I nearly broke my 9) (tooth) when I bit into it. However, that was nothing! The real horror was when I saw two 10)(mouse) running across the floor. I think I'm entitled to some compensation as long as it doesn't include free 11) (meal) at your restaurant! I look forward to hearing from you.

*Yours sincerely,
M. Benn*

IRREGULAR PLURALS LIST

Study these groups of words to learn how they change to plural. Each group of words has similar changes.

US -> I

| SINGULAR | PLURAL |
|----------|----------------|
| alumnus | alumni |
| cactus | cacti |
| focus | foci/focuses |
| fungus | fungi/funguses |
| nucleus | nuclei |
| radius | radii |
| stimulus | stimuli |

IS -> ES

| SINGULAR | PLURAL |
|-------------|-------------|
| axis | axes |
| analysis | analyses |
| basis | bases |
| crisis | crises |
| diagnosis | diagnoses |
| ellipsis | ellipses |
| hypothesis | hypotheses |
| oasis | oases |
| paralysis | paralyses |
| parenthesis | parentheses |
| synthesis | syntheses |
| synopsis | synopses |
| thesis | theses |

IX -> ICES

| SINGULAR | PLURAL |
|----------|-------------------|
| appendix | appendices |
| index | indeces/indexes |
| matrix | matrices/matrixes |

EAU -> EAUX

| SINGULAR | PLURAL |
|----------|-------------------|
| beau | beaux |
| bureau | bureaus/bureaux |
| tableau | tableaux/tableaus |

***** -> EN**

| SINGULAR | PLURAL |
|----------|----------|
| child | children |
| man | men |
| ox | oxen |
| woman | women |

***** -> A**

| SINGULAR | PLURAL |
|------------|-----------|
| bacterium | bacteria |
| corpus | corpora |
| criterion | criteria |
| curriculum | curricula |
| datum | data |
| genus | genera |
| medium | media |
| memorandum | memoranda |
| phenomenon | phenomena |
| stratum | strata |

NO CHANGE

| SINGULAR | PLURAL |
|-----------|-----------|
| deer | deer |
| fish | fish |
| means | means |
| offspring | offspring |
| series | series |
| sheep | sheep |
| species | species |

OO -> EE

| SINGULAR | PLURAL |
|----------|--------|
| foot | feet |
| goose | geese |
| tooth | teeth |

A -> AE

| SINGULAR | PLURAL |
|----------|-------------------|
| antenna | antennae/antennas |
| formula | formulae/formulas |
| nebula | nebulae |
| vertebra | vertebrae |
| vita | vitae |

OUSE -> ICE

| SINGULAR | PLURAL |
|----------|--------|
| louse | lice |
| mouse | mice |

To illustrate some of the plural forms, here is a version of an amusing little verse

Now if *mouse* in the plural should be, and is, *mice*,
Then *house* in the plural, of course, should be *hice*,
And *grouse* should be *grice* and *spouse* should be *spice*
And by the same token should *blouse* become *blice*.

And consider the *goose* with its plural of *geese*;
Then a double *caboose* should be called a *cabeese*,
And *noose* should be *neese* and *moose* should be *meese*
And if mama's *papoose* should be twins, it's *papeese*.

Then if one thing is *that*, while some more is called *those*,
Then more than one *hat*, I assume, would be *hose*,
And *gnat* would be *gnose* and *pat* would be *pose*,
And likewise the plural of *rat* would be *rose*.

UNIT 8

Countable and uncountable nouns

Nouns can be either countable (those that can be counted) *1 letter, 2 letters* etc or uncountable (those that can't be counted) *water*. Countable nouns are those which can have the word *a/an* before them or be used in the plural:

They have got a printer.

They have got two printers.

Uncountable nouns are not used with *a/an* or in the plural. *Some, any, no, much* etc can be used with them. Uncountable nouns take a singular verb:

I need some advice.

Information is available at the front desk.

But we say *a relief, a pity, a shame, a wonder, a knowledge* (of smth):

What a pity!

It's a shame.

The most common uncountable nouns are: **Mass nouns** (fluids: *blood, coffee, juice, milk, oil, tea, water* etc, solids: *bread, butter, china, coal, fish* (meaning food), *food, fruit, glass, ice, iron, meat, soap*, **gases:** *air, oxygen, pollution, smoke, smog, steam* etc, **particles:** *corn, dust, flour, hair, pepper, rice, salt, sand, sugar, wheat* etc)

Subjects of study: *chemistry, economics, history, literature, mathematics, physics, psychology* etc.

Languages: *Chinese, Portuguese, Spanish, Ukrainian, Greek* etc.

Games: *baseball, billiards, chess, football, golf, poker, rugby, soccer, tennis* etc.

Diseases: *flu, measles, mumps* etc.

Natural phenomenon: *darkness, fog, gravity, hail, heat, humidity, light, lightning, rain* (but *the rains* = season of continuous rain in tropical countries), *snow, sunshine, thunder, weather, wind* etc

Some abstract nouns: *accommodation, advice, anger, applause, assistance, behavior, business, chaos, countryside, courage, damage, dirt, education, evidence, housework, homework, information, intelligence, knowledge, luck, music, news, peace, progress, seaside, chopping, traffic, trouble, truth, wealth, work* etc.

Collective nouns: *baggage, crockery, cutlery, furniture, jewellery, luggage, machinery, money, rubbish, stationery* etc.

Many uncountable nouns can be made countable by adding a partitive:

A piece of paper/cake/information/advice/furniture; a glass/bottle of water; a jar of jam; a box/sheet of paper; a packet of tea; a slice /loaf of bread; a pot of yoghurt; a pot/cup of tea; a kilo/pound of meat; a tube of toothpaste; a bar of chocolate/soap; a bit/piece of chalk; an ice cube; a lump of sugar; a bag of flour; a pair of trousers; a game of soccer; a(n) item/piece of news; a drop/can of oil; a can of Cola; a carton of milk; a block of wood; a flash/bolt of lightning; a clap/peal of thunder etc.

Some nouns take only a plural verb. These are objects which consist of two parts: **garments** (*pyjamas, trousers* etc), **tools** (*scissors* etc), **instruments** (*binoculars, compasses, spectacles* etc) or nouns such as: *arms, ashes, barracks, clothes,*

congratulations, earnings, (good) lucks, outskirts, people, police, premises, riches, stairs, surroundings, wages etc.

Group nouns refer to a group of people. These nouns can take either a singular or a plural verb depending on whether we see the group as a whole or as individuals. Such group nouns are: *army, audience, class, club, committee, company, council, crew, crowd, headquarters, family, jury, government, press, public, staff, team etc.* *The team was the best in the country.* (=the team as a group).

The team were all given medals. (=each member separately as individuals).

With expressions of duration, distance or money meaning “a whole amount” we use a singular verb. *Two weeks isn't long to wait. Ten miles is a long way to ride. Two hundred thousand pounds is too much to spend on this house.*

Practice

1. Decide whether the following nouns are used as countable nouns or uncountable nouns, as in the examples.

She has had three years' **experience** as a solicitor.

The demotion was a painful **experience**.

1. Are you here for **business** or pleasure?
2. He has set up a small fashion **business**.
3. I've never read the **works** of Shakespeare.
4. She's found **work** as a commercial assistant.
5. Have you got a **light**?
6. Were you able to throw any **light** on the subject?
7. We'll need some more wine **glasses** for the reception.
8. Fifty per cent of our bottles are made of recycled **glass**.
9. They failed to reach an **agreement**.
10. Is there **agreement** on how much will be spent?
11. **Self-advertisement** is not always a good thing.
12. We put an **advertisement** in the *Financial Times*.

2. Match each countable noun with an uncountable noun with a similar meaning.

traffic equipment insurance machines accidents cars employment policies
travel advice news laws legislation damage jobs journey bulletins hints

Countable

Uncountable

3. Fill in: is or are.

1. Your jeans ...*are*... hanging in the wardrobe.
2. Wheremy spectacles?
3. There.....a lecture on statistics today.
4. The shopping.....extremely heavy.
5. Wheremy new gloves?
6. This informationincorrect!

7. Her hair.....long.
8. Your socks.....in the drawer.
9. Her furniturevery expensive.
10. His accommodation.....luxurious.
11. Evidence.....needed before the trial can continue.
12. The newsvery exciting.
13. Mumps..... a common illness among young children.
14. Germandifficult to learn.
15. Wherethe kitchen scales? I want to weigh some flour.
16. Footballa popular game.
17. Her work.....very interesting.
18. People starving in many countries.
19. Happiness.....the key to our success.
20. Police..... already here.

4. Write the correct form of the verbs in brackets. Use only the Present Simple.

1. Two hours per week.....(be) not enough to learn a foreign language.
2. The press..... (be) often unfair to political candidates.
3. Six months..... (be) a long time to spend in hospital.
4. Two miles..... (be) not a long way to walk to school.
5. Economics..... (be) difficult for people with poor maths skills.
6. American Airlines..... (be) one of the largest carriers in the United States.
7. The stairs..... (be) too steep for me to climb.
8. Two-thirds of the food produced on the farm..... (be) used to feed people in that region.
9. (be) the number of students studying French falling?
10. Bus trips to and from New York (take) two hours either way.
11. International news..... (rely) on correspondents in every major city.
12. In the Philippines, there..... (be) heavy rains each year.

5. Underline the correct item. Sometimes both of them are correct.

1. The advice she gave me was/were very helpful.
2. Her earnings are/is very low.
3. The weather are/is very unpredictable in England.
4. Sugar is/are bad for your teeth.
5. Most people go/goes on holiday at least once a year.
6. Physics is/are the study of natural laws.
7. Football are/is a popular sport
8. All of his clothes was/were on the floor.
9. Her stunning looks is/are the key to her success.

10. Her brother's death was/were traumatic.
11. Is/Are the information correct?
12. His luggage was/were extremely heavy.

6. Choose two of the words below as the most likely ways of completing each sentence. For one answer you will need to make the word plural, and for the other you will need to make no change.

Accommodation house jewelry job luggage
 Bag equipment painting sunshine tool work shower

1. On the weather forecast they said there would be this morning.
2. The waiting room was so full of people and their, there was nowhere to sit.
3. Repairing car engines is easy if you have got the right
4. In Stockholm at the moment there's a fascinating exhibition of from 19th century Sweden.
5. Both my brothers are looking for.....
6. The price of has increased by 12% this year alone.

7. Complete each phrase with a noun from an uncountable or countable box. Can any of the phrases be used with more than one noun?

| | | | | | |
|--------------------|-------|---------|---------|----------|-------|
| Countable | glass | luggage | meat | paper | rice |
| Uncountable | books | cards | clothes | shoppers | tools |

1. An item of
2. A pack of.....
3. A sheet of
4. A crowd of.....
5. A pane of.....
6. A slice of
7. A set of.....
8. A bundle of.....
9. A grain of.....
10. A pile of.....

Pick a Quantifier

This is a simple game that you don't need to do any prep for. Start by having your students brainstorm as many noncount nouns as they can along with the quantifiers that are used to count them. Then, write the quantifiers only on small slips of paper and put them in a hat. Erase the noncount nouns, and then give students turns drawing a quantifier from the hat and using it in a sentence with an appropriate noncount noun. Each noncount noun can only be used one time.

Paradise Bound

What would a person need if they were stranded on a desert island? This fun game will give your students a chance to discuss it. Put your class into groups of about four or five. Tell your class that each group must decide on what items they will need to survive on their island. They can only bring ten items (though they can choose the quantity of the item that they want) and at least four of those items must be noncount nouns. Have the group discuss it and then present their final list to the class after everyone is finished.

UNIT 9

Articles a/an, the

Indefinite article (A/An)

A/An is used only with singular countable nouns to talk about indefinite **things**. *I can't find **a** taxi. (Which taxi? Any taxi; indefinite)* Some is used instead of a/an with plural countable nouns. *There are **some** taxis at the taxi rank.* Some is also used with uncountable nouns. *Give me **some** sugar please.* **A/An** is often used after the verbs be and have. *She's **a** teacher.*

A/An is used to mean per. *He works five days **a** week.* **A/An** is also used before Mr/Mrs/Miss + surname when we refer to an unfamiliar person. *There's **a** Mr **Smith** waiting for you.*

A/An can also be used with: money (*a/one dollar*), fractions (*a/one quarter*), weight/measures (*an/one inch*), whole numbers (*a/one million*), price/weight (*£1 a litre*), frequency/time (*twice **a** day*), distance/fuel (*50 miles **a** gallon*), distance/speed (*100km **an** hour*) and illnesses (***a** headache, **a** fever, have **a** cold, catch **a** cold, (a) toothache, (a) backache, **a** temperature*).

We use a/an + noun meaning only one (*There's **a** pen on the desk.*) and one + noun when we want to emphasise that there is only one (*There's **only one** pen on the desk, not two.*).

Definite article (The)

- *The* is used with singular and plural nouns, countable and uncountable ones, to talk about something specific or when the noun is mentioned for a second time: *Can you give me **the** book over there? (Which book? The one over there; specific).* *The farmer found **a** gold cup in his field.*

*He took **the** cup to the police station, (the word "cup" is mentioned for a second time).*

- *The* can also be used with the words *beach, cinema, coast, country (side), earth, ground, jungle, radio, sea, seaside, sky, theatre, weather, world etc.* *What's **the** weather like today?* We usually say "television" without "the". *I like watching TV but: Turn off **the** television.* Note: *We've got a house near **the** sea. but: Tom is at sea (he's sailing).*

- *The* is optional with seasons. *Where are you going in (**the**) summer?*

- We can use *a/an* or *the* before singular countable nouns to refer to a group of people, animals or things. ***A/The** tiger lives in the jungle. (We mean all tigers.)* The word "man" is an exception. *Man is mortal, (not: ~~The~~ man)* We omit *a/an* or *the* before a noun in the plural when it represents a group. *Tigers are dangerous, (not: ~~The~~ tigers are dangerous.)*

Practice:

1. Write *a* or *an* in the spaces.

1. Unreasonable decision
2. unit of work
3. honourable man
4. UFO
5. happy girl

6. elephant
7. BBC programme
8. universal problem
9. eucalyptus tree
10. X-ray
11. T-shirt
12. H-bomb
13. hospital
14. UNESCO worker

2. Finish the sentences as in the example.

1. They called in the police to deal with the situation.
The police *were called in to deal with the situation.*
2. We had lovely weather last week. The weather
3. He needs more experience. More experience
4. She looks very striking. Her looks
5. Have you seen the scissors? Do you know where
6. We were late because of the bad traffic. We were late because the
7. They prefer to live on the outskirts. The outskirts
8. He gave me very helpful advice. The advice he gave me
9. She didn't make very impressive progress. The progress she made
10. They are developing the city centre. The city centre
11. They gave me incorrect information. The information
12. These trousers are too small. This pair
13. She told us some good news. The news
14. They are installing new machinery in the factory. New machinery
15. They lost their luggage during the flight. Their luggage
16. They need to redecorate their premises. Their premises
17. He likes mathematics more than any other subject. Mathematics
18. They found very cheap accommodation. The accommodation
19. The house is in beautiful surroundings. The surroundings
20. She's got dark, curly hair. Her hair

The is used before

- nouns which are unique, *the moon, the Acropolis*
- names of **cinemas** (*The Odeon*), **hotels** (*The Ritz*), **theatres** (*The Lyceum*), **museums** (*The Louvre*), **newspapers/magazines** (*The Telegraph*), *but: Newsweek*, **ships** (*The Bounty*), **institutions** (*The UN*), **galleries** (*The National Gallery*)
- **names of rivers** (*the Mississippi*), **seas** (*the Red Sea*), **groups of islands/states** (*the, Virgin Islands, the USA*), **mountain ranges** (*the Urals*), **deserts** (*the Gobi desert*), **oceans** (*the Pacific*), **canals** (*the Panama Canal*) and names or nouns with "of", (*the Tomb of the Kings, the Garden of Eden*) **Note:** *the equator, the North/South Pole, the north of England, the South/West/North/East*
- musical instruments, dances, *the guitar, the waltz*

- names of families (*the Simpsons*), nationalities ending in -sh, -ch or -ese (*the Welsh, the Dutch the Chinese etc*). Other plural nationalities are **used with or without the** (*the South Africans, the Swiss etc*).

- **titles** (*the Pope, the Duke of Norfolk, the Queen*). but: "The" is omitted before titles with proper **names**. *Queen Alexandra*

- **adjectives used as plural nouns** (*the old, the sick, the privileged, the deaf etc*) and **the superlative degree of adjectives/adverbs** (*the worst*). *She's the **most sensible** girl in the class.*

Note:"most" used as a determiner followed by a noun, does not take "the". ***Most** children like animals, **but:** Of all European cities Rome has **the most** careful drivers.*

- the words: station, shop, cinema, pub, library, city, village etc.

*She went to **the library** to return some books.*

- morning, afternoon, evening, night.

I'll be *at work in the morning*, but: at night, at noon, at midnight, by day/night, at 4 o'clock etc

- historical references/events, *the French Revolution, the Dark Ages, the Thirty Years' War (**but:** World War I)*

- only, last, first (used as adjectives). *He was **the only** person to disagree.*

The is omitted before:

- **proper nouns**. *Paul comes from London.*

- **names of sports, games, activities, days, months, holidays, colours, drinks, meals and languages** (not followed by the word "language"). *She plays tennis well. She likes blue. We speak French, **but:** The Latin language is hardly used now.*

- **names of countries** (*Portugal*), **but:** *the Argentine, the Netherlands, (the) Sudan, the Hague, the Vatican City, cities (Lisbon), streets (Regent Street, **but:** the High Street, the Strand, the Mall, the Bristol road, the A4, the M1 motorway), squares (Constitution Square), bridges (London Bridge **but:** *the Bridge of Sighs, the Forth Bridge, the Severn Bridge, the Golden Gate Bridge*), parks (Regent's Park), stations (Waterloo Station), individual mountains (*Everest*), islands (*Malta*), lakes (*Lake Ontario*), continents (*Asia*)*

- **possessive adjectives**. *This isn't your bag.*

- **two-word names whose first word is the name of a person or place**. *Charles de Gaulle Airport, Buckingham Palace **but:** the White House, (because the first word "White" is not the name of a person or place)*

- **pubs, restaurants, shops, banks and hotels which have the name of their founder and end in -s or -'s**. *Selfridges, Barclays Bank, Harry's Pub **but:** the Black Swan (pub) (because "Black Swan" is not a name of a person or place)*

- **bed, church, college, court, hospital, prison, school, university, when we refer to the purpose for which they exist.**

*John went to university. (He is a student.) **but:** His mother went to **the university** to see him last week. (She went to the university as a visitor.)* Work (= place of work) never takes "the". *She is at **work**.*

- the words **home, Father/Mother** when we talk about our own home/parents.

Mother is at home.

- **means of transport:** by bus/by car/by train/by plane etc but: in the car, on the bus/train etc. He ***travelled by train, but: He left on the 6 o'clock train yesterday.***
- We say: flu/the flu, measles/the measles, mumps/the mumps ***but: He's got diabetes.***

Practice

1. Fill in "the" where necessary.

1. It was getting late, so we went to bed.
2. My aunt buys her vegetables at market in John Street.
3. Heathrow Airport is one busiest in the world.
4. He was taken to hospital when he broke his leg.
5. Jenny works in hospital in centre of town.
6. Her brother has been to prison twice for robbery.
7. Although he didn't go to university, he's a very clever man.
8. There's a concert at university tonight.
9. My grandmother was religious and went to church every Sunday.
10. Sarah's not home - she's at work.
11. We travelled round France by car.
12. William crashed car into a lamp-post.

2. Fill in "the" where necessary.

1. Manila is the capital of Philippines.
2. Andes is a mountain range in South America.
3. China is most populated country in world.
4. A tunnel has been built beneath English Channel.
5. The longest river in the world is Nile
6. Many people have climbed Everest.
7. Sicily is an Italian island.
8. The capital of Italy is Rome.
9. Panama Canal joins Atlantic and Pacific oceans.
10. North Sea is between Britain and Norway.
11. Do you know where Rocky Mountains are?
12. Trafalgar Square is in London.
13. Severn Bridge is in Wales.
14. Australia is in southern hemisphere.
15. Hotel Ascot is situated in central London.
16. I learnt to play cello when I was at school.
17. She spent morning working in library.
18. I plan to study French at Universitynext year.
19. Smiths have just bought a holiday home near Lake Geneva.
20. I usually go to work by bus.

3. Fill in: a, an or the where necessary.

1. The... Tower of London is popular tourist attraction.
2. Newcastle is town in north ofEngland.
3. Princess lives palace in London.
4. Buckingham Palace is where Queen of England officially lives.
5. She bought inexpensive necklace at Harrods.
6. They went for stroll aroundSt James' Park.
7. The supermarket is in Kendell Street opposite Lloyds Bank.
8. hotel where they held their wedding reception was called Grand Hotel.
9. Anna was born in Italy but she lives in USA now.
10. The convict is in prison on outskirts of town.
11. His favourite newspaper is Guardian.
12.Gatwick Airport is in southern England.
13. Duchess of York opened new hospital in centre of London.
14. He went on expensive holiday to Bahamas.
15. Statue of Liberty is in New York.
16. National Park was opened.....last week by mayor.
17. expedition to South Pole needs a lot of careful planning.
18. Odeon cinema is in Appleton Street just past library.
19. Last month I saw film and then went to concert. film was brilliant but concert was boring.
20. There are three cars parked outside: Mercedes, Jaguar and Fiat. Mine is Fiat.
21. Harrods is a huge department store near Kensington Gardens.
22. Sam lives in little flat in middle of the city. There is pub nearby and noise keeps him awake at night.
23. Hilton Hotel is situated near.....River Thames.
24. I applied for job last week. involved driving van around the country.
25. Tate Gallery is quite far from Science Museum, so you'd better take a bus.
26. Sales Manager has cold, so he can't come to meeting this afternoon.
27. I have appointment at dentist's this afternoon because I've got toothache.
28. We spent last summer onisland of Crete.

4. Choose the correct alternative.

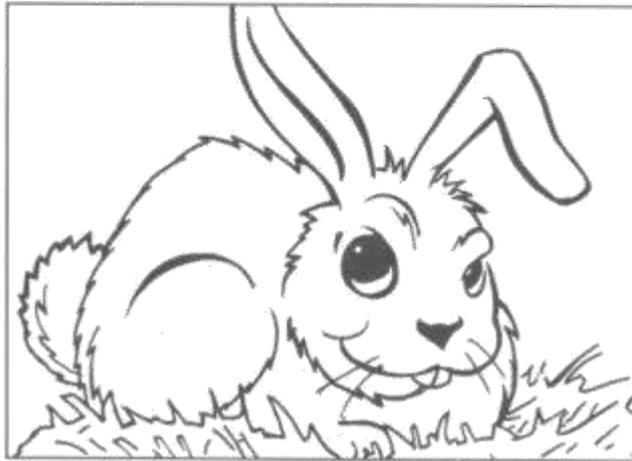
1. _____Swedish is a difficult language to learn.
 - a) a
 - b) the
 - c) no article

2. _____ general's army attacked the city at night.
- a) a
 - b) the
 - c) no article
3. I like to play _____ basketball.
- a) a
 - b) the
 - c) no article
4. My parents gave me _____ basketball for my birthday.
- a) a
 - b) the
 - c) no article
5. She is _____ prettiest girl in the school.
- a) a
 - b) the
 - c) no article
6. I have _____ idea! Let's go bowling.
- a) a
 - b) the
 - c) no article
7. I have borrowed _____ money from her before.
- a) a
 - b) the
 - c) no article
8. My first apartment was on _____ School Street.
- a) a
 - b) the
 - c) no article
9. _____ dress she is wearing is blue.
- a) a
 - b) the
 - c) no article
10. He is _____ real gentleman.
- a) a
 - b) the
 - c) no article
- 11) He was _____ only person to agree.
- a) a
 - b) the
 - c) no article
- 12) We got there _____ midday.
- a) a
 - b) the
 - c) no article



Robbie, the School Rabbit

Put *the* or *a / an* in the spaces in the story below.



Once upon (1) _____ time, on (2) _____ boring Wednesday afternoon, Jed and Jen decided to steal Robbie, (3) _____ school rabbit. They took it home. At (4) _____ time, they thought it was funny. But (5) _____ next day, (6) _____ head teacher told (7) _____ whole school and everyone was very sad. Jed and Jen were sad, too. "We'll have to put it back," said Jen. "But nobody must see us."

So that evening, they took (8) _____ rabbit back. They carried (9) _____ rabbit in (10) _____ box. At school there was (11) _____ evening class going on, so (12) _____ school building was open. They crept in. They walked quickly down (13) _____ main corridor. There were lots of doors into classrooms and (14) _____ library. They turned the corner.

Suddenly they heard (15) _____ noise behind them - footsteps coming towards the corner. They ran into (16) _____ classroom and hid. Jed put (17) _____ box down. They waited. (18) _____ footsteps walked away. "Come on," whispered Jed. "Let's go." "Oh no!" said Jen, too loudly. "(19) _____ rabbit's gone."

They rushed back into (20) _____ corridor. They were just in time to see (21) _____ rabbit hop into (22) _____ main school hall. They ran to (23) _____ hall but stopped suddenly. (24) _____ hall was full of people speaking French. It was (25) _____ French evening class.

Did anyone see Jed and Jen? Did they get into big trouble? You write the end of the story.

Unit 10

Question Tags

Question tags are used in conversation to get a (positive) reaction from the person you are talking to. That's not really difficult, is it?

Form

positive main clause → negative question tag

negative main clause → positive question tag

Examples

You are Tom, aren't you?

He isn't Joe, is he?

main clause with auxiliary verb → use auxiliary verb in question tag

You've got a car, haven't you?

1. She is collecting stickers, ?
2. We often watch TV in the afternoon, ?
3. You have cleaned your bike, ?
4. Peter played handball yesterday, ?
5. They are going home from school, ?
6. Mary didn't do her homework last Monday, ?
7. He could have bought a new car, ?
8. Kevin will come tonight, ?
9. I'm clever, ?
10. Let's go, ?

Complete the sentences with the correct question tags.

1. You are John, ?
2. She went to the library yesterday, He didn't recognize me, ?
3. Cars pollute the environment, ?
4. Mr. Pritchard has been to Scotland recently, ?
5. The trip is very expensive, ?
6. He won't tell her, ?
7. Hugh had a red car, ?
8. The trip is very expensive,
9. He won't tell her, ?
10. Hugh had a red car, ?

Unit 11

Short answers

Saying 'Yes, I do. / No, I don't' in English is more polite than just saying 'Yes. / No.' That's why short answers are very commonly used.

To form the short answer, you use the first word from the question. (This is either an auxiliary verb or a form of 'be'.)

Use the long form (he does) in affirmative answers (yes).

Use the short form (he doesn't) in negative answers (no).

| Question | Affirmative | Negative |
|---------------------------------|-------------------------|---------------------------|
| <i>Do we know him?</i> | Yes, we <i>do</i> . | No, we <i>don't</i> . |
| <i>Can she see me?</i> | Yes, she <i>can</i> . | No, she <i>can't</i> . |
| <i>Have they read the book?</i> | Yes, they <i>have</i> . | No, they <i>haven't</i> . |
| <i>Is he hungry?</i> | Yes, he <i>is</i> . | No, he <i>isn't</i> . |

Mind: If 'you' is the subject of the question, 'you' must be replaced by 'I' or 'we'.

| Question | Affirmative | Negative |
|-------------------------|-------------------------|---------------------------|
| <i>Do you know him?</i> | Yes, I / we <i>do</i> . | No, I / we <i>don't</i> . |

If the question starts with 'are you', 'are' must sometimes be replaced by 'am'.

| Question | Affirmative | Negative |
|------------------------|----------------------|------------------------|
| <i>Are you hungry?</i> | Yes, I <i>am</i> . | No, I <i>'m</i> not. |
| But: → | Yes, we <i>are</i> . | No, we <i>aren't</i> . |

Complete the short answers with the correct form.

- Are you from Germany? - Yes, . / No, .
- Are Peter and Sue your friends? - Yes, . / No, .
- Has your sister got a car? - Yes, . / No, .
- Do you speak English? - Yes, . / No, .
- Can he play football? - Yes, . / No, .

6. Had they lived in London before they moved to Manchester? -
 Yes, . / No, .
7. Is she going by bus? - Yes, . / No, .
8. Did you talk to him? - Yes, . / No, .
9. Have you been waiting for long? - Yes, . / No, .
10. Will she send us a mail? - Yes, . / No, .

Hadrian's Wall

Hadrian's Wall is an ancient wall across England from Carlisle in the east to Newcastle in the west. The Roman Emperor Hadrian wanted to protect Roman Britain from attacks by Scottish tribes. So he told his soldiers to build a wall. Roman soldiers guarded the wall, which was 117 kilometres long and 4 metres high. Now there are only ruins left of Hadrian's Wall. But still, Hadrian's Wall is the most popular tourist attraction in northern England and a World Heritage Site.

Read the text again and answer the following questions with a short answer. (The first sentence is given as an example).

1. Is Hadrian's Wall in England?
2. Was Hadrian a Roman Emperor?
3. Did Scottish tribes build the wall?
4. Was the wall 117 metres high?
5. Has Hadrian's Wall become a tourist attraction?

Finish the sentences using short answers.

1. Does Linda read books? → Yes, .
2. Has she got a brother? → No, .
3. Is this your pencil? → Yes, .
4. Does she play chess? → No, .
5. Must we change at Victoria Station? → Yes, .
6. Do you like swimming? → Yes, .
7. Did he paint his room himself? → Yes, .
8. Are you going by bus? → No, .
9. Do the girls take photos? → No, .

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16. Timesaver grammar activities (pre-intermediate, intermediate)

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до практичної роботи з навчальної дисципліни

«ІНОЗЕМНА МОВА»

за професійним спрямуванням

(англійська мова)

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вул. Маршала Бажанова, 17, Харків, 61002
Електронна адреса : rectorat@kname.edu.ua

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