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# **FUNNY GRAMMAR**

**Міністерство освіти і науки, молоді та спорту України  
Державний заклад  
“Луганський національний університет  
імені Тараса Шевченка”**

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*Навчально-методичний посібник  
для студентів вищих навчальних закладів*

**Луганськ  
ДЗ “ЛНУ імені Тараса Шевченка”  
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## ПЕРЕДМОВА

Навчально-методичний посібник “FUNNY GRAMMAR” призначений для студентів та викладачів як мовних, так і немовних вищих навчальних закладів. Універсальний характер посібника дозволяє працювати з ним як під керівництвом викладача, так і самостійно – з метою самоосвіти та покращення своїх знань із граматики англійської мови.

Посібник складається з двох частин. Перша частина посібника “*ENGLISH TENSES*” являє собою систематизоване та послідовне подання граматичного матеріалу за принципом нарощення складності та містить у собі 5 підрозділів, а саме SIMPLE TENSES, CONTINUOUS TENSES, PERFECT TENSES, SEQUENCE OF TENSES (in Reported Speech) та PASSIVE VOICE. Різноманітні вправи із завданнями аналітичного, тренувального, творчого та комунікативно-спрямованого характеру допоможуть тим, хто навчається набути впевненості в сфері вживання зазначених категорій часу, які традиційно вважаються нудними і складними. Водночас, у межах кожного підрозділу вправи розміщено в міру наростання труднощів, що надасть викладачеві можливість добирати вправи відповідно до мовного рівня тих, кого він навчає.

Друга частина посібника “*FUN WITH GRAMMAR*” є своєрідним продовженням першої частини та дозволяє викладачеві в ігровій формі перевірити, покращити та закріпити знання англійських граматичних категорій часу у тих, кого він навчає. Вправи та завдання розділу мають проблемний характер і сприяють не лише практичному засвоєнню та вдосконалюванню вмінь вживання зазначених вище граматичних часів, а також націлені на формування мовленнєвих умінь та навичок. Деякі вправи мають змагальний характер; деякі містять у собі проблему та вимагають її вирішення. В цілому, цікаві за змістом та формою завдання зазначеного розділу впливають на емоції тих, хто навчається, збуджують у них бажання наслідувати, реалізовувати власну мовленнєву творчість.

Із власного досвіду викладацької роботи автори посібника знають, що кількості граматичних вправ, пропонованих будь-яким підручником, недостатньо, і викладач завжди відчуває потребу в додаткових вправах. Тому запропоновані в посібникові вправи можуть виявитись цілком доречними і корисними для роботи із будь-яким підручником і будь-якою аудиторією.

Сподіваємось, що посібник увійде в педагогічний і методичний арсенал викладачів англійської мови як корисне видання, що відповідає на запити методичної теорії та практики викладання англійської граматики; а також, що робота тих, хто навчається за даним посібником буде не тільки навчальною та пізнавальною, але й приємною.

**ЧАСТИНА I**  
**ENGLISH TENSES**

**SIMPLE TENSES**

**PRESENT SIMPLE TENSE**

***1. Translate the sentences into Ukrainian.***

1. Rivers flow towards the sea.
2. A student buys a lot of books at the beginning of each term.
3. Mr. Smith lectures Philosophy at the University.
4. Don't shout. He hears you well.
5. I see that you understand us.
6. The teacher asks us a lot of questions in class every day.
7. There are four seasons in the year. Each season lasts three months and brings changes in the weather.
8. This house belongs to Mr. Rich.
9. If Paul calls us, we shall invite him to dinner.
10. When spring comes they will go to Venice.
11. I forget where she lives.
13. Every weekend she gets into her car, drives to her country house, and works in her garden.
14. The next bus leaves at exactly two o'clock.
15. The ship sails every Tuesday.

***2. Answer the following questions.***

1. What do you usually do from the time you get up until 9 a.m.?
2. What do you usually have for breakfast?
3. What do you usually do from 9 a.m. till noon?
4. Do you ever sleep past noon?
5. What do you do from noon till 3 p.m.?
6. What do you do from 3 p.m. till 6 p.m.?
7. What do you do from 6 p.m. until you go to bed?
8. Do you watch TV or listen to music in the evening?

9. How do you spend your weekends? Do you stay in town or do you go somewhere?

**3. Say what you do every day using the following adverbs.**

always, usually, often, sometimes, seldom, rarely, never.

**Model:** eat breakfast

*Maria: I usually eat breakfast.*

*Helen: I never eat breakfast.*

*Nick: Maria usually eats breakfast. Helen never eats breakfast.*

1. drink coffee in the morning
2. put sugar in my coffee
3. drink more than two cups of coffee in the morning
4. drink tea in the morning
5. drink orange juice in the morning
6. drink tomato juice in the morning
7. drink milk twice a day
8. have a sandwich for lunch
9. eat dinner at around six o'clock
10. get to class on time

**4. Rewrite the sentences using the words in brackets as the subject.**

**Model:** *Those children help their mother. (Julia)- Julia helps her mother.*

1. I get up at seven o'clock every morning. (*my father*)
2. We like going for a walk in the morning. (*the old man*)
3. They prefer coffee to tea. (*Martin*)
4. I spend a lot of money on books. (*the teacher*)
5. Some people do nothing during their holidays. (*Eddie*)
6. We finish the day's work at six o'clock. (*the clerk*)
7. Women like window shopping. (*my sister*)
8. Some people paint their houses every year. (*my neighbours*)
9. We sometimes forget people's names. (*the director*)
10. I sit at the back of the class. (*Jerry*)

**5. Use an appropriate auxiliary verb in the following questions. Find the answer in the right column.**

1. ... anyone know where Dan is?	a. Yes, but I don't like the weather much.
2. ... you think we'll be late?	b. He enjoys washing them.
3. ...anybody know the date?	c. No, I'm afraid their English isn't good enough.
4. ...you like living in England?	d. No, she hates it.
5. ... your son ever wash dishes after dinner?	e. The seventeenth, isn't it?
6. ... you know what time the next train leaves?	f. He was in the library a minute ago.
7. ... your students read English books in the original?	g. Ten minutes by car.
8. ... your daughter have cereal for breakfast?	h. Not if we hurry.
9. ... anyone know the answer?	i. It's five minutes fast.
10. How long ... it take them to get there?	j. We'll have to take a taxi.
11. ... you want to be late again?	k. There is no answer to this.
12. ... your watch show the right time?	l. In about ten minutes, I think.

**6. Find equivalents of the following proverbs in the Ukrainian language.**

1. A good beginning makes a good ending.
2. A good dog deserves a good bone.
3. A great ship asks deep waters.
4. A new broom sweeps clean.
5. After rain comes fair weather.
6. All is well that ends well.
7. All roads lead to Rome.
8. Bad news has wings.
9. Every bird likes its own nest.
10. He laughs best who laughs last.

11. Tastes differ.
12. Time cures all things.
13. When at Rome, do as the Romans do.
14. Who breaks, pays.
15. What the heart thinks the tongue speaks.

**7. Put the verbs in brackets into the Present Simple Tense.**

**A.**

1. She (*to learn*) English.
2. I (*to like*) music.
3. My brother (*to be*) a school-boy. He (*to go*) to school.
4. Michael (*to do*) his lessons every day.
5. She (*to live*) in this house.
6. After supper my sister (*to go*) for a walk.
7. We (*to visit*) our grandparents very often.
8. The girl (*to sing*) very well.
9. Usually I (*to have*) dinner at 3 o'clock.
10. He (*to want*) to become a doctor.
11. His brother (*to go*) in for sports.
12. She (*to like*) reading very much.
13. They often (*to take*) a bus.

**B.**

1. I (*not to walk*) to work every morning.
2. She (*to wash*) her car once a week.
3. We (*to spend*) our holidays in the country.
4. He (*not to hope*) to go there.
5. She (*to go*) to the theatre twice a month.
6. Mary (*not to live*) near the station.
7. You (*to take*) your dog for a walk?
8. She always (*to invite*) her friends to her birthday party.
9. He (*to drink*) coffee every morning.
10. Her brother (*to study*) in London?
11. I (*to go shopping*) every day.
12. He (*to speak*) Spanish?
13. I (*to visit*) my friend every week.

**8. Make the following sentences negative and interrogative.**

**A.**

1. He goes to school every day.
2. My sister works here.
3. They eat a lot.
4. We work every day.
5. I come from Ukraine.
6. He comes from Germany.
7. They live in the USA.
8. He plays football every day.
9. I visit my parents very often.
10. His father works at an office.
11. She gets up at seven o'clock.
12. They play tennis very often.
13. We go to the cinema on Saturdays.
14. He wants to become a lawyer.
15. My brother watches television every night.

**B.**

1. My friend lives in London.
2. Her uncle speaks French badly.
3. It often snows in winter.
4. He is my best friend.
5. His parents get up very early.
6. They listen to the news every evening.
7. We usually spend our holidays in the country.
8. They are our relatives.
9. I read newspaper every day.
10. Her father finishes his work at six o'clock.
11. Nick goes to bed at nine.
12. He goes to school by bus.
13. We skate once a week in winter.
14. My sister wants to become a teacher.
15. Her child likes fairy-tales.

**9. Translate the sentences into English, using the verbs in the Present Simple Tense.**

**A.**

1. Я вивчаю англійську мову.
2. Його молодший брат учень (студент).

3. Вона не працює.
4. Він завжди дуже зайнятий.
5. Він розмовляє німецькою мовою?
6. Моя мама любить класичну музику.
7. Вони не хочуть йти у кіно.
8. Де ваші батьки?
9. Вона не грає в шахи.
10. Він ніколи не прокидається рано.
11. Вона робить зарядку щодня?
12. Вони ходять в театр раз на місяць.
13. Я допомагаю мамі по господарству дуже часто.
14. Чи п'єте ви каву вранці?
15. Він не читає газет.

**В.**

1. Що ви робите ввечері?
2. Де живе ваш брат? – Він живе в Києві.
3. Чия сестра вчиться в університеті? – Моя сестра вчиться там.
4. Твій брат ходить до школи? – Так, він школяр.
5. Вона любить грати в шахи? – Ні, не любить.
6. Його друг ходить в театр? – Так, він ходить в театр двічі на місяць.
7. Її чоловік розмовляє англійською мовою? – Ні, не розмовляє.
8. Коли вона прибирає в кімнаті? – Вона робить це щодня.
9. Ця дівчинка любить казки? – Ні, вона їх не любить.
10. Як часто ви маєте машину? – Я мию її щотижня.
11. Коли твій батько повертається додому? – Він повертається о сьомій.
12. Якого кольору твоя ручка? – Вона червона.
13. Хто живе у цьому будинку? – Тут живе моя бабуся.
14. Він любить свою роботу? – Так він любить її.
15. Хто з вас краще плаває? – Мій брат.

## PAST SIMPLE TENSE

### *1. Translate the sentences into Ukrainian.*

1. I was born in June.
2. Mr. Smith worked in the USA in 2003.
3. When did you marry? – John and I got married two years ago.
4. Max left the house for college, walked to the bus-stop, got on the bus and after some stops got off, had a sandwich in a café...and decided to go back home.
5. I saw the sea long ago, in my childhood.
6. Michael went to University and lived in a hostel.
7. It often rained in the autumn of 1996.
8. The Scotts had dinner at six o'clock and went to a pub.
9. When and where did you buy this ring? – Oh! It was long ago!
10. It happened on a sunny spring day.
11. I didn't read much during my vacations.
12. The guests said good-bye and left the house.
13. The brothers went to the same school, entered the same University, worked at the same company, and even fell in love with the same girl. – No wonder, they were twins, weren't they?
14. Who painted this work of art? – It was Levitan.

### *2. Give the Past form of the following verbs.*

#### *A.*

1. eat –
2. know –
3. lose –
4. burn –
5. cost –
6. teach –
7. tell –
8. read –
9. say –
10. make –

11. fly –
12. write –
13. begin –
14. run –
15. take –
16. steal –
17. choose –
18. drive –
19. show –
20. sing –

**B.**

1. try –
2. stop –
3. study –
4. plan –
5. happen –
6. offer –
7. enjoy –
8. say –
9. found –
10. hear –
11. pay –
12. rob –
13. cry –
14. die –
15. lie –
16. flow –
17. nod –
18. prefer –
19. remember –
20. travel –

**3. Make the following interrogative and negative.**

1. I was born in a big Ukrainian family.
2. The students were busy preparing for the exams.
3. I was shy in my childhood.
4. Mrs. Kimberley taught Biology at school.

5. We did all the work on time.
6. The scouts heard something strange.
7. My father read all the detective stories from the public library.
8. It started raining.
9. Our group liked the new teacher.
10. My little sister had a kitten.
11. We had a nice journey to Jamaica last year.
12. Our family had dinner early yesterday.
13. We had great fun at the Halloween party!
14. She had to get up at 7 o'clock in the morning.
15. It snowed a lot this winter.

**4. Put the verbs in brackets into the correct tense.**

1. You (*be born*) in Odessa?
2. I always (*be afraid*) of flying by planes.
3. What (*happen*) last Monday?
4. The train (*start*) at ten o'clock sharp.
5. Where you (*be*) yesterday? I (*phone*) you all day long!
6. Somebody (*copy*) the top secret file. I wonder who (*come*) here last night?
7. It (*rain*) all day long the day before yesterday and I (*not, go shopping*).
8. What (*make*) you give up jogging?
9. They (*talk*) for only twenty minutes and (*fall in love*) with each other deeply. Two months later they (*marry*).
10. As I (*leave*) the money at home yesterday, I (*not, have lunch*).
11. They (*come*) to the bank on Friday evening, but they (*have*) no money.
12. When my parents (*be young*), they (*not, have*) their own flat and they (*have to*) rent a room.
13. The boy (*work*) at his father's firm, (*go*) to the Art Institute in Kansas City and many years later he (*found*) his own cartoon company. The boy was Walt Disney.
14. Who (*do*) this perfect translation of Shakespeare's sonnet?  
– It (*be*) Marshak.

15. You (*pay*) a fortune for this car last year, didn't you? – Who (*tell*) you this? It (*cost*) me almost nothing then!
16. As soon as the tourists (*arrive*) in Paris, they (*buy*) the tickets to Moulin Rouge.
17. When the plane (*take off*)? – It (*take off*) ten minutes ago.
18. Richard (*offer*) me to go to the piano concert. It (*sound*) good, so I (*agree*).
19. He (*wait*) in the rain till it (*get*) dark, but she (*not, come*).
20. It (*rain*) for many days and nights during the rainy season.

**5. Put the verbs in brackets into either Present Simple or Past Simple.**

**A.**

1. I (*to watch*) television at seven o'clock every evening.
2. I (*to watch*) television yesterday.
3. She (*to comb*) her hair every morning.
4. Yesterday she (*to comb*) her hair.
5. They (*not to rest*) yesterday.
6. I usually (*to walk*) to my school but yesterday I (*to take*) a tram.
7. Yesterday he (*to have*) a holiday. He (*not to go*) to the office. He (*to get*) up at eleven o'clock, (*to wash*) his face, (*to have*) breakfast and (*to go*) for a walk.
8. As a rule my mother (*to cook*) dinner. But yesterday she (*to decide*) not to cook. She (*to invite*) us to the restaurant.
9. He (*not to like*) coffee. But yesterday he (*to drink*) a cup of coffee as he (*to be*) very tired.
10. You often (*to take*) your brother for a walk? – Yes. – Why you (*not to take*) him for a walk the day before yesterday? – He (*to be*) ill.

**B.**

1. They (*to be*) in London last month.
2. Who of your friends (*to speak*) English?
3. How many lessons you (*to have*) every day?
4. I (*not to be*) at home yesterday, I (*to go*) for a walk.
5. He usually (*to sleep*) well. But last night he (*to sleep*) bad.
6. Your sister (*to be*) a doctor? – Yes, she (*to become*) a doctor two years ago.

7. He (*not to shave*) today because he (*not to have*) time.
8. You (*to get*) up early on Sunday? – Yes. But last Sunday I (*to sleep*) till ten o'clock.
9. When you (*to leave*) the meeting yesterday?
10. She (*to enjoy*) the film, which we (*to see*) last week?

## **6. Rewrite the text in the Past Simple Tense.**

**A.**

He gets up at seven o'clock. He washes his face, cleans his teeth and combs. He goes to the kitchen and has his breakfast. For breakfast he has a cup of coffee and cheese. When the breakfast is over, he goes to the office. He takes a bus to get to his work.

At the office he works till two o'clock. At two o'clock he has dinner. He finishes his work at seven o'clock in the evening. He decides to walk a little after his working day. He returns home at nine. He doesn't want to have supper, he only drinks tea. Suddenly he remembers that he has to phone his friend. He dials the numbers that he has to phone his friend. He dials the number but nobody answers. His friend is not at home. He goes to his room and decides to watch TV. When TV programme is over, he sleeps.

**B.**

The weather is bad. There is no sun in the sky. Beth wakes up late in the morning. She doesn't want to leave the bed. She stays in her bed for some time. But Beth is hungry. She wants something to eat. She makes herself to get up, and goes to the bathroom. She washes and cleans her teeth. Beth goes to the kitchen and has her breakfast. After breakfast she thinks how to spend her day. Suddenly the telephone rings. Her friend Jack phones. Jack says he has two tickets to the theatre and he invites her to go and see the play. Beth thanks him and agrees to go to the theatre. The play begins at twelve. She has only two hours to dress and to get to the theatre. Beth doesn't know what to put on in such a bad weather. She thinks for some minutes and chooses her new beautiful dress! The weather is bad but she is in a good mood.

**7. Put questions to the italicized words.**

1. They started work *at nine o'clock this morning*.
2. Peter saw them *in the park*.
3. The pupils understood the rule *very well*.
4. His brother *went to the Urals* every year.
5. The boy ate *an apple*.
6. *My aunt* grew beautiful roses.
7. She played tennis *badly*.
8. The children drank *milk* in the morning.
9. My wife saw your cousin *in the hospital*.
10. They lost their way *because it was dark*.
11. The room smelled *of onion and chicken*.
12. He turned on *the car radio*.
13. He looked *at his watch*.
14. Marry took him *a cup of coffee and a sandwich*.
15. They walked the remaining short distance to the bank *in silence*.

**8. Read the sentences. Analyze them and explain the use of the Past Simple Tense form with the did-auxiliary in the affirmative sentences. Translate them into Ukrainian.**

1. So you *did inquire* about that, didn't you?
2. It *did cross my mind* for one moment that Miss Russell might have deliberately invented this pain in her knee.
3. "You being here", doctor said, "you must know exactly what she *did say*".
4. Now we know that someone from outside *did come* to the house that night.
5. It was fairly certain that he *did go* to the summer-house.
6. I inquired the company in question. Their reply was that Mr. Smith *did buy* a Dictaphone from their representative.
7. But I *did see* Willie shake hands that morning with Timothy Dalton.
8. Well, he *did run* when the time came.
9. She promised to have dinner with me any time I wanted, and she *did have dinner* with me, several times.

10. We were very busy. But of course I *did see* a good deal of her.

### **9. Ask questions as in the models.**

**Models:** *Ask me if I was at home at ten. – Were you at home at ten?*

*Ask me when I was at home. - When were you at home?*

**Ask me:**

1. if I was at doctor's on Tuesday;
2. when I was at the doctor's;
3. whether I was in Donetsk last year;
4. when I was in my native village;
5. if I was busy yesterday;
6. where I was yesterday;
7. whether I was at home last night;
8. where I was last night;
9. if my daughter was at the theatre last night;
10. if I was ill the day before yesterday.

### **10. Translate the sentences into English.**

1. Цей будинок належить моєму братові. Він подобається тобі?
2. Вона ніколи не втрачає віри в майбутнє. Вона оптимістка.
3. Що ти купила вчора в магазині? – Я купила нову сукню.
4. Чому ти не прийшов до школи? – Я почував себе погано вчора.
5. Що вони робили в неділю? – Вони ходили на прогулянку.
6. Я не зміг подзвонити їй, бо я не знав номера її телефону.
7. Чому він не хоче грати у футбол, - Він стомлений.
8. Де ти був о третій годині? – Я відвідував свого хворого друга.
9. Вони побудували цей будинок минулого року, але вони не живуть в ньому.

10. Тобі подобається їздити на екскурсії? – Так, якщо вони цікаві.
11. Твій друг знає німецьку мову? – Ні, не знає. Але він добре розмовляє англійською.
12. Де ти купив цю книжку? – Я купив її минулого вівторка в книгарні.
13. Чому вона запізнилась на обід вчора? – Вона була зайнята на роботі.
14. Ти хочеш піти на концерт цього співака, - Ні. Я був на його концерті минулого року.
15. Як тобі сподобалась вчорашня телепередача? – Я не дивилась телевізора вчора.
16. Як правило, вона не обговорює такі важливі питання по телефону.
17. Ніхто не хоче вірити йому. Чому? Він завжди говорить правду.
18. Було пізно, коли вони зателефонували мені.
19. Ви ходили вчора на дискотеку? – Ні, ми не мали часу.
20. Він завжди знає, що робити і завжди дає добрі поради.

### **FUTURE SIMPLE TENSE**

#### ***1. Translate the sentences into Ukrainian.***

1. Without your smile the sun won't shine, and if the sun doesn't shine, the birds won't sing. And if the birds don't sing, no one will bother to get out of bed, and if no one gets out of bed, the world will be a dull, lifeless place!
2. Wait a moment. I shall call my chief.
3. That's against the law! I shall complain to the sheriff.
4. Well, what shall we do next?
5. Let's go there, shall we?
6. Keep your mouth shut, will you?
7. Drive carefully, it's foggy today. – Don't worry, I will.
8. Will you marry him?
9. I won't give you your money back.

10. They will be here soon.
11. When will the concert start?
12. What about the bill? – He will pay by credit card.
13. Will you follow me, please.
14. If someone calls, I shall be out in the garden.
15. I'm afraid, it will be foggy tomorrow.

## **2. Put the verbs in brackets into the Future Simple Tense.**

1. I (*to see*) them next Saturday.
2. They (*to be*) here tomorrow.
3. We (*to have*) the test in a week.
4. She (*to spend*) holidays in the country.
5. The journey (*to take*) three hours.
6. I (*to open*) the door for you.
7. I (*to go*) to school tomorrow?
8. They (*to come*) back next week?
9. We (*to leave*) Kyiv this evening?
10. You (*to wait*) for me?
11. Nick (*to finish*) school next year?
12. She (*to agree*) with you?
13. I (*not to swim*) tomorrow.
14. The weather (*not to be*) fine on Sunday.
16. We (*not to be*) busy in the evening.
17. Sheila (*not to get*) passport next year.
18. When she (*to study*) English?
19. How many people (*to arrive*) today?
20. When you (*to go*) to the cinema?

## **3. Fill in the blanks with shall (not) or will (not) .**

1. ...it rain tomorrow? If it does, I ... take an umbrella.
2. How old ... you be on your next birthday? – I ... be seventeen.
3. ... I do shopping today, Mum? – Oh, no, Dad ... do it.
4. There ... be a lot of interesting people in your life.
5. She has eaten three pizzas. I hope she ... be ill.
6. Gloria ... be a superstar one day.

7. It's unjust! I ... complain to the director.
8. I ... do it. I ... certainly get good money for this work.
9. ... you shut up!
10. ... they join us?
11. I hope you ... like my present, Mum. – I'm sure I ... .
12. When you are ready, I ... take you to dinner at the Continental.
13. I ... never forget tonight as long as I live.
14. What ... we buy Dad for his birthday? – I ... think about it.
15. ... I put the kettle on? – No, thank you, Susan ... do it herself.

**4. Make the following interrogative and negative.**

1. The meeting will begin at eight.
2. They will be in Brussels the day after tomorrow.
3. We shall start at dawn.
4. She will cook breakfast for us.
5. The boy will be seven next year.
6. The plane will take off in five minutes.
7. We shall climb the mountain next month.
8. I shall see you on Monday.
9. I'll buy a camera next month.
10. They'll tell us about it.

**5. Put questions to the italicized words.**

1. Our friends will come to see us *today*.
2. *They* will arrive in some minutes.
3. His parents will be *at home* after six.
4. The peace talks will be held *next month* in Vienna.
5. Jack won't go to the cinema *because he is busy*.
6. *We'll* play chess this evening.
7. We'll get up *at seven* tomorrow.
8. The plant will make *agricultural machines*.
9. She'll wash the dishes *later*.
10. My mother will be angry *when she knows about it*.

**6. Combine the given sentences as in the model.**

**Model:** *He will get the tickets. We shall go to the theatre. –  
If he gets the tickets, we shall go to the theatre.*

1. The weather will be fine. The children will go on a trip.
2. Peter will come to see me. We'll play the chess.
3. Mother will not allow us to go to the cinema. We'll see the film on the television.
4. The wind will blow from the west. It will rain.
5. You won't wake me up. I'll miss the train.
6. We'll take a taxi. We'll catch the train.
7. I shall fall ill. I'll call a doctor.
8. He won't come in time. We'll go without him.
9. It will rain on Sunday. The children will stay at home.
10. I'll see her. I'll invite her to our conference.

**7. Complete the following sentences.**

**A.**

1. Catherine is going to visit her aunt when ... .
2. I'll call you as soon as ... .
3. When I'm in Paris next month, ... .
4. Before we go to bed tonight, ... .
5. My life will be easy after ... .
6. Scott is going to call his friend as soon as ... .
7. My mother will watch this serial till ... .
8. As soon as I get home tonight, ... .
9. She is going to eat dinner before ... .
10. The teacher will get here as soon as ... .
11. Ann is going to buy a new pair of shoes when ... .
12. We shall go on a picnic after ... .
13. I shall tell you something when ... .
14. If Mum goes downtown tomorrow morning, ... .
15. Unless you get up at 5 a.m., ... .

**B.**

1. We would like to know when ... .
2. Tell me if ... .

3. I wonder whether ... .
4. Nobody can tell me if ... .
5. It's interesting when ... .
6. Can you tell them if ... ?
7. Do you know whether ... ?
8. I can't remember when ... .
9. Does anybody know when ... ?
10. He would like to find out if ... .
11. Ask her if ... .
12. She wonders whether ... .
13. I am not sure if ... .
14. They have no idea if ... .
15. I doubt if ... .

**8. Ask questions as in the models.**

**Models:** *Ask me if I shall stay here. – Will you stay here?*  
*Ask me what I'll do if I fall ill. – What will you do if you fall ill?*

**Ask me:**

1. if I shall get up early tomorrow;
2. if I'll have dinner at three;
3. at what time I'll have supper this evening;
4. what I shall do tomorrow;
5. when you will have a test in English;
6. whether I shall wait till you come back;
7. if I shall go to the river if it rains;
8. where I shall go in the evening if I am not tired;
9. when I'll go to Samara if I don't get a ticket today;
10. how I spend my day off if the weather is bad.

**9. Put the verbs in brackets into either Present Simple or Future Simple.**

**A.**

1. If the weather (*to be fine*), the plane (*to leave*) in time.
2. They (*to visit*) their parents next month if they (*to get*) letter from them.

3. Jack (*to miss*) the train if he (*not to hurry*).
4. When he (*to feel*) better, he (*to invite*) us.
5. She (*to finish*) her work when she (*to be*) at the office.
6. What she (*to do*) when she (*to return*) home?
7. I (*to take*) my child to the Zoo if I (*to have*) time.
8. Nick (*to send*) us a postcard when he (*to get*) to Kyiv.
9. They (*not to swim*) if the water (*to be*) cold.
10. I (*not to go*) for a walk before my parents (*to come*) home.
11. We (*to phone*) our son when we (*to come*) home.
12. Tell me when they (*to arrive*).
13. I (*to go*) to the country if it (*not to snow*).
14. She usually (*to go*) for a walk if it (*not to rain*).
15. He (*not to do*) anything if you (*not to tell*) him to.
16. I (*to do*) my homework if I (*not to be*) tired.
17. They (*to be*) very surprised, when they (*to meet*) him here.

**B.**

1. If it (*to rain*), we (*not to leave*) home.
2. Usually I (*to ski*) if it (*to be*) enough snow.
3. I (*to write*) him about this event if you (*to tell*) me his address.
4. You (*to read*) English books if you (*to study*) English.
5. She (*to see*) her brother when he (*to return*) from England.
6. If he (*to go*) to the airport by car, he (*to catch*) a plane.
7. It's raining. As soon as we (*to go*) out we (*to get*) wet.
8. When mother (*to go*) shopping, she (*to buy*) some bread.
9. You (*to worry*) if your children (*to be*) late tonight?
10. Before she (*to go*) out, she (*to switch*) off the light.
11. She (*to recognize*) him when she (*to see*) him again?
12. Give Beth this book as soon as she (*to come*).
13. You (*to phone*) me after you (*to come*)?
14. If there (*not to be*) any coffee, I (*to get*) some from the shop.
15. When my mother (*to hear*) it, she (*to be*) glad.
16. We often (*to watch*) TV if the weather (*to be*) bad.
17. We usually (*to have*) dinner at two o'clock if mother (*to come*) in time.

**10. Translate the sentences into English.**

1. Коли я прийду додому, я подзвоню тобі.
2. Якщо я побачу його завтра, я віддам йому цю книгу.
3. Він зрадіє, якщо ми скажемо йому про це.
4. Я сподіваюсь, що вони будуть вдома завтра
5. Коли вона прийде до університету, вона буде уважно слухати викладача на занятті.
6. Вони погодяться, якщо ми запросимо їх у театр.
7. Вона думає, що ми допоможемо їй у справі як тільки зможемо.
8. Якщо він не стомиться, він вивчить цей вірш.
9. Через тиждень ми поїдемо до моря. Ми будемо плавати, якщо вода не буде холодною.
10. Зараз він дуже зайнятий, але завтра він буде вільний.
11. Ти підеш з нами на прогулянку? – Ні, я залишусь вдома.
12. Ми поїдемо на концерт, коли я буду вільна.
13. Щороку він їде в село, але цього року він не поїде.
14. Я летітиму туди літаком, якщо куплю квиток.
15. Вона піде до лікаря, якщо не почуватиме себе краще.
16. Що ти робитимеш, якщо її не буде вдома? - Я почекаю її у дворі.
17. Якщо ти не поснідаєш, ти підеш до школи голодний.
18. Всі будуть здивовані, якщо він не вступить до інституту.
19. Коли вона готуватиметься до доповіді, вона працюватиме у бібліотеці.
20. Ми завжди заходимо в це кафе після роботи. Завтра ми теж підемо туди, якщо не будемо поспішати.

## CONTINUOUS TENSES

### THE PRESENT CONTINUOUS TENSE

**1. Complete the sentences. Use am/is/are + one of these verbs:**

<i>building</i>	<i>coming</i>	<i>having</i>	<i>playing</i>
<i>cooking</i>	<i>standing</i>	<i>swimming</i>	

1. Listen! Kevin \_\_\_\_\_ the piano.
2. They \_\_\_\_\_ a new hotel in the city centre at the moment.
3. Look! Somebody \_\_\_\_\_ in the river.
4. "You \_\_\_\_\_ on my foot." "Oh, I'm sorry."
5. Hurry up! The bus \_\_\_\_\_.
6. "Where are you, George?" "In the kitchen. I \_\_\_\_\_ a meal."
7. "Hello. Can I speak to Ann, please?" "She \_\_\_\_\_ a shower at the moment. Can you phone again later?"

**2. What's happening at the moment? Write true sentences.**

**Model:** (I/ wash/ my hair) *I'm not washing my hair.*

1. (it/ snow) \_\_\_\_\_
2. (I/ sit/ on a chair) \_\_\_\_\_
3. (I/ eat) \_\_\_\_\_
4. (it/ rain) \_\_\_\_\_
5. (I/ learn/ English) \_\_\_\_\_
6. (I/ listen/ to the radio) \_\_\_\_\_
7. (the sun/ shine) \_\_\_\_\_
8. (I/ wear/ shoes) \_\_\_\_\_
9. (I/ smoke/ a cigarette) \_\_\_\_\_
10. (I/ read/ a newspaper) \_\_\_\_\_

**3. Say what you are doing now and what you have to do regularly.**

**Model:** *We are listening to the tape-recorder now.*

*We often listen to the tape-recorder at the lessons.*

***Use the following phrases:***

- to have an English lesson
- to sit in the classroom at the front (back) desk
- to study a new grammar rule
- to answer the teacher's questions
- to translate sentences into English
- to write down some sentences
- to listen to the teacher carefully
- to look through the text
- to have a talk in English

***4. Ask your group mates:***

- if it is raining now.
- if the students are having an English lesson.
- if he (she) is smoking.
- if he (she) is sitting at the first desk or at the last desk.
- why he (she) is sitting there.
- how he (she) is listening to the teacher.
- if he (she) is speaking English fluently.

***5. Translate the sentences into Ukrainian.***

***A.***

1. The baby is crying again. I think it's hungry.
2. Emma can't come to the phone right now, she is having a shower.
3. Martha is still working in the garden.
4. Why are you shouting at me? What's wrong?
5. Look! It's snowing heavily.
6. Denis is working at a new project this semester.
7. Now Olga is studying at the courses in the British Council.
8. Longman is publishing new books this year.
9. They are redecorating their house in the summer.

**B.**

1. The bus is leaving in five minutes.
2. Are you going to see the new play?
3. When is the plane taking off?
4. Is Sam coming with us?
5. I'm cleaning the house on Monday.
6. Mum and I are leaving for the country one of these days.

**C.**

1. Max, you are sitting at your computer all days long!
2. Why are you constantly leaving your wallet at home, John?
3. Tracey is all the time thinking of her boyfriend!
4. She is a born worrier. - Yes, she is always talking about her problems.
5. Bob is smoking non-stop.
6. Nell is continually drinking coffee!
7. Why is Mel arguing with her younger brother all the time? He's a nice boy.
8. What I mean is that you are being nosy!

**6. Open the brackets using the correct tense.**

**A.**

1. Look out of the window. (*It, rain*)? Should I take my umbrella?
2. Shhh. The baby (*sleep*).
3. Right now I am in class. I (*stand*) at my desk and (*speak*) English to my students.
4. Mary is at home. She (*eat*) dinner and (*listen*) to music.
5. It (*rain not*) at the moment. The sun (*shine*), and the sky (*be*) blue. Light clouds (*fly*) across the sky.
6. Denny is in the library. He (*sit*) at a table. He (*write*) a composition.
7. The students (*take*) a test in class right now? - No, the lecturer (*explain*) something to them.
8. Johnny, (*listen*) to me? What you (*think*) about, I wonder?
9. - What you brother (*do*) in the kitchen? - He (*do*) the crossword in the newspaper.

10. I like winter. Every morning I come to the window to see if it (*snow*).
11. Jack, why you (*sit*) at the back of the class today?
12. - Has Ben finished his homework? - No, he still (*do*) it.
13. The sun (*set*). It'll get dark soon.
14. I (*look*) at the man, but I can't recognize him. Who is he?
16. Simon (*take*) driving lessons as he is going to buy a car.

**B.**

1. - You (*see*) that man over there?  
 - Which man? The man in the brown jacket?  
 - No, I (*talk*) about the man who (*wear*) the blue shirt.  
 - Oh, that man.  
 - You (*know*) him?  
 - No, I (*think, not*) so.
  
2. Right now the children (*have*) a good time on the beach. They (*have*) a beach ball, and they (*play*) catch with it. They (*like*) to play catch. Their parents (*sunbathe*). They also (*listen*) to some music. They also (*hear*) the sound of the sea.
  
3. Right now I (*think*) about the roses which I (*grow*) in my country house. I (*think*) that roses are wonderful flowers.
  
4. - You (*believe*) in flying saucers?  
 - What you (*talk*) about?  
 - You know, spaceships from outer space with alien creatures aboard.  
 - In my opinion, flying saucers (*exist*) only in people's imaginations.
  
5. - This tea (*taste*) good. I (*like*) it. What kind is it? - We (*have*) fruit tea now, though usually I (*prefer*) green tea.
  
6. - A penny for your thoughts.  
 - Huh?  
 - What you (*think*) about right now?  
 - I (*think*) about English grammar.  
 - I not (*believe*) you!

- But it's true. I (*think*) that English grammar is much easier than German grammar.

**7. Explain the use of tenses in the following sentences.**

1. We think that English Grammar is easy. We are thinking about Grammar right now.
2. She has a lecture once a week. She is having a lecture right now.
3. I always feel happy when I am with you. She is feeling happy after the exam.
4. I see and hear you well. I can't believe what I am seeing and hearing.
5. We generally understand each other. We are friends. Are you understanding me or shall I say it again?
6. Brian is a nice child. The boy is being difficult today.
7. She is always kind to people. Today she is being especially kind to me.
8. He is fundamentally stupid. - I am being stupid, aren't I?
9. I see her very often. I am seeing her tonight.
10. I forget his name. I am forgetting my German because I never speak it.

**8. Open the brackets using the verbs in Present Simple, Past Simple, Future Simple or Present Continuous.**

1. Where you (*to work*) last year? – I (*not work*). I (*to be*) a student.
2. Beth (*not to go*) shopping next day. She (*to be*) busy.
3. You (*to like*) cinema? – Yes, but I (*to prefer*) to go to the theatre.
4. What they (*to do*) now? – They (*to discuss*) a very important question.
5. Where you (*to go*)? - I (*to go*) to the disco.
6. He never (*to want*) to argue.
7. You (*to meet*) your friends at the station tomorrow?
8. Many young people in the world (*to be*) fond of sports.

9. She (*to come*) to our party tomorrow? – She (*to come*) if she (*to want*).
10. What the children (*to do*)? – They (*to write*) the test.
11. My friend (*to be*) in a hurry. His parents (*to wait*) for him.
12. They (*not to recognize*) me yesterday.
13. Nick (*to look*) after his sister till his mother (*to come*).
14. Your baby (*to sleep*) now? – No, he (*to play*) with his toys.
15. What she (*to write*) now? – She (*to work*) on her report.

### **9. Translate the sentences into English.**

1. Кто це ходитъ на дворѣ? – Це Том, він завжди в цей час видить подихати свіжим повітрям.
2. Не пускай детей гулять, идет сильный дождь.
3. Они всегда остаются дома в плохую погоду?
4. Я люблю смотреть на котят, когда они играют.
5. Где живет твой брат? – Он живет в Москве, но сейчас гостит у друзей в Киеве.
6. На что ты смотришь? – Я смотрю на облака.
7. Луна вращается вокруг Земли.
8. Не спеши, поезд отходит через час.
9. Завтра родители улетают в Штаты.
10. Доктор говорит, что ребенок поправляется.
11. Я думаю, они сейчас живут в Италии.
12. Почему все смеются?

## **THE PAST CONTINUOUS TENSE**

### ***1. Change the following into the Past Continuous Tense.***

1. The man is standing near the door.
2. Jack told a story.
3. The children swam in the river.
4. Is Nelly wearing a white dress?
5. She went to the cinema.
6. They did not work in the garden.
7. We are not sitting by the window.
8. The workers built a new bridge.
9. The girl tried on a dress.
10. The old man spoke in a low voice.

### ***2. Make the following interrogative and negative.***

1. She was standing alone before the fire.
2. They were crossing the street at the wrong place.
3. I was listening to their conversation.
4. They were talking about our party.
5. Mike was preparing for his examination the whole day.
6. She was playing the piano when you came in.
7. The children were doing their homework at six.
8. Their son was going to be a painter.

### ***3. Make up sentences paying attention to the way of expressing the definite moment in the past:***

#### ***A.***

At two o'clock yesterday That time When you telephoned me When they (he) called in	I was writing a letter. we were having dinner. my sister was taking a walk with a dog. my wife was cooking dinner. they were watching a TV programme. it was raining. the sun was shining brightly.
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**B.**

They were not She was not The children were not My colleagues were not	reading discussing the problem having dinner listening to the radio news making an experiment.	at three o'clock. when the telephone rang.  when they came.
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**C.**

When I came into the office	the chief was phoning Kyiv. the secretary was looking through the papers. some engineers were discussing a new design. my friend was looking through a newspaper. some people were smoking in the hall.
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**D.**

What	was were	your son your children your wife your parents your husband your guests your dog	doing listening to reading discussing watching eating talking about	when you came home?
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**E.**

While I was reading a book	my wife was listening to the news on the radio. my son was doing his lessons. my daughter was talking with her friend. my mother-in-law was watching a hockey match on TV. my dog was sleeping and doing nothing.
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**4. Write questions. Use was/were + V+ ing.**

**Model:** (what/ Tim/ do /when you saw him?)

*What was Tim doing when you saw him?*

1. (what/ you/ do/ at 11 o'clock?)

---

2. (what/ she/ wear/ yesterday?)

---

3. (it/ rain/ when you went out?)

---

4. (where/ you/ live/ in 1985?)

---

**5. Complete the situations:**

**A.** Last summer I spent my holidays in the Crimea. I went to the beach every day. When I arrived there once, I saw a lot of holiday-makers. Some of them ...

*Use the phrases:*

- to lie in the sun
- to bathe to swim
- to play volley-ball
- to eat an ice-cream
- to sit in the tent
- to go boating
- to sail

**B.** Yesterday I called my friend Irene but she couldn't speak with me long as she was busy. She had a lot of things to do. That moment she ... . Her husband ... .

Her child ... .

*Use the phrases:*

- to cook dinner
- to wash up
- to lie on the sofa
- to read a newspaper
- to drink hot milk and to watch a TV film at the same time

**6. Translate the sentences into Ukrainian.**

1. It was snowing when we went out.
2. It was night. The stars were sparkling.
3. What were you reading on holidays? - I wasn't reading anything, I was enjoying my time.
4. They were constantly leaving their teacups unwashed!
5. After an hour's sleep I was feeling much better.
6. The aliens were being kind to us.
7. While Grandma was making tea in the kitchen, her grandson ate the last piece of cake.
8. Jess was always hanging on the phone!
9. It was December. Christmas was coming.
10. Chuck was having a shower at ten o'clock in the evening.
11. The phone always rang when I was cooking supper.

**7. Open the brackets using the correct tense.**

**A.**

1. Alec was not at home at seven o'clock. He (*work*).
2. The exam (*be*) difficult, and he (*feel*) sick.
3. While he (*have*) a swim, somebody (*come*) and (*take*) away his clothes.
4. What you (*do*) at eight o'clock?
5. You (*be*) in Rome in 1996? What you (*do*) there?
6. It (*pour*) when I (*decide*) to take my dog out.
7. When the telephone (*ring*), she (*sleep*).
8. She (*look*) terrific and she even (*wear*) her family diamonds.
9. When the professor (*see*) Eliza for the first time, she (*sell*) flowers.
10. - What you (*do*) in this house? - I (*look*) for my old friend there.
11. Andy (*drop*) his keys when he (*get*) on the bus.
12. From nine to ten o'clock the clerks (*work*) in the bank.
13. The performance (*be*) a success. The people (*shout*) "Bravo!"
14. She (*feel*) that something strange (*happen*).
15. - Where (*be*) he when we (*look*) for him everywhere? - He (*play*) chess with his neighbour.

16. - What they (*do*) in May? - They (*plant*) cucumbers and tomatoes in their kitchen garden.
17. When the sun (*rise*), everybody (*be*) still sleeping.
18. It (*be*) a very pleasant evening, The clock (*tick*), the fire (*burn*), romantic music (*play*).
19. When the boss (*enter*) the office, the secretary (*type*) still the contracts.
20. At this time yesterday I (*lie*) on the sofa and (*read*) a novel.

**B.**

Once, while I (*to walk*) in a park of London, I (*to see*) an old man. He (*to sit*) on a bench holding a book in his hands. I (*to see*) that the book (*to be*) of great interest. It (*to be*) a very old copy of early Byron's works. I (*to look*) at the old man and (*to understand*) that he (*to know*) that I (*to sit*) because of him and the book. I (*to smile*). "It is the last I (*to have*)", he (*to say*) and (*to stretch*) it to me. I (*to take*) it with the words: "I love old books." I (*to open*) the book and (*to look*) at the date: it (*to be*) a remarkable book. "I (*to have*) a hard life and this book (*to be*) a comfort to me. But I have to sell it," (*to say*) the old man.

**8. Look at the picture. You saw Jim in the street yesterday afternoon. What was he doing? Write positive or negative sentences.**



**Model:** (*he/ wear/ a jacket*) He wasn't wearing a jacket.

1. (*he / smoke/ a pipe*)

2. (*he/ carry/ a bag*)

3. (he/ carry/ an umbrella)

---

4. (he/ go/ to the dentist)

---

5. (he/ wear/ a hat)

---

**9. Put questions to the italicized words.**

1. The man *was reading a magazine* when somebody knocked at the door.
2. He was waiting for *a bus*.
3. *The boy* was skating.
4. The students were dancing *when I opened the door*.
5. The girl was eating *ice-cream* when we came in.
6. She was looking *after her little brother*.
7. The pupils were discussing *a story*.
8. The man was passing the theatre *when the clock struck ten*.
9. It was snowing *when we went out*.
10. The boy was running *very fast*.

**10. Translate the sentences into English.**

1. Я увійшов до кімнати і побачив свою дочку, яка щось малювала.
2. Хлопці їхали на автомобілі, коли сталася аварія.
3. Коли ми зайшли до кімнати, вона сиділа за столом.
4. Я не почув, що він сказав мені, тому що я слухав музику.
5. Вчора він сидів у своїй кімнаті, коли зайшла його дружина і сказала, що їхні діти прийшли додому.
6. Чому ти зробив стільки помилок в останньому диктанті? – Я думав про щось інше під час диктанту.
7. Вона зламала ключ, коли намагалась відчинити двері.
8. Минулої п'ятниці я весь день працював над доповіддю.
9. Що робили діти, коли ви зайшли до кімнати? – Вони грались м'ячем.

10. Коли ми пливли на човні, ми побачили маленький острів попереду.
11. Минулого року мої батьки взяли мене з собою у відрядження.
12. Ти спав вчора о десятій? – Ні. В цей час я гуляв зі своїм собакою.
13. Ми прийшли додому о п'ятій годині. В цей час наш син дивився телевізор.
14. Що вона відповіла вам, коли ви запросили її в театр?
15. Він не дивився телевізор о шостій годині, він слухав музику.

### **THE FUTURE CONTINUOUS TENSE**

***1. These dialogues have mistakes in some of the sentences. Correct the mistakes.***

1. - How will I recognize you at the station?  
- I'll be wear a red dress.
  
2. - Are you looking forward to your holiday?  
- Of course. This time next week I'll lie on a beautiful beach.
  
3. - I wonder what Rebecca is doing.  
- She might be watching television. Why don't you phone her?  
- No. She won't watch television now. She's probably busy.
  
4. - What are you doing tomorrow?  
- What time?  
- 4.00.  
- I'll play football.
  
5. - I can't phone David now because he'll be play on his computer.  
- He won't mind. Phone him!

**2. A. Look at what Susan will be doing tomorrow.**

- midnight – 7. 00 am (sleep)
- 7. 00 – 7. 15 (shower)
- 7. 30 – 8. 00 (breakfast)
- 8. 00 – 8. 30 (travel to work)
- 8. 30 – midday (work)
- 12. 00 – 1. 00 (lunch)

**B. Write sentences about what she will be doing at these times.**

**Model:** 7. 45. *She'll be eating her breakfast.*

- 1. 6.30
- 2. 7.10
- 3. 7.35
- 4. 8.10
- 5. 11.00
- 6. 12.20

**C. Write what you will be doing tomorrow at the above times.**

**3. Open the brackets using the correct tense.**

**A.**

- 1. I (*to watch*) television all evening.
- 2. She (*to work*) at home the whole day tomorrow.
- 3. They (*to stay*) at a new hotel.
- 4. He (*to live*) in Kyiv for the next few weeks.
- 5. Beth (*to write*) a letter at that time.
- 6. You (*to do*) your home task all these days?
- 7. Jack (*to enjoy*) the sunshine on the beach?
- 8. Peter (*to read*) the whole night?
- 9. We (*to have*) coffee?
- 10. Tom (*to have*) a bath at this time?
- 11. Where you (*to wait*) for me?
- 12. What Sarah (*to do*) for me?
- 13. Where he (*to pass*) his exam?
- 14. When she (*to type*) letters?
- 15. We (*not to speak*) at ten?

**B.**

1. You (*to work*) all tomorrow morning?
2. He (*to see*) them tomorrow. He (*to tell*) them what you said.
3. I (*to visit*) her office next day. I (*to ask*) her then.
4. My son (*to stay*) with my parents for the holidays.
5. You (*to stay*) here all weekend?
6. Don't disturb him, at the moment he (*to have*) breakfast.
7. I (*to see*) the manager at the meeting next week. And he (*to give*) me all the information he knows.
8. Next year he (*to come*) to Paris.
9. You (*to come*) to our party? – No, I (*to work*) on my report.
10. Don't leave your child alone! He (*to cry*).
11. She (*to give*) me this book? – No, she (*to be*) busy at that time.
12. Don't forget to take your umbrella. It (*to rain*) the whole day.
13. What you (*to do*) at six o'clock tomorrow? – I (*to play*) the piano.
14. He (*to leave*) the hospital, as feels better.
15. We (*to be busy*) this evening. We (*to pack*) our things.

**5. Choose the best way to complete the sentences.**

1. Good luck in your driving test tomorrow. I *will think/will be thinking of you*.
2. It's 6.00. She *will finish/will have finished* her driving test by now.
3. Don't phone me at 7.00. I'll *feed/be feeding* the baby.
4. At 9.00 tomorrow I *will have driven/will be driving* to Paris. I won't arrive until 12.00.
5. Even in five years time doctors *won't have found/won't be finding* a cure for cancer.
6. Mary *will be/will have been* 23 next birthday.

**6. Explain the usage of the Future Continuous Tense in the following sentences. Translate the sentences into Ukrainian.**

1. I'll be still working when you arrive.

2. This time tomorrow he'll be lying on the beach.
3. They will be watching television from eight o'clock till midnight.
4. I will be buttering the bread while my mother is slicing the tomatoes.
5. We'll be arriving at Heathrow at 6 o'clock.
7. What will your family be doing at this time tomorrow?
7. I am not coming to the party as I shall be taking my driving test.
8. Why must I take a book? – You'll be sitting on the train for hours.

**7. Turn the following into Future Continuous.**

1. They were having dinner at three.
2. I am doing my morning exercises.
3. The children will ski in the afternoon.
4. The girl was reciting a poem.
5. I shall wait for you at the metro station.
6. The boys will play hockey.
7. The students will discuss it on Friday.
8. They will eat strawberries after dinner.
9. He is playing computer games.
10. She was washing dishes when he called.

**8. Answer the following questions.**

1. What will you be doing at four o'clock tomorrow?
2. What will you be doing at this time tomorrow?
3. What will you be doing at this time on Sunday?
4. What will your mother be doing at this time on Sunday?
5. Suppose I come to your place at nine this evening. What will you be doing?
6. Will you be learning German next year?
7. What will your father be doing at midnight?
8. What will this singer be doing tomorrow at the concert?
9. What will the players be doing when the football match begins?

10. What will the football fans be doing when the match is over?

**9. Complete the sentences using the verbs in brackets in the correct tense.**

1. We (*to be*) very busy now. We (*to discuss*) a very important question.
2. Where (*to be*) Peter? He (*to have*) his English lesson now? – No, he (*to have*) his English tomorrow.
3. Where (*to be*) Susan? – She (*to work*) in the library at the moment. She (*to stop*) working in an hour.
4. What children (*to do*) when you (*to come*) home yesterday? – They (*to play*) in their room.
5. At two o'clock tomorrow we (*to take*) our French lesson.
6. This problem (*to be*) too difficult to discuss it now. I (*to think*) we (*to discuss*) it tomorrow, when we (*to have*) more time.
7. He (*to spend*) last week in a hospital. He (*to be*) cold.
8. He (*not to eat*) when (*to come*) yesterday. He (*to read*) a book.
9. Why you (*not to put*) your coat on yesterday? It (*to be*) cold.
10. She (*not to see*) me when I (*to come*) into the room. She (*to read*) at that moment.

**10. Translate the sentences into English.**

1. Вона була дуже щаслива, коли отримала приз.
2. Подивись на кошеня! Воно стрибає по кімнаті.
3. Коли він фарбував стіну, він впав з драбини і забив руку.
4. Якщо ви змішаєте коричневий та білий кольори, ви отримаєте бежевий колір.
5. Я поговорю з ним про це, коли зустріну його.
6. Мій син ще робитиме уроки, коли я прийду додому.
7. Ми сподіваємось, що він візьме участь у цій роботі.
8. Весь минулий тиждень він готувався до іспитів.
9. Вчора о шостій вечора вона поверталась з роботи.

10. Коли я прийшов додому, вдома нікого не було.
11. Ми відпочивали у своїй кімнаті, коли батько повернувся з роботи.
12. Я зайшов на кухню і побачив, що моя дружина готує обід.
13. Вона подзвонить вам, як тільки отримає необхідну інформацію.
14. Не приходьте завтра о другій годині: він буде зайнятим в цей час і не допоможе вам.
15. Я думаю, що ми підемо на прогулянку, коли дощ вщухне.

## PERFECT TENSES

### THE PRESENT PERFECT TENSE

#### **1. Translate the sentences into Ukrainian.**

1. I haven't read much recently.
2. He left the town in 2004 and I haven't seen him since.
3. I have known him for three years.
4. I shall go to the country after I have taken my examinations.
5. We haven't heard anything from him since he left home.
6. Have you ever been to Siberia? – No, I haven't been there yet.
7. Mr. Smith isn't here. He has just gone out.
8. Ann has read two English books this month.
9. Pete has already invited me to the party.
10. We shall leave home at 6 o'clock if it has stopped raining.

#### **2. Put the verbs in brackets into the Present Perfect Tense.**

##### **A.**

1. I'm afraid I (*forget*) my book at home.
2. ... the secretary (*yet / come*)?
3. I (*learn*) the rhyme. Could you listen to me?
4. ... you (*ever / be*) to Italy?
5. They (*already / inform*) me about the accident?
6. He is the most handsome man I (*ever / know*).
7. Kevin (*already / leave for*) Manchester.
8. He (*not / receive*) any letters from her this week.
9. I (*not / hear*) from him since he left Paris.
10. I (*not / see*) Tom for ages.
11. ... you (*have*) a holiday this year?
12. We (*see*) some good films recently.
13. Mom (*have*) a headache since she came from the theatre.
14. Alan (*work*) in the bank for a year.
15. Granny (*be*) ill for a fortnight.
16. ... you (*ever / ride*) a horse?

17. Sue (*not / take*) a lot of drugs since she joined the health club.

**B.**

1. Bob and Jane are old friends. They (*know*) each other for a long time.

2. I don't like this weather. It (*be*) cold and cloudy for the last three days.

3. Paul (*learn*) a lot of English since he came here.

4. Victoria can go to bed now, she (*finish*) her homework.

5. He never (*visit*) Hong Kong, but he'd like to go there someday.

6. She already (*call*) them and (*invite*) them to dinner.

7. Where you (*be*) all this time? You ever (*eat*) any seafood?

8. I (*tell*) you this so many times before! Is it so difficult to understand it?

9. My little cousin already (*learn*) to read.

10. We (*hear, not*) from them lately. No news (*come*) so far.

**3. Explain the usage of Present Perfect in the following sentences.**

1. He has passed the interview and he's happy.

2. Have you ever tasted African food?

3. We have known each other since 1995.

4. I've been here for an hour already.

5. The manager hasn't come yet.

6. They have known it all the time.

7. Thank you for everything that you've done for me.

8. Have you forgotten? I've just told you about it.

9. I hope we haven't made a mistake.

10. We've been in class since 10 o'clock.

**4. Answer the following questions.**

1. Have you ever pretended to be ill to get off work or studying?

2. Have you ever cheated in an exam?

3. Have you ever ridden a camel or an elephant?

4. Have you ever hidden any of your earnings from the tax inspector?
5. Have you ever taken anything home with you from the hotel?
6. Have you ever traveled without a ticket on public transport?
7. Have you ever told lies and invented stories about yourself to impress other people?
8. Have you ever met any people who could speak Swahili?
9. Have you ever read your brother's, sister's or friend's letter which was lying around the house?
10. Have you answered all the questions honestly?

**5. Is –'s short for is or has in these sentences?**

1. She's very happy.
2. She's passed her driving test.
3. He's very tall.
4. He's lived with his grandmother for years.

**6. A man is in a job interview. Answer the questions about him.**

Ø *I've worked in Moscow for nearly four years. Before that I worked in St. Petersburg.*

1. Does he work in Moscow now?
2. Does he work in St. Petersburg now?

Ø *I've been a supervisor for two years but I haven't worked in publishing for nearly seven years.*

3. Does he work in publishing now?
4. Is he a supervisor now?

Ø *I've been married since 1999 but we don't have any children.*

5. Is he married now?

**7. a) A magazine reporter is writing an article about things the readers have and haven't done. Look at the notes below and write the question.**

**You're never too old!**

**Look at the questions. If the answer is “NO” to any of them – then try them. Life’s not a rehearsal! Write to us and tell us about your experiences.**

- 1.- go/holiday by yourself
- 2.- live/foreign country
- 3.- do/bungee jump
- 4.- swim/in the sea in moonlight
- 5.- say/”I love you” and meant it
- 6.- learn/foreign language

**Model: HAVE YOU EVER GONE ON HOLIDAY BY YOURSELF?**

**b) Later you get a reply from a reader to the article you wrote. Write sentences.**

1. No. **Model:** *I’ve never been on holiday by myself.*
2. Yes. \_\_\_\_\_
3. No. \_\_\_\_\_
4. Yes. \_\_\_\_\_
5. No. \_\_\_\_\_
6. No. \_\_\_\_\_

**8. Complete these answers. Use the verbs in brackets.**

1. “Do you know London well?” “Quite well. I \_\_\_\_\_ here for six years”. (*live*)
2. “Who’s the woman wearing the red dress?” “I don’t know. I \_\_\_\_\_ her before.” (*not see*)
3. “Did you have a nice holiday?” “It was the best holiday \_\_\_\_\_ since I was a child.” (*have*)
4. “Can you Play tennis?” “Yes, but \_\_\_\_\_ for a long time.” (*not play*)

**9. Translate the sentences into English. Pay attention to the usage of the Present Perfect Tense.**

1. Ми не бачили її з того часу, як вона вийшла з офісу.

2. Я живу в цьому будинку близько семи років, але я хочу переїхати.
3. Вона знає цю сім'ю п'ять років. Вони познайомились в Києві п'ять років тому.
4. Він вчив німецьку протягом двох років, але зараз хоче припинити навчання.
5. Я працюю в цьому офісі з вересня.
6. Я можу поговорити з директором? – Пробачте, він вийшов. Він вийшов кілька хвилин тому.
7. Цей учень не знає відповіді, тому що він не вивчив урок.
8. Чому ти ще не зробив уроки?
9. Це найрозумніша людина, яку я будь-коли зустрічав.
10. Останнім часом я не отримав від нього жодної звістки.
11. Я нічого не чув про них з того часу, як вони виїхали з Києва.
12. Ти сьогодні слухав новини по радіо?
13. Він дуже багато читав останнім часом.
14. Хто може дати мені зошит? Я забув дома свій.
15. Скільки разів ви були в кіно цього року?

**10. Translate the sentences into English. Use the Present Perfect or Past Simple.**

1. Ти вже прочитав цю статтю? – Ні, я тільки-но почав її читати.
2. Коли він приїхав до Києва? – Він приїхав сюди вчора увечері.
3. Він ніколи не бачив цієї вистави, але багато читав про неї в газетах.
4. Коли ти грав в теніс в останнє? – Я вже давно не грав у теніс.
5. Будівництво цієї споруди почалось минулої весни.
6. Коли твій брат востаннє написав тобі? – Він не писав мені з цієї зими.
7. Вона бувала у Франції? – Ні, вона ніколи не була в цій країні.
8. Коли ви купили нову квартиру? – Ми купили її місяць тому.

9. Вчора ми були у лікаря, і він оглянув мене.
10. Скільки разів ви були в цій країні? – Я був у ній двічі.
11. Яке враження на тебе справила ця стаття? – Я ще не читала її.
12. Ти читав сьогодні газети? – Ні, я сьогодні був дуже зайнятий.
13. Я не бачив його приблизно місяць.
14. Ви вже бачили цей фільм? – Так, я бачив його минулого тижня.
15. Коли ти зустрічалась зі своєю двоюрідною сестрою? – Ми зустрічались з нею минулого тижня.

**11. Put the verbs in brackets into the correct tense. Translate the sentences into Ukrainian.**

1. We just (*to come*) home but our children (*to come*) home an hour ago.
2. I already (*to come*) from school. Now I am having dinner.
3. You (*to write*) a letter to your friend today?
4. You (*to send*) him a telegram last week?
5. She never (*to drive*) a car before.
6. He (*to read*) the text and now he can retell it.
7. Jane (*not to be*) at the cinema last week.
8. Don't you know who (*to open*) the door?
9. Five years ago he (*to be*) a typist.
10. When he (*to see*) you? – He (*to see*) me this week.
11. It's the best thing he ever (*to make*).
12. Where I (*to put*) my bag? I can't find it.
13. We (*to see*) her twice today.
14. They (*to live*) in France in 1970.
15. The wind (*to stop*) blowing and the weather is getting warmer.

## THE PAST PERFECT TENSE

### ***1. Translate the sentences into Ukrainian.***

1. They stood on the shore until the ship had disappeared.
2. I had turned off the light before I left the room.
3. We had hardly gone to bed when somebody knocked at the door.
4. Yesterday I met Mike who told me that he had just returned to the city.
5. After the sun had set, we decided to return home.
6. I remembered her address when he had gone.
7. We reached the station before it had grown dark.
8. He had been ill for several days when I called on him.
9. He had no sooner had supper than the light was switched off.
10. As I had known him for nearly 10 years I could recommend him as a very experienced engineer.

### ***2. Put the verbs in brackets into the Past Perfect Tense.***

1. Jill was afraid she (*forget*) her key at home, but she found it in her handbag.
2. Dad wasn't at home when I came back. He (*go*) out twenty minutes before.
3. I wasn't hungry because I (*just / have*) breakfast.
4. Peter saw an urgent message on his table. Somebody (*leave*) it the day before.
5. I apologized I (*not / phone*) her.
6. He told me that he (*come back*) a fortnight before.
7. I knew him at once though I (*meet*) him many years before.
8. We spent the night in Klin, a town we (*often / hear of*) but (*never / see*).
9. They couldn't believe he (*give up*) his job in the bank. He (*make*) a good living there.
10. Mr. Jackson said that he (*already / buy*) everything for lunch.

11. Alice asked her brother where he (*arrange*) to meet his friends.
12. We had no car at that time because we (*sell*) our old one.
13. They (*finish*) painting the ceiling by two o'clock.
14. Hardly (*go*) I to bed when the telephone rang.
15. I kept silence for a while thinking of what he (*tell*) me.
16. Bob tried to find a job after he (*serve*) a five-year sentence.

**3. Explain the usage of Past Perfect in the following sentences.**

1. The builders had finished the work by the end of the day.
2. The train had left by the time we reached the station.
3. She had typed the text and was looking through the files.
4. When the postman came, I hadn't finished breakfast yet.
5. The policeman asked me if I had seen the accident.
6. The rain had stopped and the sun was shining.
7. He explained that he couldn't pay as he had spent all his money.
8. Hardly had the man got out of his car, when he was arrested.
9. The teacher asked if we had understood everything.
10. They left after we had discussed the problem.

**4. Open the brackets.**

1. The plane not (*land*) yet, but a lot of people (*wait*) in the terminal.
2. When I (*wake up*) in the morning, the rain (*stop*) already, and the birds (*sing*).
3. My neighbour (*be*) back some two months before I (*see*) him.
4. Hardly he (*open*) the file, when he (*find*) the information which he needed.
5. The old man used to tell his grandchildren about the war in which he (*take part*).
6. The book (*turn*) out to be much more interesting than I (*expect*).

7. They (*arrange*) everything by evening, and (*wait*) for the guests.
8. Tanya (*train*) hard before she (*become*) a professional dancer.
9. We wondered if they (*get*) our message.
10. Even though the house (*be*) empty for two years, it (*be*) in good condition.

**5. Underline the first action to happen in each of these sentences.**

1. He was rescued after he had been in the water for three hours.
2. John had finished his meal before Diana arrived.
3. Richard finished his meal when Tracy arrived.
4. Sarah had started work before David arrived.
5. Sarah started work when David arrived.

**6. Put the verbs into either Past Simple or Past Perfect. Where both are possible, use Past Perfect.**

1. They (*build*) the house before they (*get*) permission.
2. John was great in that play. I wouldn't have believed that he (*not act*) before.
3. She (*steal*) the diamonds and (*escape*) out the window before the police (*arrive*).
4. Up until I (*be*) fourteen, I (*live*) in France all my life.
5. I (*met*) her before but (*not be able*) to remember her name.
6. He (*take*) the car to the garage because it (*broke down*).
7. Billy (*decide*) to leave anyway so it wasn't important that this boss (*sack*) him.
8. She (*read*) the book and (*be*) disappointed when she (*see*) the film because it (not be) as good.
9. James (*forget*) the message until I (*remind*) him.
10. Charlie (*go*) to bed by the time I (*get*) home.
11. "Until I (*meet*) you, I (*never believe*) in love," she said.
12. He was walking to work but (*turn*) round because he (*forget*) to lock the door.

**7. Match the beginnings and endings.**

1. Monica had been married twice
  2. Philip went home after
  3. Dan had already made his decision
  4. I couldn't phone you because
  5. She had driven all the way to Paris
  6. When I'd finished the crossword
  7. Rachel hadn't thought of changing her job
- 
- a) I played computer games all afternoon.
  - b) before she realized she had forgotten her handbag.
  - c) before she saw the advert.
  - d) I had lost my mobile phone.
  - e) before she met Ron.
  - f) when he spoke to me.
  - g) the film had finished.

**8. Combine these two sentences using Past Perfect in one part:**

**a) Model:** *Helen finished the work. Then she went out.*

*– Helen went out after she had finished her work.*

1. Mother did all the homework. Then she sat down.
2. The bell rang. Then the students and cadets entered their classrooms.
3. Sally spent all the money in her purse. Then she left the shop.
4. The clock struck nine. Then Jack woke up.
5. Andrew saved some money. Then he got married.
6. He lost all his money. Then he stopped playing cards.
7. I asked him three times for the money. Then he paid me.
8. He read the newspaper from beginning to end. Then he went to bed.
9. The sun set. The farmers stopped working.
10. We answered all the questions. Then we left the examination room.

**b) Model:** The sun set. I was ready to go. (*before*) –  
The sun **had set** before I was ready to go.

1. They went home. They finished their work. (*after*)
2. She read the message carefully. She wrote the reply. (*before*)
3. The river became deeper. It rained heavily. (*after*)
4. Ann tore up the letter. She read it. (*as soon as*)
5. I arrived in Rostov. My friend left the city. (*when*)
6. John worked as a skilled builder. He began to study architecture. (*before*)
7. I didn't understand the problem. He explained it to me. (*until*)
8. Fred couldn't leave for home. He completed everything. (*before*)
9. The boys reached the stadium. The game started. (*when*)
10. We didn't disturb him. He finished his work (*until*)

**9. Answer the questions, using the verb given in brackets in the Past Perfect Tense.**

**Model:** Why didn't you tell him my new address?  
(*forget*). – I didn't tell him your new address  
because I had forgotten it.

1. Why couldn't you get into your new flat at once? (*lose the key*).
2. What did he learn about Helen from the letter he received? (*be ill for a month*).
3. Why didn't you see Fred when you came to Moscow? (*leave*).
4. What did you hear about Bob? (*marry*).
5. Why didn't you go skating? (*leave skates at home*).
6. Why didn't Kate want to go to the cinema? (*see the film*).
7. Why didn't you listen to that play on the radio? (*hear before*).
8. What did you hear about Ann's examination? (*pass*).

9. Why did Tomas come home so soon from his holiday?  
(*spend all the money*).

10. Why did he run to the refreshment-room during the first break? (*have no breakfast*).

**10. Translate the sentences into English, using the verbs in Past Perfect.**

1. Ми зробили уроки до приходу батьків
2. До дев'ятої години я повечеряв.
3. Він не вивчив вірша до вечора.
4. Вони розвели багаття до заходу сонця.
5. Я не переклав статтю до ранку.
6. Чому він не надіслав листа до свята?
7. Я приготувала пиріг до приходу гостей.
8. Гра почалась до четвертої години.
9. До третьої години я проглянув всі документи.
10. До 1093 року він був лікарем.

**11. Translate the sentences using Past Simple or Past Perfect.**

1. Я раптом згадав, що забув подзвонити другові.
2. Сестра сказала мені, що бачила цікавий фільм.
3. Він відкрив очі і побачив, що сонце вже зійшло.
4. Де вона вчилась до того, як прийшла працювати у ваш офіс?
5. Я закінчив перекладати статтю до сьомої години.
6. Він не помітив, що забув годинника.
7. Моя племінниця була щасливою, що отримала такий гарний подарунок.
8. Вони дісталися свого будинку до того, як пішов сніг.
9. Що вони розповіли вам до того, як я прийшов,
10. До того часу я вже прибрала всі кімнати і полила квіти.
11. Мої батьки були раді, коли почули, що я успішно склав іспит.
12. До того, як він переїхав до Києва, він жив в Одесі.
13. Чому твій друг був впевнений, що ми не впізнали його?

14. Він був стомлений, бо переклав дуже велику і складну статтю.

15. Коли я побачив, що хтось украв мій гаманець, я подзвонив у міліцію.

**12. Translate the sentences into English, using the verbs in Past Simple, Past Continuous or Past Perfect.**

**A.**

1. Коли він подзвонив мені додому, мої батьки сказали, що я вже пішов.

2. Вона хотіла побувати у місті, де вона провела своє дитинство.

3. Коли я виглянув у вікно, я побачив, що в небі яскраво світить сонце, а дощ припинився.

4. Коли ми прибули на вокзал, поїзд вже пішов.

5. Вона дісталася свого будинку дуже пізно, бо пізно вийшла від батьків.

6. Студенти (учні) написали твір про літні канікули, які вони провели на узбережжі Чорного моря.

7. Наша команда виграла, тому що ми хотіли перемогти.

8. Охоронець не впізнав людину, що пограбувала банк.

9. Коли я прийшла додому, я побачила, що моя дочка читає книгу, яку я принесла їй з бібліотеки.

10. До цього я не був у цьому музеї, тому мені захотілося відвідати його.

11. Як тільки вони повечеряли, вони одразу пішли на прогулянку.

12. Вчора він зустрів друга, якого не бачив з дитинства.

13. Оскільки я прийшов додому о десятій, мій син ще не пішов спати.

**B.**

1. Після того, як ми трохи поговорили, мама з сестрою пішла на кухню готувати обід.

2. Чому він не подарував їй квіти, які купив для неї?

3. Перед вечіркою вони купили маленькі подарунки для кожного гостя.

4. Батько вийшов із саду лише після того, як посадив усі дерева.
5. Був вечір, коли він повернувся додому і зрозумів, що запізнився: вся сім'я вже пішла на прогулянку.
6. Коли вона прийшла до школи, вона дуже нервувала, тому що не вивчила уроків.
7. Ми дивились телевізор, коли мій старший брат прийшов і сказав, що отримав листа від бабусі.
8. Тільки коли вона пішла, мій друг сказав, що колись ця дівчина подобалася йому.
9. Нарешті наша фірма отримала документи, які ми замовили.
10. Його сім'я переїхала до Києва, коли йому було сім років. Раніше вони жили у Полтаві.
11. Яку іноземну мову ти вивчав перед тим, як поступив на факультет іноземних мов?
12. Збори не починалися, доки всі не зійшлися.
13. Коли моя подруга пішла, я згадала, що забула повернути їй диск.

### **THE FUTURE PERFECT TENSE**

#### ***1. Translate the sentences into Ukrainian.***

1. I shall have finished my work by 7 o'clock and shall be able to have a rest.
2. He will have read the book by noon.
3. We'll have passed all our credit-tests by the end of May.
4. I'll have learnt all the new words by supper.
5. The train will have left by the time we get to the station.
6. We'll have translated the article by the beginning of the lesson.
7. I am sure that they will have completed their work by June.
8. I hope it will have stopped raining by the evening.

9. Come tomorrow at 10 o'clock. The manager will have signed the documents by that time.
10. By this time next year my brother will have graduated from the University.

**2. Put the verbs in brackets into the Future Perfect Tense.**

**A.**

1. Julia (*finish*) all the housework by three o'clock and we'll go for a walk.
2. We are going to buy a car. By the end of the next month our family (*save*) money for it.
3. The workers say that they (*build up*) a district by the beginning of 2008.
4. She (*have lunch*) by the time we arrive.
5. By the time I come they (*go*).
6. It is snowing heavily. Have you listened to the weather forecast for tomorrow? – I hope it (*stop*) snowing by tomorrow morning.
7. By half past seven we (*to have*) supper.
8. By the end of the year I (*to learn*) English.
9. I (*to finish*) this work before you leave.
10. By this time next week you (*to pass*) your examination.
11. When we see you next week we (*to buy*) a new car.
12. Before I see you again I (*to go*) to Paris.
13. I hope you (*not to forget*) all about the Future Perfect tense by the next lesson.

**B.**

1. By the time the baby is one year old he/she (*start*) to crawl.
2. Before he/she's 18 months old he/she (*say*) his/her first word but this is not certain.
3. Before he/she's two years old he/she (*begin*) to walk.
4. By the age of three the baby (*learn*) hundreds of words.
5. By the time he/she starts school he/she (*watch*) about 6000 hours of television.
6. When the uncle returns from Australia his son (*to grow up*).
7. By the end of this year I (*to learn*) English very well.

8. I'll need this magazine. Will you (*to look*) it through by morning?
9. If you come at 9 the concert (*to finish*).
10. We mustn't be late. They (*to eat*) everything by the time we come.
11. Before they choose a suitable house they (*to see*) hundreds of them.
12. When you go out it (*to stop*) raining.
13. By the end of May she (*to pass*) all the exams.

**3. Read and put one word into each space to complete the questions. Use the verb in brackets.**

*In a French exam each candidate writes 500 words. An examiner marks 20 candidates work in one hour. He spends exactly the same length of time on reading each paper. He gets paid \$ 2 per candidate. 80 % of the students pass and the rest fail.*

1. How many words \_\_\_\_\_ the examiner \_\_\_\_\_ after one hour? (*read*)
2. How many candidates \_\_\_\_\_ he \_\_\_\_\_ after two hours? (*examine*)
3. How many candidates \_\_\_\_\_ after three hours? (*pass*)
4. How many candidates \_\_\_\_\_ after four hours? (*fail*)
5. How much money \_\_\_\_\_ the examiner \_\_\_\_\_ after five hours? (*earn*)

***Now answer the questions you have completed.***

**4. Complete the dialogues.**

**Dialogue 1.**

- Are you watching television?
- Yes. This football match is great.
- There's a programme I'd like to watch at 9.45

- That's OK. The match started at 7.30. It \_\_\_\_\_ by 9.45.

### Dialogue 2.

- I joined this company in 1995. By 2010 \_\_\_\_\_ here for 15 years and then I'll retire.

### Dialogue 3.

- I said we would be there at 10.30. How long is this flight?  
- Six hours, I think.  
- Well, we took off at 3.00. So \_\_\_\_\_ by 10.00  
- Earlier, I expect.  
-

### Dialogue 4.

- You smoke too much.  
- Only 20 a day.  
- Only! By this time next week \_\_\_\_\_ cigarettes. And that's bad for you.

### 5. Answer the questions using the verbs in brackets in Future Perfect.

**Model:** Will Pete still be a student next July? (*graduate*) – Oh, no, he **will have graduated** by that time.

1. Will Kate be at home if I ring her up at 10 o'clock? (*go out*)
2. Will you still be working in the garden at five o'clock? (*finish my work*)
3. Will you still be watching TV at 11 o'clock tonight? (*switch off*)
4. Will the children be decorating the fir-tree when the guests arrive? (*finish decorating*)
5. Will you still be asleep if I call on you at eight o'clock? (*get up*)
6. Will the Smiths still be living in their old flat in November? (*move to a new flat*)

7. Will you be shopping when we get home? (*return home*)
8. Will the typist be still typing the papers on Saturday morning? (*do everything*)
9. Will your sister be doing her homework if I call for her at seven? (*do everything*)
- 10 Will the boys still be taking their exams in the middle of June? (*pass*)

**6. Explain the use of Future Perfect in the following sentences.**

1. We shall have left by the time you arrive.
2. They will have repaired your car by then.
3. The decorator will have painted the room by Tuesday.
4. I'll already have done the work by the time you come back.
5. I still won't have finished reading the book by four o'clock.
6. He will have left by now.
7. Will you have written the essay by tomorrow?
8. We shall have arranged everything by that time.

**7. Translate the sentences into English. Pay attention to the usage of Future Perfect.**

1. Він не перекладе цю статтю до третьої години.
2. Вона виконає цю роботу до кінця місяця.
3. Чому твій друг не напише статтю до вечора?
4. Ти закінчиш читати цю книжку до завтра?
5. Чи здійсниться моє бажання до Нового року?
6. Вони до того часу вже поїдуть.
7. Чи закінчиться ця телепередача до четвертої години?
8. Вчитель до завтра перевірить всі роботи.
9. Всі туристи зберуться біля готелю до шостої?
10. Ніхто не приїде сюди до кінця дня.

**8. Translate the sentences into English. Use the verbs in Present Simple, Future Simple, Future Continuous, Future Perfect.**

1. Мої батьки приїдуть додому о сьомій годині.

2. Він працюватиме в саду, коли його дружина повернеться з роботи.
3. Мама вже приготує обід до того часу, як я прийду додому.
4. Що ти робитимеш завтра? – Я зроблю всі уроки до другої години, а потім до вечора сидітиму над англійською мовою.
5. Як тільки мій друг повернеться додому, він почне працювати над своїм докладом. Він підготує доклад до десятої години.
6. Не дзвоніть йому завтра о п'ятій. Він буде дуже зайнятий в цей час. Він буде обговорювати важливе питання.
7. Телеграма прийде, коли ви не чекатимете її.
8. Якщо ти прийдеш до сьомої, я приготую тобі смачну вечерю.
9. Коли ти закінчиш писати свою книгу, ти покажеш її мені? – Думаю, що покажу її тобі через місяць.
10. Ми приготуємо всі необхідні документи до того часу, як ви зайдете до нас у офіс.
11. Як тільки я буду вільний, я подзвоню вам сам.
12. Ми чекатимемо на тебе біля кафе. Ти закінчиш свої справи до цього часу?
13. Що він робитиме о третій? – Не знаю, але я думаю, що до цього часу він вже складе іспит.
14. Ти знаєш, о котрій годині вони повернуться додому?
15. Вони перейдуть до нового будинку до Нового року.

## SEQUENCE OF TENSES IN REPORTED SPEECH

### *1. Translate the sentences into Ukrainian.*

#### **A.**

1. He said that he liked that book.
2. They told me that they had made a report the previous week.
3. I invited him to go fishing at six o'clock in the morning, but he said he would be sleeping.
4. He told me he had forgotten everything he knew.
5. She said she would have been doing that work for two hours when I came.
6. He said A. Einstein was born in 1779, but he was born in 1879.
7. He told her that she must consult the doctor.
8. She said that she had been there before.
9. He said that he would ring me up in the evening.
10. She said, she hoped that it would have stopped raining by the next morning.
11. Mother said that Kate was ill and asked Mike to run for the doctor.

#### **B.**

1. He asked her who the owner of the car was.
2. He asked me if I had got my salary.
3. She asked Pat whether he would take part in the concert.
4. Alan asked me how long I had been waiting for him.
5. Dustin asked mother when they would have dinner.
6. Rod asked me if I had solved financial problems.
7. He asked me how long it took me to get to the University.
8. Austin asked me since what time I had known that man.
9. Timothy asked Mary whom she had met at the station the day before.
10. He asked me what I was reading that time.
11. Diane asked me where her new hat was and added that she had long been looking for it.

**2. Rewrite the following sentences using past tenses.**

**A.**

1. Nick says he is sure Elizabeth and Jane will be excellent guides.
2. He says they have made good progress in English.
3. Amanda says that in a day or two several American students will come to pay a visit to their school and she will probably have to act as an interpreter.
4. Alice says she has just met Mike in the street.
5. She says Mike told her a lot of interesting things about his travels in the south.
6. Martin says he is going to the hotel to see his friends, who have just arrived in Lugansk from Argentina.
7. He says they have not been here for a long time.
8. He says they were friends at school.
9. He says he will take them to the theatre on Sunday.
10. They say they will write me a letter when they return home.

**B.**

1. They say they will come to see us next Friday.
2. She says he has already written the article.
3. We do not know when he comes home.
4. James thinks his friend has just returned home.
5. My teacher believes I will succeed in my studying.
6. We expect Mary will join us in the evening.
7. He says he has left his bicycle in the yard.
8. Nora says she will tell you the truth.
9. We suppose that he is joking.
10. I can't believe she has done it.
11. He thinks they are driving to the country.
12. I don't know where they are.
13. They are sure we will be waiting for them in the nearest restaurant.
14. She says she will let me know when they come.
15. We hope they have noticed us.

### **3. Complete the sentences using the verbs in brackets in the correct tense.**

1. I asked my sister to tell me what she (*has seen, had seen*) at the museum.
2. My friend asked me who (*is playing, was playing*) the piano in the sitting room.
3. I knew that he (*is, was*) a very clever person.
4. He said he (*is staying, was staying*) at the Ritz Hotel.
5. They realized that they (*lost, had lost*) their way in the dark.
6. I thought that I (*shall finish, should finish*) my work at that time.
7. He says he (*works, worked*) at school two years ago.
8. Denise said he (*is, was*) very busy.
9. I think the weather (*will be, would be*) fine next week. I hope it (*will not change, would not change*) for the worse.
10. He said he (*will come, would come*) to the station to see me off.

### **4. Translate the sentences into English.**

1. Минулого тижня ми вирішили, що наступного літа ми всі поїдемо до Криму.
2. Сестра сказала, що хоче приїхати до нас сама.
3. Я знав, що він дуже зайнятий.
4. Секретар не помітив, що директор з кимось розмовляє.
5. Марія сказала, що вона дарує нам цю картину.
6. Вона сказала, що її колеги завжди дають їй чудові поради.
7. У минулому році вони думали, що ніколи не будуть добре читати англійською мовою, але вчора вони побачили, що читають тексти досить добре.
8. Я боявся, що заблукаю в лісі.
9. Учений був упевнений, що знайде розв'язання проблеми.
10. Ми не думали, що він так розсердиться.
11. Ми вчора довідалися, що вона хвора.

12. Я знав, що моя сестра вивчає французьку мову, і думав, що вона поїде до Парижу.
13. Мені сказали, що ти мені телефонував.
14. Ми сподівалися, що поїдемо до Лондона.
15. Вона сказала, що її подруга запросила її в театр.
16. Ми побачили, що діти граються у піску.
17. Вона сказала, що більше не буде купатися, тому що вода холодна.
18. Вчитель сказав, що наші друзі надіслали листа з Лондона.
19. Він сказав мені вчора, що раніше він навчався в університеті.
20. Усі були впевнені, що Петро добре складе іспити.

**5. Change the following questions as in the model.**

**A.**

**Model:** *Olga said to me, "Are you free?" – Olga asked me if I was free.*

1. Do you know any foreign language?
2. Are you shocked?
3. Can you send this fax?
4. Did you enjoy the book?
5. Are you going to join us?
6. Will you be at home tonight?
7. Have you ever been to the North Pole?
8. Can you hear me?
9. Are you listening to me?
10. Do you need my help?
11. Is it going to rain?
12. Do you know how to knit?
13. Can you come to the party?
14. Do you have a family?
15. Have you ever been to Africa?

**B.**

**Model:** *Helen said, "Where do you live?" – Helen asked me where I lived.*

1. Where is your apartment?
2. Do you need a dictionary?
3. When does the semester end?
4. Why are you so sad today?
5. How often do you go downtown?
6. Where do you buy your clothes?
7. Who do you usually discuss your problems with?
8. When and where did you first meet?
9. Where do you study?
10. What did you do after class yesterday?
11. Where is your car?
12. Why aren't you listening to me?
13. What are you thinking about?
14. Where is my bag?
15. What time do you usually get up?

### **C.**

**Model:** *He asks, "Are you ready to go out?" – He asks if I am ready to go out.*

1. The stranger asks, "Is anybody at home?"
2. They ask, "Is it cold today?"
3. The teacher asks, "Do you have any questions?"
4. Mario asks us, "Has Maria come?"
5. The boss asks, "Do you agree with me?"
6. She asks, "Is this film worth seeing?"
7. The policeman asks, "Has anything happened?"
8. I am often asked at the airport, "Have you got a travelling insurance?"
9. I am asked, "Were you born in spring or in autumn?"
10. The waiter asks, "Would you like some cheese?"

### **D.**

**Model:** *He asks, "Where has she gone?" – He asks where she has gone.*

1. I ask them, "Who is the director of this film?"
2. The passer-by asks, "Where is the nearest café?"
3. His students ask, "How long does it take to study French?"

4. Grandpa asks, "What have they just said on the radio?"
5. Mr. Snow asks, "Who am I talking to?"

**6. Choose the correct word.**

1. She **said** / **told** us to stand up.
2. Mr Jones **said** / **told** the manager he was leaving.
3. Everybody **said** / **told** the concert had been terrible.
4. I didn't **say** / **tell** Meg that I was coming today.
5. The Prime Minister **said** / **told** that things would get better soon.
6. Alice **said** / **told** she was sick.
7. Nancy didn't **say** / **tell** us anything.
8. You **said** / **told** me you were working tonight.

**7. Translate the sentences into English, paying attention to the sequence of tenses.**

1. Ми не помітили, як діти вийшли з кімнати.
2. Вона сказала, що буде рада побачити нас знов.
3. Він сказав, що знає, як я себе почуваю.
4. Він не сказав, що не любить ходити в театр.
5. Вона сказала, що живе в Києві уже двадцять років.
6. Мій брат сказав, що не згодний зі мною.
7. Всі знали, що вона поїде у відрадження, але не знали коли вона повернеться.
8. Ми були дуже раді, що вони не заблудилися в незнайомому місці і прийшли вчасно.
9. Всі думали, що лекція почнеться о десятій.
10. Він сподівався, що проведе наступне літо біля моря.
11. Я знав, що нічого особливо з ним не трапилось.
12. Нам здавалось, що вона сміється над нами.
13. Всі розуміли, що він помиляється, але ніхто не наважувався сказати йому про це.
14. Вони спитали мене, що я робитиму в неділю.
15. Тренер пояснив нам, що це дуже небезпечний вид спорту.

16. Батьки сказали, що не знають чи дзвонив мені хто-небудь, тому що їх не було вдома.
17. Він сповістив нам, що делегація прибуде сюди приблизно о третій.
18. Я хотів знати, які мови вони вивчають і чи розмовляють вони англійською.
19. Вона трохи хвилювалася, тому що не знала, чи сподобаються дітям її подарунки.
20. Мій двоюрідний брат написав мені, що він вступив до університету.

**8. Change this direct speech into reported speech:**

1. "He works in a bank"  
She said \_\_\_\_\_
2. "We went out last night"  
She told me \_\_\_\_\_
3. "I'm coming!"  
She said \_\_\_\_\_
4. "I was waiting for the bus when he arrived"  
She told me \_\_\_\_\_
5. "I'd never been there before"  
She said \_\_\_\_\_
6. "I didn't go to the party"  
She told me \_\_\_\_\_
7. "Lucy'll come later"  
She said \_\_\_\_\_
8. "He hasn't eaten breakfast"  
She told me \_\_\_\_\_
9. "I can help you tomorrow"  
She said \_\_\_\_\_
10. "You should go to bed early"  
She told me \_\_\_\_\_
11. "I don't like chocolate"  
She told me \_\_\_\_\_
12. "I won't see you tomorrow"  
She said \_\_\_\_\_
13. "She's living in Paris for a few months"  
She said \_\_\_\_\_

14. "I visited my parents at the weekend"  
She told me \_\_\_\_\_
15. "She hasn't eaten sushi before"  
She said \_\_\_\_\_
16. "I hadn't travelled by underground before I came to London"  
She said \_\_\_\_\_
17. "They would help if they could"  
She said \_\_\_\_\_
18. "I'll do the washing-up later"  
She told me \_\_\_\_\_
19. "He could read when he was three"  
She said \_\_\_\_\_
20. "I was sleeping when Julie called"  
She said \_\_\_\_\_

## PASSIVE VOICE

**1. Write sentences from the words in brackets ( ).**

**A). All the sentences are present.**

**Model: (how often / the room / clean?) - How often is the room cleaned?**

1. (glass / make / from sand) Glass \_\_\_\_\_ .
2. (stamps / sell / in a post office) \_\_\_\_\_ .
3. (football / play / in most countries) \_\_\_\_\_ .
4. (what language / speak / in Ethiopia?) \_\_\_\_\_ ?
5. (this room / clean / every day) \_\_\_\_\_ .

**B). All the sentences are past.**

**Model: (the room / clean / yesterday) - The room was cleaned yesterday.**

1. (this room / paint / last month) This room \_\_\_\_\_ .
2. (Ann's bicycle / steal / last week) \_\_\_\_\_ .
3. (three people / injure / in the accident) \_\_\_\_\_ .
4. (when / the church / build?) When \_\_\_\_\_ ?
5. (when / television / invent?) When \_\_\_\_\_ ?

**2. When were these famous people born? You have to choose the rite year for each person:**

**1889            1770            1452            1564            1870**

1. Lenin was born in \_\_\_\_\_ .
2. Shakespeare \_\_\_\_\_ .
3. Leonardo da Vinci \_\_\_\_\_ .
4. Charlie Chaplin \_\_\_\_\_ .
5. Beethoven \_\_\_\_\_ .
6. And you? I \_\_\_\_\_ .

**3. Make the following sentences negative and interrogative..**

1. Marmalade is made from oranges.

2. This town was built a century ago.
3. They were invited to the birthday party.
4. America was discovered long ago.
5. My neighbour's car was stolen last night.
6. His winter boots were made in Italy.
7. The building was ruined by the earthquake.
8. Italian is spoken in Italy and on Malta.

**4. Change the sentences as in the model.**

**Model:** *A telephone call woke me up. – I was woken up by a telephone call.*

1. My father built this cottage.
2. Beginners use that computer.
3. Somebody is opening the window now.
4. We sold the last French text-book.
5. People all over the world watch news.
6. The moonlight lit everything in the room.
7. Don't worry, we shall settle your problems.
8. We have just sent for the doctor.
9. He has just repaired his car.
10. Somebody addressed the letter to the wrong person.
11. The secretary is still typing the letter.
12. Mum cut the meat and chopped it.
13. Snow covered everything.
14. The police have been looking for him for a month!
15. Our chief offered me a day-off.

**5. Use the verbs in brackets in the correct passive form:**

1. You (advise) to wear sensible shoes in winter.
2. Sniffer dog (use) by police to detect drugs and explosives.
3. Huge pine trees (uproot) by the storm.
4. You (allow, not) to buy cigarettes if you are under sixteen.
5. Toyotas (manufacture) in Japan.
6. Gold (discover) in Eastern Canada.
7. Several towns (destroy) by eruption of Vesuvius.
8. The mirror (break) while it (move) into the hall.

9. How the word “magazine” (pronounce)?
10. Love stories always (sell) well.

**6. Answer the following questions using the words given after the exercise.**

**Model:** - Was radium discovered by Mary Poppins? – No. It was discovered by Marie Curie.

1. Was “Mona Liza” painted by Picasso?
2. Was Mickey Mouse created by the Warners?
3. Was the song “Imagine” written by Elvis Presley?
4. Was the film “Titanic” directed by Alfred Hitchcock?
5. Was “Romeo and Juliet” written by Agatha Christie?
6. Was the Parthenon built by ancient Romans?
7. Was the telephone invented by Siemens?
8. Was America discovered by Marco Polo?
9. Was “The Moonlight Sonata” composed by Tchaikovsky?
10. Were the Pyramids built in China?
11. Was “Alice’s Adventures in Wonderland” written by Shakespeare?

***Leonardo da Vinci, Marie Curie, the ancient Egyptians, James Cameron, the ancient Greeks, Walt Disney, John Lennon, Shakespeare, Alexander Bell, Popov, Christopher Columbus, Lewis Carrol.***

**7. Complete these sentences using the verb in brackets. Choose whether it should be in the active or passive form.**

1. On his last birthday Charlie \_\_\_\_\_ (give) lots of presents.
2. He \_\_\_\_\_ (become) President in 1998.
3. Your glasses \_\_\_\_\_ (break) by accident.
4. I don’t want to read that book. I \_\_\_\_\_ (read) it before.

5. Two people \_\_\_\_\_ (*sack*) by the company because of corruption.
6. That tree \_\_\_\_\_ (*cut down*) tomorrow.
7. The car \_\_\_\_\_ (*repair*) by a mechanic.
8. The drug dealer \_\_\_\_\_ (*arrest*) yesterday morning.

**8. Rephrase the following so that the meaning stays the same.**

1. We present the information about the results.

The information \_\_\_\_\_

2. The students will ask the visitor some questions. The visitor \_\_\_\_\_

3. The lecturer addressed the audience in English.

The audience \_\_\_\_\_

4. People believe that Nick is the best DJ in town. Nick is \_\_\_\_\_

5. Mother has sent him a big parcel.

A big parcel \_\_\_\_\_

6. They had given me a bunch of flowers.

A bunch of flowers \_\_\_\_\_

7. The police have asked Harry a lot of questions. Harry \_\_\_\_\_

8. Salvador Dali painted surrealist paintings. Surrealist paintings \_\_\_\_\_

**9. Read the text and underline the passive verbs. There are five of them. What tense is each one?**

The police are looking for a man who stole a priceless Picasso painting from the Louvre, Paris. The painting was taken yesterday morning. It had been removed from its frame while it was being cleaned. The thief hit a security guard over the head, rolled up the painting and ran from the building. He was seen later in a nearby underground station. Video film from security cameras in the museum is now being checked because it may help the police.

**10. Put the following sentences into the passive.**

1) Penguin readers published this book in 1990.

\_\_\_\_\_ 2)

Susan informs Mary about the test results.

\_\_\_\_\_ 3) They could not do the exercises on their own.

\_\_\_\_\_ 4) The Smiths are going to invite the Taylors on Christmas Eve.

\_\_\_\_\_ 5) The Burglars have stolen the paintings by Picasso.

\_\_\_\_\_ 6) We will not treat the dogs badly.

\_\_\_\_\_ 7) Susan brushes her teeth before having breakfast.

\_\_\_\_\_ 8) Rachel sews skirts for her children.

\_\_\_\_\_ 9) Tim mowed the lawn for his dad.

10) Mothers hopefully will not do the home-exercises for their children.

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11) They had founded a company on their own.

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12) Unfortunately, she has disappointed her boyfriend.

---

13) My uncle bought a house in Scotland.

---

14) Zoe always does her home-exercise immediately after school.

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15) Paula had studied the map of London carefully.

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***11. Translate the following sentences:***

1. Вся домашняя работа сделана: ошибки исправлены, новые слова выучены, предложения переведены, сочинение написано.
2. Это вкусное блюдо было приготовлено итальянским поваром.
3. Многие современные лекарства делают из растений.
4. Результаты экзаменов будут объявлены завтра утром.
5. Все деревья и цветы в этом саду посажены мною.
6. Книжные полки в его комнате покрыты пылью.
7. Я не знаю, кем была основана эта компания.
8. Вся мебель в доме моих родителей сделана из натурального дерева.
9. Не прикасайтесь к забору. Его только что покрасили.
10. Ошибка была сделана очень давно, а исправлена только сейчас.

## ЧАСТИНА II

### FUN WITH GRAMMAR

#### SIMPLE TENSES

#### PRESENT SIMPLE

##### 1. IN COMMON

**Materials:** Worksheet

**Dynamic:** Whole group (class)

**Time:** 20 minutes

**Procedure:**

1. Create a worksheet, perhaps by using the blank Worksheet, by listing your students' names in the left column. Another way to do this is to use the attendance list, block out everything but the name column, then draw lines across.

2. Give each student a copy of the handout. Instruct students to cross out their name and the names of any absent students.

3. Instruct students to circulate and find one thing they have in common with each other student on the list. They must find a different thing for each student. For example, Julia might write:

**Sophia:** we both like sports.

**Kate:** We both have dark hair.

**Denis:** we both have two older brothers.

**Boris:** We both drive a car.

4. When two students have discovered something in common, each writes it down on the line next to the name of the student he/she is talking to. In the above example, Julia writes *We both like sports* next to Sophia's name, and Sophia writes it next to Julia's name.

5. When they have finished, the students sit down. Ask which verb tense they used most often (Present Indefinite Tense) and why (facts). If the students cannot provide these answers, give them clues



**Student B:** Yes, I am.

2. When the questioning student gets a *yes* answer, he/she fills in the answer's name. If the answerer answers *no*, the questioning student continues until he/she finds someone who answers *yes*.

3. When a student completes the worksheet, he/she sits down, but still answers other students' questions. Not all students may be able to complete every entry. If they have asked all their classmates (groupmates) a question and no one has said *yes*, they can also sit down.

4. Go over as many of the questions/answers as time allows.

**NOTE:** *You can limit answers to only one yes answer per student. This avoids students paring up and talking to only one or two other students. Or you may allow students to write a classmate's (groupmates') name as many times as that student answers yes.*

**Worksheet----- ARE YOU THE ONE?**

<b>FIND A CLASSMATE (GROUPMATE) WHO...</b>
Has more brothers than sisters.
Speaks more than two languages.
Has a pet.
Is not from a large city.
Is older than you.
Is wearing socks.
Has a car.
Likes to dance.

Likes fast food.
Has a name that begins with the same letter as yours.
Drinks coffee.
Is married.
Has a birthday in April.
Is afraid of spiders.

### **3. INFORMATION, PLEASE**

**Materials:** Worksheet (optional)

**Dynamic:** Pairs

**Time:** 30 - 45 minutes

**Procedure:**

1. Divide the class (group) into pairs. Assign each pair a different topic to discuss. Partner A asks the questions; partner B provides his/her own answers. Partner A can use the worksheet questions as a guideline, but encourage students to think of other, more specific questions. For low-level students, you may want to provide answers for partner B or have the partners work together to create answers. Higher-level students can use the worksheet as a guide and then develop their own questions based on the situation.

**SUGGESTED TOPICS:**

*mall information desk*

*airline information*

*ticket booth*

*county fair information office*

*bus information*

*university/college information line*

*library*

*hospital information desk*  
*local tourist attraction*

2. Have the students practice their questions and answers several times. They will do a telephone role play for the class (group), so they should be familiar with the questions and answers. Circulate, helping the pairs with their grammar and checking their answers.

3. The partners take turns presenting their role plays to the rest of the class (group).

**Worksheet-----INFORMATION, PLEASE**

<p><b>1. Mall information desk:</b>  a. What are your hours?  b. How do I get there?  c. Is there a bus stop nearby?  d. Is there a _____ (store name) in the mall?  e. Are there any restaurants in the mall?</p>	<p><b>5. Bus information:</b>  a. Which bus goes to _____ (city name)?  b. How much does it cost?  c. Which bus goes to the university?  d. Are there special buses for disabled people?  e. Is there a child's fair?</p>
<p><b>2. Airline information:</b>  a. Is flight 57 on time?  b. At what gate does it arrive?  c. Which terminal is it in?  d. How do I get to the airport?  e. Is there short-term parking?</p>	<p><b>6. University/college information line:</b>  a. When does the semester begin?  b. Is it too late to register?  c. Do I have to register in person?  d. How do I get there?  e. Is there a bus stop nearby?</p>
<p><b>3. Ticket booth:</b>  a. Do you have tickets for _____ (group/event name)?  b. How much are they?  c. Can you send them to me?  d. Can I buy tickets at the door?  c. Do you have student rates?</p>	<p><b>7. Library:</b>  a. Are you open on Sundays?  b. What are your hours?  c. How do I get a library card?  d. How do I get there?  e. Is there parking nearby?</p>

<p><b>4. County fair information office:</b></p> <ul style="list-style-type: none"> <li>a. What dates are you open?</li> <li>b. What are your hours?</li> <li>c. Is there a bus stop nearby?</li> <li>d. How can I get there by car?</li> <li>e. Is there parking nearby?</li> </ul>	<p><b>8. Hospital information desk:</b></p> <ul style="list-style-type: none"> <li>a. What are visiting hours?</li> <li>b. Are children allowed?</li> <li>c. How many people can visit at once?</li> <li>d. How do I get there?</li> <li>e. What room is _____ (patient's name) in?</li> </ul>
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#### **4. TWENTY QUESTIONS**

**Materials:** None

**Dynamic:** Whole group (class)

**Time:** 10 minutes

**Procedure:**

1. Choose a category, such as famous people, occupations, food, or animals. Choose one student to answer questions from the rest of the group (class). Show the student a piece of paper with a word telling what he or she is (an object or person in the category). This student sits in front of the class and may answer only *yes* or *no* to any question.

2. The group (class) may ask a total of 20 *yes/no* questions to discover the “identity” of the student in front of the group (class) (the word on the paper the student was shown). If they guess the student’s identity before or by the 20<sup>th</sup> question, the group (class) wins. If the group (class) doesn’t guess correctly, the student wins. (You may want to vary the number of questions the class can ask. Be sure to make the number clear before the game begins.)

**VARIATION:** *To make the game more challenging, especially at the higher levels, omit step 1 so that the students use up some of their questions determining the category.*

## PAST SIMPLE

### 1. DETECTIVE 1

**Materials:** Worksheet

**Dynamic:** Pairs

**Time:** 30 minutes

**Procedure:**

1. Divide students into pairs. Have them read the situation together and fill in the blanks with a past form of *to be*.
2. Assign the roles of police officer and witness (or have the students choose). As the group (class), brainstorm some questions using a past form of *to be* that the police officer might ask the witness.

**Examples:** Was the thief tall?

Were you across the street from the office?

Where did the thief go when he left the office?

3. Have the two students practice asking and answering questions.
4. Encourage the “police officer” to ask both *yes/no* and *wh-*questions.

### **Worksheet-----DETECTIVE 1**

*Fill in the blanks with a past form of to be (was/were/wasn't or weren't).*

A thief stole a computer and printer from an office on campus Saturday at 10:00. Sandy \_\_\_\_\_ in the parking lot across from the office, standing next to her car. She saw him for only a few minutes, but she \_\_\_\_\_ sure she could identify him. The police officers \_\_\_\_\_ happy to have a witness, but they \_\_\_\_\_ sure how much Sandy saw from the parking lot. Sandy \_\_\_\_\_ positive she could answer the detectives' questions.

## QUESTIONS:

1. \_\_\_\_\_ you near the office at 10:00 on Saturday?
2. Why \_\_\_\_\_ you on campus on a Saturday?
3. \_\_\_\_\_ the office open when you arrived?
4. \_\_\_\_\_ you able to see anyone run out of the office?
5. What \_\_\_\_\_ in his hands?
6. How tall \_\_\_\_\_ he?
7. What colour \_\_\_\_\_ his hair?
8. \_\_\_\_\_ his clothes old or new?
9. \_\_\_\_\_ his clothes expensive?
10. How old \_\_\_\_\_ he?
11. \_\_\_\_\_ he someone you knew?

## 2. DETECTIVE 2

**Materials:** Worksheet (*the same as in the DETECTIVE 1*)

**Dynamic:** Whole group (class)

**Time:** 30 minutes

### **Procedure:**

1. Choose five students to be “suspects”. The five draw slips of paper from a bag. Four are blank. The students who chooses the one with an **X** is the “thief”. The five do not tell the rest of the group (class) who the “thief” is.
2. Divide the rest of the group (class) into groups (subgroups) of five. Using the situation in Worksheet (DETECTIVE 1) or your own, have the group (class) brainstorm or adapt the questions in Worksheet (DETECTIVE 1) to ask the “suspects”.
3. While the rest of the group (class) is brainstorming, take the five “suspects” outside. The four without the **X** should think of answers or an alibi for the questions they will be asked. Work with the “thief” to help him/her to look or sound evasive and give contradictory answers. This student should not make it obvious that he/she is the guilty one, but will have to give some clues to the group (class).

4. Resemble the group (class) with the five “suspects” sitting in front of the room. The groups (subgroups) take turns questioning the “suspects”. After a time limit or when they have run out of questions, the groups (subgroups) decide who the “thief” is.

**NOTE:** *This can be used as a follow-up to **DETECTIVE 1** in a high-beginning class, or it can be used as an independent activity.*

### **3. MEMORY ROUND**

**Materials:** A card per student, with a verb in the past tense written on each

**Dynamic:** Whole group (class)

**Time:** 20 minutes

**Procedure:**

1. Give each student a card with the simple form of a different verb, written large. (You may mix irregular and regular pasts, or just focus on irregular past forms.) Let each student decide what the correct past form of his/her verb is.

2. Have students sit or stand in a circle. Instruct them to think of a sentence that uses the verb on their card. They will have to remember the sentences, so that they should not be overly long.

3. Students hold their cards facing the circle at all times. The first student says his/her sentences. The next student in the circle says his/her sentence and repeats student one’s sentence. Continue around the circle. The last student repeats all the previous sentences.

**Example:**

**Student 1:** I needed to buy groceries yesterday.

**Student 2:** I ate breakfast at 7:00, and he needed to buy groceries yesterday.

**Student 3:** I drove to the mountains last weekend, she ate breakfast at 7:00, and he needed to buy groceries yesterday.

**NOTE:** *You can begin with a student who seems weak (he/she will not have to remember so many sentences) or with the person next to the person who has the best memory. No writing is allowed; students must focus on what their groupmates (classmates) are saying.*

#### **4. CHAIN STORIES**

**Materials:** A card per student, with a verb written on each

**Dynamic:** Large groups

**Time:** 20 minutes

**Procedure:**

1. Give each student a card with the simple form of a verb, written large. The verbs may have regular or irregular past forms, or you may use a mixture. The students supply the past form.
2. Put students into groups of five or six. Give each group a sentence to begin their story. Going around in their circle, the students each add a sentence to their story, using their verb. The stories may be serious or funny, but they should make some sort of sense.

**Example:**

**Starting sentence:** Yesterday, I decided to go to the park.

**Student 1:** I saw an old man sitting on a beach.

**Student 2:** The old man was reading a newspaper.

**Student 3:** The newspaper fell off the bench when  
the old man got up.

3. After the groups have finished, they may repeat their stories for the whole group (class), write stories, or just end the activity in their groups.

#### **5. BALL TOSS**

**Materials:** Any soft ball

**Dynamic:** Whole group (class)

**Time:** 5 minutes

**Procedure:**

1. This is a review game for irregular past forms. The game can be played to review all irregular verbs, or you can limit students to the one or two sections they have just memorized.

2. Arrange students in a circle, either standing or at their desks. Call out the simple form of an irregular verb and toss the ball to a student. That student says the simple past form. Then he or she tosses the ball to another student, who provides the past participle. This second student then calls out a new verb and tosses the ball to a classmate.

**Example:**

**Instructor:** swim

**Student 1:** swam

**Student 2:** swum, eat

**Student 3:** ate

**Student 4:** eaten

Think of this game as chains of three. The third person must both finish the chain and start a new one.

**6. RELAY**

**Materials:** Board, 2 markers or pieces of chalk

**Dynamic:** Teams

**Time:** 5 minutes

**Procedure:**

1. Divide the group (class) into two teams and have them line up on either side of the classroom. Write the same list of irregular verbs (simple form) on each side of the board, but list them in different order.

2. The first student from each line goes to the board and chooses any verb to write in the past form. As soon as he/she is done, he/she gives the marker to the next student in line. Each student can do only one new past form, but may correct any of the answers previously written. Spelling counts.

3. The object is for the team to write the irregular past forms for all the simple forms. The first team to finish correctly wins.

**SUGGESTION:** *If you have limited board space or are using a stand-up board that might not work well for this activity, an alternative is to use tag board strips. Write one word on each strip and attach them to the board with stick tack or putty. The students write the irregular past form next to the word strip. This way, if a student wants to correct a previous answer, he/she will not accidentally erase the words you listed on the board.*

*Using tag board strips also makes it easy to arrange the words in different order on the two sides of the board. You can have them prearranged in two piles and then just stick them in that order on the board. And you can save the word strips to use again.*

## **7. LINE-UPS**

**Materials:** Cards or use Worksheet

**Dynamic:** Whole group (class)

**Time:** 20 minutes

**Procedure:**

1. Give each student a question card. If making your own, use two different colours of cards. If copying worksheet, use two different colours of paper. Call all the students (half the group (class)) with a yellow card (for example) to the front and have them stand in a line facing the group (class).

2. The other half of the group (class) stands in front of the first line. If there are an odd number of students, either one waits for someone to question, or the extra person in the answer line waits until the line moves.

3. Each person with a yellow question card questions the student standing in front of him/her. When everyone has answered one question, the students in the answer line move down one and are asked a new question. Continue until all the students in the answer

line have talked to every student in the question line. (The students in the question line do not move).

4. The students in the lines now switch positions, and the former answerers are now the questioners. Continue as in #3 above.

**Worksheet-----DLINE-UPS**

*(IRREGULAR PAST FORMS)*

What did you eat for breakfast?	Where did you go after classes yesterday?
How much did your grammar book cost?	What did you drink with lunch yesterday?
What did you buy recently at the grocery store?	What did you hear the teacher say?
Where did you leave your books?	Who did you see before the classes?
Who did you last send a letter to?	How late did you sleep this morning?
How much money did you spend on dinner yesterday?	What did you bring to school (University...) today?
Who did you recently send a package to?	What did you make for dinner yesterday?
Who was the last person you saw before class?	What did you lend a friend last week?
Who did you last fight with?	What did you break recently?
Where did you put your books when you got home from classes yesterday?	Who did you sit next to in the class today?

What did you recently lose?	What did you quit doing?
When did you last go swimming?	What did you read yesterday or today?
What did you cut out of the newspaper or magazine?	How much did you pay for your last haircut?

## FUTURE SIMPLE

### 1. FORTUNE COOKIES

**Materials:** One fortune cookie per student

**Dynamic:** Whole group (class)

**Time:** 15 minutes

**Procedure:**

1. Discuss with the group (class) where they find predictions in the “real world”. (Usual answers will include weather forecasts and fortune telling.) Ask if they can think of a restaurant where fortunes are used. Most of the time, at least one student will mention Chinese restaurants. Explain that the fortune cookies at Chinese restaurants sometimes contain fortunes, but sometimes may be just factual statements (“You are a good person”).

2. Give each student a fortune cookie and have them look at their “fortunes” to see if the main verb is either *to be* + *-ing* or *will* + simple form. If a student has one of these forms in his/her fortune, ask him/her to read it aloud to the group (class).

3. Because these fortunes are often difficult for a non-native speaker to understand, go over the meanings, perhaps asking the group (class) what they think is meant.

## **2. WRITE YOUR OWN FORTUNES**

**Materials:** One slip of paper per student with the name of a group mate (classmate) on it

**Dynamic:** Whole group (class)

**Time:** 10 minutes

**Procedure:**

1. Distribute the slips of paper. Tell the students they are going to write a fortune for the student whose name is on their paper. The fortunes may be silly or serious, but most contain one of the future forms studied in class.
2. Collect the slips. Redistribute the fortunes to the students whose names are on the papers.
3. Invite students to share their fortunes with the group (class), but do not require them to do so. If the students know each other well, the fortunes may be too personal to share with the rest of the group (class).
4. Have students check their fortunes to see if one of the correct forms was used. If not, have them try to rewrite the prediction, using a correct future form.

## **3. WHAT'S NEXT?**

**Materials:** Several different pictures representing some activities

**Dynamic:** Small groups

**Time:** 30 minutes

**Procedure:**

1. Arrange students in groups of three or four, and give each group a picture. (Magazine advertisements are good for this activity.)
2. Tell the groups to look carefully at their pictures and decide what is happening or has happened. If various scenarios are possible, the group should settle on the most likely. Then, the students predict what they think will happen next to people in the picture.
3. You may want each group to work together to write a short paragraph describing what they think will happen. Another way to

close this activity is for each group to show its picture, describe the scene, then give its predictions.

#### **4. ROLE PLAY**

**Materials:** None

**Dynamic:** Whole group (class) / pairs

**Time:** 45 minutes

**Procedure:**

1. Assign each student a role. In some cases, the students will work in pairs.

#### **SUGGESTIONS:**

*Fortune teller (pairs)*

*Weather forecaster*

*Politician running for election*

*Job applicant (pairs)*

*Greenhouse (nursery) worker (pairs possible)*

*Guest lecturers: pollution, environment, economy*

*Graduation speaker*

*Student talking about future plans*

Give students time to prepare a short speech, or have them prepare a speech (1-3 minutes) for homework.

2. Students take turns giving their speeches/role plays to the group (class).

3. To keep the group's (class's) interest, try one of the following:

a) Have the audience write down all the predictions they hear. This could be an individual activity, or a group activity where you allow the group (class) members to compare notes briefly. The group or students with the most correctly recorded predictions "wins".

b) For each role play/speech, assign one student to count the number of times a future form is used. Assign another to make a

list of the predictions. The speaker decides if they are correct. Alternate these roles so everyone gets a chance to do at least one.

**VARIATION:**

*To incorporate writing, you may have the students write out their speeches or conversations for homework and hand them in before giving their oral presentation.*

**5. INTERVIEW**

**Materials:** None

**Dynamic:** Pairs

**Time:** 30 minutes

**Procedure:**

1. Divide the group (class) into pairs. The partners interview each other about their future plans – either immediate or long term
2. Have each student give a short oral report to the class about his/her partner's future plans, or have each student write a paragraph about his/her partner's future plans.

**NOTE:**

*You may prefer to use this activity to review prior plans, keeping in mind that often long-range "plans" are really predictions. You may want to discuss which of the future plans is really a prior plan and which are really predictions.*

**6. GOSSIP**

**Materials:** None

**Dynamic:** Whole group (class)

**Time:** 10 minutes

**Procedure:**

1. Arrange student desks in a circle, or have students stand in a circle. To the first student, the instructor whispers a sentence that contains at least one future form. Each student whispers to the next until the sentence reaches the last student.

2. The last student writes what he/she heard on the board. The instructor also writes the first sentence to compare the differences. Discuss whether the future in the sentence on the board expresses a prediction, a prior plan, or willingness.
3. Play a few more rounds if time allows. This time, let a student start the gossip.

# CONTINUOUS TENSES

## PRESENT CONTINUOUS

### 1. ACT IT OUT

**Materials:** Worksheet or small pieces of paper similar to the given Worksheet

**Dynamic:** Whole group (class)/ Teams

**Time:** 20 minutes

#### **Procedure:**

1. Cut up Worksheet into activities, or make your own. One student comes to the front of the group (class), draws a piece of paper with an activity on it, and acts out the activity silently. The group (class) tries to guess what he/she is doing.

2. The students take turns acting out the activities, or teacher can divide the group (class) into teams. A student from each team presents the activity to his/her team. If the team guesses correctly in the allotted time (30 seconds?), the team scores a point. You may also allow the other team to “steal” after the time limit is up. This keeps all students involved.

**NOTE:** *If you make up your own activities rather than using the worksheet, make the activities involved. “Jumping” is too easy even for low levels. “Jumping on your left foot” is better.*

#### **Worksheet----- ACT IT OUT**

Hop on one foot while holding your other foot.	Change a baby’s diaper.
Drink a cup of coffee or tea.	Drive a car in a rush-hour traffic.
Pick up trash alongside a busy highway.	Put on make-up.

Do sit-ups.	Lock a door.
Eat spaghetti.	Wash a car's windshield.
Meet a friend unexpectedly.	Play with a kitten.
Take your dog for a walk.	Use a computer.

## **2. PICTURE SENTENCES**

**Materials:** Pictures with a lot of activity going on **Dynamic:**

Small group

**Time:** 25 minutes

**Procedure:**

1. Divide the class into groups of three or four. Give each group the same picture, or put it on an overhead.
2. Instruct the groups to describe the picture in as many sentences as possible in the time allowed, using the present continuous. The sentences must be grammatically correct and accurately depict what is happening in the picture.
3. Each group reads its sentences or writes them on the board. The group with the most correct sentences wins.

**Variation 1:** Give each group a different picture.

**Variation 2:** Give each group a different picture. Follow step 2. After 15 seconds, say "Pass" and have the groups pass their picture to the next group. Continue until all groups have written sentences for all pictures. Score the correct answers as in step 3.

**NOTE:** *Good sources for pictures are a picture dictionary (especially if the students have the same one), magazine advertisements.*

### **3. IMAGINATION**

**Materials:** None

**Dynamic:** Whole group (class)

**Time:** 30 minutes

**Procedure:**

1. Ask students to imagine a place where they would like to be. (Sometimes it helps to play music, but this may influence them.) Have them close their eyes and imagine this place in great detail: What are they doing? How is the weather? What do they see? Where are they sitting or standing? Who is with them? Give them several minutes to think about this place.
2. Have them take a piece of paper and write a description of what they just imagined, beginning with the place they imagined. They can write as informally as they want. You might suggest they write this as a letter to a friend (“I am sitting on a quiet beach”) or in their journal or diary.
3. Ask for volunteers to read or tell about the place they would most like to be.

**NOTE:** *You may want to demonstrate by telling them where you would most like to be and what you see yourself doing there.*

### **4. COMPLAINTS (Always)**

**Materials:** None

**Dynamic:** Small groups

**Time:** 15 minutes

**Procedure:**

1. Divide the class into groups of three or four. Give each group the same (or a different) topic to complain about. They must use *always*

in their complaints. The groups make as many complaints as possible before you tell them to stop.

### **SUGGESTED TOPICS:**

- education
- family member (choose one)
- transportation system
- city they are in
- roommate
- classmates
- friend

### **POSSIBLE COMPLAINTS:**

**Topic A:** *The teachers are always assigning too much homework.*

*The teachers are always giving too many tests.*

**Topic B:** *My brother is always leaving his dirty clothes on my bed.*

*My brother is always telling me what to do.*

2. Have each group read its list of complaints aloud.

## **PAST CONTINUOUS**

### **1. PICTURE SENTENCES**

**Materials:** Pictures with a lot of activity going on

**Dynamic:** Small groups

**Time:** 25 minutes

**Procedure:**

1. Divide the class into groups of three or four. Give each group the same picture, or put it on an overhead.

2. Instruct the groups to use the past continuous to make as many sentences as possible in the time allowed. The sentences must be grammatically correct and accurately depict what is happening in the picture.

3. The team with the most correct answers at the end of the time limit wins. To determine accuracy, have each group read their sentences or write them on the board.

**NOTE:** *Good sources for pictures are a picture dictionary (especially if the students have the same one), magazine advertisements.*

**Variation 1:** Give each group a different picture.

**Variation 2:** Give each group a different picture. Follow step 2. After 15 seconds, say “Pass” and have the groups pass their picture to the next group. Continue until all groups have written sentences for all pictures. Score the correct answers as in step 3.

## **2. PEOPLE WATCHING**

**Materials:** None

**Dynamic:** Pairs

**Time:** 10 minutes

**Procedure:**

1. Send students along or in pairs to different places of their Educational Institution area where they are apt to be a lot of people.

**Suggestions:** library, cafeteria, student union,  
admissions office, outdoor eating areas,  
bookstore, health center, park area, etc.

2. Tell them to stay there for 10 to 15 minutes and observe what everyone is doing. They will probably want to take notes.

3. Their homework assignment is to write a paragraph about what they observed. They may want to start out with the sentence “Today I went to the \_\_\_\_\_”. They should then describe what the people they observed were doing.

## FUTURE CONTINUOUS

### 1. SONG

**Materials:** Worksheet **A** and **B**, or make your own  
Tape recorder and music (optional)

**Dynamic:** Pairs

**Time:** 20 minutes

**Procedure:**

1. Put students in pairs or in groups of three. Give a copy of the song to each pair or group. Have the students fill in the missing verb forms and answer the questions on the worksheet.
2. Go over the answers together. If you have the music, play it and let the students check their own answers.

### **Worksheet A----- SONG**

*Fill in the blanks in the song, using the appropriate form of the verbs provided. Choose from future indefinite, future continuous, or the present indefinite.*

#### **“She’ll Be Coming Round the Mountain”**

She \_\_\_\_ (come) round the mountain when she \_\_\_\_ (come)

She \_\_\_\_ (come) round the mountain when she \_\_\_\_ (come)

She \_\_\_\_ (come) round the mountain,

She \_\_\_\_ (come) round the mountain,

She \_\_\_\_ (come) round the mountain when she \_\_\_\_ (come).

She \_\_\_\_ (drive) six white horses when she \_\_\_\_ (come)

She \_\_\_\_ (drive) six white horses when she \_\_\_\_ (come)

She \_\_\_\_ (drive) six white horses,

She \_\_\_\_ (drive) six white horses,

She \_\_\_\_ (drive) six white horses when she \_\_\_\_ (come).

Oh, we \_\_\_\_ (all go) out to meet her when she \_\_\_\_ (come)

Oh, we \_\_\_\_ (all go) out to meet her when she \_\_\_\_ (come)

Oh, we \_\_\_\_ (all go) out to meet her,

Oh, we \_\_\_\_ (all go) out to meet her,

Oh, we \_\_\_\_ (all go) out to meet her when she \_\_\_\_ (come).

**Worksheet B----- SONG**

*Answer the questions about the verbs you used in the song.*

1. What form of the verb did you use in the first half of the sentences in the first two paragraphs? \_\_\_\_\_

2. Why did you choose this form? \_\_\_\_\_

3 a. Did you use any different from in the first part of the sentences in the third paragraph? \_\_\_\_\_

b. Explain your answer. \_\_\_\_\_

4 a. What form of the verb did you use in the time clause? \_\_\_\_\_

b. Give a reason for your answer. \_\_\_\_\_

## PERFECT TENSES

### PRESENT PERFECT

#### 1. ARE YOU THE ONE?

**Materials:** Worksheet

**Dynamic:** Whole group (class)

**Time:** 20 minutes

**Procedure:**

1. Give each student a copy of the worksheet, or make your own with items that are more relevant to your students.
2. The students circulate around the room and ask each other questions in the present perfect, as in the model.
3. Whenever a student gets a *yes* answer, he/she writes down the name of the student who said *yes*. The students need to find only one student who answers *yes*. If a student receives a *no* answer, the student must continue to question others until he/she receives a *yes* answer to that question. Each student continues until he/she fills in all his/her blanks.

**Worksheet -----ARE YOU THE ONE?**

*Use the following verb phrases to ask questions using the present perfect. Try to get a **yes** answer to each question. When you find someone who answers **yes**, write his/her name on the blank. Do not write the name if he/she answers **no**.*

1. arrive late to a movie \_\_\_\_\_
2. dream in English \_\_\_\_\_
3. be “stood up” \_\_\_\_\_
4. lose your homework \_\_\_\_\_
5. sleep in class \_\_\_\_\_
6. eat raw fish \_\_\_\_\_
7. go to traffic court \_\_\_\_\_
8. act crazy with friends \_\_\_\_\_
9. go on a “blind date” \_\_\_\_\_
10. meet someone famous \_\_\_\_\_

11. visit a country in Asia \_\_\_\_\_
12. fly over an ocean \_\_\_\_\_
13. get on the wrong bus or train \_\_\_\_\_
14. lose your passport \_\_\_\_\_
15. speak your own language in English class \_\_\_\_\_

## **2. LINE-UPS**

**Materials:** 3" × 5" cards or worksheet

**Dynamic:** Whole group (class)

**Time:** 20 minutes

### **Procedure:**

1. Give each student a question card. If making your own, use two different colors of 3" × 5" card. If copying Worksheet, use two different colors of paper. Call all students (half the class) with a yellow card (for example) to the front and have them stand in a line facing the class.
2. The other half of the class stands in front of the first line. If there are an odd number of students, either one questioner waits for someone to question, or extra person in the answer line waits until the line moves.
3. Each person with a yellow question card (for example) questions the student standing in front of him/her. The student asking the question fills in the blank with the correct form of the verb given on the card. When everyone has answered the question, the students in the answer line move down one and are asked a new question. Continue until all the students in the answer line have talked to every student in the question line. (The students in the question line do not move.)
4. The students in the lines now switch positions, and the former answerers are now the questioners. Continue as in # 3 above.

**Explanation:** Using two different colors of cards or papers makes it easy to divide the students into questioners and answerers. When all of the students with yellow cards have questioned all the students

with pink cards, switch lines so that the students asking questions now have pink cards.

**NOTE:** *Before doing the line-ups, you may want to do a sample card on the board so that the students know what is expected of them. Ask them how to fill in the blanks.*

**Worksheet----- LINE-UPS**

<b>What have you _____ (eat) this morning?</b>	<b>Who have you _____ (speak) to before class today?</b>
<b>What have you _____ (forget) to do?</b>	<b>What have you _____ (think) about doing after class?</b>
<b>Where have you _____ (go) shopping?</b>	<b>What have you _____ (give) a friend?</b>
<b>How much money have you _____ (lend) a friend?</b>	<b>What have you _____ (send) to your family recently?</b>
<b>What habit have you _____ (quit)?</b>	<b>How often have you _____ (be) to the movies this month?</b>
<b>What have you _____ (tell) a family member more than once?</b>	<b>What have you _____ (lose) recently?</b>
<b>How often have you _____ (see) your family since you came to this school?</b>	<b>Who have you _____ (tell) a secret to more than once?</b>

What have you _____ (drink) more than once today?	What have you _____ (do) more than once today?
How many essays have you _____ (write) in writing class?	How have you _____ (feel) this week?
How often have you _____ (buy) a soft drink in the last week?	Who have you _____ (know) since you were a child?
What is the longest you have _____ (sleep) since coming to this educational institution?	What have you _____ (break) more than once?

### **3. USING SIGNALS**

**Materials:** Board

**Dynamic:** Small groups

**Time:** 10 minutes

**Procedure:**

1. Divide the class into groups of three or four. Write a list of signal words on the board.

**Example:** already, ever, for, just, many times, never, since, yet

2. Set a time limit (2 minutes, for example) and tell the groups they must write a grammatical sentence for each signal word (one per sentence). The students should write sentences using different vocabulary words so you will not get

I have already eaten dinner.

I have just eaten dinner.

I have eaten dinner many times.

3. Have one student from each group read the group's answers. Assign one point for each grammatically correct and logical sentence.

#### **4. FBI FILES**

**Materials:** None

**Dynamic:** Small groups

**Time:** 40 minutes

**Procedure:**

1. Divide the class into groups of three or four. Have each group write an FBI file on a wanted criminal.

**Examples:**

- They have robbed 15 banks so far.
- They have been seen in Chicago, New York, and Atlanta.
- They have escaped from prison three times.

To liven things up, they might use the name of someone in their group or use the whole group as a gang.

2. Let them work for about 20-25 minutes as you circulate and help them make distinctions between simple past and the perfect tense.

3. Post the reports and let students circulate, look at them, and make comments.

4. To continue the fun, when the students are seated again, ask them to tell you anything suspicious that they have seen. Work with them to make additional perfect tense sentences.

## PAST PERFECT

### 1. LINE-UPS

**Materials:** 3" × 5" cards or worksheet

**Dynamic:** Whole group (class)

**Time:** 20 minutes

**Procedure:**

1. Give each student a question card. If making your own, use two different colors of 3" × 5" card. If copying the worksheet, use two different colors of paper. Call all students (half the class) with a yellow card (for example) to the front and have them stand in a line facing the class.

2. The other half of the class stands in front of the first line. If there are an odd number of students, either one questioner waits for someone to question, or extra person in the answer line waits until the line moves.

3. Each person with a question card (in the first row) asks the questions of the student standing in front of him/her. The student asking the question fills in the blanks with the correct form of the verb given on the card. When everyone has answered the question, the students in the answer line move down one and are asked a new question. Continue until all the students in the answer line have talked to every student in the question line. (The students in the question line do not move.)

4. The students in the lines now switch positions, and the former answerers are now the questioners. Continue as in # 3 above.

**Explanation:** Using two different colors of cards or papers makes it easy to divide the class into questioners and answerers. When all the students with yellow cards have questioned all the students with pink cards, switch lines so that the students asking questions now have pink cards.

**NOTE:** *Before doing the line-ups, you may want to do a sample card on the board so that the students know what is expected of them. Ask them how to fill in the blanks.*

**Worksheet----- LINE-UPS**

<p>Where _____ (you, study) English before you (come) to this educational institution?</p>	<p>Who (if anyone) _____ (you, know) in this class when you _____ (start) to study here?</p>
<p>What _____ (you, hear) about this educational institution before you _____ (come) here?</p>	<p>What _____ (you, already, eat) before you _____ (come) to class?</p>
<p>What _____ (you, already, do) before you _____ (leave) home this morning?</p>	<p>Who _____ (already, get up) when you _____ (leave) home this morning?</p>
<p>When you _____ (leave) for class this morning, _____ (the sun, come up)?</p>	<p>What _____ (you, never, eat) before you _____ (go) to a Mexican restaurant?</p>
<p>What _____ (you, never, see) before you _____ (go) to a museum?</p>	<p>Where _____ (you, be) before you _____ (get) home yesterday?</p>

## FUTURE PERFECT

### 1. LIFE EVENTS

**Materials:** None

**Dynamic:** Small groups

**Time:** 30 minutes

**Procedure:**

1. Divide the class into groups of three or four. Each group brainstorms a list of events that may happen to them in the future (get married, have children, get a degree, finish the English courses, buy a new car, etc.).
2. Each student in the group works independently to make five sentences that use two of the items on the list. They may use an item more than once. For example, a student may decide to combine the items *get married* and *finish the English courses* into a sentence such as *By the time I get married, I will have finished my English courses.*
3. Each student reads his/her sentences to the group. The group decides if the sentences are grammatically correct. The group may also want to comment on logic.

## PASSIVE VOICE

### 1. AT THE MOVIES

**Materials:** Short excerpt from video  
Worksheet based on video

**Dynamic:** Small groups

**Time:** 40 minutes

**Procedure:**

1. Select either a short video (no more than 30 minutes) or an excerpt from a longer video. Use about 10 minutes of an action-packed scene. Go over vocabulary that the students will need in order to understand the video and to write their sentences. We recommend including this on the worksheet.
2. Go over the question on the worksheet so the students know in advance what to look for when you show the video. Use a variety of tenses in your questions.

**Examples:**

- What happened to the balloon?
- What had already happened to the man before he entered the cave?
- What do you think will happen to the woman next?

Be sure the students understand that they must reply in the passive. They cannot answer, “The balloon flew away”, to the first question (above). They must answer with a response such as “The balloon was taken by the gang of boys.” Students have a tendency to answer in the active voice for a question in the future, so you may want to solicit some responses in the passive or have the students brainstorm answers to the questions in groups.

3. Show the video. Let the students take notes if they want.

4. Arrange the students in groups of three or four to discuss the video and try to form answers to the questions.

5. For homework, have the students write out the answers to the questions, using only the passive voice.

**NOTE:** *Worksheet, intended as an example, is based on approximately 10 minutes near the beginning of **Raiders of the Lost Ark**, from the time Indiana Jones enters the cave until he flies off in the airplane. Pick a short segment of a video with a lot of action, one that lends itself to writing passive sentences.*

**Worksheet ----- AT THE MOVIES**

*Answer the questions about the movie excerpt you just watched. Use the vocabulary words below to help you. Be sure to answer in complete sentences, using the passive.*

*boulder*

*idol spear*

*chase*

*Indians*

*spiders*

*exchange*

*opening*

*squash*

*flatten*

*replace*

*stones*

*follow*

*sand*

*surround*

*hole*

*skeleton*

*whip*

1. What was placed in the bag by Indiana Jones?
2. What was Indiana's helper frightened by?
3. What had happened to the other scientist (skeleton) earlier?
4. What happened to the idol?
5. What almost happened to Indiana Jones when he tried to get under the door?
6. What had already happened to the helper when Indiana reached him?
7. What happened to Indiana next?
8. What happened to Indiana when he got outside the cave?
9. What happened to the idol outside the cave?
10. What happened to Indiana when he tried to escape?
11. What was Indiana scared by in the plane?
12. What do you think will happen to Indiana next?

## **2. BUSY PICTURES**

**Materials:** Picture for each student (Worksheets – A and B for examples)

**Dynamic:** Individuals/Groups

**Time:** 25 minutes

### **Procedure:**

1. Choose a picture with a lot of activity. Be sure that students will be able to generate some passive sentences about the picture you have chosen. A funny or strange picture works well. Good sources for pictures are magazine ads, certain comics, and pictures from lower-level writing books.

2. Have students write a specific number of sentences in the passive based on the picture. Have an advanced group of students write a paragraph that contains both passive and active sentences. Tell them not to limit themselves to what they see in the picture. Encourage them to stretch their imagination and be creative. The funnier and more outrageous the situations or sentences, the more fun the activity will be. Give them some help to get started. For example:

Last weekend I was at a very elegant restaurant where the food was being served by a sophisticated-looking waitress when...

I had dinner with my girlfriend's parents for the first time.

As the menu selections were being discussed, I leaned back to drink my water and suddenly...

If you are asking for a paragraph, make sure the students understand that it is impossible to write every sentence in the passive, so their paragraphs will be a mixture of passive and active sentences. You may want to tell them approximately how many passive sentences you would like them to produce.

3. Collect and correct the students' sentences, then prepare an error analysis page focusing on mistakes in the passive taken from their

writing (see Worksheet – B). Different types of mistakes may be included, such as

The waitress is brought the meal.

The menu are being is discussed by the women.

The meal is being serving.

4. Before handing back the students' work, arrange the students in small groups and have them try to correct the errors on the error analysis page. The individual students can use these corrections to help with their own papers when they are returned.

**Worksheet ----- BUSY PICTURES (A)**

*Write a paragraph describing the scene below. Use the passive voice as appropriate.*



**Worksheet ----- BUSY PICTURES (B)**

*The following sentences all have problems related to the passive voice. Find the mistakes and correct them.*

1. The bald man was being read a menu.
2. The man was poured the water.
3. The waitress is being carried by a tray.
4. The waiter is set by the table.
5. The silverware have been placed on a table by a waiter.
6. The menus is being read by two women.
7. The order was wrote by the waiter.
8. The rolls has already been set on the table.
9. A drink is being drunk by a glass.
10. An order is being listened by the waiter.

**3. MATCH**

**Materials:** Worksheet

**Dynamic:** Pairs/Small groups

**Time:** 20 minutes

**Procedure:**

1. Arrange students in pairs or groups of three or four, and give a copy of the worksheet to each group.
2. The students are to choose two related words on the worksheet and make a passive sentence using them. They will have to supply their own verbs and other words.

Words chosen: *children, Aladdin*

Possible sentence: *Aladdin* is lived by children.

Words chosen: *dog, bone*

Possible sentence: Bones are eaten by dogs.

3. As a follow-up the next day, you might make a worksheet of inappropriate passive sentences. The students would correct the

sentences and explain what was wrong: the sentences are illogical, silly, do not have correct subject/verb agreement, or do not use the passive.

**Worksheet ----- MATCH**

*Choose two words from the lists on the top bottom of the page. Make a logical sentence using these two words and the passive voice. You have more words than you need to make 10 sentences.*

*new bank  
bone  
The President  
my construction company*

*scholarship  
mouse  
ESL/EFL  
speech*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

*children  
tests  
foreign students  
cat*

*Aladdin  
athletes  
dog  
teachers*

**4. STORYTIME**

**Materials:** Worksheet  
**Dynamic:** Small groups  
**Time:** 30 minutes

### **Procedure:**

1. Arrange students in groups of three or four. Give each group a copy of the worksheet.
2. Direct students to read the short summaries on the worksheet and then write four sentences based on the readings, using the passive voice.

### **Sample responses, Worksheet, story 1:**

Lucy was fooled by her boyfriend, who was dressed as a woman.

Lucy is attracted to her disgusted boyfriend.

Kevin and Mac are taken out to public places by Lucy.

Dates were arranged for the two men dressed as women.

**NOTE:** *You can use summaries of soap operas (as in the handout), movies, TV shows, stories the students are reading.*

### **Worksheet ----- *STORYTIME***

#### *1. General Hospital*

Lucy has become very involved with Madame Maya, a psychic. Kevin, Lucy's boyfriend, is concerned about the relationship and feels that Madame Maya is trying to get money from Lucy. To find out what goes on at the meetings, which are for women only, Kevin and his friend Mac disguise themselves as women and attend. Lucy feels strangely attracted to Norma, who is Kevin in disguise. Finally she realizes that Norma and Eve are really Kevin and Mac. To teach them a lesson, she decides to have them go out in public with her and Madame Maya and tries to arrange dates for Kevin and Mac in their disguise as women. Of course, Kevin and Mac feel very embarrassed, but they can't admit who they really are.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

## 2. *General Hospital*

Lois, Brenda, and Sonny are partners in L & B Records. Because of legal problems, Sonny needs to sell his share of the company. He decides not to sell to Lois' husband, Ned, whom he dislikes. Instead, Sonny sells his share to Edward, Ned's grandfather (a business tycoon). Edward doesn't like the fact that Ned sings part time for L & B. he wants Ned to work full time for Edward's company. In order to gain control, Edward lies to Brenda about some papers he says she must sign immediately. Brenda tries to reach Lois, who is out of town with Ned on business, to talk about Edward's papers. Edward pressures Brenda who, because she can't find Lois, signs the papers. Later, she finds out she has signed over her share of the business to Edward and that Edward now owns the majority share of the company.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

## ANSWER KEY

### PAST INDEFINITE

#### 1. DETECTIVE - 1

##### Worksheet ----- DETECTIVE - 1

A thief stole a computer and printer from an office on campus Saturday at 10:00. Sandy **was** in the parking lot across from the office, standing next to her car. She saw him for only a few minutes, but she **was** sure she could identify him. The police officers **were** happy to have a witness, but they **weren't** sure how much Sandy saw from the parking lot. Sandy **was** positive she could answer the detectives' questions.

#### QUESTIONS:

1. **Were** you near the office at 10:00 on Saturday?
2. Why **were** you on campus on a Saturday?
3. **Was** the office open when you arrived?
4. **Were** you able to see anyone run out of the office?
5. What **was** in his hands?
6. How tall **was** he?
7. What colour **was** his hair?
8. **Were** his clothes old or new?
9. **Were** his clothes expensive?
10. How old **was** he?
11. **Was** he someone you knew?

### FUTURE CONTINUOUS

#### 1. SONG

##### Worksheet B----- SONG

1. Future Continuous.

2. It describes an action that is in progress for some time. It takes a long time to come around a mountain.

3 a. Yes.

3 b. “Going out to meet” someone is a short, completed action like starting or stopping. It does not continue for some time.

4 a. Present Indefinite.

4 b. whenever a sentence expresses a future time, the verb in the dependent (time) clause must be in the simple present form.

## PRESENT PERFECT

### 2. LINE-UPS

What have you eaten this morning?

What have you forgotten to do?

Where have you gone shopping?

How much money have you lent a friend?

What habit have you quit?

What have you told a family member more than once?

How often have you seen your family since you came to this school?

What have you drunk more than once today?

How many essays have you written in writing class?

How often have you bought a soft drink in the last week?

What is the longest you have slept since coming to this educational institution?

Who have you spoken to before class today?

What have you thought about doing after class?

What have you given a friend?

What have you sent to your family recently?

How often have you been to the movies this month?

What have you lost recently?

Who have you told a secret to more than once?

What have you done more than once today?

How have you felt this week?

Who have you known since you were a child?

What have you broken more than once?

## PAST PERFECT

### 1. LINE-UPS

Where **had you studied** English before you **came** to this educational institution?

What **had you heard** about this educational institution before you **came** here?

What **had you already done** before you **left** this morning?

When you **left** for class this morning, **had the sun come up?**

What **had you never seen** before you **went** to a museum?

Who (if anyone) **had you known** in this class when you **started** to study here?

What **had you already eaten** before you **came** to class?

Who **had already gotten up** when you **left** home this morning?

What **had you never eaten** before you **went** to a Mexican restaurant?

Where **had you been** before you **got** home yesterday?

## PASSIVE VOICE

### 1. AT THE MOVIES

1. Sand was placed in the bag.
2. He was frightened by spiders.
3. He had already been killed.
4. It was replaced with the bag of sand.
5. He was almost flattened/squashed.
6. He had already been shot with an arrow/dart.
7. He was chased by a boulder.
8. He was surrounded by Indians.
9. It was taken away from Indiana.
10. He was chased and shot at by the Indians.
11. He was scared by a snake.
12. He will be flown back to his country. (Various answers possible).

## **2. BUSY PICTURES (B)**

1. A menu was being read by the old man.
2. The drink was poured by the man.
3. A tray is being carried by the waitress.
4. The table is set by the waiter.
5. The silverware has been placed on a table by a waiter.
6. The menus are being read by two women.
7. The order was written by the waiter.
8. The rolls have already been set on the table.
9. A drink is being drunk by a man.
10. An order is being listened to (or is being taken) by the waiter.

## **4. STORYTIME**

### *1. General Hospital*

- a). Kevin is worried about Lucy.
- b). Lucy is attracted to Norma.
- c). Kevin and Mac are taken out by Lucy.
- d). Kevin and Mac are taught a lesson by Lucy.

### *2. General Hospital*

- a). Sonny's share of the company is sold to Edward.
- b). The control of the company is taken away from Lois and Brenda.
- c). Brenda is lied to about some legal papers.
- d). Brenda is pressured to sign some papers.

## ДОДАТКИ

Things can happen now, in the future or in the past. The tenses show the time of an action or state of being as shown by a verb. The verb ending is changed (conjugated) to show what time it is referring to.

Time can be split into three periods **The Present** (what you are doing), **The Past** (what you did) and **The Future** (what you are going to do, or hope / plan to do).

The tenses we use to show what time we are talking about are split into the **Simple**, **Continuous** and **Perfect** tenses.

### Present Simple

#### Form:

#### *Affirmative sentences:*

I/we/you/they **play** football.

He/she/it **plays** football.

#### *Negative sentences:*

We use the auxiliary **do**.

I/we/you/they **do not play** football.

He/she/it **does not play** football.

*NOTE: We often use short forms in negative sentences in the Simple Present:*

I/we/you/they **don't** play football.

He/she/it **doesn't** play football.

#### *Questions:*

**Do** I/we/you/they **play** football?

**Does** he/she/it **play** football?

#### Use:

- action in the present taking place once, never or several times
- facts

- actions taking place one after another
- action set by a timetable or schedule

**Signal words:** *always, every..., never, normally, often, seldom, sometimes, usually*

## Past Simple

### Form:

- with regular verbs: infinitive + **-ed**
- with irregular verbs: 2nd column of the table of the irregular verbs

### *Affirmative sentences:*

I **played** football.

I **went** to the supermarket.

### *Negative sentences:*

I **did not play** football.

I **did not go** to the supermarket.

**NOTE:** *Short forms in negative sentences in the Simple Past are used quite often.*

I **didn't** play football.

I **didn't** go to the supermarket.

### *Questions:*

**Did** you **play** football?

**Did** she **go** to the supermarket?

### Use:

- action in the past taking place once, never or several times
- actions taking place one after another
- action taking place in the middle of another action

**Signal Words:** yesterday, 2 minutes ago, in 1990, the other day, last Friday.

## **Future Simple**

### **Form:**

will + infinitive

### *Affirmative sentences:*

He **will play** football.

He'll **play** football.

### *Negative sentences:*

He **will not play** football.

He **won't play** football.

or He'll not play football.

### *Questions:*

**Will he play** football?

### **Use:**

- action in the future that cannot be influenced
- spontaneous decision
- assumption with regard to the future

*Signal Words:* in a year, next ..., tomorrow; *assumption:* I think, probably, perhaps

## **Present Continuous**

### **Form:**

to be (am, are, is) + infinitive + -ing

### *Affirmative sentences:*

I **am playing** football.

I'm **playing** football.

You **are playing** football.

You're **playing** football.

*Negative sentences:*

I **am not playing** football.

I'm **not playing** football.

You **are not playing** football.

You're **not playing** football.

You **aren't playing** football.

*Questions:*

**Am I playing** football?

**Are you playing** football?

**Use:**

- action taking place in the moment of speaking
- action taking place only for a limited period of time
- action arranged for the future

*Signal Words:* at the moment, just, just now, Listen!, Look!, now, right now

**Past Continuous**

**Form:**

to be (was, were) + infinitive + -ing

*Affirmative sentences:*

I **was playing** football.

You **were playing** football.

*Negative sentences:*

I **was not playing** football.

I **wasn't playing** football.

You **were not playing** football.

You **weren't playing** football.

**Questions:**

**Was I playing** football?

**Were you playing** football?

**Use:**

- action going on at a certain time in the past
- actions taking place at the same time
- action in the past that is interrupted by another action

**Signal Words:** *when, while, as long*

**Future Continuous**

**Form:**

will + be + infinitive + ing

**Affirmative sentences:**

**I'll be working.**

**He'll be working.**

**Negative sentences:**

**I will not be working.**

**I won't be working.**

**He won't be working.**

**Questions:**

**Will I be working?**

**Will he be working?**

**Use:**

- action that is going on at a certain time in the future
- action that is sure to happen in the near future

**Signal Words:** *in one year, next week, tomorrow.*

**Present Perfect**

**Form:**

have/has + past participle

***Affirmative sentences:***

I **have cleaned** my room.

I've **cleaned** my room.

***Negative sentences:***

I **have not cleaned** my room.

I've **not cleaned** my room.

I **haven't cleaned** my room.

***Questions:***

**Have you cleaned** your room?

**Use:**

- result of an action in the past is important in the present
- recently completed action
- state beginning in the past and still continuing

***Signal Words:*** *just, yet, never, already, ever, so far, up to now, recently, since, for.*

**Past Perfect**

**Form:**

had + past participle

***Affirmative sentences:***

I **had played** hockey.

I'd **played** hockey.

***Negative sentences:***

You **had not played** hockey.

You **hadn't played** hockey.

***Questions:***

**Had you played** hockey?

**Use:**

- action taking place before a certain time in the past
- sometimes interchangeable with past perfect progressive
- putting emphasis only on the fact (not the duration)

***Signal Words:*** *already, just, never, not yet, once, until that day.*

**Future Perfect**

**Form:**

will + have + past participle

***Affirmative sentences:***

He **will have spoken.**

He'**ll have spoken.**

***Negative sentences:***

He **will not have spoken.**

He **won't have spoken.**

***Questions:***

**Will he have spoken?**

**Use:**

- action that will be finished at a certain time in the future

***Signal Words:*** *by Monday, in a week*

## COMMON STATIVE PASSIVE VERBS+ PREPOSITIONS.

*Many stative passive verbs are followed by prepositions other than **by**.*

*e.g. **I'm interested in** Greek culture. He's **worried about** losing his job.*

be accustomed to	be engaged to	be opposed to
be acquainted with	be equipped with	be pleased with
be addicted to	be excited about	be prepared for
be annoyed with, by	be exhausted from	be protected from
be associated with	be exposed to	be provided with
be bored with, by	be filled with	be qualified for
be cluttered with	be finished with	be related to
be composed of	be frightened with, by	be remembered for
be concerned about	be gone from	be satisfied with
be connected to	be interested in	be scared of, by
be coordinated with	be involved in	be terrified of, by
be covered with	be known for	be tired of, from
be crowded with	be limited to	be worried about
be dedicated to	be located in	
be devoted to	be made of	
be disappointed in, with	be married to	
be discriminated against		
be divorced from		
be done with		
be dressed in		

## PASSIVE VOICE

### USAGE

Passive Voice is used when the **focus is on the action**. The performer of the action is not important/ not known. Nevertheless, if we want to add the performer of the action, we can easily do so by adding “by + person” at the end of the passive sentence.

### FORMATION

**PERSON** + form of **TO BE** + **PAST PARTICIPLE**

<b><i>PRESENT TENSE</i></b>	I	am	given	a book.
<b><i>PAST TENSE</i></b>	You	were	given	
<b><i>PRESENT PERFECT</i></b>	She We	has been have been	given given	
<b><i>PAST PERFECT</i></b>	He	had been	given	
<b><i>FUTURE TENSE</i></b>	We	will be	given	

ACTIVE	PASSIVE
<i>subject</i>	<i>object (by)</i>
<i>object</i>	<i>subject</i>

### PRESENT TENSE:

**Active:** The teacher **corrects** the home-exercises of the pupils.

**Passive:** The home-exercises of the pupils **are corrected** by the teacher.

I give him another chance. → **He is given** another chance.

## PAST TENSE:

Active: Peter **broke** Paul's computer.

Passive: Paul's computer **was broken** by Peter.

You **wrote** great songs. à Great songs **were written** by you.

## PRESENT PERFECT TENSE:

Active: She **has left** her glasses at the restaurant

Passive: Her glasses **have been left** at the restaurant by her.

They **have reduced** the prices. à The prices **have been reduced** by them.

## PAST PERFECT TENSE:

Active: I **had** completely **forgotten** her.

Passive: She **had been** completely **forgotten**.

You **had taken away** my umbrella. à My umbrella **had been taken away** by you.

## FUTURE – WILL:

Active: She **will** **forgive** me.

Passive: I **will be** **forgiven** by her.

We **will produce** the car. à The car **will be produced** by us.

## Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	lie	lay	lain
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
bring	brought	brought	read	read	read
build	built	built	ride	rode	ridden
burn	burnt (burned)	burnt (burned)	ring	rang	rung
burst	burst	burst	rise	rose	risen
buy	bought	bought	run	ran	run
can	could	(been able to)	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	seek	sought	sought
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
cut	cut	cut	set	set	set
deal	dealt	dealt	sew	sewed	sewn
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
drink	drank	drunk	show	showed	shown

drive	drove	driven	shut	shut	shut
eat	ate	eaten	<i>sing</i>	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt	smelt
				(smelled)	(smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt	spelt
				(spelled)	(spelled)
flee	fled	fled	spend	spent	spent
fly	flew	flown	split	split	split
forbid	forbade	forbidden	spread	spread	spread
forget	forgot	forgotten	spring	sprang	sprung
Forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank	stunk
grow	grew	grown	strike	struck	struck
hang	hung	hung	swear	swore	sworn
	(hanged)	(hanged)			
have	had	had	sweep	swept	swept
hear	heard	heard	swim	swam	swum
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought
know	knew	known	throw	threw	thrown
lay	laid	laid	understa	understo	understood
			nd	od	
lead	led	led	wake	woke	woken

learn	learnt (learned)	learnt (learned)	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written
let	let	let			

**REPORTED SPEECH**

**direct statement:** He **said**, “*I love her so much*”.  
**indirect statement:** He **said** **that** *he loved her so much*.

**REPORTING VERBS:**

say, mention, claim, asked, add, tell, admire, admit, consider, promise, ....

**RULES TO FOLLOW**

**TENSES:**

**PRESENT TENSE**                      à                      **PAST TENSE**

He said, “I **love** her so much”.                      He said that he **loved** her so much.

**PAST TENSE**                      à                      **PAST PERFECT TENSE**

He said, “I **loved** her so much”.                      He said that he **had loved** her so much.

**PRESENT PERFECT TENSE**                      à                      **PAST PERFECT TENSE**

He said, “I **have loved** her so much”. He said that he **had loved** her so much.

**WILL FUTURE**

à

**WOULD**

He said, “I **will love** her so much”. He said that he **would love** her so much.

**IMPERATIVE**

à

**INFINITIVE**

He said, “**Love me!**” He told her **to love** **him**.

### **TIME/SPACE EXPRESSIONS:**

**YESTERDAY**

à

**THE DAY BEFORE TODAY**

à

**THAT DAY**

**LAST WEEK/MONTH/...**

à

**THE**

**WEEK/MONTH/... BEFORE THE PREVIOUS**

**WEEK/MONTH/...**

**TOMORROW**

à

**THE NEXT DAY**

**NEXT MONTH/YEAR/...**

à

**THE**

**FOLLOWING MONTH/YEAR/...**

**THIS/THESE**

à

**THAT/THOSE**

**HERE**

à

**THERE**

**NOW**

à

**THEN/AT THAT**

**MOMENT**

**QUESTIONS:**

**WH/HOW – Questions**  
remains

à **WH/HOW** – word

He asked me, “**Why do you love me?**”

He asked me **why I loved him.**

He asked me “**How much do I love me?**”

He asked me **how much I loved him.**

**YES/NO - Questions**

à **IF/WHETHER**

He asked me, “**Do you love me?**”

He asked me **if I loved him.**

He asked me **whether I loved him.**

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# **FUNNY GRAMMAR**

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для студентів вищих навчальних закладів*

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