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Дистанционное образование

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**ПРАКТИЧЕСКИЙ КУРС
ОСНОВНОГО ИНОСТРАННОГО ЯЗЫКА**

**АНГЛИЙСКИЙ ЯЗЫК
ПРАКТИЧЕСКАЯ ГРАММАТИКА**

ЮНИТА 6

МОСКВА 1999

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Рекомендовано Министерством
общего и профессионального
образования Российской Федерации в
качестве учебного пособия для
студентов высших учебных заведений

ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО ИНОСТРАННОГО ЯЗЫКА

АНГЛИЙСКИЙ ЯЗЫК ПРАКТИЧЕСКАЯ ГРАММАТИКА

Юниты 1-12: Грамматический строй английского языка.
Морфология, пунктуация, синтаксис.

ЮНИТА 6

Будущие времена английских глаголов. Вопросительные предложения. Способы перевода английских глагольных форм. Согласование времен. Действительный и страдательный залог.

Для студентов факультета лингвистики СГУ

Юнита соответствует профессиональной образовательной программе №4

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* Глоссарий расположен в середине учебного пособия и предназначен для самостоятельного заучивания новых понятий.

ТЕМАТИЧЕСКИЙ ПЛАН

Future Simple Tense, Future Simple in the Past Tense, Future Continuous Tense: образование и случаи употребления.

Future Perfect Tense and Future Perfect Continuous Tense. Образование и случаи употребления. Способы перевода английских глагольных форм на русский язык.

Вопросительные предложения: общие, специальные, альтернативные и разделительные вопросы. Действительный и страдательный залог.

Прямая и косвенная речь. Согласование времен.

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Базовый учебник

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Примечание. Знаком (*) отмечены работы, на основе которых составлен научный обзор.

ПЕРЕЧЕНЬ УМЕНИЙ

№	Название	Содержание
1	Употребление глагола в форме Simple Future Tense в вопросительном предложении	<ol style="list-style-type: none"> 1. Определите подлежащее предложения. 2. Определите, является ли подлежащее местоимением или существительным. 3. Определите число и лицо местоимения. 4. Употребите вспомогательный глагол shall с местоимением 1-го лица единственного или множественного числа, will с местоимением 2 и 3-го лица единственного или множественного числа или существительным. 5. Определите инфинитив смыслового глагола без частицы to. 6. Образуйте вопросительную форму Simple Future Tense: сначала смысловый глагол shall/will, подлежащее, вспомогательный глагол. 7. Употребите форму Future Simple Tense в вопросительном предложении.
2	Образование общих вопросов от повествовательных предложений, в которых сказуемое стоит в форме Present Simple	<ol style="list-style-type: none"> 1. Определите подлежащее и сказуемое повествовательного предложения. 2. Определите инфинитив сказуемого. 3. Определите, является ли подлежащее местоимением или существительным. 4. Определите число существительного, число и лицо местоимения. 5. Образуйте форму вспомогательного глагола to do: does с существительным единственного числа, местоимением единственного числа 3-го лица; do – с существительным множественного числа, местоимением единственного числа 1 или 2 лица, множественного числа 1, 2 или 3 лица. 6. Образуйте вопросительное предложение: сначала форма глагола to do, затем подлежащее, инфинитив смыслового глагола без частицы to, остальные члены предложения.

№	Название	Содержание
3	Образование страдательного залога	<ol style="list-style-type: none"> 1. Определите прямое дополнение предложения (то есть предмет или лицо, над которым совершается действие). 2. Определите сказуемое предложения. 3. Определите время сказуемого-глагола. 4. Образуйте форму причастия прошедшего времени от сказуемого-глагола. 5. Определите форму глагола to be, соответствующую прямому дополнению, и употребите глагол to be во времени, соответствующем времени сказуемого предложения. 6. Определите подлежащее предложения. 7. Образуйте от подлежащего косвенное дополнение с предлогом by. 8. Образуйте форму страдательного залога: сначала прямое дополнение (подлежащее нового предложения), затем форма глагола to be, причастие прошедшего времени смыслового глагола (сказуемого), косвенное дополнение с предлогом by.
4	Образование разделительных вопросов из утвердительных повествовательных предложений	<ol style="list-style-type: none"> 1. Определите подлежащее предложения. 2. Образуйте личное местоимение, соответствующее подлежащему. 3. Определите сказуемое предложения. 4. Определите, включает ли сказуемое какой-либо вспомогательный или модальный глагол. 5. Образуйте от данного вспомогательного глагола (или глагола to do, если сказуемое не включает другого вспомогательного или модального глагола) форму, соответствующую личному местоимению, образованному от подлежащего. 6. Поставьте полученный глагол в отрицательную форму при помощи частицы not. 7. Образуйте общий вопрос, состоящий из отрицательной формы вспомогательного глагола и личного местоимения. 8. Образуйте альтернативный вопрос, поставив полученный общий вопрос в конец повествовательного предложения и отделив два предложения друг от друга запятой.

ПРИМЕРЫ ВЫПОЛНЕНИЯ УПРАЖНЕНИЙ НА УМЕНИЯ

1. *Употребите глагол в скобках в форме Simple Future Tense в вопросительном предложении: I (to wear) this dress at the party?*

1. Подлежащее – I.
2. I – местоимение.
3. I – единственное число, 1-ое лицо.
4. Shall
5. Wear
6. Shall I wear
7. Shall I wear this dress at the party?

2. *Образуйте общий вопрос от повествовательного предложения: The car belongs to Peter.*

1. Подлежащее – the car; сказуемое - belongs.
2. To belong.
3. The car – существительное.
4. The car – единственное число.
5. Does
6. Does the car belong to Peter?

3. *Образуйте страдательный залог в предложении: Kate brought a cake.*

1. Прямое дополнение – a cake.
2. Сказуемое – brought.
3. Past Simple Tense.
4. Форма причастия прошедшего времени – brought.
5. To be – was.
6. Подлежащее – Kate.
7. Косвенное дополнение – by Kate.
8. A cake was brought by Kate.

4. *Образуйте разделительный вопрос от предложения: Mary speaks German.*

1. Подлежащее – Mary.
2. Mary – she.
3. Сказуемое – speak.
4. Speak – to do.
5. Does
6. Does not
7. Does not she?
8. Mary speaks German, does not she?

1. THE FUTURE SIMPLE TENSE

1.1. Образование (Будущее неопределенное время)

Future Simple Tense образуется при помощи вспомогательных глаголов **shall/will** и формы инфинитива смыслового глагола (без частицы **to**). **Shall** употребляется с 1-м лицом единственного и множественного числа в вопросительной форме, **will** с 1, 2, 3 лицом единственного и множественного числа в повествовательных предложениях и со 2 и 3 лицом ед. и мн. числа в вопросительной форме.

В отрицательной форме частица **not** ставится после вспомогательного глагола.

Утвердительная форма	Вопросительная форма	Отрицательная форма
I will work. We will work. You will work. He (she, it) will work. They will work.	Shall I work? Shall we work? Will you work? Will he (she, it) work? Will they work?	I will not work. We will not work. You will not work. He (she, it) will not work. They will not work.

I will work. Я буду работать.
He will work. Он будет работать

В разговорной речи приняты следующие сокращения:

Утвердительная форма	Вопросительная форма	Отрицательная форма
I'll [aɪl] work.	I won't [wəʊnt] work. I'll not work.	Shan't [ʃɑ:nt] I work?
We'll [wi:l] work.	We won't work. We'll not work.	Shan't we work?
You'll [ju:l] work.	You won't work. You'll not work.	Won't you work?
He'll [hi:l] work.	He won't work. He'll not work.	Won't he work?
She'll [ʃi:l] work.	She won't work. She'll not work.	Won't she work?

Утвердительная форма	Вопросительная форма	Отрицательная форма
It'll [ɪtl] work. They'll [ðeɪl] work.	It won't work. It'll not work. They won't work. They'll not work.	Won't it work? Won't they work?

1.2. Использование Future Simple Tense

Future Simple Tense употребляется для выражения действия, которое совершится или будет совершаться в будущем. Это время может обозначать как *однократное*, так и *повторное* действие. Future Simple Tense переводится на русский язык будущим временем глагола как совершенного, так и несовершенного вида, в зависимости от смысла предложения.

They will take driving lessons twice a week. Они будут брать уроки вождения два раза в неделю.

Future Simple Tense часто употребляется:

a) после глаголов **to assume, to be afraid, to be sure, to believe, to doubt, to expect, to hope, to suppose, to think**:

I hope you will be OK. Я надеюсь, что у тебя все будет хорошо.

b) после наречий **perhaps, possibly, probably, surely** в значении отсутствия уверенности:

Ask him again. Perhaps, he'll change his mind. Спроси его еще раз. Возможно, он изменит свое мнение.

Наряду с Future Simple Tense будущее действие выражается также при помощи:

1) глагола **to be going to** (*намереваться что-либо сделать*):

I'm going to see him tomorrow. Я собираюсь навестить его завтра.

2) **to be to** (быть обязанным):

I'm to see him tomorrow. Я обязан навестить его завтра.

3) **Present Simple Tense:**

I see him tomorrow. Я увижу его завтра.
(действие запланировано — *future reference*)

4) **Present Continuous Tense:**

I'm meeting him tomorrow. Я встречаюсь с ним завтра.
(действие запланировано — *planned action*)

2. THE FUTURE SIMPLE IN THE PAST TENSE (БУДУЩЕЕ НЕОПРЕДЕЛЕННОЕ ВРЕМЯ В ПРОШЕДШЕМ)

2.1. Образование

Future Simple in the Past Tense образуется так же, как и Future Simple Tense, с той лишь разницей, что вместо **shall** и **will** употребляются соответственно **should** и **would**.

В разговорной речи обычно употребляются следующие сокращения:

Утвердительная форма	Вопросительная форма	Отрицательная форма
I would work. I'd [aɪd] work. We would work. We'd [wi:d] work. You would work. You'd [ju:d] work. He would work. He'd [hi:d] work. She would work. She'd [ʃi:d] work. It would work. It'd [ɪtɪd] work. They would work. They'd [ðeɪd] work.	I wouldn't work. I'd not work. We wouldn't work. We'd not work. You wouldn't work. You'd not work. He wouldn't work. He'd not work. She wouldn't work. She'd not work. It wouldn't work. It'd not work. They wouldn't work. They'd not work.	Should I work? Shouldn't I work? Should we work? Shouldn't we work? Would you work? Wouldn't you work? Would he work? Wouldn't he work? Would she work? Wouldn't she work? Would it work? Wouldn't it work? Would they work? Wouldn't they work?

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2.2. Употребление Future Simple in the Past Tense

Future Simple in the Past Tense выражает действие, которое является будущим по отношению к прошедшему моменту, в отличие от формы Future Simple Tense, выражающей действие, которое является будущим по отношению к моменту речи.

Future Simple in the Past Tense чаще всего употребляется в придаточных предложениях, когда сказуемое главного предложения выражено глаголом в прошедшем времени (согласно правилу согласования времен).

Future Simple in the Past Tense переводится на русский язык будущим временем глагола совершенного или несовершенного вида:

He knew that Anne *would* return next week.

Он знал, что Анна вернется на будущей неделе.

I said I *would* read this article next day.

Я сказал, что прочитаю эту статью на следующий день.

3. THE FUTURE CONTINUOUS TENSE (БУДУЩЕЕ ДЛИТЕЛЬНОЕ ВРЕМЯ)

3.1. Образование

Future Continuous Tense образуется при помощи вспомогательного глагола **to be** в форме будущего времени **shall be (will be)** и формы причастия настоящего времени (Present Participle) смыслового глагола. Вспомогательный глагол **shall** — употребляется с местоимениями **I, we** — в вопросительном предложении. **Will** — с местоимениями 1, 2, 3 лица в повествовательных предложениях и местоимениями 2, 3 лица в вопросительных предложениях.

I will be working.

Я буду работать.

He will be working.

Он будет работать.

В *вопросительной форме* первый вспомогательный глагол ставится перед подлежащим.

Shall we be working?

Will she be working?

Отрицательная форма образуется при помощи частицы **not**, которая ставится после первого вспомогательного глагола.

I will not be working. She will not be working.

В разговорной речи употребляются те же сокращения, что и в Future Simple Tense.

Утвердительная форма	Вопросительная форма	Отрицательная форма
I will be working. We will be working. You will be working. He will be working. She will be working. It will be working. They will be working.	Shall I be working? Shall we be working? Will you be working? Will he be working? Will she be working? Will it be working? Will they be working?	I will not be working. We will not be working. You will not be working. He will not be working. She will not be working. It will not be working. They will not be working.

Повествовательное предложение:

I'll be working. She'll be working.

Отрицательное предложение:

I won't be working. She won't be working.
I'll not be working. She'll not be working.

Вопросительно-отрицательное предложение:

Shan't I be working? Won't she be working?

3.2. Употребление Future Continuous Tense

Future Continuous Tense выражает будущее действие в процессе его совершения, т.е. *незаконченное длительное действие*. Оно переводится на русский язык будущим временем глагола несовершенного вида.

Future Continuous Tense употребляется: для выражения *длительного* действия, которое начнется до определенного момента в будущем и все еще будет совершаться в этот момент. Момент времени может быть указан такими *обозначениями времени* как: **at that moment** (в тот момент), **at midnight** (в полночь), **at noon** (в полдень), **at 3 o'clock** (в 3 часа).

I'll be working **at 4 o'clock**. Я буду работать в 4 часа.

Alex will be giving a lesson
at noon.

Алекс будет давать урок в
полдень.

Future Continuous Tense употребляется иногда наряду с Future Simple Tense со словосочетаниями: **all day long** (весь день), **from one till three** (с часу до трех), **all the time** (все время).

При употреблении в данном случае Future Continuous Tense говорящий изображает действие как *процесс*.

I'll be preparing for my exam
the whole evening.

Я буду готовиться к экзамену
весь вечер.

He'll be working with his
computer all day tomorrow.

Он будет работать на своем
компьютере завтра весь день.

При употреблении **Future Simple Tense** говорящий лишь констатирует *факт совершения действия*:

I'll *prepare* for my exam the whole evening.
He'll work with his computer all day tomorrow.

Однако, когда в предложении есть *несколько действий, следующих одно за другим*, употребляется только **Future Simple Tense**.

We'll come back soon, we'll rest
from 4 till 5, and then we'll prepare
for our exam the whole evening.

Мы скоро придем, отдохнем
с четырех до пяти, а затем
целый вечер будем готовиться
к экзамену.

Future Continuous Tense не употребляется в *придаточных предложениях времени и условия*. В этих случаях вместо **Future Continuous Tense** употребляется **Present Continuous Tense**.

If he's sleeping when you come,
wake him up.

Если он будет спать, когда
вы придете, разбудите его.

Future Continuous Tense употребляется для выражения *длительного действия*, которое будет совершаться в *определённом отрезке времени в будущем*, хотя и необязательно непрерывно в течение всего этого отрезка:

I'll be preparing for my exam
in June.

Я буду готовиться к экзамену в
июне.

Paul will be taking part in
the competition during the winter.

Пол будет принимать участие
в соревнованиях зимой.

Когда два длительных действия совершаются *одновременно*, оба действия могут выражаться либо временами группы Continuous, либо временами группы Simple. При употреблении времен **Continuous** говорящий изображает действие как *процесс*, а при употреблении времен **Simple**, он лишь констатирует *факт совершения действия*.

While I'm doing my homework,
he'll be resting.
While I do my homework,
he will rest.

Пока я буду делать домашнюю
работу, он будет отдыхать.

Future Continuous Tense употребляется для выражения действия *недлительного* характера. В этом значении Future Continuous Tense употребляется, когда выражается *намерение* совершить действие или когда речь идет о *заранее намеченном действии*. В данном случае Future Continuous Tense переводится на русский язык будущим временем как глагола *несовершенного*, так и *совершенного* вида:

He'll be meeting us at the station.

Он будет встречать (встретит)
нас на станции.

I'll be speaking to him tomorrow.

Я буду говорить с ним завтра
(я поговорю с ним).

Иногда употребление Future Continuous Tense предпочтительнее, чем Future Simple Tense, особенно в вопросах, когда мы не хотим слишком настаивать при получении определенного ответа.

When *will you finish* these letters? (e.g. boss to assistant)

Когда вы закончите печатать эти письма?

When *will you be seeing* Mr. White? (e.g. assistant to boss)

Когда бы вы могли встретиться с мистером Уайтом?

The Simple Future Tense

Some Uses of “Will” and “Shall”

1. We often use **will** and **shall** to make predictions (*the Simple Future Tense*):

It will rain tomorrow.

2. We use **will** and **shall** in many other ways, apart from predicting the future: e.g.

intentions/promises:

I'll (= I will) buy you a bicycle for your birthday.

requests/invitations:

Will you hold the door open for me, please?

offers:

Shall I get your coat for you?

suggestions:

Shall we go for a swim tomorrow?

threats:

Just wait! You'll regret this!

decisions:

I'll stop and ask the way.

Forms of “Will” and “Shall”

1. When we are referring to the future, we use **will** with all persons (*I, you, he, she, etc.*), but in British English, we often use **shall** with I/we. (*Not *he/she/it/you/they shall**):

I/We will (I'll/We'll) see you tomorrow. Or: I shall/We shall see you tomorrow.

2. In speech, we weaken **shall** to [FDI]. We often use **'ll** in place of **will** in speech and sometimes in writing, especially after vowels:

I'll/He'll see you tomorrow.

We also use **'ll** after consonants:

Tom'll be here soon. When'll I see you?

3. Negative short forms are: *I'll not, won't* (= will not) or *shan't* (shall not):

I'll not be there/I won't be there/I shan't be there tomorrow.

In American English **shall** and **shan't** with a future reference are rare.

Uses of the “Going to”-Future Compared with “Will”

There are three basic uses of the “**going to**”-future:

1. Predictions: We often use **going to** to predict the future, especially when we can see something that is about to happen:

Look out! *She's going to* faint. (Not *will*)

Or we can describe something which we know will take place in the future:

Angus and Margaret *are going to* be married in May.

2. Intentions: We often use **going to** rather than *will* in informal style:

I'm going to practice the piano for two hours this evening.

I'm going to be successful one day.

3. Planned actions: We use **going to** like the Present Continuous and Future Continuous Tense:

We're going to spend the winter in Australia.

Or: *We're spending* the winter in Australia.

Or: *We'll be spending* the winter in Australia.

4. We use **will** when we decide to do something at the moment of speaking:

We're lost. *I'll stop* and ask the way. (= I've just decided to do this.)

The Future Continuous Tense

There are three basic uses of the **Future Continuous**:

1. We use it to emphasise actions that will be in progress in the near or distant future, especially when we imagine ourselves doing something:

By this time tomorrow, *I'll be lying* on the beach. (Not *I will lie*)

2. The Continuous Tense ‘softens’ the effect of *will + verb* and sounds more polite:

When *will you finish* these letters? (e.g. boss to assistant)

When *will you be seeing* Mr White? (e.g. assistant to boss)

If we say *I'll work* on this tomorrow we may be stating an intention.

If we say *I'll be working* on this tomorrow, we are simply referring to future time.

3. We use the Future Continuous Tense like the Present Continuous Tense for planned actions:

We'll be spending the winter in Australia is the same as:

We're spending the winter in Australia.

EXERCISES

УПРАЖНЕНИЯ

Exercise 1. Write predictions (what you think or what your friend thinks). Use **will** or **won't**. Give reasons for the predictions.

Model: In 50 years' time ...
a. *I'll work at my own company.*
b. *my friend thinks he'll live in France.*

- 1) In 100 years' time
a. _____
b. _____
- 2) Will people speak the same language all over the world?
a. _____
b. _____
- 3) Will the cars be powered by petrol? Atomic power? Electric batteries?
a. _____
b. _____
- 4) Will there be medicine against every kind of disease?
a. _____
b. _____
- 5) Will people still smoke cigarettes?
a. _____
b. _____
- 6) Make a predication of your own about the world in the future.
a. _____
b. _____
- 7) How about you? In 4 years' time will you speak English better than you do it now?
a. _____
b. _____
- 8) Will you have the same job as you have now in 4 years' time?
a. _____
b. _____
- 9) Will you be married in 10 years' time?
a. _____
b. _____
- 10) Will you be rich in 15 years' time?
a. _____
b. _____

Exercise 2. Put in *will* ('ll) or *won't*.

Model: Don't ask Jane. She ... know what to do.
Don't ask Jane. She *won't* know what to do.

1. Can you wait for us? We _____ be very long.

2. I'm sorry about what happened last week. It _____ happen again.
3. There's no need to put on a raincoat. It _____ rain.
4. We've got some incredible news! You _____ never believe what's happened.
5. If you don't eat anything now, you _____ be hungry later.

Exercise 3. Look at the table. Write the questions from the table to match the answers given below:

Shall	I	wear at the party? cook a pie for you?
What	we	dance? go to the Switzerland for our holiday in summer?
Where		do the shopping? do if the money doesn't reach us at time? take my uncle when he comes to visit?

Model:

1. *What shall I wear at the party?*
Why don't you buy a new dress or costume?
2. _____
Later, please. I feel a little tired at the moment.
3. _____
No, thanks, I'm not hungry.
4. _____
Go to our bank manager and ask him for a loan.
5. _____
Let's show him the museum and the art gallery.
6. _____
I'd rather stay in France.
7. _____
Yes, please. I'll stay at home and do some washing.

Exercise 4. What do you say in these situations? Write questions with **Shall I ...?** or **Shall we ...?**

Model:

You and your friend are going out. Your friend hasn't decided where to go. She (He) asks you ...

Shall we go to the cinema?

1. Your friend cannot decide whether to go by car or to walk. She (He) asks you ...

2. Your friend wants to call you later. You don't know what time to phone. You ask her (him) ...

3. It's Mary's birthday on Monday. You want to give her a nice present but you don't know what. You ask your friend for advice.

4. You and your friends want to go to the disco this evening but you don't know which is better. You ask your friend.

5. You want to buy a TV set. But you are not sure about the model of a TV set. You ask a friend for advice.

Exercise 5. *You're in a shop. You hear that a salesman is trying to sell a computer. Complete what he says to the customer. Use 'll, will or won't.*

Mr. Broun, this is the best machine which will give you many years of service. Our company _____ install it for you. We _____ even give you a special course to teach you how to use it. But you _____ find it difficult to learn. You _____ soon see how easy it is to store information and to type letters with this computer.

Now, Mr. Broun, about the payment. We _____ ask you for immediate payment. It _____ be OK if you make a small payment now, and you can pay the rest in 2 months' time. We _____ send you a letter to remind you. What's more, we _____ give you a 10% reduction on marked price. Of course, the computer _____ come to you with a two-year guarantee. But actually, you _____ need a guarantee, because there _____ be any problems with the machine. If there are, I _____ deal with them personally.

So, Mr. Broun, you want to buy it? Good! I can tell you sir, you _____ be sorry! Actually, I _____ give you this machine here in the showroom — it's a demonstration model, and it's dusty. I _____ get you another one from the store downstairs. Please wait a moment, Mr. Broun. I _____ be back in a minute!

Exercise 6. *Which form of the verb is correct in the sentences?*

Model:

There's no need to be afraid of the dog. *It won't hurt / It isn't hurting you.*

5. (the day after tomorrow at 6 a.m.)

Exercise 8. Match the sentences on the left with the functions on the right.

- | | |
|--|----------------------------------|
| 1. I hope you'll come and see me again. | a) making a formal announcement |
| 2. We'll have a rain tonight, I'm sure. | b) making a request |
| 3. I'll report you to the police next time. | c) making a suggestion |
| 4. Will there be a meeting? | d) offering |
| 5. Tell them again. Perhaps they'll understand. | e) threatening |
| 6. I'll send you card from Liverpool. | f) making a prediction |
| 7. The birthday party will take place on Saturday. | g) expressing future hope |
| 8. Will you have lunch with us on Sunday? | h) expressing future uncertainty |
| 9. Will you write to me? | i) making an invitation |
| 10. Shall we take a drive into the country later? | j) asking for a prediction |
| 11. Will you phone me? | k) promising/ stating intention |

Exercise 9. Supply suitable forms of **will** and **shall**. Give alternatives where possible. Jack is asking his friend Derek for advice about a job interview.

Jack: What sorts of questions do you think they *will* ask?

Derek: The same as they asked me. They _____ ask you why you want to work for them.

Jack: That's easy. I want to earn more money.

Derek: Yes, but you can't say that. You _____ have to think better reasons.

Jack: I can't think of any just now, but I expect I _____ think of something at the time. I hope I _____ anyway.

Derek: I'm sure you _____. What time is you interview?

Jack: It's two in the afternoon.

Derek: I know it _____ help very much, but I _____ be thinking of you. Don't worry, everything _____ be OK!

Jack: When _____ I know if I've got the job?

Derek: They _____ let you know in 3 days. That's what happened in my case. You _____ get a letter which begins: We regret to inform you!

Exercise 10. Use the future tense of the indicated verb in each sentence.

Model: We (meet) you tomorrow.

We will meet you tomorrow.

1. The party (begin) at 10 o'clock.

2. I (give) him money tomorrow.

3. We (have) an important holiday next month.

4. Mr. Smith (lock) the door afterwards.

5. She (remind) him of that.

6. We (be) ready at one o'clock.

7. His wife (buy) the fruit and vegetables.

8. The professor (read) the poem to us.

9. Tom (collect) the tickets at the door.

10. The men (be) here at 3 o'clock sharp.

11. They (wait) for us on the corner.

12. They (translate) the book into Russian.

13. You (ruin) your new clothes.

14. I (explain) his custom to you.

Exercise 11. Change the verb in each sentence to the future tense.

Model: I ate a steak for dinner. ...

I will eat a steak for dinner.

1. Jim spoke to the Dutch girls.

2. My friend lent me some money.

3. He went to the opera with Mary.

4. Mr. Williams got to his office on time.

5. The Browns flew to Finland.

6. The man wore his new topcoat.

7. The clerk gave Steve the change.

8. We heard an interesting lecture.

9. I brought the application blank.

10. Our guests saw almost all of the city.

11. Edward wrote a description of his city.

12. They read the article in the magazine.

13. She bought a new pair of high heel shoes.

14. The teacher said some interesting things.

15. You made a lot of mistakes on the paper.

16. Tom sold his old car to a friend of his.

17. He put the packages on the table.

Exercise 12. *Change these statements to questions.*

Model: He will attend the lecture.
Will he attend the lecture?

1. They will go to the late movie.

2. He will speak to her in French all day.

3. They will be there at noon.

4. Mark will call for her at 9 p.m.

5. Emma will be late for the show.

6. She will see you tomorrow.

7. I will leave the airport at 7 o'clock.

8. The girls will be in Bristol by tomorrow.

9. The teacher will speak to them this afternoon.

10. Mr. Brightons will be back in a few minutes.

11. There will be a list of names here.

12. This exercise will seem very easy to you.

13. They will arrive here on Monday.

14. I will finish my work before noon.

Exercise 13. *Change these statements to negatives.*

Model: The plane will leave before midnight.
The plane *won't* leave before midnight.

1. He will travel by air.

2. The Johnsons will be at the concert.

3. I will be at home tonight.

4. The box will weigh quite a bit.

5. The parcel will arrive in the morning.

6. We will take a boat from Miami to Havana.

7. The delegation will be here before three.

8. She will be quite busy tomorrow morning.

-
9. We will meet Alex at the station.
-
10. There will be some students in the class.
-
11. It will be quite hot tomorrow.
-
12. They will leave from Central Station.
-
13. We will send the letter by special delivery.
-
14. He will tell you some of the questions.
-
15. This will be very easy for you.
-
16. They will stay at that hotel tonight.
-
17. You will remember his name.
-
18. There will be quite a few people there.
-
19. We will get back before 7 p.m.
-
20. The papers will be on my desk tomorrow.
-
21. Simon will bring a lot of guests to the party.
-

Exercise 14. *Translate from Russian into English.*

1. Я не думаю, что пойду куда-либо сегодня вечером. Я слишком устал.
-
2. Не могли бы вы не шуметь, пожалуйста? Я попытаюсь сосредоточиться.
-
3. Мне открыть окно?
-
4. Я вижу что вы заняты, поэтому я не задержу Вас надолго.
-
5. “Что бы вы хотели выпить?” — “Апельсиновый сок, пожалуйста.”
-

6. Я уверен, что Мэри легко сдаст экзамен по английскому языку.

7. Возможно, мы уедем в Ирландию (Ireland) на зимние каникулы.

8. Я надеюсь, Нелли позвонит сегодня вечером.

9. Я надеюсь, что в воскресенье не будет дождя: мы едем в гости к моей тете за город.

10. “Где будет он в это время в следующем году?” — “Извините, я не знаю. Может быть, в Уэльсе или Шотландии (Wales, Scotland).”

11. Я рассчитываю что они зайдут к нам вечером.

12. Эта кастрюля очень горячая. Если вы дотронетесь до нее, вы обожжетесь.

13. Когда вы узнаете что-нибудь о Нике?

14. Как Вы думаете, вашей маме понравится подарок, который вы ей купили?

15. Вероятно, я буду дома в 11 часов.

16. Мы пригласили очень много людей в субботу.

17. Дэвид, возможно, приедет около 9 часов.

18. “Сара позвонила, когда тебя не было.” — “Хорошо, я ей перезвоню.”

19. Я думаю, что погода в этой части страны скоро станет лучше.

20. Вы и я будем учиться в одном и том же университете.

21. Спектакль начнется через минуту.

22. Цены на дома вырастут опять вдвое в следующем году?

23. Не поддержите ли вы дверь открытой для меня, пожалуйста?
-
24. Вам подать шубу?
-
25. Мы пойдем на дискотеку вечером?
-
26. Вот увидите, мистер Блэк, Вы пожалеете об этом.
-
27. Я думаю, он поймет свою ошибку, он достаточно умен.
-
28. Свадьба состоится в церкви Святого Павла 1-го августа.
-
29. Прием состоится в отеле "Эмбер" (the Ember Hotel).
-
30. Спроси ее снова. Возможно она передумает.
-
31. Я почти готова. Я только надену шляпу.
-
32. Торговый центр начнет работать только 10 января.
-
33. Я надеюсь, что Джейн покрасит комнату на следующей неделе.
-
34. Через 5 минут он поставит машину в гараж.
-
35. Я отвечу на каждое письмо, которое получу.
-
36. Я возьму эти рубашки, но оставлю другие.
-
37. Мы не будем свободны в пятницу. Мы можем назначить другой день?
-
38. Если вы спросите в справочной, они вам скажут, где расположен ближайший банк.
-
39. Этой осенью мы получим хороший урожай яблок.
-
40. Сестры Прайс откроют свой бутик в понедельник.
-
41. Я увижу профессора Уайта 31 марта.
-
42. На многих больших фермах сезонные рабочие будут жить в небольших коттеджах в течение лета.
-

43. Какую книгу вы захотите прочитать?

44. Я надеюсь, что мы проведем хороший выходной.

45. Мне будет жаль уйти так рано.

46. Марк посмотрит доклад через 2 часа.

47. Он поговорит с ними обоими этим утром.

48. Он поговорит с каждой из них этим утром.

49. Это будет стоить меньше, чем 100 фунтов.

50. Саймон увидит тебя менее чем через две недели.

LESSON 2

УРОК 2

1. THE FUTURE PERFECT TENSE

1.1. Образование Future Perfect Tense (Будущее совершенное время)

Future Perfect Tense образуется при помощи вспомогательного глагола **to have** в форме будущего времени (**will have**) и формы причастия прошедшего времени (Past Participle) смыслового глагола:

I will have worked.

She will have worked.

Форма **will have** употребляется с местоимениями 1, 2, 3 лица в утвердительных предложениях, с местоимениями 2, 3 лица — в вопросительных предложениях. Форма **shall have** — с местоимениями 1 лица в вопросительных предложениях.

В *вопросительной форме* первый вспомогательный глагол ставится перед подлежащим:

Shall I have worked?

Will she have worked?

Утвердительная форма	Вопросительная форма	Отрицательная форма	Вопр.-отриц. форма
I'll have worked.	Shall I have worked?	I'll not have worked. (I won't have)	Shall I not have worked?
We'll have worked.	Shall we have worked?	We won't have worked.	Shall we not have worked?
You'll have worked.	Will you have worked?	You won't have worked.	Will you not have worked?
He (she, it) 'll have worked.	Will he (she, it) have worked?	He (she, it) won't have worked.	Will he (she, it) not have worked?
They'll have worked.	Will they have worked?	They won't have worked.	Will they have not worked?

В разговорной речи употребляются те же сокращения, что и в Future Simple Tense.

Повествовательное предложение:

I'll have worked.

She'll have worked.

Отрицательное предложение:

I won't have worked.

She won't have worked.

Вопросительное предложение:

Shan't we have worked?

Won't she have worked?

1.2. Употребление Future Perfect Tense

Future Perfect Tense употребляется для выражения будущего действия, которое *совершится до определенного момента* в будущем.

Момент, до которого совершится это действие, может быть указан:

а) обозначением времени (**by 6 o'clock** — к шести часам; **by Sunday** — к воскресенью; **by the end of the month**; **by that time**, etc.)...

We'll have finished the work
by 5 o'clock.

Мы закончим работу к 5 часам.

б) Другим будущим действием, выраженным глаголом в Perfect Simple Tense, в придаточных предложениях времени и условия.

We'll have finished the work
by 4 o'clock if you help us.

Мы закончим работу к 4 часам,
если вы поможете нам.

Future Perfect Tense иногда выражает *не будущее* действие, а предполагаемое действие, относящееся к *прошлому* и переводится прошедшим временем в сочетании со словами *вероятно, должно быть*. В данном случае Future Perfect Tense часто встречается в деловых письмах, статьях.

You will have read in the
newspapers about the conclusion
of this agreement.

Вы, должно быть, читали в
газетах о заключении этого
соглашения.

Future Perfect Tense переводится на русский язык будущим временем глагола совершенного вида.

2. THE FUTURE PERFECT CONTINUOUS TENSE

2.1. Образование Future Perfect Continuous Tense (Будущее совершенное длительное время)

Future Perfect Continuous Tense образуется при помощи вспомогательного глагола **to be** в форме Future Perfect Tense (**will have been**) и формы причастия настоящего времени (Present Participle) смыслового глагола.

I will have been working.
Я буду продолжать работать.

She will have been working.
Она будет продолжать
работать.

В вопросительной форме первый вспомогательный глагол ставится перед подлежащим:

Shall we have been working?

Will she have been working?

Отрицательная форма образуется при помощи частицы **not**, которая ставится после первого вспомогательного глагола.

I will not have been working.
(или I won't have been working.)

She will not have been working.
She won't have been working.)

Утвердительная форма	Вопросительная форма	Отрицательная форма	Вопрос.-отрицат. форма
I'll have been working. We'll have been working. You'll have been working. He (she, it) will have been working. They will have been working.	Shall I have been working? Shall we have been working? Will you have been working? Will he (she, it) have been working? Will they have been working?	I'll not (I won't) have been working. We won't have been working. You won't have been working. He (she, it) won't have been working. They won't have been working.	Shall I not have been working? Shall we not have been working? Will you not have been working? Will he (she, it) not have been working? Will they not have been working?

2.2. Употребление Future Perfect Continuous Tense

Это время употребляется для выражения *длительного* будущего действия, которое начнется ранее другого действия (или момента) и в будущем *будет еще совершаться в момент его наступления*. Как и другие времена этой группы, **Future Perfect Continuous** употребляется, когда указан период времени, в течение которого действие будет совершаться.

Future Perfect Continuous Tense переводится на русский язык будущим временем глагола несовершенного вида.

By the 1st of September 1998,
Mr. Jones *will have been teaching*
English at our University for
20 years.

К 1 сентября 1998 года мистер
Джоунс будет преподавать
английский в нашем
университете уже 20 лет.

I *will have been living* here for
2 years by Christmas.

К Рождеству я буду жить
здесь уже 2 года.

3. СПОСОБЫ ПЕРЕВОДА АНГЛИЙСКИХ ГЛАГОЛЬНЫХ ФОРМ

Все 12 английских глагольных времен переводятся на русский язык 3 временами глагола несовершенного вида (*я делаю, я делал, я буду делать*) и двумя временами глагола совершенного вида (*я сделал, я сделаю*). При помощи этих пяти форм времен могут быть выражены все оттенки значений.

3.1. Формы настоящего времени

1. **Present Simple Tense** — *I write.*

I write letters to my friends very often.

Я пишу письма своим друзьям очень часто.

I'll read you a letter *when I write it.*

Я прочитаю тебе письмо, когда напишу его.

My friends will be happy if I *write* letters to them very often.

Мои друзья будут счастливы, если я буду писать им письма часто.

2. **Present Continuous Tense** — *I'm writing*

I'm writing a test.

Я пишу тест сейчас.

He will be listening to the music while *I'm writing a test.*

Он будет слушать музыку, пока я буду писать тест.

3. **Present Perfect Tense** — *I have written*

I have written a test.

Я (уже) написал тест.

I have written to him twice.

Я писал ему два раза.

I have known Kate for 5 years.

Я знаю Кейт 5 лет.

I'll ring you up after I *have come* home.

Я позвоню тебе *после того, как приду домой.*

4. **Present Perfect Continuous Tense** — *I have been writing*

I have been writing a composition for an hour.

Я пишу сочинение уже час.

I'm tired as I *have been writing* a composition.

Я устал, потому что писал сочинение.

Как видно из приведенных примеров, все 4 формы настоящего времени могут переводиться на русский язык *настоящим временем*. Present Perfect и Present Perfect Continuous переводятся также и

прошедшим временем, причем Present Perfect в большинстве случаев переводится прошедшим временем, а не настоящим. Кроме того, все формы настоящего времени могут переводиться будущим временем, когда они встречаются в *придаточных предложениях времени или условия*.

3.2. Формы прошедшего времени

1. **Past Simple Tense** — *I wrote*

I wrote a test yesterday.

Я *писал* тест вчера.

I wrote letters to my friends very often.

Я *писал* письма своим друзьям очень часто.

2. **Past Continuous Tense** — *I was writing*

I was writing a test when the professor came.

Я *писал* тест, когда вошел профессор.

3. **Past Perfect Tense** — *I had written*

I told him that I *had written* a test.

Я сказал ему, что *написал* тест.

I told him that I *had written* letters to my friends very often.

Я сказал ему, что *писал* письма своим друзьям очень часто.

4. **Past Perfect Continuous Tense** — *I had been writing*

I had been writing for 2 hours when Mrs. White came.

Я уже *писал* 2 часа, когда вошла миссис Уайт.

Как видно из этих примеров, Past Simple Tense и Past Perfect Tense переводятся *прошедшим временем глагола совершенного и несовершенного вида*, а Past Continuous Tense и Past Perfect Continuous Tense — *прошедшим временем глагола несовершенного вида*.

3.3. Формы будущего времени

1. **Future Simple Tense** — *I will write*

I'll write a test tomorrow.

Я *буду писать* тест завтра.

I'll write a letter today.

Я *напишу* письмо сегодня.

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2. **Future Continuous Tense** — *I will be writing*

I will be writing a test when you come. Я *буду писать* тест, когда ты придешь.

3. **Future Perfect Tense** — *I will have written*

I will have written the letter when you come. Я уже *напишу* письмо, когда ты придешь.

4. **Future Perfect Continuous Tense** — *I will have been writing*

I will have been writing the test for 2 hours when you come. Я уже *буду писать* тест 2 часа, когда ты придешь.

Из приведенных примеров видно, что Future Simple Tense переводится *будущим временем* глагола *совершенного* и *несовершенного* вида. Future Continuous Tense и Future Perfect Continuous Tense — *будущим временем* глагола *несовершенного* вида, а Future Perfect Tense — *будущим временем* глагола *совершенного* вида.

SUMMARY

РЕЗЮМЕ

The Future Perfect and the Future Perfect Continuous Tenses

1. We often use the **Future Perfect Tense** with *by* and *not ... till/until* to show that an action will already be completed by a certain time in the future. We use it with verbs which point to completion, like *complete*, *finish* and *retire*:

I will have retired by the year 2020. *I won't have retired* till the year 2020.

2. We often use the **Future Perfect Continuous Tense** with verbs like *learn*, *lie*, *live*, *rain*, *sit*, *wait* and *work* which naturally suggest continuity to say that what is in progress now will be in progress in the future:

By this time next week, *I will have been working* on this book for a year.

EXERCISES

УПРАЖНЕНИЯ

Exercise 1. Supply **will + verb** or **will be + ing**. Where both forms are possible, see if you can 'feel' the different effect of the simple future compared with the progressive.

Model: I don't think I (see) ... Jack next week.

I don't think I will see Jack next week.

1. Sit down and fasten your seat belt. We (take off) _____ in a few minutes.
2. In two-years' time a permanent space station (circle) _____ the moon.
3. When (you go) _____ to the bank to draw some money?
4. By this time next year, I (write) _____ my memories.
5. Do you think Mr. Joyce (still work) _____ here in 10 years' time?
6. So you're stopping off in Dubai on your way to Beijing. How long (you stay) _____ there?
7. They (sail) _____ from Ramsgate, not Dover.
8. The Brouns (drive) _____ to Edinburgh next Sunday evening.
9. The President (meet) _____ the delegation before flying back home.

Exercise 2. Supply *Future Simple* or *Future Continuous Tense*.

Clare: You're off on holiday on Sunday. How nice! What time (you leave) *are you leaving*?

Polly: We (leave) _____ the house at 4 a.m.

Clare: 4 a.m.! Why so early? You don't have to check in till 8.30. You (arrive) _____ at Gatwick airport very early!

Polly: I know, but Gatwick is very busy at this time of the year and we want to avoid the rush. We (check) in _____ as quickly as possibly, but we (have) _____ breakfast at the café.

Clare: I'm sure that's clever of you. Just think! By this time tomorrow evening you (lie) _____ on the beach and I (do) _____ the ironing.

Polly: I hope you're right! I think we (not sit around) _____ at the airport. You never know these days!

Exercise 3. *The Swifts have just come back from a long trip round the world. For most of them, this means that they'll go back to their boring routines. Ask about the family's plans.*

1. What about Granny? (She/stay) *Will she stay* in Derby? No, (she not come back) _____ to Derby for another 3 years. She's going round the world again!
2. How about Grandpa? I think (he/have) _____ his daily beer at the Regent Hotel, won't he? Yes, you're right! (He/eat) _____ good old English food. (He not eat) _____ snails in France.
3. What (Margaret/do) _____ for the rest of this year? (She/go/back) _____ to her old college? Yes (she/study) _____ with her friends again.
4. How about Tony and George? I hope (they/camp) _____ with the Scouts again, won't they? Oh yes. (They/camp) _____ with the Scouts. (They/not/camp) _____ on the plains of Kenya.
5. And you? (You/come) _____ to the Women's Club this year, won't you?
That's true. (I/make) _____ jam for the Women's Club. (I/not/make) _____ birds' nest soup unless it comes out of a tin.

Exercise 4. *Put the verb into the correct form (Present Continuous, Present Simple, going to...).*

Model: I wonder where (we/live) _____ 5 years from now?
I wonder where *are we going to live* 5 years from now?

1. We feel a bit hungry. I think (we/have) _____ something to eat.
2. What do you plan to do when (you/finish) _____ your course at University?
3. Why are you putting on your raincoat? (You/do) _____ somewhere?
4. Ann was very rude to me and Sue. I refuse to speak to her until (she/apologise) _____ .
5. What time (I/phone) _____ you today? About 8.00?
6. Where's mum going? To the hairdresser's. (She/have) _____ her hair cut.
7. Look! This plane is flying towards the airport. (it/land) ...

8. I'm not ready yet. (I/tell) _____ you when (I/be) _____ ready. I promise (I/not/be) _____ very long.
9. We have to do something soon, before (it/be) _____ too late.
10. Are you still watching that show? What time (it/end) _____ ?
11. I'm sorry you decided to leave the company. (I/miss) _____ you when (you/go) _____ .
12. (I/give) _____ you my address? If (I/give) _____ you my address, (you/write) _____ to me?
13. (Don/go) _____ to Cardiff next weekend for a wedding. His sister (get) _____ married.

Exercise 5. Choose the best answers in the dialogue below. Circle (a), (b) or (c).

Mrs. Jones: a. Will you be doing
 b. Are you doing
 c. Either (a) or (b)
 _____ anything special tomorrow, Alex?

Alex: Not really. I suppose
 a. I'll be doing
 b. I'll go
 c. Either (a) or (b)
 _____ to Durham as usual in the morning and in the afternoon.
 a. I'll be studying
 b. I'll study
 c. Either (a) or (b)
 _____ for my exam.

Mrs. Jones: a. Will you be getting
 b. Will you get
 c. Either (a) or (b)
 _____ something for me from the shops in Durham, please?

Alex: Yes, of course. I expect
 a. I'll be doing
 b. I'm doing
 c. Either (a) or (b)
 _____ some of my own shopping anyway.

Mrs. Jones: You see, I need a mousetrap. Last night I heard a mouse in the house. I hate mice! I've decided
 a. I'll be catching
 b. I'm going to catch

- _____ c. Either (a) or (b)
_____ it.
- Alex: Well, certainly
a. I'll be getting
b. I'll get
c. Either (a) or (b)
_____ one for you.
But why don't you buy a cat?
- Mrs. Jones: a. I'll be getting
b. I'm going to get
c. Either (a) or (b)
_____ one soon.
In fact
a. I'll be seeing
b. I'm seeing
c. Either (a) or (b)
_____ a man about it at the weekend.
Perhaps
a. he'll be having
b. he'll have
c. Either (a) or (b)
_____ a kitten that would suit me too.

Exercise 6. *Supply the Future Perfect or Future Perfect Continuous Tense. Note where both are possible.*

Model:

Radio waves (travel) _____ for light years before anyone picks them up.

Radio waves will have travelled for light years before anyone picks them up.

1. The workers (complete) _____ the new station by the end of the month.
2. They (complete) _____ work on the great dam by the end of the decade.
3. By the end of this month, I (want) _____ three weeks for my TV set to be repaired.
4. We (fly) _____ non-stop for 10 hours before we get to New York.
5. Do you realise that on September 12, we (live) _____ in this house for 10 years?

6. I hope I (finish) _____ this report by the end of the week.
7. Sandra (leave) _____ for work before the children get home from school.

Exercise 7. Put the verb into the correct form: the Future Continuous/ the Future Perfect Continuous Tense.

Model:

If you need to contact Alan, (he/stay) _____ at the Swan Hotel until Saturday.

If you need to contact Alan, he'll be staying at the Swan Hotel until Saturday.

1. Don't phone me between 3 and 4. (We/have) _____ a meeting then.
2. - (You /see) _____ Sally tomorrow?
- Yes. Why?
- I borrowed this video from her. Can you give it back to her?
3. Ted is on holiday and he's spending his money very quickly. If he continues to do it, (he/spend) _____ all his money before the end of his holiday.
4. Please, phone me after 10 o'clock. (We/come) _____ home by then.
5. Chuck came to the USA from Canada three years ago. Next Friday it will be exactly 3 years. So on Friday, (he/be) _____ in the USA for exactly three years.
6. Tomorrow we're going to play tennis from 2 till 3.40. So at 3 o'clock (we/play) _____ tennis.
7. Do you think (Carol/still/do) _____ the same job in 5 years' time?
8. Colin is from Britain. She's travelling around Europe at the moment. So far she has travelled about 2.000 miles. By the end of the trip, (she/travel) _____ more than 3.500 miles.
9. A: Can we meet tomorrow afternoon?
B: Not in the afternoon. (I/work) _____ .

Exercise 8. Read about Sue. Then you have to tick (V) the sentences which are true. In each group of sentences at least one is true.

Sue goes to work every day. She leaves home at 8.30 and arrives at work at about 9 o'clock. She starts work immediately and continues until 12.00 when she has lunch (which lasts about an hour). She starts work

again at 1.15 and goes home at 4.30. Every day she follows the same routine and tomorrow will be no exception.

At 8.00

- a) She'll be leaving the house. _____
- b) She'll have left the house. _____
- c) She'll be at home. _____
- d) She'll be having breakfast. _____

At 8.45

- a) She'll be leaving the house. _____
- b) She'll have left the house. _____
- c) She'll have arrived at work. _____
- d) She'll be arriving at work. _____

At 9.30

- a) She'll be working. _____
- b) She'll start work. _____
- c) She'll have started work. _____
- d) She'll be arriving at work. _____

At 12.40

- a) She'll have lunch. _____
- b) She'll have started her lunch. _____
- c) She'll have finished her lunch. _____
- d) She'll be having lunch. _____

At 4.05

- a) She'll be working. _____
- b) She won't have finished work. _____
- c) She'll have finished work. _____
- d) She'll finish work. _____

At 5.00

- a) She'll have left work. _____
- b) She'll leave work. _____
- c) She'll be leaving work. _____
- d) She'll leave work. _____

Exercise 9. *The president of some country is making a speech on TV. Complete the blanks with a suitable future perfect or future continuous form. Use the words in brackets.*

Model:

Citizens! In a year, the average income of our people (rise) _____ by five per cent, while inflation (not rise) _____ at all.

Citizens! In a year, the average income of our people will have risen by five per cent, while inflation will not have risen.

1. By 1998, neighbouring countries (marvel) _____ at our progress, for they (not equal) _____ our success.
2. In fact, by 2000, we (overtake) _____ other countries.
3. By 2001, our factories (produce) _____ all the goods we need.
4. By 2002, the number of colleges and Universities (double) ...
5. By 2003, we (build) _____ 300 new hospitals.
6. By 2005, we (enjoy) _____ a better standard of living than at any time in our country's history!

Exercise 10. *Clark is a young businessman. He's planning to open a disco- but he needs more money. He asks his friend, Pierre, to help him with the money. Fill in the blanks below with a suitable form expressing the future. Use the words in brackets. Often more than one answer is possible.*

'Dear Pierre,

(I/open) *I'll open* a disco. I've been planning this for 2 years now. But (it/take) _____ a lot of money to get it started. (You / lend) _____ me £75.000? (I / pay) _____ it back soon, (you/not have to) _____ wait long.

Pierre, you could join me as a partner. (We/share) _____ the profits. This disco (be) _____ a great success, because there's nothing for young people in this place at the moment. Every businessman here (wish) _____ he had thought of it. In a half of the year (we/recover) _____ all the money we've put into it.

Look, Pierre, (you / not get) _____ another chance like this! The thing is, I can buy it at a really low price! It's a nightclub at the moment. But the owner has had trouble with the police, and (he / not be able) _____ to continue with the club much longer. He wants to get rid of it, so (he / sell) _____ it to me cheap. We've already agreed matters on the phone, and (I / meet) _____ him tomorrow, and (I / pay) _____ him the money within fourteen days. I know that if I don't pay in time, (he / send) _____ some of his friend round to see me. So I must get the money, somehow.'

Exercise 11. *Translate from Russian into English.*

1. Поторопись! Марк и Дженни приедут в любую минуту.
2. К этому времени на следующей неделе я буду лежать на пляже с моими самыми близкими друзьями.

3. Профессор Джеймсон будет читать лекцию о поэзии лорда Байрона завтра в 14 часов.

4. Вы пообедаете с нами?

5. Я буду работать над этой задачей через два дня.

6. Сейчас студенты слушают магнитофонную запись. Но завтра в это время они будут находиться в кинотеатре.

7. Они будут смотреть фильмы.

8. В субботу Билл будет играть в гольф, а в это время Анна пойдет по магазинам.

9. Джордж все еще будет завтракать.

10. Я буду писать миссис Фитт и расскажу ей о моем новом доме.

11. Завтра Пол не будет подстригать траву.

12. “Вы внесете софу сюда?” — “Нет, я думаю, что поставлю ее внизу.”

13. “Джейн, Вы будете работать здесь,” — сказал мистер Карпентер.

14. Боб всегда должен работать по субботам, поэтому он будет работать как обычно.

15. Какой джем вы будете делать?

16. Что дети будут делать в саду?

17. К концу следующего года Дерек будет в Париже уже 5 лет.

18. Нам лучше подождать до 1 июля. Эндрю уже сдаст экзамен к тому времени, поэтому позже он сможет хорошо отдохнуть. (to enjoy oneself)

19. Я экономлю по 100 фунтов в месяц, начиная с декабря. Поэтому к концу года я скоплю 1300 фунтов.

20. У тебя больше, чем 400 значков. Сколько времени ты будешь еще собирать их? Два года?
-
21. Я отвечу на все ваши вопросы к концу интервью.
-
22. К концу года он уже покорит 50 новых вершин.
-
23. Поезд уедет к тому времени, когда мы доберемся до станции.
-
24. Вас устроит, если я загляну к вам около 9 часов? - Извините, нет. Я буду на встрече со своими друзьями.
-
25. Не звоните мне между 4 и 5 часами. Я буду готовить праздничный обед.
-
26. Вы будете проезжать мимо магазина 'Маркс и Спенсер' (Marks&Spencer), когда будете уходить?
-
27. Вы отправитесь за город сегодня вечером на машине?
-
28. Когда родился их первый ребенок, Джекобсоны были женаты уже 3 года.
-
29. Интересно, где я буду жить через 10 лет?
-
30. Я надеюсь, что вы хорошо проведете время на том острове.
-
31. Приходите в кафе около станции в 5 часов. Я буду ждать вас там, когда вы приедете.
-
32. Джейн будет сидеть около окна, а я буду примерять ярко оранжевый свитер.
-
33. Завтрашняя температура будет абсолютно такой же как и сегодня.
-
34. Вы услышите результаты выборов через неделю.
-
35. Куда бы вы не пошли, вы обнаружите, что местные жители доброжелательны.
-
36. В этом случае я полагаю, что мне следует изменить свой план.
-

37. Они приготовят вам чашечку кофе, если вы попросите их.
-
38. Мистер Пампли и мистер Лич (Pompley & Leech) будут принимать участие в международной конференции по космическому проекту 15 мая.
-
39. Когда вы навестите нас снова?
-
40. В октябре 2000 года это соглашение будет в силе (to be in force) уже 30 лет.
-
41. К концу 20 века люди найдут простое решение проблемы озоновых дыр.
-
42. Экологи опасаются, что все больше и больше озоновых дыр появится к 2000 году.
-
43. К 2050-му году население планеты увеличится в несколько раз.
-
44. В следующий понедельник Сэм будет писать контрольные работы уже 5 лет.
-
45. (на уроке химии) Подождите еще несколько минут. К тому времени воды просочится вполне достаточно.
-
46. Когда вы войдете, Дик будет еще спать.
-
47. К концу отпуска мы потратим все наши деньги.
-
48. Я куплю ей подарок на день рождения перед вашим приездом.
-
49. Он поймет свою вину к тому времени.
-
50. К следующему месяцу она окончит перевод известной книги.
-

1. ВОПРОСИТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ (INTERROGATIVE QUESTIONS)

1.1. Общие вопросы (General Questions)

В английском языке вопросы бывают двух видов: общие и специальные.

Общие вопросы (*General Questions*) задаются собеседнику с целью подтверждения или отрицания *всей* высказанной в вопросе мысли и, таким образом, требуют ответа “да” или “нет”. Они начинаются со вспомогательного или модального глагола. Они произносятся с повышенной интонацией, т.е. с повышением голоса в конце предложения.

Do you speak English well? Вы хорошо говорите по-английски?
Can you answer my question? Вы можете ответить на мой вопрос?

В общих вопросах вспомогательный или модальный глагол, входящий в состав сказуемого, расчленяется на две части, отделяемые одна от другой подлежащим. Но когда сказуемое выражено глаголом в Present Tense или Past Simple Tense, то перед подлежащим ставятся *вспомогательные глаголы (do/does) и (did)*, смысловой глагол ставится в форме инфинитива (*без to*) после подлежащего (см. таблицу 1).

Ответы на общие вопросы обычно даются в краткой форме. Обычная форма: ответы, состоящие из “**yes**” или “**no**”; подлежащего, выраженного соответствующим местоимением; вспомогательного или модального глагола, употребленного в вопросе. В отрицательном ответе частица **not** сливается со вспомогательным или модальным глаголом.

— Do you speak English?	— Говорите ли Вы по-английски?
— Yes, I do./No, I don't.	— Да./Нет.
— Can you swim?	— Умеете ли вы плавать?
— Yes, I can./No, I can't.	— Да./Нет.

Также возможны варианты ответов, состоящие только из ‘yes’ или ‘no’. Однако надо иметь в виду, что такая форма ответа звучит несколько невежливо.

Табл. 1. Повествовательные предложения и общие вопросы

Повествовательные предложения				Общие вопросы			
Подлежащее	Сказуемое		Дополн./ обстоятельство	Сказуем. Вспом./ модальн. глагол	Подл.	Сказуем. Смysl. глагол	Дополн./ обстоятельство
	Вспомог./ модальн. глагол	Смысловой глагол					
I	-	read	a lot.	Do	I	read	a lot?
She	-	lives	in Kiev.	Does	she	live	in Kiev?
He	-	finished	his work.	Did	he	finish	his work?
We	are	reading	a text.	Are	we	reading	a text?
He	is	speaking	English now.	Is	he	speaking	English now?
They	have	returned	from France.	Have	they	returned	from France?
She	has	done	this work.	Has	she	done	this work?
He	has been	working	since 6 o'clock.	Has	he	been working	since 6 o'clock?
They	have been	studying	since morning.	Have	they	been studying	since morning?
The work	will have been	done	by 4 o'clock.	Will	the work	have been done	by 4 o'clock?
She	can	translate	the article.	Can	she	translate	the article?
We	must	do	this lesson.	Must	we	do	this lesson?

Помимо кратких ответов, можно давать полные ответы, в которых, кроме глагола, повторяются и другие относящиеся к нему слова.

— Did you travel abroad last year? Вы были за границей в прошлом году?

— Yes, I travelled abroad last year. Да, я был за границей в прошлом году.

В ежедневной речи общие вопросы могут быть сокращены.

Learning already? (Вместо: Are you ... ?) Уже учитесь?
 Enjoy the party? (Вместо: Did you ... ?) Понравилась вечеринка?
 Like another cup of coffee? Еще чашечку кофе?
 (Вместо: Would you ... ?)

В кратких ответах возможно наличие наречий, которые ставятся перед вспомогательным или модальным глаголом.

Это наречия **never, rarely, hardly ever, scarcely ever**:

We *never* see Clark nowadays. Мы теперь никогда не видим Кларка.

We *hardly (ever)/ scarcely (ever)/ rarely* see Clark nowadays. Мы теперь почти не видим/ очень редко видим Кларка.

Отрицательная форма общих вопросов образуется при помощи частицы **not**. Она выражает удивление и соответствует в русском языке вопросам начинающимся с “разве” или “неужели”.

Do you know him? }
Don't you know him? } *Неужели* Вы не знаете его?

Иногда при ответах на общие вопросы говорящий хочет дополнить свой ответ, выразив свое отношение. В таких случаях он может сказать:

	Утвердительное дополнение (positive object)	Отрицательное дополнение (negative object)
Alex can speak English.	And I can, too.	But I can.
Alex can't speak English.	I can't either.	But I can't.
Alex speaks English.	And I do, too.	But I don't.
Alex doesn't speak English.	And I don't either.	But I do.
Mary can speak French.	And so can I.	But I can't.
Mary can't speak French.	And neither/no can I.	But I can.
Mary speaks French.	And so do I.	But I don't.
Mary doesn't speak French.	And neither/nor do I.	But I do.
Paul can speak Arabic.	And I can, too/ so can I.	Neither/no can I.
Paul can't speak Arabic.	I can't either.	But I can.
Paul speaks Arabic.	I do too; so do I	But I don't.
Paul doesn't speak Arabic.	Neither/no do I.	But I do.
He's going to help us.	I'm going, too.	Neither/nor am I.
John retires soon.	I do, too.	Neither/nor do I.

Сокращения, допустимые в разговорной речи:

So'm I.
Neither'm I.
Nor'm I.
So's he.
Nor's he.
So've I.
Neither've I.
Nor've I.
So'll I.
Neither'll I.
Nor'll I.
So'd you.
Neither'd you.
Nor'd you.

You should work more and so should I.

Вам следует работать больше, также как и мне.

— *I went* to a party tonight.
— *So did I.*
— *I'm glad* it's Sunday.
— *Me too! (Us too.)*
— I don't want to go there.
— *Nor me / Me neither.*
(в разговорной речи).

— Я пошел на вечеринку сегодня.
— И я тоже.
— Я рад, что сегодня воскресенье.
— Я тоже (мы тоже).
— Я не хочу идти туда.
— Я тоже.

1.2. Альтернативные вопросы (Alternative Questions)

Альтернативный вопрос представляет собой два общих вопроса, соединенных союзом **or**. Второй вопрос обычно бывает неполным. Альтернативный вопрос произносится с повышением голоса перед союзом **or** и с понижением голоса в конце предложения на последнем ударном слого.

Do you like ↗tea or ↘coffee?
Is Mark ↗resting or ↘working?

Вы любите чай или кофе?
Марк отдыхает или работает?

Альтернативный вопрос требует полного ответа; но когда он относится к подлежащему, то второму подлежащему всегда предшествует вспомогательный или модальный глагол. Такой вопрос

требует краткого ответа, как и всякий специальный вопрос, относящийся к подлежащему.

Did you or didn't you take it?
No, I didn't.

Вы брали или не брали это?
Нет, я не брал.

Альтернативные вопросы могут начинаться также с вопросительного слова. Такие вопросы состоят из специального вопроса и следующих за ним двух однородных членов предложения, соединенных союзом *or*:

What do you like: tea or coffee?

Что вы хотите: чай или кофе?

В разговорной речи приняты сокращения, когда предлагается выбор из трех или более предметов:

Coffee, tea or mineral water?

Кофе, чай или минеральная вода?

из двух предметов:

Coffee or tea?
True or false?
Yes or no?

Кофе или чай?
Правда или ложь?
Да или нет?

из одного предмета:

Milk? Right?
Ready? Now?

Молоко? Правильно?
Готов(ы)? Сейчас?

Также допустимо не повторять вспомогательный глагол, подлежащее и сказуемое:

Did you like black and white films,
or colour?

Вам нравятся черно-белые или
цветные фильмы?

1.3. Специальные вопросы (Special Questions)

Специальные вопросы начинаются с *вопросительного слова* (или группы слов), заменяющего тот член предложения, к которому относится вопрос.

Специальные вопросы начинаются со слов **who?** (кто?), **what?** (что? какой?), **which?** (который?), **when?** (когда?), **where?** (где?), **why?** (почему?), **how?** (как?), **how much?** (сколько?), **how long?** (как долго?).

Порядок слов в специальных вопросах такой же, как и в общих вопросах, но в отличие от них перед вспомогательным или модальным глаголом стоит вопросительное слово.

Ответы на специальные вопросы даются полные с повторением всех членов предложения, логически необходимых для данного ответа.

Отрицательная частица **not** ставится после подлежащего. В разговорной речи частица **not** сливается с вспомогательным или модальным глаголом:

Why did Ann not come to the party?	} Почему Энн не пришла на вечеринку?
Why didn't Ann come to the party?	

Когда вопрос относится к подлежащему или его определению, то **not** ставится после вспомогательного или модального глагола:

Who <i>doesn't</i> know this rule?	Кто не знает этого правила?
------------------------------------	-----------------------------

Когда мы задаем вопрос, употребляя *глагол + предлог/частица*, то, как правило, *предлог/частица* ставятся в конце:

Who(m) are you meeting <i>with</i> ?	С кем Вы встречаетесь?
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How on earth can I get this shoes <i>on</i> ?	Как, черт возьми, (мне) надеть эти ботинки?
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Но при *формальном* (официальном) стиле предлог ставится в начале.

To whom should I apply for the information?	К кому мне следует обратиться за информацией?
---	---

В кратких вопросах после вопросительного слова ставятся предлоги:

— We're off to holiday next week.	— Мы уезжаем отдыхать на следующей неделе.
— <i>Where to</i> ?	— Куда?

— I'm going to disco tonight.

— Я иду на дискотеку
сегодня вечером.

— *With whom?*

— С кем?

(более формально)

Если вопрос задается к подлежащему, то в нем сохраняется *прямой* порядок слов.

Someone paid the bill.

Кто-то заплатил по счету.

Who paid the bill?

Кто заплатил по счету?

Когда именная часть сказуемого выражена не существительным, а другой частью речи, глагол связка стоит в единственном числе.

Who is ready?

Кто готов?

What is wrong?

Что не так?

В разговорной речи в ответах вместо 'I' можно употреблять 'me'.

— *Who* wants some more
ice-cream?

— Кто хочет еще мороженого?

— *Me* (или *I do*).

— Я.

Табл. 2. Вопросы к подлежащему

1) with **who** to identify a person or persons:

— *Who* speaks English?

— Кто говорит по-английски?

— Masha (does). Both of them (do).

— Маша (говорит).

Они обе (говорят).

2) with **what** to identify thing (things):

— *What* caused the damage?

— Что привело к этому
повреждению?

— Rain (did).

— Дождь.

3) with **what** + **noun** to identify people (things):

— *What language* do you know?

— Какой язык Вы знаете?

— English.

— Английский.

4) with which to identify people (things):	
— <i>Which</i> girl spoke last?	— Какая девушка говорила последней?
— Sally (did).	— Салли.
5) with whose to identify possessor:	
— <i>Whose</i> shoes are these?	— Чьи это ботинки?
— Mine.	— Мои.
6) with how + many to elicit a number:	
— <i>How many</i> students know about it?	— Сколько студентов знают об этом?

Вопросы с составным именным сказуемым, относящиеся к подлежащему, начинаются с *who*, когда речь идет о лицах, и с **what**, когда мы говорим о предметах.

<i>What</i> is broken?	Что разбито?
<i>Who</i> is the teacher?	Кто учитель?
<i>What</i> is your sister? (о профессии — <i>what</i>)	Кто ваша сестра?
<i>Who</i> is that girl? She's my sister. (родство — <i>who</i>)	Кто эта девушка? Она моя сестра.

What + ... **like**? Конструкция употребляется в следующих ситуациях:

1) при описании людей, вещей:

What's your sister like? (= 'to look at' / 'as a person')	Как выглядит твоя сестра?
What's your car like? (= 'to look at' / 'as a vehicle' / 'to drive')	Какая у Вас машина?

2) О погоде, климате:

What's the weather like today?	Какая погода сегодня?
What's it like today?	Какая она (погода) сегодня?

Ниже приводятся таблицы наиболее употребляемых конструкций специальных вопросов.

“Who(m) ...?” as a Question-Word

1. **Who(m) ...?** asks for the object of a sentence, usually a person’s name or a pronoun:

statement: Frank met *Alice*. *question:* *Who(m)* did Frank meet? — *Alice*.

2. **Who(m) ...?** refers only to people and can be used to ask about masculine, feminine, singular or plural:

Who(m) did you see?- *Tim/Ann/The Robinsons*.

3. We still use **Whom ...?** in formal English, spoken or written, but we often prefer **Who ...?** in everyday style:

Whom did you meet at the party? (formal)

Who did you meet at the party? (informal)

4. We often use **Who(m) ...?** in questions with verbs followed by **to** or **for**:

Who(m) did you give it *to*? *Who(m)* did you buy it *for*?

“What ...?” as a Question-Word

1. **What ...?** asks for a whole sentence:

What are you doing?- *I’m reading*.

or for the object of a sentence:

What are you reading? — “*Gone with the Wind*”.

2. **What ... ?** also combines with nouns:

What book/books? What boy/boys? What girl/girls? (compare *Which?*)

3. We can use **What ... ?** on its own (*What do you prefer?*) or in a variety of combinations:

What(‘s) ... like?, What(‘s) ... called? What make ...? What nationality?, What... do (for a living)?, What time/date/year?, What(‘s) ... for?, What kind(s)/sort(s) of...?, What colour ...?, What size...?

“When ...?” and “Where ... ?” as a Question-Word

1. We use **When ...?** to ask about *time* in the present, past or future.

The answers are usually adverbs of time or prepositional phrases:

When is your flight? — *Tomorrow morning./At 4*.

2. We use **Where ...?** to ask about *place*.

The answers can be whole sentences, phrases or single words:

Where is he? — He's over there. Over there! There!

Where ... from? asks about people and things:

Where are you from?/do you come from?

“Which ...?” as a Question-Word

1. **Which + noun** asks about people:

Which boy/boys/girl/girls did you see?

or things:

Which book/books do you prefer?

2. **Which** always refers to a limited choice and we don't always use a noun after it:

Which is the longest river in the world? (Or: Which river is the longest?)

We also use **Which of** for two or more items:

Which of the two/of them do you prefer?

3. **Which** combines with the comparative/superlative:

Which is the cheaper/the cheapest?

4. **Which** combines with *day, month* or *year*:

Which (or What) day was it?

5. **Which way...?** asks for more exact information than *Where?*:

Which way did they go?

“Whose?”

1. **Whose?** asks about possession. The possessor is always a person and we expect the answer to be somebody's name + 's (*Kate's*) or a possessive pronoun (*mine*).

2. When the possession is a thing or a substance, we can omit the noun after **Whose**:

Whose (umbrella/coffee) is this? — It's mine.

3. When the 'possession' is a person, we normally use a noun after **Whose**:

Whose son/daughter is he/she? — Kate's.

Whose children are they? — The Lakers'.

4. We can also phrase questions with **Whose** in the following way:
Whose is this *umbrella*? (Compare: *Whose umbrella* is this?)
Whose are those *children*? (Compare: *Whose children* are they?)

“Why ...?” as a Question-Word

1. **Why ...?** asks for a reason and we answer with *Because* (Not *Why*) or a *to*-infinitive.

2. We can use **What... for?** in place of **Why ...?:**
What did you do that *for*? (= *Why* did you do?)

3. We use **Why don't/doesn't...?** (*Why* don't you?/*Why* doesn't she?) to make suggestions.

4. We may use **Why?** or **Why not?** + bare infinitive:
Why wait for him? *Why not* wait a bit?

“How ...?” as a Question-Word “How Much?/How Many?”

1. We use **How?**, basically, to ask about *manner*:
How did you get on in the exam? — *Quite well*, I hope!
How combines with *much*, *many*, and with adjectives and adverbs (*How far?* etc.).

2. We use **How much?** + *uncountable* to ask about quantity:
How much bread/milk/time?
We also use *How much?* to refer to cost:
How much does this cost? *How much* is it?

3. We use **How many?** + *plural* to ask about number:
How many people/books ...?

Emphatic Questions with “Ever”, etc.

1. We ask emphatic questions with **ever** to express admiration, anger, concern, etc. We write *ever* as a separate word from question-words. Compare:

Where ever did you buy that tie?

Wherever you go, take your passport.

How ever did you manage it?

However, I managed to persuade him.

What ever does she see in him?

Whatever she sees in him, she'll marry him.

2. We use **ever** after all question-words except *Which?* and *Whose?* and we often put heavy stress on it in spoken questions:

Where ever did you pick that up?

3. We can ask questions with **ever**:

— to get a subject or an object:

What ever made you late? *What ever* did he say?

— in short responses:

What ever for? *Why ever* not?

or we use a phrase like *on earth* for extra emphasis:

How on earth did you know?

1.4. Разделительные вопросы (Tag Questions)

Разделительные вопросы представляют собой утвердительное или отрицательное повествовательное предложение, к которому присоединяется краткий общий вопрос, состоящий из соответствующего местоимения и того вспомогательного (или модального) глагола, который входит в состав сказуемого повествовательного предложения.

Эти вопросы задаются в том случае, когда говорящий желает получить подтверждение высказывания, содержащегося в повествовательном предложении.

Когда говорящий ожидает утвердительного ответа, то вопросу предшествует утвердительное предложение, а вспомогательный (или модальный) глагол в вопросе употребляется в отрицательной форме. Если говорящий ожидает отрицательного ответа, то вопросу предшествует отрицательное предложение, а вспомогательный (модальный) глагол стоит в утвердительной форме.

Краткий общий вопрос соответствует в русском языке вопросительным выражениям *не так ли*, *не правда ли*, *да*.

Первая часть разделительного вопроса произносится с понижающейся интонацией, а вторая — с повышающейся.

I am ↘ late, ↗ aren't I?
I am ↘ not late, ↗ am I?
Jo was ↘ very busy, ↗ wasn't he?
Jo wasn't ↘ very busy, ↗ was he?

Я опоздал, да?
Я не опоздал, да?
Джо был очень занят, не правда ли?
Джо был не очень занят, не правда ли?

Mike doesn't ↘ speak Japanese,
↗ does he?
Mike speaks ↘ Japanese,
↗ doesn't he?

Майк не знает японский, не правда ли?
Майк знает японский, не правда ли?

The girl went to ↘ London,
↗ didn't she?
The girl didn't ↘ go to London,
↗ did she?

Девушка поехала в Лондон, не правда ли?
Девушка не поехала в Лондон, не правда ли?

Your friends can ↘ meet us in
pub, ↗ can't they?
Your friends can't ↘ meet us
in pub, ↗ can they?

Твои друзья могут встретить нас в пабе, не правда ли?
Твои друзья не могут встретить нас в пабе, не правда ли?

Если часть вопроса произносится с понижающей интонацией, то обычно не требуется ответа. Говорящий хочет, чтобы собеседник согласился с ним.

You read the text, ↘ don't you?

Ты прочитал текст, не правда ли?

Иногда говорящий выражает негативные чувства, разочарование, подозрение.

I'll see you tomorrow, will I? (= I don't believe)

Ответы на разделительные вопросы обычно бывают краткими, и могут выражать согласие или несогласие с говорящим:

— Your brother speaks German,
doesn't he?
— Yes, he does./No, he doesn't.

— Твой брат знает немецкий,
не правда ли?
— Да, знает. /Нет, не знает.

2. ДЕЙСТВИТЕЛЬНЫЙ И СТРАДАТЕЛЬНЫЙ ЗАЛОГ (ACTIVE AND PASSIVE VOICE)

Если подлежащее обозначает лицо (предмет), совершающее действие, то глагол-сказуемое употребляется в форме **действительного залога** (Active Voice).

I brought a cake.

Я принесла торт.

Если подлежащее обозначает лицо (предмет), подвергающееся действию со стороны другого лица, то глагол-сказуемое употребляется в форме **страдательного залога** (Passive Voice).

A cake was brought by me.

Торт был принесен мной.

Страдательные обороты употребляются в том случае, когда лицо, совершающее действие, неизвестно, или когда считают ненужным его упомянуть. Такие страдательные обороты встречаются значительно чаще, чем страдательные обороты с указанием лица, совершающего действие, т.е. обороты с дополнением с предлогом **by** (см. пример выше).

Business letters *are usually written*
on special forms.

Деловые письма обычно пишутся на специальных бланках.

Времена страдательного залога употребляются согласно тем же правилам, что и соответствующие им формы действительного залога.

Времена страдательного залога образуются при помощи вспомогательного глагола **to be** в соответствующем времени и формы причастия прошедшего времени (**Past Participle**) смыслового глагола.

В страдательном залоге *отсутствуют* форма **Future Continuous Tense**, времена группы **Perfect Continuous Tense**.

Present Simple Tense

We *speak* English very often.
(Active Voice)

Мы говорим по-английски очень часто.

English *is spoken* very often.
(Passive Voice)

На английском разговаривают очень часто.

Past Simple Tense

The children *read* (2-я форма)
books yesterday. (A.V.)

Дети читали книги вчера.

The books *were read* (3-я форма)
by the children yesterday. (P.V.)

Книги были прочитаны детьми
вчера.

Future Simple Tense

The workers *will build*
the bridge next year. (A.V.)

Рабочие построят мост в
следующем году.

The bridge *will be built* next year.
(P.V.)

Мост будет построен в
следующем году.

Future Simple in the Past Tense

He said that they *would build*
the bridge next year. (A.V.)

Он сказал, что они построят
мост в следующем году.

He said that the bridge
would be built next year. (P.V.)

Он сказал, что мост будет
построен в следующем году.

Present Continuous Tense

The students *are discussing*
the rules of the game. (A.V.)

Студенты обсуждают правила
игры.

The rules of the game
are being discussed. (P.V.)

Правила игры обсуждаются.
(сейчас)

Past Continuous Tense

The students *were discussing* the
rules of the game when I came.
(A.V.)

Студенты обсуждали правила
игры, когда я вошел.

The rules of the game *were being*
discussed when I came. (P.V.)

Правила игры обсуждались,
когда я вошел.

Present Perfect Tense

I *have just done* my homework.
(A.V.)

Я только что сделал
домашнюю работу.

The homework has *just been done*.
(P.V.)

Домашняя работа только что
была сделана.

Past Perfect Tense

She showed me the article which her friend *had brought*. (A.V.)

She showed me the article which *had been brought* by her friend.

(P.V.)

Она показала мне статью, которую принес ее друг.

Она показала мне статью, которая была принесена ее другом.

Future Perfect Tense

I *will have read* the book by 6 o'clock. (A.V.)

The book *will have been read* by 6 o'clock. (P.V.)

Я уже прочитаю книгу к 6 часам.

Книга будет прочитана к 6 часам.

Future Perfect in the Past Tense

I said that I *would have translated* the passage by 4 o'clock. (A.V.)

I said that the passage *would have been translated* by 4 o'clock.

(P.V.)

Я сказал, что переведу отрывок к 4 часам.

Я сказал, что отрывок будет переведен к 4 часам.

Страдательный оборот также употребляется после глаголов 'say' ('believe'), в конструкции 'It is said that ...' (Говорят, что ...) и др.

It is said he knew about that.

Говорят, что он знал об этом.

Предложение со сказуемым, выраженном глаголом в действительном залоге, называется **действительным оборотом**, а предложение со сказуемым, выраженным глаголом в страдательном залоге, носит название **страдательный оборот**.

Popov invented the radio. (Действ. оборот)

The radio was invented by Popov. (Страдат. оборот)

Yes/No Questions (Expecting “Yes” or “No” in the Answer)

1. We make **Yes/No questions** from statements. In the case of *be*, *have* (auxiliary) and modal verbs like *can* and *must* we do this by inversion, that is by putting *be*, *have* or *can*, etc. in front of the subject:

He is leaving. → *Is he leaving?*

She can drive a bus. → *Can she drive a bus?*

2. With all other verbs, we form **Yes/No questions** with *Do* and *Does* in the Simple Present Tense and *Did* in the Simple Past Tense. The form of the verb is always the bare infinitive:

We turn left here. → *Do we turn left here?*

He works well. → *Does he work well?*

They arrived late. → *Did they arrive late?*

Yes/No Short Answers

1. When answering with **Yes** or **No**, we usually repeat the first word in the question:

Was James late? — Yes, he *was*. /No, he *wasn't*.

Can he play chess? — Yes, he *can*. /No, he *can't*.

Note:

Are you? — Yes, I *am*. /No, I'*m not*. *Were you?* — Yes, I *was*. /No, I *wasn't*.
where we repeat the verb but in a different form.

2. We do not usually answer a **Yes/No question** in full:

Did James go out last night? — Yes, he *did*. /No, he *didn't*.

rather than “Yes, he went out last night.” “No, he didn’t go out last night.”

We do not usually answer a **Yes/No question** with just **Yes** or **No**:

Do you like dancing? — Yes, I *do*. /No, I *don't*. Not *Yes. /No.* which can sound rude.

3. We can put a lot of expression into short answers and use them to give information, agree, disagree, confirm, etc. e.g.

Did you lock the back door? — Yes, I *did*. /No, I *didn't*.

It's hot — Yes, *it is*. /No, *it isn't*.

Tag Questions

Tag questions “**It is ..., isn’t it?**”/ “**It isn’t, ...is it?**”

1. A tag question is a short question (e.g. *have you?/haven’t you?*) that follows a statement. We form tag questions with auxiliaries (*be, have, can, may, etc.*) and *do, does, did*.

2. They are *affirmative – negative*:

John *was* annoyed, *wasn’t* he? You *like* fish, *don’t* you?

or *negative – affirmative*:

John *wasn’t* annoyed, *was* he? You *don’t* like fish, *do* you?

3. Many languages have a phrase which means “Isn’t that so?” In English, we use tags to say this, but we also use expressions like *don’t you think?, right?* etc.

4. If our voice goes up on the tag, we are asking a real question which needs an answer:

You *left* the gas on, *didn’t* you? — Yes, I *did*./No, I *didn’t*.

You *didn’t* leave the gas on, *did* you? — Yes, I *did*./No, I *didn’t*.

5. If our voice goes down on the tag, we want the listener to agree with us and we don’t usually expect an answer:

You *locked* the door, *didn’t* you?(= I assume you did.)

You *didn’t* lock the door, *did* you? (= I assume you didn’t.)

6. Tag questions can also be *affirmative – affirmative*.

If our voice goes up on the tag, we mean ‘Tell me more’, etc.:

She’s getting married, *is* she? (= I’d like to know more about it.)

If our voice goes down on the tag, we express negative feelings like disappointment, disapproval or suspicion. We don’t usually expect an answer:

I’ll get my money back, *will* I?(= I don’t believe it.)

Subject-Questions: “Who?”, “What?”, “Which?”, “Whose?”

Subject or Object?

1. A **subject-question** asks for the identity of the subject. There is no inversion and the question has the same word order as a statement:

	subject	verb	object	subject-answer
statement:	<i>Someone</i>	paid	the waiter.	
subject-question:	<i>Who</i>	paid	the waiter?	<i>John</i> (did).

Compare a **Who(m)-question** which asks for the object of a statement:

	subject	verb	object	object-answer
statement:	John	paid	the waiter.	
Who(m)-question:	<i>Who(m)</i> did John pay?			<i>The waiter.</i>

2. Answers to subject-questions often echo the auxiliary verb used in the question:

Who *can* play the piano? — I *can*./I *can't*.

When no auxiliary verb is present in the question, we use *do*, *does* or *did* in the answer:

Who *wants* a lift? — I *do*. Who *won*? — We *did*.

3. **What**, **Which**, **Whose** and **How much/How many** can combine with other subject-words:

What number is ...? Which boy likes...? Whose car is ...? How many students are ...?

Questions about Alternatives

1. We can abbreviate questions after **or**.

Instead of: Did you laugh, or *did you cry* when you heard the news?

We can say: Did you *laugh or cry* when you heard the news?

2. We can ask two questions, one affirmative and one negative, about the same thing without repeating the verb in full.

Instead of: *Did you take it, or didn't you take it?*

We can say: *Did you take it, or didn't you?*

or: *Did you or didn't you take it? Did you, or didn't you?*

or: *Did you take it, or not?* (Not *or no*)

The Passive Voice

Basic Forms of the Passive Voice

1. In the **Active Voice**, the subject of the verb is the person or thing that does the action:

John burnt the dinner last night.

In the **Passive voice**, the action is done to the subject:

The dinner was burnt last night.

2. We form the Passive Voice with a suitable form of **be + past participle**. Only verbs which take an object (*transitive verbs*) can go into the passive: The dinner *was burnt*. (But not **The plane was arrived*.*)

3. Basic tense forms are a tense of **be + past participle**:

present: he writes → *it is written*

past: he wrote → *it was written*

present/past perfect: he has/had written → *it has/had been written*

The Passive Voice with Continuous Forms: “She is Being Interviewed”

Only the **Present** and **Past Continuous Tenses** are common in the Passive Voice. We form the Passive Voice with the continuous form of be (*am/is/are/was/were being*) + a past participle:

Present Continuous Tense:

They *are interviewing* her now. → She *is being interviewed* now.

Past Continuous Tense:

They *were interviewing* her here. → She *was being interviewed* here.

Uses of the Passive Voice

1. The **Passive Voice** is not just a different form of the Active. It has its own uses and is very common English. It would be hard to think of the active forms of sentences like:

Rome wasn't built in a day. The origin of the universe will never be explained.

2. We use the Passive Voice:

— when we don't want to take responsibility for something:

The matter will be dealt with soon.

(We don't know or want to say who'll deal with it.)

— when we want to focus on a *happening*, not who or what did it:

Our roof was damaged in last night's storm. (We're concerned about the roof.)

The Use of “by” + Agent (= “Doer”) after a Passive Voice

1. We use *by* only when we need to say *who* or *what* is responsible for an event:

The window *was broken* last night.
(We don't know or want to say who or what did it.)
The window *was broken by a slate* that fell off the roof.
(We wish to give information.)

2. We often use **by + agent** with the passive of verbs like *build, compose, damage, design, destroy, discover, invent, make* and *write* to identify who or what is/was responsible:

Who designed St Paul's? — It was designed by Christopher Wren.

The Passive Voice with Verbs of “Saying” and “Believing”: “It is said (that) ...”

We need to be sure of our facts when we say: e.g.

He was a spy in World War II.

If we are not sure of our facts, we can express caution by saying:

It is said (that) he was a spy in World War II.

Or: *He was said to be a spy in World War II.*

We can express caution in three ways, with:

1. It (+ passive + *that*-clause) with e.g. *agree, believe, consider, decide, hope, know, say.*

It is said (that) there is plenty of oil off our own coast.

2. *There* (+ passive + *to be*) with e.g. *allege, believe, fear, know, report, say, suppose, think:*

There is said to be plenty of oil off our own coast.

3. Subject (not *it*) (+ passive + *to*-infinitive) with e.g. *allege, believe, consider, know, say:*

Jane is said to know all there is to know about chimpanzees.

EXERCISES

УПРАЖНЕНИЯ

Exercise 1. Write questions to which the underlined words in these sentences are answers.

Model: No, the boys are not awake yet.

Are the boys awake already?

1. Yes, Mike is out of bed.

2. He is sitting *on the side of his bed*.

3. David is *having a bath*.

4. The boys were going *to dress* next.

5. *Roger* is sitting opposite David.

6. Mrs. Anderson is carrying *a pot of tea*.

7. There is a *cup of coffee* on the table in front of Mr. Anderson.

8. Mr. Anderson had a newspaper in his *left* hand.

9. He has *a cigarette* in his right hand.

Exercise 2. Add tag questions to these sentences.

Model: We're doing Exercise 40 now, _____
We're doing Exercise 40 now, aren't we?

1. There are 18 sentences in this exercise, _____
2. This is number five, _____
3. We've just answered number four, _____
4. Tables usually have four legs, _____
5. The girl in the second picture on page 30 can't reach the apples,

6. Her brother can reach them, _____
7. He's tall enough to reach the apples, _____
8. They're not too high for him to reach, _____
9. The man in the top picture on 43 hasn't shaved, _____
10. A man must have a razor if he wants to shave, _____
11. This man hasn't got a razor, _____
12. He can't shave, _____
13. I can't cut meat without a knife, _____
14. The table has four legs, _____
15. There are two texts on this page, _____

Exercise 3. Add tag questions to these sentences.

Model: Mr. Wimble and Mr. Kelly are the same height, _____
Mr. Wimble and Mr. Kelly are the same height, aren't they?

1. It is hot in the south of Europe in summer, _____
2. Mr. Jackson can drive a car, _____
3. Dick has more money than Harry and Alice, _____
4. There are a lot of high mountains in the Andes, _____
5. Popacatapetl is in Mexico, _____
6. Seven, seventeen and seventy are numbers, _____
7. Seventy is more than seven, _____
8. You can't make a word shorter by putting a syllable at the end, _____
9. They didn't live near the station, _____
10. She doesn't go to town centre every day, _____
11. He hasn't finished his work yet, _____
12. By 2000 he'll be working at this company, _____
13. We'll meet her at the airport tomorrow, _____
14. I didn't invite him to the party, _____

Exercise 4. Write questions to which the words in italics in these sentences are the answers.

*Model: No, Mr. White is not so high as Mr. Black.
Is Mr. White so high as Mr. Black?*

1. Mrs. Cook is *five foot eleven*.

2. Mr. Crownes is *fifty-six* years old.

3. Mountain *Everest* is the highest mountain in the world.

4. The children were *counting their money*.

5. Harry weighs *sixty-five pounds*.

6. There *are twelve* inches in one foot.

7. Tom has about *30 pounds*.

8. Mr. Walker has about *900* books.

9. I don't like the colour of his hat.

Exercise 5. Add tag questions.

Model: Mrs. Paterson works in an office, _____
Mrs. Paterson works in an office, doesn't she?

1. Miss Young is going to get married, _____
2. Mr. Dobson will give her a golden ring, _____
3. Mary speaks Spanish, _____
4. Mary and Alex speak French, _____
5. Mary went to Paris last month, _____
6. You like sugar in your tea, _____
7. You'll have another cup of coffee, _____
8. We'll go to Switzerland again next summer, _____
9. They enjoyed the play, _____
10. The railway doesn't go to the top, _____
11. She's very fond of reading, _____
12. You listened to the radio yesterday evening, _____
13. Yesterday was Sunday, _____
14. Ann didn't go to Miami with Dick, _____

Exercise 6. Write questions to which the words in italics in these sentences are the answers.

Model: I must have my handbag *because I've no pockets.* _____
Why must you have your handbag?

1. *No, I haven't looked under the table for the ring.*

2. *No, I don't remember when I saw him last time.*

3. *I've lost the key.*

4. *Yes, Mr. And Mrs. Bright went out together.*

5. *Mrs. Townsend was waiting for her husband in the sitting-room.*

6. *Yes, she had lunch with a friend.*

7. *She had gone to a restaurant when I came.*

8. *At half-past eleven Miss Green stopped work and went out to lunch.*

9. *The sun rose yesterday at five o'clock.*

Exercise 7. Rewrite each of these sentences using for the words in *italics* the words given in brackets. Make the necessary changes in the verb tenses.

Model: What is she doing *this week* (next week)?
What will she do *next week*?

1. She bought a fridge *last year* (when she has save enough money).

2. Are you studying Arabic *this year*? (next year).

3. He *often* listens to the Radio 4 programme (when I called on him yesterday).

4. Steven is reading a book *now* (when I called to see him).

5. We're going to the cinema *this evening* (yesterday evening).

6. I read that book *a month ago* (already).

7. Mr. Bostock is writing a book *now* (last month).

8. Mr. East plays golf *now* (before he was married).

9. I was asleep at 4 o'clock *this morning* (tomorrow morning).

10. I'll write to my aunt *next week* (two weeks ago).

Exercise 8. Rewrite these sentences in the *Passive Voice*. Use the word(s) in *italics* as the subject of the *Passive Voice*.

Model: How can we make *the roads* safe?
How can *the roads* be made safe?

1. We must teach *young children* how to cross the road safely.

2. You have to write your *answers* on one side of the paper only.

3. I'm sure somebody can do it.

4. The car knocked *the boy* off his bicycle.

5. I'm sure somebody saw *you*.

6. They brought *the milk* from the supermarket.

7. Children keep *cats and dogs* as pets.

8. People speak *English* in all parts of the world.

9. Somebody helped *the blind man* to cross the road.

10. They baked *these pies* yesterday.

11. Andrew drew *this picture*.

Exercise 9. Rewrite these sentences in the Passive Voice.

Model: Someone stole my car last night.
My car was stolen last night.

1. They made this film in Hollywood.

2. Some day they may make all our clothes from artificial products.

3. Probably people will forget my name in twenty years' time.

4. They use a lot of olive oil in the south of France.

5. You should keep the butter in a cold place.

6. Pipelines carry the oil for hundreds of miles across the desert.

7. They make very good wine in Spain.

8. They have invited us to have dinner with them at the Ritz Hotel.

9. Nobody has ever seen the other side of the moon.

Exercise 10. Rewrite these sentences in the Passive Voice.

Model: They have to make experiments this year. _____
Experiments have to be made this year.

1. They could not use the main staircase.

2. They will open a shop for business on Monday.

3. They have widened this road.

4. They put the fire out in less than an hour.

5. The low rainfall has created an alarming situation.

6. She hurried the children off to school.

7. They will have to restrict the supply of electric power.

8. They saw a ghost in the churchyard last night.

Exercise 11. *Make questions for these answers. Do not use whom in your questions.*

Model: She gave the book to *her brother*.
Who did she give the book to?

1. Shakespeare died in the year *1616*.

2. They told me *nothing*.

3. They're leaving by *the 8.00 train*.

4. I'm using *my own* typewriter.

5. *Hillary and Tenzing* were the first men to reach the top.

6. It's height is *29.000 feet*.

7. *Mount Everest* is the highest mountain.

8. That's *Mary's* bag.

9. *Geoff* broke the window.

10. She went to the concert with *her friend*.

11. I'll have a cup of coffee, please.

12. My answer is correct.

13. She's wearing *her mother's* shoes.

14. I asked him to bring me a *glass of beer*.

15. That's *my brother's* car.

16. Anne is waiting for *her friends*.

17. I'll wear my *brown* suit.

18. That woman is a *doctor*.

19. They were laughing at *me*.

20. We went to *the Savoy* Theatre.

21. He wanted all of us to help him.

22. My mother likes *the Ninth Symphony* best.

23. My first names are *John Clark*.

24. There's *mutton* for dinner.

25. She's going to marry *Steve Cruis*.

26. The dog's name is *Spot*.

27. *The Seine* flows through Paris.

28. That's *his* book.

29. They were laughing at *the mistakes I made*.

Exercise 12. Translate from Russian into English.

1. Вы налили себе молока в чай?

2. Вы катались на слоне перед тем, как приехали в Индию?

3. Вы когда-нибудь ходили на ланч в ресторан “Максим”?

4. Джейн хорошо прибрала в доме сегодня?

5. Она сняла шторы и выстирала их?

6. “Мне взять собачку на прогулку?” - “Нет, не надо.”

7. Почему эти вещи на полу? (to do)

8. Какое это имеет отношение ко мне?

9. Мне прибрать твою комнату? (to do out)

10. Ты надул меня, не так ли?

11. Вы хотите попить, не так ли? (could do with a drink)

12. Мы сможем найти дорогу домой? -Я уверен, сможем.

13. Вы не думаете, что он может быть прав?

14. Вы знаете, где расположена ближайшая автобусная станция?

15. Интересно, который час?

16. У вас есть какое-нибудь предположение о том, где живет Кэрл?

17. Вы можете сказать мне, чего вы хотите?

18. Был ли Джеймс удивлен, что сделал ту же ошибку?

19. Этот бумажник был найден на улице?

20. Компания послала семью Смитов в Калифорнию на год, да?

21. Ручка была дана мне Томом, не так ли?

22. Вы любите бобы с тостом, да?

23. Размеры этого стола 130x50 см, не правда ли?

24. У него сейчас берут интервью, да?

25. Порыв ветра опрокинул палатку?

26. Наша палатка была опрокинута.

27. Мы отменили старые правила. (to do away with smth.)

28. Старые правила были отменены.

29. Большинство людей не любят, когда их критикуют.

30. Он не терпит, когда его критикуют.

31. Это вино продаётся быстро, не так ли?

32. Что показывают в кинотеатре на этой неделе?

33. Ее роман уже перепечатывается, да?

34. Я не обязан работать сверхурочно, если я не хочу, не правда ли?

35. Этот холл был покрашен плохо.

36. Когда вы получили травму в автомобильной аварии?

37. “В чем дело?” — “Я обжегся.”

38. Возможно, происхождение вселенной будет объяснено?

39. Рим построили в один день?

40. Тысячи книг публикуются каждый год, но только самое минимальное количество из них заслуживает внимания.

41. Даже те книги, которые получают рецензии в газетах, редко завоевывают большие аудитории.

42. Тысячи пляжей загрязнены, не правда ли?

43. После моего доклада меня попросили объяснить те замечания, которые я сделал.
-
44. Это заявление нужно подписать в присутствии свидетеля?
-
45. Что разрушило деревню? — Она была уничтожена бомбой.
-
46. Кто сочинил это произведение? — Оно было сочинено Моцартом.
-
47. Кем был написан роман “Холодный дом” (“Bleak House”)? — Диккенсом.
-
48. Кто заботился о маленьком мальчике всю ночь?
-
49. Сказано ли о том, что на нашем побережье обнаружено много нефти?
-
50. Гомеопатические препараты (homeopathic remedies) считаются очень эффективными, не правда ли?
-

LESSON 4

УРОК 4

СОГЛАСОВАНИЕ ВРЕМЕН (SEQUENCE OF TENSES) ПРЯМАЯ И КОСВЕННАЯ РЕЧЬ (DIRECT AND INDIRECT SPEECH)

1. Правило согласования времен

Правило согласования времен состоит в следующем:

I. Если сказуемое глагольного предложения выражено глаголом в одной из форм **настоящего времени**, то глагол-сказуемое придаточного предложения **может** употребляться в форме настоящего, прошедшего или будущего времени.

I know	he lived in Wales	Он живет	в Уэльсе.
	he lived in Wales	Он жил	
	he'll live in Wales	Он будет жить	
	he's living in Wales now	Он живет сейчас	

II. Если сказуемое главного предложения выражено глаголом в одной из форм **прошедшего времени**, то глагол-сказуемое придаточного предложения **не может** употребляться в форме *настоящего или будущего* времени. В этом случае глагол-сказуемое придаточного предложения употребляется в одной из форм *прошедшего* времени или будущего — в прошедшем (Future in the Past Tense).

I knew he *lived* in Wales.

Я знал, что он живет в Уэльсе.

I thought they *were waiting* for me there.

Я думал, что они ждут меня там.

2. Прямая речь (Direct Speech)

Прямая речь — это речь какого-либо лица, передаваемая буквально так, как она была произнесена. На письме прямая речь выделяется кавычками.

Речь, передаваемая не слово в слово, а только по содержанию, в виде дополнительных придаточных предложений, называется **косвенной речью**.

Прямая речь

He said, 'I'll do it at the end of the week.'

Он сказал: "Я сделаю это в конце недели."

Косвенная речь

He said he would do it at the end of the week.

Он сказал, что сделает это в конце недели.

Прямая речь может представлять собой:

- 1) повествовательное предложение;
- 2) вопросительное предложение;
- 3) повелительное предложение.

3. Правила изменения прямой речи в косвенную (Indirect Statements with Tense Changes. Form with Reporting Verb in the Past)

1. Запятая, стоящая после слов, вводящих прямую речь, а также кавычки, в которые заключена прямая речь, опускаются. Косвенная речь вводится союзом **that**, который иногда опускается:

He says, 'Mary will come soon.' Он говорит: "Мэри скоро придет."

He says (that) Mary will come soon. Он говорит, что Мэри скоро придет.

2. Если в словах, вводящих прямую речь, употреблен глагол **to say** без дополнения, обозначающего лицо, **to say** сохраняется. Если же дополнение имеется, то **to say** меняется на **to tell**.

She says, 'Jack will come in 20 minutes.' Она говорит: "Джек вернется через 20 минут".

She says that Jack will come in 20 minutes. Она говорит, что Джек вернется через 20 минут.

She has just said to me, 'Jack has come.' Она только что сказала мне: "Джек пришел".

She has just told me that Jack has come. Она только что сказала мне, что Джек пришел.

3. Личные и притяжательные местоимения прямой речи заменяются по смыслу.

My brother has just said, 'I'll watch TV.' Мой брат только что сказал мне: "Я буду смотреть телевизор".

My brother has just said that he will watch TV. Мой брат только что сказал мне, что он будет смотреть телевизор.

4. Если глагол в главном предложении стоит в **Present Simple Tense, Present Perfect Tense, Future Simple Tense**, то глагол в косвенной речи остается в том же времени, в каком он был в прямой речи.

He says (has said, will say), 'I sent you a letter 2 days ago!' Он говорит (сказал, скажет): "Я послал тебе письмо 2 дня назад!"

He says (has said, will say) that he sent me a letter 2 days before. Он говорит (сказал, скажет), что (он) послал мне письмо 2 дня назад.

5. Если глагол в главном предложении стоит в **Past Simple Tense, Past Continuous Tense, Past Perfect Tense**, то время глагола в прямой речи *заменяется* в косвенной речи (в придаточном предложении) другим временем, в соответствии с правилом согласования времен:

Present Simple Tense	меняется на	Past Simple
Present Continuous Tense	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	Past Continuous
Present Perfect Tense	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	Past Perfect
Past Simple Tense	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	Past Perfect
Past Continuous Tense	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	Past Perfect Continuous
Past Perfect Tense	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	Past Perfect
Future Simple Tense	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	Future in the Past

He *said*, 'I *get* up at 4 o'clock.' Он сказал: "Я встаю в 4 часа".

He *said* that he *got* up at 4 o'clock.' Он сказал, что встает в 4 часа.

She *said*, 'We *are leaving* in 10 minutes'. Она сказала: "Мы уйдем через 10 минут".

She *said* they *were leaving* in 10 minutes. Она сказала, что они уйдут через 10 минут.

6. Указательные местоимения и наречия времени и места в косвенной речи отличны от тех, которые были в прямой речи.

this (это)	меняется на	that (то)
these (эти)	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	those (те)
now (сейчас)	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	then (тогда)
today (сегодня)	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	that day (в тот день)
tomorrow (завтра)	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	the next day (на следующий день)
the day after tomorrow (послезавтра)	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	two days later (через два дня)
yesterday (вчера)	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	the day before (день назад)
the day before yesterday (позавчера)	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	two days before (два дня назад)
ago (назад)	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	before (перед)
next year (в следующем году)	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	the next year /the following year (на следующий год)
here (здесь)	$\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ ®	there (там)

He said, 'I was *here yesterday*'. Он сказал: "Я был здесь вчера".

He said he had been *there the day before*. Он сказал, что был там накануне.

Но при обращении в косвенную речь следует сохранить *here*, если речь идет непосредственно о том месте, где находятся говорящие в данный момент:

He said, 'I was *here before*'. Он сказал: "Я был здесь раньше".

He said he had been *here before*. Он сказал, что был здесь раньше.

То же правило относится к **this** и **yesterday**:

He said, 'I knew *this* place very well'. Он сказал: "Я очень хорошо знаю это место".

He said he had known *this* place very well. Он сказал, что очень хорошо знает это место.

(говорящий находится на этом месте)

He said, 'I was in New York *yesterday*'. Он сказал: "Я был вчера в Нью-Йорке".

He said he had been in New York *yesterday*. Он сказал, что вчера был в Нью-Йорке.

(прямая речь передается в тот же день, когда была произнесена).

4. Вопросительные предложения

Если прямая речь является вопросительным предложением (прямым вопросом), то при обращении в косвенную она становится дополнительным придаточным предложением (косвенным вопросом). Если вопрос начинается с *вопросительного слова*, то при обращении его в косвенный вопрос происходят следующие изменения.

Вопросительный порядок слов заменяется порядком слов повествовательного предложения. Далее производятся те же

изменения, как и при обращении в косвенную речь повествовательных предложений.

He asked me, 'Where *do you study?*' Он спросил меня: "Где Вы учитесь?"

He asked me where *I studied.* Он спросил меня, где я учусь.

Sam asked us, 'When *will they visit you?*' Сэм спросил нас: "Когда они придут к вам в гости?"

Sam asked us when *they would visit us.* Сэм спросил нас, когда они придут к нам в гости.

Когда прямой вопрос начинается со вспомогательного или модального глагола, то косвенный вопрос присоединяется к главному предложению при помощи союзов **whether/if**.

He asked me, 'Have you received the letter?' Он спросил меня: "Получили ли Вы письмо?"

He asked me *if (whether) I had received* the letter. Он спросил меня, получил ли я письмо.

He asked her, 'Do you want to study in England?' Он спросил ее: "Хотите ли Вы учиться в Англии?"

He asked her *if she wanted to study* in England. Он спросил ее, хотела бы она учиться в Англии.

5. Повелительные предложения (Imperative Sentenses)

Если прямая речь выражает приказание, то глагол **to say** заменяется глаголом **to tell** (велеть, сказать). Если же прямая речь выражает просьбу, то глагол **to say** заменяется глаголом **to ask** (просить). При этом повелительное наклонение заменяется в косвенной речи **инфинитивом**. Отрицательная форма **not** заменяется инфинитивом с частицей **not**.

She said to him, 'Come at 3 o'clock.' Она сказала ему: "Приди в 3 часа."

She *told* him to come at 3 o'clock. Она велела ему прийти в 3 часа.

I said to her, 'Please, give me a cup of coffee'. Я сказал ей: "Дайте, пожалуйста, чашечку кофе".

I asked her to give me a cup of coffee. Я попросил ее дать мне чашечку кофе.

SUMMARY

РЕЗЮМЕ

DIRECT SPEECH

Quotation Marks and Other Punctuation Marks

We use the term **direct speech** to describe the way we represent the spoken word in writing. We punctuate the four types of sentence by putting *quotation marks* (also called *inverted commas*) outside all other punctuation marks, such as commas (,), full stops (.), and exclamation marks (!). Quotation marks may be single ('...') or double ("..."). We put them at the beginning and end of each quotation, high above the base-line. We don't use dashes * - * or chevrons * < ... > * to punctuate direct speech. We use only one question mark or exclamation mark at the end of a question or exclamation.

statement: 'The shops close at 7 tonight.' or: "The shops close at 7 tonight."

question: 'Do the shops close at 7 tonight?' or: "Do the shops close at 7 tonight?"

command: 'Shut the window!' or: "Shut the window!"

exclamation: 'What a slow train this is!' or: "What a slow train this is!"

Quotation Marks and 'Reporting Verbs'

1. When we show direct speech in writing, we often use *reporting verbs* like **say**, **tell** and **ask**. What is said, plus reporting verb and its subject, is a whole, unit of meaning.

2. When the *subject* + *reporting verb* comes at the beginning of a sentence, we put a comma after the reporting verb (sometimes a colon (:)) in American English) and we begin the quotation with a capital letter:

John said, "We're late." (Not *John said, "we're late."*)

3. When the **subject + reporting verb** comes after what is said, we put a comma before the second quotation mark:

“We’re late,” John said. or: “We’re late,” he said. (Not *”We’re late”, John said.*)

4. If we end a quotation with a question mark or an exclamation mark, we do not use a comma as well:

“Where can I get a taxi?” John asked. (Not *taxi,?*)

“What a surprise!” John exclaimed.

5. **Subject + verb** can come in the middle of a quotation-sentence:

“Where, in this wretched town,” John asked, “can I get a taxi?” (Not *. .. asked, “Can”)

The second part of the quotation does not begin with a capital letter because it is not a separate sentence.

“Say”, “Tell” and “Ask”

1. The commonest *reporting verbs* in both direct and indirect speech are: **say**, **tell** and **ask**.

2. We must always use a personal indirect object after **tell** (*tell somebody ...*):

He told me he was tired. (Not *told to me*)

John told his mother he was going out.

We can use **to me**, etc. after **say** if we want to, but we can’t say **He said me**

‘You haven’t got much time,’ *he said (to me)*. or: ... *he told me*. Not **he said me/he told**

3. We can use **me**, etc. after **ask** if we want to:

‘Are you comfortable?’ *he asked (me)*.

Indirect Statements with the Reporting Verb in the Present Tense

1. If the reporting verb is in the Present Tense, the tenses that follow are usually the same as those used in the original spoken statement. This is often the case when we report words that have just been spoken. That’s optional after **say** and **tell**:

Someone says “*I’ve eaten.*” and we report it as: *He says (that) he has eaten.*

Someone says “*I enjoyed it.*” and we report it as: *He says (that) he enjoyed it.*

2. The reporting verb is often in the present when:

— we are passing on messages:

'What does mother say?' 'She says you must come in now.'

— reading aloud and reporting:

'The instructions say that you connect this plug to the set.'

— reporting what someone often says:

'She's always telling me how rich she is.'

INDIRECT STATEMENTS WITH TENSE CHANGES

Common Indirect Speech Forms

We tend to use past tenses in indirect speech because we are reporting past events, so we use the past tense of reporting verbs (*he said (that) ... he told me (that)*). How we report is a matter of common sense and we can mix tenses if we want to. We can say:

Jim says he's read Tony's book and didn't understand it. (= then, when he read it)

Jim said he'd read Tony's book and doesn't understand it. (= now), etc.

But what commonly happens is that present attracts present and past attracts past, so we would probably say:

Jim said he'd read Tony's book and didn't understand it.

We move the reported clauses 'one tense back'. A useful general rule is: 'present becomes past and past becomes past perfect'.

Pronoun and Adverb Changes in Indirect Speech

1. Pronouns change (or not) depending on the view of the reporter:

'I'll send you a card, Sue.' (actual words spoken by Ann)

Ann told Sue she'd send her a card. (reported by someone else)

Ann said/told me she would send me a card. (reported by Sue)

I told Sue (that) I'd send her a card. (reported by Ann)

2. Time and place changes: Adverb changes depend on context, e.g.

now → *immediately/then*

today → *that day*

tonight → *that night, etc.*

It is not always necessary to make these changes, especially in spoken indirect speech.'

'I'll see you tonight,' he said. → He said he would see me tonight.

Indirect Yes/No Questions: ‘He asked me if I was ready’

1. We don't use quotation marks or question marks in indirect questions:
He asked me if (or whether) I was ready.
2. Tense changes: “Present becomes past and past becomes past perfect”, but:
‘Are you ready?’ → He asked (me) *if/whether I was ready.*
If we are reporting a question that has just been asked, we can say:
‘Are you ready?’ — ‘What did John ask you?’ — ‘He asked me if/whether *I'm* ready.’
3. The inversion in the direct question changes to statement word order:
‘Are you ready?’ → He asked (me) *if/whether I was ready.*
A reported tag question also changes to statement word order:
‘You’re ready, aren’t you?’ → He asked (me) *if/whether I was ready.*
4. We use *if* or *whether* after *ask*, *want to know*, *wonder*, (*not*) *know*, *didn't say/tell me*.

Indirect Question-Word Questions: “He asked me why I went there”

- The inversion after a question-word in a direct question changes to statement word order in the reported question and, if necessary, the tense is changed at the same time:
- “Why haven't you finished?”* → He asked (me) *why I hadn't finished.*
“When did you go there?” → He asked (me) *when I went (or had gone) there.*

Indirect Subject-Questions

- A direct subject-question has the same word order as a statement:
John paid the waiter. → *Who paid the waiter?* (Not **Who did pay the waiter?**)
We keep the same word order when we report a subject-question, though, if necessary, we change the tense:
‘John paid the waiter.’ → He asked (me) *who (had) paid the waiter.*

USES OF THE TO-INFINITIVE IN INDIRECT SPEECH

Reporting the Imperative: “He reminded me to post the letter”

1. We report the imperative with suitable verbs + to-infinitive. The reporting verb matches the function of the imperative (asking, telling, advising, etc.), e.g.

‘Remember to post the letter,’ he asked me. becomes: *He reminded me to post the letter.*

2. When we report a negative imperative, we put *not* or *never* before the to-infinitive:

‘Don’t wait,’ he said. → He asked me *not to wait*. (Not *to not* or *to don’t*^{*})

‘Never do that again,’ he said. → He told us *never to do that again*. (Not *to never*^{*})

Offers, Suggestions, Requests for Advice: “He asked if he should ...”

This is how we report offers and suggestions with *shall* or *should*:

— direct offer or suggestion: ‘*Shall I phone her?*’ ‘*Should I phone her?*’

— reported with *if* or *whether*. He wanted to know *if/whether he should* phone her.

— reported with *whether to*: He wanted to know *whether to* phone her. (Not *if to*^{*})

Requests for Advice with Question-Words: “He wanted to know how ...”

This is how we report requests for advice with question-words:

— direct request for advice: *How shall I* repair it? *How should I* repair it?

— reported with question-word + *should*: He wanted to know *how he should* repair it.

— reported with question-word + to-infinitive: He wanted to know *how to* repair it.

We can use a to-infinitive after all question-words (*how to*, *when to*, etc.) except *why*:

He wanted to know *why he should* wait. (Not *He wanted to know why to wait.*^{*})

Interpreting Direct Speech

1. Indirect speech commonly occurs in continuous paragraphs of reported language, not in unrelated sentences. To hold it together, we use phrases like: *she went on to say, he continued, he added that*. We also vary the reporting verbs: *he observed, she noted, they remarked*, etc. Yes/No answers or adverbs like *Well* are common in direct speech, but they disappear when we report them.

2. We don't apply 'rules' mechanically when we are reporting; we have to interpret what we hear or read, so we often use reporting verbs like *exclaim, insist, suggest*, etc.:

'You really must let me pay the bill,' Andrew said. can be 'interpreted' as:
Andrew insisted on paying the bill.

EXERCISES

УПРАЖНЕНИЯ

Exercise 1. Write sentences from the ideas given. Put the time words in brackets at the correct place in the sentence. Change the verb to a suitable tense.

Model:

My grandpa (teach) me gardening – I (be) a boy. (when) _____
When I was a boy my grandpa taught me gardening.

1. The offer of a job at Maxwell (come) — I (join) the army.
(after) _____
2. I (not start) at Maxwell — I (leave) the army.
(until) _____
3. I (start) — I (know) I would like it here.
(as soon as) _____
4. I (be) here — I (start) the job in 1971.
(since) _____
5. The Head gardener (retire) next year — I (become) Head gardener in his place.
(when) _____
6. I (get) a rise in my wages — I (be) Head gardener.
(as soon as) _____

Exercise 2. Choose the correct word from those in brackets to fill the blank in each sentence. Use **say** or **tell** or **ask**.

Model:

'How much are those oranges?' - 'I've got no idea. Go and . . . the price'.

'How much are those oranges?' - 'I've got no idea. Go and ask the price'.

1. 'They've arrived' she _____ to them.
2. That little girl's very bad. She _____ a lot of lies.
3. 'How are you?' she _____.
4. When I was introduced to the Queen, she _____ a few words to me.
5. I _____ that I don't know what to do.
6. 'You were right. Those curtains look terrible!' — 'I _____ you so!'
7. She _____ me she went to a dentist.
8. 'There' re no classes on Sunday' — 'Who _____ so?'
9. They _____ if I knew what to do.
10. He didn't _____ me how long the film would last.
11. The nurse _____ the boy whether he needed anything else.
12. The policeman _____ us where we were going.
13. Did Derek _____ you where you came from?
14. Did she _____ you where she had put the cups?

Exercise 3. Supply the missing phrases with **say, tell, ask, speak**.

Model: When did your children learn to . . .

When did your children learn to *speak*.

1. Don't say I _____ you so now that the worst has happened.
2. If you need money why don't you _____ a loan?
3. Don't offer me to buy it. _____ first.
4. You've told me more than I need to know _____.
5. Don't tell them anything _____.
6. 'Who _____?' — 'I say so.'

Exercise 4. Add the correct punctuation marks to these examples of direct speech.

Model: There's someone in the room

There's someone in the room.

1. Have you meet Ann
2. Haven't we meet before

3. I'm in a hurry
4. What a noise
5. Keep quiet
6. It's true
7. How do you like it
8. Here's a letter for you
9. Have a cup of coffee
10. Are you all right
11. Stop
12. Don't shout at me
13. Tell me what happened
14. Keep quiet
15. Have you been out
16. What a surprise
17. How are you

Exercise 5. Add single quotation marks and other punctuation marks to these examples.

Model: My mother is ill Tim said
 'My mother is ill', Tim said.

1. We're late Derek said
2. Where do you come from the teacher asked
3. What's the time the woman asked
4. Clare said I'm all right
5. He cried Don't hurry
6. Mary said My friend is busy
7. Which way did the students go he asked
8. As I was leaving Tom explained I heard someone shout
9. You're stupid sometimes she said
10. Is it something she asked that we all ought to know
11. I've got a good idea Gregory said

Exercise 6. Add correct punctuation marks to these examples of direct speech.

Model: What do you mean Have you lost your way the man asked me
 'What do you mean? Have you lost your way?', the man asked me.

1. As we were going out, he explained someone shouted Fire
2. Where are the Browns now we wondered

3. Please don't keep asking me What's wrong Jane said crossly
4. Have you read Who's Afraid of Virginia Woolf my professor asked

Exercise 7. Report what the people are saying with the reporting verbs provided.

Model: 'You have to rub down the walls'. The instructions say.
The instructions say that you have to rub down the walls.

1. 'I'm good at flower arranging'. She's always telling people

2. 'Ann is going to Scotland for 3 months'. They say

3. 'We must investigate this case'. Mr. Crowngs says

4. 'Turn off the electricity at the mains'. It says here

5. Jim: 'I'm not feeling well'.
 Alex: 'Pardon?'
 Patrick: 'He's not feeling well.'
 He says

6. 'The last strike did no one any good.' The write of this article says

7. They went to Greece last year.' Clare tells me

Exercise 8. Report these statements with said moving the clauses 'one tense back'.

Model:
present becomes past:

- a. Andrew: I need money. Andrew said
Andrew said that he needed money.
- b. Ken: I'm not reading a report.
Ken said he was not reading a report.

1) *present perfect becomes past perfect:*

- a. Mac: I've done my work.

- b. Sue: I've been driving.

- 2) *past becomes past or past perfect* (past perfect is often optional)
- a. Jack: I went home late.

- b. Mary: I was watching TV.

- 3) *past perfect does not change*
- a. Alison: I had eaten earlier.

- b. Paul: I had been speaking English.

- 4) *modal 'present' becomes 'conditional' or 'past'*
- a. Till: I will see you later.

- b. Lou: I can draw well.

- c. Jan: I may come later.

- 5) *'shall' with a future reference becomes 'would'*
- a. Pat: I shall speak to her.

- b. Meg: I shall read the book.

- 6) *'shall' in offers and suggestions becomes 'should'*
- a. Pam: Shall I speak to her?

- b. Ted: Shall we go to the theatre tonight?

- 7) *'past' or 'conditional' modals do not change*
- a. Alison: I could translate this text.

- b. Anne: I might help you.

- c. Jerry: I would enjoy it.

- 8) *'perfect' modal forms do not change.*
- a. Ted: I must have fainted.

- b. Ron: I couldn't have done that.

- c. Lyn: I needn't have done there.

- d. Ned: I ought to have gone there.

- 9) *'should' (= 'it's advisable') doesn't change*
- a. Amanda: I should go to the dentist's.
-
- b. Clare: I should read this article.
-
- 10) *'should' used in place of 'would' in conditionals becomes 'would'*
- a. Alex: If I were you I should get his advice.
-
- 11) *'must' (=necessary in the past) does not change, or becomes 'had to'*
- a. Sue: I must catch an early train.
-
- b. Paul: I must see her.
-
- 12) *'must' (=necessity in the future) does not change, or becomes 'would have to'*
- a. Pam: I must arrive in a week.
-
- b. Ruth: I must work till 10 o'clock.
-
- 13) *'must' (=deduction or possibility) does not change*
- a. Phil: Ken must be a fool.
-
- b. Peter: Kay must be a nice girl.
-
- 14) *'mustn't' (=prohibition) does not change, or becomes 'couldn't'*
- a. Richard: I mustn't eat meat.
-
- b. Jeff: They mustn't give up.
-

Exercise 9. *Somebody says something to you which is the opposite of what he/she said before. Write a suitable answer beginning **I thought you said.***

Model:

A: I'll be here next week.

B: Will you? *I thought you said you wouldn't be here the following week.*

1. A: That film is bad.

B: Is it? _____

2. A: I haven't been to the restaurant for ages.
B: Haven't you? _____
3. A: Paul likes Ann.
B: Does he? _____
4. A: I can speak a little Japanese.
B: Can you? _____
5. A: I know lots of people.
B: Do you? _____
6. A: They are coming to the party tonight.
B: Are they? _____
7. A: Margaret's is going out this evening.
B: Is she? _____

Exercise 10. *You have been away for a month and have just come back to your city. You meet Fred, a good friend of yours. He asks you a lot of questions:*

*Model: How are you?
He asked me how I was.*

1. Where have you been?

2. How long have you been back?

3. Why did you come back?

4. Are you glad to come back?

5. Do you have any plans to go away again?

6. What are you doing now?

Exercise 11. *Report these **Yes/No** questions, moving the clauses 'one tense back'.*

*Model: 'Will you be coming to the party tomorrow?'
She asked me if I would be coming to the party the next day.*

1. You don't like him, do you? They wanted to know

2. 'Are you busy?' Clare asked us

3. 'Will you be at the concert?' Our friends asked us

4. 'Are you enjoying yourself?' Alex wanted to know

5. 'Do you always go to disco on Saturdays?' He wondered

6. 'Did Alice study hard for the exams?' My sister wondered

7. 'Have you visited the Greys recently?' Paul asked me

8. 'Shall we travel to France this month?' She asked me

9. 'Have you watched this film?' They wondered

Exercise 12. Report these questions moving the clauses 'one tense back'.

Model: 'Which number can be divided by two?'

The teacher asked which number could be divided by two.

1. 'What's the weather like?'
Jane wondered _____
2. 'Who's the next, please?'
The doctor wanted to know _____
3. 'Which countries will they be visiting?'
You didn't say _____
4. 'Which firms have won prizes for exports?'
The manager wondered _____
5. 'What does Sue do for a living?'
I wanted to know _____
6. 'Who left this book here?'
Tell me _____
7. 'Why are you looking at me like this?'
I wanted to know _____
8. 'Whose projects will win the competition?'
We haven't any idea _____
9. 'Who were you waiting for?'
Sue asked David _____
10. 'Whose composition haven't we read yet?'
Mr. Davis asked us to tell him _____
11. 'Where did they go yesterday?'
Ann wondered _____

12. 'Which of you is waiting to see Doctor Johnson?'

She asked _____

13. 'When will the dinner be ready?'

You don't tell me _____

14. 'What had made a noise like that?'

Dad wondered _____

Exercise 13. Report each request in two ways, where possible.

Model: 'Why should I be punished?'

A little boy wondered why he should be punished.

1. 'Whose book should I borrow?'

Jack wanted to know _____

2. 'When should I be in school?'

Susan asked _____

3. 'Why should I pay this bill?'

Mrs. White wondered _____

4. 'Which should I choose?'

She wanted to know _____

5. 'Who shall I ask?'

The teacher asked _____

6. 'Where shall we stay this evening?'

The travellers wanted to know _____

Exercise 14. Report each question in two ways.

Model:

'Shall I fax this letter to them?'

a) She asked *if/whether she should fax the letter to them.*

b) She asked *whether to fax the letter to them.*

1) 'Shall we invite them to the party?'

a) She wanted to know _____

b) _____

2) 'Should I leave a letter for Mrs. Windsor?'

a) He asked _____

b) _____

3) 'Shall I bring you the video?'

a) He asked her _____

b) _____

- 4) 'Should I phone her right now?'
- a) She wanted to know _____
- b) _____

Exercise 15. *Translate from Russian into English.*

1. Тим сказал, что чувствовал себя больным.

2. Анна сказала, что Тим собирался научиться водить машину.

3. Мы сказали, что хотели уехать на каникулы, но не знали куда.

4. Мой друг сказал, что он собирался уехать на несколько дней, и он позвонит мне, как только вернется.

5. Ширли сказал, что теперь он живет в Блэ KPUле.

6. Дик сказал, что Нью-Йорк более оживленный город, чем Париж или Москва.

7. Наши друзья сказали нам "до свидания" и ушли.

8. Доктор сказал маленькой девочке оставаться в постели неделю.

9. Он спросил меня, что я рассказал полиции.

10. Кэрол попросила меня ничего не рассказывать об этом происшествии.

11. Моя мама спросила меня, работал ли я как положено все утро.

12. Турист спросил пожилого мужчину, когда этот замок был построен.

13. Пол спросил Тома, не продал ли тот машину.

14. Дерек спросил хорошенькую девушку, не встречались ли они где-нибудь раньше.

15. Секретарша спросила меня, с кем я хотела поговорить.

16. Мистер Крэгон (Cragon) спросил миссис Ли, какую работу хотела получить Джейн.

17. Я спросил ее, что я мог бы для нее сделать.

18. Он сказал, что тогда был чудесный день.

19. Доктор сказал, что он был обеспокоен здоровьем своего пациента.

20. Мои родители спросили меня, имею ли я представление, сколько это стоит.

21. Девочка объяснила своим друзьям, что не знает, кто была та женщина.

22. Офицер полиции спросил их, куда они направлялись.

23. Клэр хотела знать, в какое время в субботу закрываются банки.

24. Она спросила меня, сколько им было лет.

25. Он спросил Джейн, были ли у нее водительские права.

26. Миссис Кларк спросила Стива, сколько лет он уже работает на своем посту.

27. Он спросил меня, как были дела у моей мамы.

28. Я хотел знать, курит ли Марк.

29. Она спросила, были ли те люди англичанами.

30. Джон сказал, что она могла бы одолжить ему денег, но не сделала этого.

31. Сью сказала, что у нее нет машины и у Мартина тоже нет.

32. Лиз попросила их пойти на прогулку в парк после ланча.

33. Джек сказал, что ему не следовало бы терять контроль над собой вчера.

34. Менеджер сказал ему, что не возражает, если он воспользуется его телефоном.
-
35. Мама попросила сына не разбивать ту вазу.
-
36. Слайд сказал нам, что мы должны что-то сделать.
-
37. Председатель попросил аудиторию прекратить постоянно прерывать его во время своего выступления.
-
38. Ян сказал, что отрицает, что он украл деньги.
-
39. Сью предложила нам пойти в кино.
-
40. Джейн сказала ему, что ей необходимо было несколько дней, чтобы обдумать его предложение.
-
41. Наши родители пожелали хорошего отдыха.
-
42. Мистер Блейк сказал, что машины на этой стоянке принадлежали людям, работающим здесь.
-
43. Кейт спросила меня, на самом ли деле те англичане, которых я знал, были хорошими работниками.
-
44. Скарлет спросила Джейн, понравился ли ей крепкий черный кофе, который она пила вчера после ужина.
-
45. В докладе говорится, что одной из самых больших проблем в социальной сфере была безработица.
-
46. Пэм спросила ее брата, не мог бы тот передать ей соль.
-
47. Молодой мужчина спросил своего друга, кто были те люди на фотографии.
-
48. В книге говорится, что Первая Мировая война длилась с 1914 до 1918 года.
-
49. Статистика говорит, что большинство людей верят, что брак и семейная жизнь — основа общества.
-

50. Старушка сказала, что в ее жизни происходили невероятные события.

LESSON 5

УРОК 5

ПОВТОРЕНИЕ (REVISION)

Exercise 1. *Put in the Simple Future Tense, the Future Continuous Tense or the Future Perfect Tense.*

By the middle of the 22nd century we (build) *will have built* space stations which (circle) _____ the Earth and (probably circle) _____ the moon, too. We (establish) _____ bases on planets like Mars. At present, we use radar to 'watch' nearly 9.000 objects in space. And of course, there 30.000 bits of rubbish from the size of marbles to the size of basket balls flying around the Earth. These (increase) _____ in number by the year 2060 and (orbit) _____ the Earth. All of them are watched by NORAD (North America Radar Defense Command). NORAD (have) _____ more and more rubbish to watch as the years go by. Some bits fall back to earth, like the Russian satellite c954, which crashed in the Northern Territory of Canada in 1978. Crashing junk could give us a bad headache. Most of the stuff (stay) _____ up there. The sad fact is that we who are alive today (not clear up) _____ our own junk tomorrow. Perhaps we (just watch) _____ from some other (safe) place as it goes round and round the Earth!

Exercise 2. *Supply suitable future forms (will, going to, etc.), alternatives are possible.*

The plane had been hired to transport Comete the bull from one part of the country to the other. 'What (do) *are we to do* with him?' the pilot asked. 'We (deliver) _____ him to Wales,' the captain said. 'It (just check) _____ the wooden crate,' the pilot said. A few minutes later, he reported that it looked safe, 'I've just heard from Ground Control', the pilot said. 'Our flight (be) _____ due in 15 minutes. We (take off) _____ from №10.' Little did both men know how dramatic their flight (be) _____. They couldn't have imagined that when they were

in the air, Comete the bull (break) _____ loose from his crate and smash his way into the flight cabin. 'I (take over) _____, sir!' the pilot cried as the captain grabbed Comete's nose-ring and pulled him away. The pilot made the emergency landing in a field. Both men jumped to safety, while Comete crashed about inside the tiny plane, smashing everything to pieces.

Exercise 3. *Punctuate the following.*

Inspector James Cooper Investigates

1. It's not true Clark cried
2. You think so the Inspector James Cooper asked
3. Think so? It's a true thing Clark answered sharply
4. And no doubt the inspector continued you can prove your words. Where were you on Monday night, the night of the robbery
5. I was in the Galaxy with my friends Clark replied. We saw Mission Impossible. The film lasted 3 hours.
6. But, cried Inspector James Cooper the Galaxy was closed all last week.

Exercise 4. *Put in appropriate forms of **ask**, **say** or **tell**.*

Some people *are always saying* that they don't build cars as they used to. I don't believe it! Once I walked round the beautiful new Toyota again, admiring its lines, when my thoughts were interrupted.

'Will you be here long?' a voice _____ sharply.

'I haven't made up my mind yet.' I _____ looking up at a sour-faced traffic warden.

'Well, you can't stop here', he _____ me.

'Who _____ so?' I _____ him.

'I _____ so', he _____ to me.

'It _____ here', he added, 'in case you can't read, 'No waiting'.

'You read very well. Go to the top of class!' I _____ him, 'but I'll make my own decisions'.

'Oh, will you?' the traffic warden . . .

'Then so will I and I've decided to give you a ticket', he _____ to me with relish as he began filling out a form. 'Go ahead,' I _____ him.

'This car doesn't belong to me anyway. I wish I did.'

Exercise 5. Put in the correct forms and tenses of the numbered verbs.

The nurse asked me if I (be) *was* next and she led me into Dr. Nelson's surgery. Dr. Nelson smiled at me and asked (what the problem be) _____ I'm a young man and I am not the sort of person she has to see very often!

I told her I (be) _____ feeling rather run down.

She asked me if I (keep) _____ regular hours and I said I (be) _____ out with friends almost every evening. Dr. Nelson wanted to know how I (spend) _____ my time and I (tell) _____ her I (go) _____ to parties mostly. The doctor asked if I (not/have) _____ the chance to recover during weekends and I (tell) _____ her that my party going (be) _____ even worse during the weekends. She asked me if I (smoke) _____. When I said I did, she asked me how many cigarettes a day I (smoke) _____. She raised her eyebrows when I answered! Then she asked me if I (take) _____ any exercises and I answered that I (not/have) _____ time for that sort of things. 'You're burning the candle at both sides, Mr. Anderson,' she told me. 'Rest is the only cure for you. You've really got to slow down.' She looked at me wistfully before I left her surgery and added, 'but I do envy you the life you've been living!'

Exercise 6. Put in the correct forms.

It had been a particularly bad winter in Dallas. Nearly 30 inches of snow had fallen in a fortnight. Railway workers at Dallas station didn't know (what/do) *what to do* with it. The foreman (advise them/shovel) _____ it into huge mountains to keep the platforms because it was dangerous for passengers. But it was an impossible task! Suddenly, one of the workers had a clever idea. 'I know (how/get rid) _____ of it,' he said. 'Let's load it onto this freight train. We can send it south to New Orleans. It'll just melt away'. The next day 3 tons of snow arrived in another state.

'It's a welcome gift', a railway worker said. 'We know (what/do) _____ with it here. We'll send what we can to the children's playground. Some of us have never seen snow before.'

Exercise 7. Put in the correct forms, active or passive, of the verb in brackets.

Mr. Dupon was a very rich banker. When he (die) *died* he (give) _____ a magnificent funeral which (attend) _____ by a lot

of famous and rich people. The funeral was going to (hold) _____ in one of the abbeys. Many ordinary people (line) _____ the streets to watch the procession. The wonderful black and gold carriage (draw) _____ by 10 horses. The mourners (follow) _____ in silence. Lord Dupon (give) _____ a royal farewell. Two tramps were among the crowd. They (watch) _____ the procession with amazement. As one of them (turn) _____ to the other and (whisper) _____ in admiration, 'Now that's what I call really living'.

Exercise 8. Use the correct tenses and passive forms of the verbs in brackets.

Fishy Tales

Mermaids (see) *have been seen* by sailors for centuries. All mermaid myths (suppose) _____ to be a creature called a Manatee: a kind of walrus. Mermaids used (to show) _____ in fanfares until recently. It began in 1817 when a mermaid (buy) _____ for \$6.000 by a sailor in the South Pacific. She (sell) _____ to the great circus-owner. She (exhibit) _____ in 1842 as 'The Feejee Mermaid'. It (say) _____ that she earned owner \$1.000 a week! Two thousand people who saw this mermaid (must / disappoint) _____. She (cleverly make) _____ by a Japanese fisherman. A monkey's head (sew) _____ to the tail of a large salmon. The job (so skillfully do) _____ that the join between the fish and the monkey was invisible. Real imagination (must / require) _____ to see this revolting creature as a beautiful mermaid combing her golden hair.

Exercise 9. Write sentences giving your ideas, or find out what a friend thinks, about:

Model:

Something which is due to happen as part of your timetable or programme.

I think (he/she thinks) that I stand up at 7.15.

1. The date of very important development in science (e.g. the first men to land on Mars)
2. An arrangement you have made with another person, or a journey you have planned.

3. Something that will have happened by 1999, 2000, 2100 . . . (choose your own date).

4. The next winner of an important sporting event (e.g. the World Football Cup).

5. A future event in Russia (or some other country).

6. Something you'll be doing in one, two, three (choose a number) days' time.

7. A promise you have made, or think you ought to make to your father, mother, brother, sister, or friend.

8. An event which is likely to happen in the future, with signs or causes already visible in the present.

9. Something natural or routine, which will happen as a matter of course (whether anyone wants it or not).

Exercise 10. *After taking part in a bank robbery, Jim Barker escaped abroad, to places where the American Police couldn't get him. Now he's living in San Pedro. Ted Bromley, an American journalist, has come to interview him. Write reports from the interview in indirect speech.*

Model:

Ted Bromley: What part did you play in the robbery?

Jim Barker: I drove the car.

Ted Bromley's report:

I asked him what part he played in the robbery and he told me he had driven the car.

1. Ted Bromley: How long have you been living in San Pedro?

Jim Barker: I've been here for 5 years. I was living in San Bernadro before, but the police there threw me out.

Ted Bromley's report:

I wanted to know. I discovered that
. He in San Bernadro before, but the police there.

2. Ted Bromley: Are you happy in San Pedro?

Jim Barker: No, I'm not. I don't speak the language.

Ted Bromley's report:

Then I asked Barker replied because. the language.

3. Ted Bromley: Will you ever go back to America?
Jim Barker: I won't go back until the police drop the case against me - and they'll never do that.
Ted Bromley's report:
I asked him He said
4. Ted Bromley: What do you miss most about America?
Jim Barker: I miss McDonalds and the baseball. But it's worst at Christmas I always feel miserable then.
Ted Bromley's report:
I was interested to know. He told me
. but that. at Christmas
5. Ted Bromley: Do your old friends ever write to you?
Jim Barker: No, they don't. They're all in prison, you see.
Ted Bromley's report:
Finally, I asked him He told me.
. . . , because in prison.

Exercise 11. Complete the sentences by putting the verb in either a future or present form as appropriate.

Model:

Before Mary (sign) . . . the contract, she (need) . . . to ensure that every detail (be) . . . correct.

Before Mary signs the contract, she will need to ensure that every detail is correct.

1. Alex (be) _____ not happy until he (be promoted) _____ to this job.
2. Once we (get) _____ a reply from the ministry, we (be able) _____ to confirm our intentions.
3. When the sun (set) _____ this evening, the sky for miles around (be suffused) _____ with a rosy glow.
4. What (be) _____ the state of the planet when we (reach) _____ the year 2100?
5. I (ring) _____ my parents the moment I (get) _____ my exam results.
6. If you (have) _____ no objections, we (go ahead) _____ with the project as planned.
7. Many industrialists (predict) _____ a major increase in trade when the new road network (come) _____ into operation.

8. The opposition (be) _____ ready and waiting to exploit any sign of disunity in the government as soon as it (appear). . .
9. By the time Anton (finish) _____ work on this project, he (be) _____ exhausted.

Exercise 12. *Put the verbs in the correct form.*

Model:

Someone (try) _____ get in through the kitchen window during the night. If you (look) _____ carefully, you (be able) _____ see the marks.

Someone was trying get in through the kitchen window during the night. If you look carefully, you will be able see the marks.

1. I (try) _____ for ages to reach you. Where _____ you (be) _____ ?
2. Sue (complain) _____ about her boyfriend for ages. I _____ not (be) _____ that he (leave) _____ her. What _____ she (do) _____ now, on the own?
3. I asked Paul 2 days ago to find out this information, but he still not (do) _____ so. I (have) _____ (ask) _____ him again.
4. There (be) _____ a terrible storm yesterday and several trees (fall down) _____. The telephone lines (bring down) _____ and some still not (be fixed) _____. Roads (be blocked) _____ for several hours, 20 homes (suffer) _____ damage to their roofs and chimneys that (be) _____ very expensive to repair.
5. Mr. Cable (look) _____ nice. He's a candidate now. Just think about this experience. He (live) _____ in England, Canada, China and Japan and (work) _____ for a number of multi-national companies. I (think) _____ we definitely (interview) _____ him.
6. News from the flood zone (be) _____ that over 300 people (be) _____ injured. Help (be) _____ urgently required.
7. The flood water (breach) _____ the new dam and villages now (flee) _____ from the flood.
8. The police (question) _____ the suspect for several hours, but so far they (not get) _____ any new information from him.

9. Everyone (be) _____ excited about the news of the wedding and (think) _____ about what they (wear) _____ on the big day next week.

Exercise 13. Put the verbs in the correct forms.

Model:

By the time Tom (read) _____ my letter telling him this all over between us, I (be) _____ hundreds of miles away, sunning myself on a tropical beach, only wishing I (leave) _____ him sooner.

By the time Tom will have read my letter telling him this all over between us, I will be hundreds of miles away, sunning myself on a tropical beach, only wishing I would have left him sooner.

1. 'What _____ you (do) _____ if the police realise you (give) _____ them false facts?' 'I _____ just (say) _____ I (be) _____ mistaken.'
2. This chicken (taste) _____ better if the chef (add) _____ a little more seasoning.
3. 'What _____ you (do) _____ when the course (finish) _____ ?' 'I (not know) _____ yet. Perhaps I (have) _____ a holiday first and then (look) _____ for a job.'
4. I (go) _____ to the party but for the fact that my youngest daughter (have) _____ a sore throat and I (not want) _____ leave her. Just as well, as it (turn) _____ out because when the doctor (come) _____ he decided Sharon (admit) _____ to hospital.
5. 'Where's Tim? He (say) _____ he (be) _____ at the station at 5 and now it's 5.30. He must (miss) _____ the train to Scotland. I (hope) _____ he not (miss) _____ the next one, otherwise we (be) _____ late for the opening address at the conference.'

Exercise 14. Put the verbs in the correct form.

Model:

Helen (think) _____ (set up) _____ her own business. What advice _____ you (give) _____ her?

Helen thinks to set up her own business. What advice will you give her?

1. 'How _____ you (feel) _____ when you receive the offer?' 'Like everyone, I (be) _____ delighted. You (not be) _____?'
2. Supposing the company (offer) _____ you a pay rise of 50%, (be) _____ you so determined to leave and look for a job elsewhere?
3. 'How many times _____ Jack (phone) _____?' – I (not know) _____, but it's such a bore when he keeps on (phone) _____.'
4. I (not believe) _____ what you (say) _____ about Kay. She never (lie) _____ to anyone, least of all to me about such an important matter.
5. Mrs. Davis (agree) _____ to the conditions laid down by the court yesterday provided that her husband (keep) _____ to his side of the bargain.
6. What _____ you (mean) _____ the accident (be) _____ my fault?
7. It's (not be) _____ possible for me attend the meeting last week.
8. I quite (agree) _____ with you. Rupert (be) _____ a good worker. I (not say) _____ he (not be) _____ I just (want) _____ he (cooperate) _____ more with other people.
9. Basil (regret) _____ (be) _____ rude to Simon. The atmosphere between them (be) _____ now very tense, and he (like) _____ make things up. He (not help) _____ by (be) _____ very distant.
10. We (go) _____ to see the film last night but at the last minute we (receive) _____ an important message and (have) _____ to stay at home to finish some urgent work. I (not regret) _____ it I (hear) _____ since from Jane and Mike who (go) _____ that it (not be) _____ very good.

Exercise 15. *In the following sentences, put the verbs in the correct form.*

Model:

The constant humming from the word processor (give) _____ me a headache. I (have) _____ to take an aspirin.

The constant humming from the word processor gives me a headache. I have to take an aspirin.

1. Anne (type) _____ all day and still (not finish) _____ the report.
2. While I (spend) _____ the last few month working hard at my studies, my friends (concentrate) _____ their attention on how to get their new business of the ground.
3. I (not want) _____ to go to the supermarket again at the moment. I (prefer) _____ to wait till the end of the week, when I (can) _____ do all the shopping in one go.
4. ' _____ You (go) _____ to the Tower of London?' 'No, not yet. We (want) _____ to go ever since I've arrived in London, but something always (come) _____ up. We (hope) _____ (go) _____ sometimes soon. Perhaps you (like) _____ (come) _____ with me?'
5. You must (be) _____ very pleased when you (hear) _____ you (win) _____ the prize. What _____ you (do) _____ to celebrate?
6. I (have) _____ a day of last week. I _____ just (dare) _____ not ask my boss for another day off tomorrow.
7. Sue (realise) _____ she (not understand) _____ the question when the interpreter (repeat) _____ it slowly in her own language.
8. Alex (tell) _____ John the whole story about his early life, but the fact that he (be) _____ so unsympathetic about the first details Alex revealed (make) _____ me decide not to.
9. Leading a life of luxury on the Costa del Sol (become) _____ a reality for many fugitives from British justice in the 1980's.
10. Oh, James! What a lovely bunch of flowers you (give) _____ me. How very kind of you. But really, you (do) _____.
11. I (spend) _____ ages (make) _____ preparations for the dinner party but I (not need / bother) _____ , at the last moment Philip (ring) _____ (say) _____ he (not be able / come) _____ .
12. I (not need / tell) _____ Alice the bad news. She already (hear) _____ Chris (tell) _____ her the previous evening.
13. (Be) _____ you sure the answer (be) _____ what it (be) _____ ? In my opinion, it (not be) _____ right. Surely you (forget / include) _____ something essential?

14. When the President (step) _____ off the plane on his official visit to our country next week, he (greet) _____ by the Prime Minister and the Defence Minister. He then (drive) _____ to the Prime Minister's official residence where a state Reception (take) _____ place in his honour. The moment that (be) _____ over, he (take) _____ to Worcester Castle where he (spend) _____ the night.

Exercise 16. Add the appropriate question tag to the following sentences.

Model:

There was nothing we could do about the decision he made, _____?
There was nothing we could do about the decision he made, was there?

1. You used to be in the army, _____?
2. Nobody will believe that you are really Jack Nilson, _____?
3. I'm going to play Macbeth in our next production, _____?
4. Do have another piece of cake, _____?
5. They ought to be here just now, _____?
6. They didn't, _____?
7. She must have known what was happening, _____?
8. Don't spend all your money at once, _____?
9. You'd better get the work finished by Saturday, _____?
10. I think you'd rather do it by yourself, _____?
11. I don't think he could have known what was going to happen, _____?
12. I think she knew about it, _____?
13. It might have been a ghost, _____?
14. It couldn't have been done by an animal, _____?
15. Stop that noise, _____?
16. Let's go to the beach, _____?
17. I'm not sure that that's the right answer, _____?
18. It's a pity that Alice didn't know about it, _____?
19. It will be the minister who decides what must be done if people refuse to pay, _____?

Exercise 17. Rewrite the following sentences using the Passive Voice. Think carefully about whether or not the agent needs to be referred to and whether every verb in each sentence needs to be passive.

Model:

They are producing satellite dishes at the rate of 600 a week but they are selling slowly.

Satellite dishes are being produced at the rate 600 a week, but they are selling slowly.

1. Someone told me that the best way to get marks off my trousers was to have them cleaned.

2. We advise passengers travelling by air to wear comfortable clothing during long flight.

3. It was a shock for everyone when they announced the news of the disaster.

4. It was Newton who formulated the law of gravity.

5. You must wash this sweater by hand.

6. Kate left the house under cover of darkness so that no one would see her.

7. An aide to the minister revealed details of the secret meeting with the representatives of the organisation.

Exercise 18. *Put the verb in the brackets into the correct passive form.*

Model:

The identity of Jack Ripper, a murderer responsible for a number of horrendous killings in the 19th century, never (establish) . . .

The identity of Jack Ripper, a murderer responsible for a number of horrendous killings in the 19th century, was never established/will be never established.

1. Trials now (conduct) _____ to determine whether the aircraft is safe enough (use) _____ by trainee pilots.
2. Customers (ask) _____ to ensure they (give) _____ the correct change as mistakes cannot afterwards (rectify) _____ .
3. By the end of next year, 100 houses (build) _____ on this green field site.
4. Many medieval towns (damage) _____ by the fire because the houses (make) _____ of wood.

5. Everyone (dress) _____ up, as if they (invite) _____ to a wedding.
6. The nuclear power station at Barkeley currently (decommission) _____, but the process not (finish) _____ for 50 years.
7. Visitors to the castle (show) _____ around by a guide. They (not allow) _____ to wander around on their own.
8. The impact of the postal strike began (feel) _____ after only two days.
9. Foreign currency can (convert) _____ into sterling at a number of points in the city, but the best rate and lowest commission charges (provide) _____ at banks.

Exercise 19. Rewrite these sentences using a passive verb. Do not use *by*.

Model: They asked everyone to make a statement.
Everyone was asked to make a statement.

1. On the site you have to wear a safety helmet.

2. You must check all the pipers for leaks.

3. Did they discuss anything important?

4. They announced an increased dividend.

5. They would have arrested him if they had realised his true identity.

6. We will investigate the complaint thoroughly.

7. No one had noticed the cracks in the side of the fuselage.

8. No one knew the place where the treasure was buried.

9. Somebody might have informed the police.

10. No one would ever have known the truth if we hadn't found the diary.

Exercise 20. Rewrite these sentences using a passive verb. Include *by* in your sentences.

Model: The museum might lose its annual government subsidy.
The annual government subsidy might be lost by the museum.

1. Guards patrol these premises every day.

2. Motorists convicted of speeding must pay a minimum fine of J 80.

3. The doctors are studying the X-rays.

4. The mechanic will repair the car tomorrow.

5. A famous architect is going to design Lord Mountbatten's country-house.

6. Mike, our new gardener, has planted 10 apple trees.

7. The burglars took nothing of any real value.

8. The smugglers were transferring the drugs from one car to another when the police arrived.

9. Robbers had opened the tomb long before archaeologists found it.

Exercise 21. *Change the following statements into reported speech.*

Model:
'All the furniture is going to be replaced,' said the office manager.
The office manager said that all the furniture was going to be replaced.

1. 'The guests will be leaving at 11 o'clock', said Jim.

2. 'The information Mrs. Carrol asked for cannot be provided', said the registrar.

3. 'The special offer ends on Sunday', said the man on TV.

4. 'Mark is feeling a bit depressed', said his father.

5. 'All the instruments must be re-tested', said the production manager.

6. 'The committee will be discussing the plans for the new school', said the Chairman.

7. 'The survey team has been exploring the Mato Grosso for two months', said Professor Clark.

Exercise 22. Report these sentences. Assume that the time and place are quite different from those of the original statements.

Model:

'I want to finish this report today', said Ann.

Ann said that she wanted to finish the report that day/the same day.

1. 'It's essential that you pay the extra duty now', said the customs officer.

2. 'The last total eclipse of the Sun was 2 years ago', said my teacher.

3. 'We'll be able to start work at the beginning of next week', said the foreman.

4. 'They got married last year', said Mrs. Norfolk.

5. 'I haven't eaten since yesterday', said Janet.

6. 'The interview took place here this morning', said the principal.

7. 'Everything was arranged 3 days ago', said the woman.

8. 'Steve is going to meet me here tomorrow', said Jessica.

9. 'Everything will have been planted by the end of this year', said the gardener.

Exercise 23. Report these questions.

Model:

'Must duty be paid on the goods?' enquired Mr. Franklin.

Mr. Franklin enquired if duty had to be paid on the goods.

1. 'How's your leg, Paul?' asked Simon.

2. 'When did you start getting severe headaches, Mrs. Blacksmith?' asked Dr. Crownly.

3. 'Who won?' asked Harry.

4. 'How did the animals escape from the Zoo?' asked the owner of the Zoo.

5. 'Do I need to be a member to use the gym?' asked Henry.

6. 'Who will be the first to reach the summit?' wondered Arnold.

7. 'Why were no safety checks carried out before take off?' asked the barrister.

8. 'Which machine did best in the tests?' the journalists wanted to know.

9. 'What has been done to help the homeless?' asked the Queen.

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ЮНИТА 6**

Редактор: Э.Б.Салманова
Оператор компьютерной верстки О.А. Москвитин

Изд. лиц. N071765 от 07.12.98.

Сдано в печать
Заказ