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GRAMMAR COURSE
Lectures and Exercises with keys

Level: Second Year

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INTRODUCTION

The present course book aims at offering the students the opportunity to have at hand grammar second-year scheduled syllabus.

Lectures are prepared from the references cited in the bibliography, from which the exercises proposed are selected and most of the examples taken. Keys to exercises are also provided.

By end of the book, a glossary encompassing lists of grammatical terms, verbs and adjectives are provided, in order to help the learners understand and master appropriately their usage.

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REVIEW OF TENSES

Tense is the relationship between the form of the verb and the time when the action happens or the state it describes. There are simple tenses, continuous tenses where the verb is formed with the auxiliary 'be' and the present participle, and perfect tenses where the verb is formed with the auxiliary 'have' and the past participle.

1. Present Tenses

1.1. The Simple Present Tense

Regular and irregular verbs form the simple present with the bare infinitive in all the persons but with the addition of 's' or 'es' in the third person singular. They use the forms 'does' and 'do' followed by the bare infinitive for affirmative questions and answers, and 'doesn't' and 'don't' in negative questions and answers.

- *He pays rent to the landlord every month. (affirmative form)*
- *Does he pay rent to the landlord every month? (interrogative form)*
- *He doesn't pay rent to the landlord every month. (negative form)*

The simple present tense is used:

1- to express habitual actions:

- *Mr Brown generally leaves the house at eight o'clock in the morning.*

(Adverbs of frequency and adverb phrases such as *never, rarely, often, seldom, sometimes, usually, frequently and always*).

2- to express simple facts:

- *She is ten years old.*
- *Mr Brown owns three houses in this street.*

3- 3- to express natural and scientific laws:

- *The sun rises in the east and sets in the west.*
- *Gas expands on heating.*

4- for planned future actions often associated with travel:

- *Mr Brown's plane leaves at 8.30 tomorrow morning.*

5- instead of the present continuous form of certain verbs which are not used in the Continuous (stative verbs, these are verbs of opinion such as *believe, like, doubt*, and verbs of perception: *see, hear, know, understand*, etc.):

- *I believe this house is haunted.*
- *I often hear strange noises at night.*

6- sometimes for dramatic narrative, particularly when the action of a play or a sport is being described:

- *The batsman hits the ball hard and it goes straight through the window of the house.*

1.2. The Present Continuous Tense

The present continuous tense is formed with ‘am / is / are’ (or their short forms) followed by the present participle of the verb ‘—ing’ in affirmative and question form. The negative is formed by ‘is not (isn’t)/ are not (aren’t)’ followed by the present participle of the verb ‘—ing’.

- *They’re redecorating the sitting-room again. (affirmative form)*
- *Are they redecorating the sitting-room again? (interrogative form)*
- *They aren’t redecorating the sitting-room again. (negative form)*

The present continuous tense is used:

1- for an action happening now:

- *The builders are mending the roof.*
- *Listen! The birds are singing outside.*

2- for an action not necessarily happening at the moment but occurring about this time:

- *My husband is rebuilding the garage.*
- *I’m quite busy these days. I’m working with my uncle on an interesting project.*

3- for the arranged future action:

- *The nursery is sending the plants for the garden next Monday.*
- *I’m seeing the manager tomorrow morning.*

4- with always to suggest a frequently occurring action which annoys or

surprises the speaker:

- *She is always leaving the front door open.*
- *That student is always talking during lectures.*
- *She is always giving the best answers to my questions!*

5- for a temporary situation:

- *He is paying extra premiums on his house insurance this month.*

1.3. The Present Perfect Tense

The present perfect tense is formed with 'has / have' (or their short forms) followed by the past participle in the affirmative and question forms. The negative is formed with 'has not (hasn't) /have not (haven't)' followed by the past participle.

- *Mr Brown has tried to mend the gate before.(affirmative form)*
- *Has Mr Brown tried to mend the gate before? (interrogative form)*
- *Mr Brown hasn't tried to mend the gate before. (negative form)*

N.B. Although this tense is described as a present tense, it really refers to a past that is in some way connected with the present.

The present perfect tense is used:

1- for an action begun in the past and not yet finished:

- *The Smiths have lived in that house all their lives.*

2- with *just* to express a recently completed action:

- *The children have just come home from school.*

3- with *for* and *since* to express an action which started in the past and extends into the present.

For is used with a period of time:

- *He has worked as a plumber for 10 years.*

Since is used with a point of time in the past until now:

- *He has worked as a plumber since he left school.*

4- with *ever* to express at any time in the past until now:

- *Have you ever been to South America?*

5- for an action which occurred in the past but may be repeated in the future:

- *He has built many beautiful houses.*
- *The United Nations Organisation has helped many refugees.*

6- after 'It/That/This is/will be the first/second...time...'

- *It's the first time I've eaten such a delicious meal.*
- *This's the second time I've been in big troubles. (talking about past events)*

It won't be the first time he has disagreed with his parents. (talking about future events)

If the past simple is used instead of is/will, then the past perfect is used.

- *It was the first time I had called him on his personal number.*

1.4. The Present Perfect Continuous Tense

The present perfect continuous tense is formed with 'has / have been' followed by the present participle '—ing' in the affirmative and question forms. The negative is formed with 'has not / have not been' followed by the present participle.

- *The builders have been working hard for the last hour. (affirmative form)*
- *Have the builders been working hard for the last hour?(interrogative form)*
- *The builders haven't been working hard for the last hour. (negative form)*

The present perfect continuous tense is used:

1- for an action which began in the past and is still continuing:

- *I have been expecting a call from my solicitor all day.*
- *The repairs in our street have been causing lots of traffic problems.*

2- in the same way as the present perfect to express periods of time with *for* and *since* :

- *They've been waiting to be rehoused for six years.*
- *I've been living in this house since 1970.*

N.B.: This tense is commonly used to describe how long an action has been going on.

3- for an action which has just finished (see also present perfect):

- *The painter has just been putting the final touches to the paintwork.*

2. Past Tenses

2.1. The Simple Past Tense

Regular verbs form the simple past with the addition of ‘— ed’ in affirmative sentences, but use the forms ‘did’ and ‘didn’t’ followed by the bare infinitive in negative and interrogative forms for question and answer forms.

- *He worked hard on the car yesterday.(affirmative form)*
- *Did he work hard on the car yesterday?(interrogative form)*
- *He didn't work hard on the car yesterday. (negative form)*

Irregular verbs take many forms in the affirmative, but use the forms ‘did / didn’t’ in negative and interrogative forms question and answer forms as regular verbs do.

- *He drove a long way yesterday.(affirmative form)*
- *Did he drive a long way yesterday?(interrogative form)*
- *He didn't drive a long way yesterday.(negative form)*

The simple past tense is used:

1- for an action completed in the past at a known time:

- *He had six accidents last year.*

2- with a definite period of time in the past:

- *He drove along the motorway for two hours.*

3- for an action which took place in the past for which the time is understood but not stated :

- *I bought my new car in London.*
- *He worked very hard to get the scholarship.*
- *She moved abroad to finish her studies.*

4- for habitual actions and states in the past:

- *He never drove faster than the speed limit.*

- *He was furious every time he got a parking ticket.*

The simple past or the present perfect

Very often there is confusion in the use of the present perfect and the past simple.

1- We use the past simple when we think that the situation/action is finished and the present perfect when we think that the situation has not yet finished.

- My father worked in this bank for 25 years. (He is no more working now)
- My father has worked in this bank for 25 years. (He's still working there)

2- With time expressions referring to the present, such as this morning/year and today, we use the past simple when we think that this time period is completed; and we use the present perfect when we think that this time period has not yet finished.

- I didn't take my coffee this morning. (The morning is over and I didn't take my coffee)
- I haven't taken my coffee this morning. (It's still the morning and I may take my coffee later)

3- We use the present perfect to give a piece of news and the past simple to give and ask for details about things such as what, where and why happened.

- A: I have sold my car. (A piece of news)
B: Oh, have you? When did you sell it? (Asking for details)
A: I sold it the day before yesterday. (Giving details)

2.2. The Past Continuous Tense

The past continuous tense is formed with 'was/were' followed by the present participle of the verb, '—ing', in affirmative and question forms. The negative is formed by 'was not/were not', followed by the present participle of the verb, '—ing'.

- *They were crossing the road while the traffic lights were changing. (affirmative form)*
- *Were they crossing the road while the traffic lights were changing?*

(interrogative form)

- *They weren't crossing the road while the traffic lights were changing. (negative form)*

The past continuous tense is used:

1- for continuous past actions:

- *It was snowing heavily all day yesterday so I drove carefully.*

2- for frequently repeated actions in the past:

- *My old car was always breaking down.*

3- for two actions in the past occurring simultaneously:

- *The lorry driver was braking hard while the traffic lights were changing.*

4- for interrupted past actions (first action interrupted by second) :

- *He was racing down the motorway when a tyre burst.*

5- to express intention in the past but in fact not done:

- *I was going to buy a car but I didn't have enough money.*

2.3. The Past Perfect Tense (The Pluperfect)

The past perfect tense (also called the pluperfect) is formed with 'had' followed by the past participle of the verb in the affirmative and question forms. The negative is formed with 'had not (hadn't)' followed by the past participle.

- *The thief had driven off in the stolen car before the police arrived. (affirmative form)*
- *Had the thief driven off in the stolen car before the police arrived? (interrogative form)*
- *The thief hadn't driven off in the stolen car before the police arrived. (negative form)*

The past perfect tense is used:

1- to express the first of two past actions:

- *He had already parked the car when I arrived.*

2- to show an action that happened before a stated past time:

- *I had finished cleaning the car before one o'clock.*

- *He had changed the wheel by lunch time.*

3- to express a past situation occurring before a time understood but not stated:

- *He had never driven before.*

2.4. The Past Perfect Continuous Tense

The past perfect continuous Tense is formed with 'had been' followed by the present participle of the verb in the affirmative and question forms. The negative is formed with 'hadn't been' followed by the present participle.

- *He had been drinking so the police stopped him. (affirmative form)*
- *Had he been drinking before the police stopped him? (interrogative form)*
- *He hadn't been drinking before the police stopped him. (negative form)*

The past perfect continuous tense is used:

1- for a continuous past action completed before another past action:

- *He had been driving all day, so he was very tired when he arrived.*

2- for a repeated action in the past implying continuity:

- *He had been trying to telephone the breakdown service for two hours.*

3. Future Tenses

3.1. The Simple Future Tense

Regular and irregular verbs form the simple future with 'shall/will' followed by the bare infinitive for the first person singular and plural, and 'will' for the other persons. 'Shall' and 'will' are contracted to 'll' in spoken English. The negative is formed by putting 'not' after 'shall' or 'will'. 'Shall not' is contracted to 'shan't' and 'will not' is contracted to 'won't' in spoken English.

- *He'll be at the fair tomorrow. They'll see him there. (affirmative form)*
- *He won't be at the fair tomorrow. They won't see him there. (negative form)*
- *Will he be at the fair tomorrow? Will they see him there? (interrogative form)*

The simple future tense is used:

1- for a simple statement of future fact :

- *Tickets for the stadium will cost £5.00.*

2- for habitual actions in the future:

- *the football season will start again in August as usual.*

3- to express prediction for the future based on our (past) experience or knowledge:

- *I feel sure I'll win the race tonight.*
- *I expect they'll go to the theatre tomorrow.*
- *Try that dress. It'll suit you.*

4- to express an instant decision (decision made at the moment of speaking):

- A: *The bag is too heavy.* B: *I'll help you.*
- A: *Did you call Ali?* B: *Oh no, I forgot. I'll call him now.*

5- with 'I think...'/ 'I don't think...'

- *I feel hungry, I think I'll have something to eat.*
- *I don't think I'll go out today, I feel tired.*

6- to express promise, determination, offer, invitation and threat:

- *I will remember to buy you a present at the fair.* } (Promise)
- *I won't tell anyone. I promise.* }
- *We will go to the cinema tonight; you can't stop us.* (determination)
- *I'll help you to carry the bag.* } (offer)
- *I'll peel the potatoes. - Oh, thank you.* }
- *Will you come to the party?* } (invitation)
- *Will you have a cup of tea?* }
- *Stop or I'll call the police.* } (threat)
- *Give me the money or I'll tell my mother.* }

7- to order things and to ask someone to do something:

- (In the restaurant) *I'll have a soup and a salad, please.*
- *Will you shut the door, please?*

8- *Shall is used :*

(a) With the second and third persons when the subject is made to do something, or

prohibited from doing something:

- *They shall stay to the end of the concert, whether they want to or not.*
- *You shan't go to the circus until you've finished your work.*

(b) With the first person singular and plural for suggestions and offers :

- *Shall we go to the circus tonight?*
- *Shall I get the tickets for the theatre?*

**Shall* is not used in American English.

3.2. The Future Continuous Tense

The future continuous tense is formed with the simple future of the verb 'to be' (shall/will be) and the present participle of the verb (V-ing) in affirmative and question forms. The negative is formed with 'shan't/won't be' followed by the present participle of the verb.

- *They'll be seeing that film on Wednesday. (affirmative form)*
- *They won't be seeing that film on Wednesday. (negative form)*
- *Will they be seeing that film on Wednesday? (interrogative form)*

The future continuous tense is used:

1- for an action in progress at a certain time in the future :

- *This time next week, we'll be listening to the Rolling Stones.*
- *Ahmed can't go to the party. He'll be working all day tomorrow.*
- *She'll be cleaning the house at 11 in the morning.*

2- for an arranged action in the future :

- *They'll be starting to play in ten minutes' time.*

Its use is very similar to that of the present continuous, and often either of the two tenses can be used:

- *He won't be coming to the theatre.*
- *or He isn't coming to the theatre.*

But the future continuous can be used for the more distant or less definite future:

- *I'll be seeing him again sometime.*

whereas the present continuous expresses a nearer or more definite future:

- *I'm meeting him again tomorrow.*

3- to ask about someone's plans, especially if you want something or want them to do something for you.

- A: Will you be passing a chemist when you are out?

B: Yes, why?

A: Could you get some aspirin, please?

- A: How long will you be using the computer?

B: You can have it in a minute.

3.3. The Future Perfect Tense

The future perfect tense is formed with 'shall/will' followed by the perfect infinitive (without 'to') of the verb in the affirmative and question forms. The negative is formed with 'shan't/won't' followed by the perfect infinitive (without 'to') of the verb.

- *They will have finished the game by five o'clock. (affirmative form)*
- *They won't have finished the game by five o'clock. (negative form)*
- *Will they have finished the game by five o'clock? (interrogative form)*

The future perfect tense is used:

1- to express an action which will last up to or finish before a certain time in the future :

- *We won't have saved up enough money by the end of the year.*
- *The show will have finished by six o'clock.*

2- when something is taken for granted :

- *He will undoubtedly have made 100 runs before the end of the game.*

The future perfect is often used with time expressions such as: by lunch time, until midnight, before then, by the time you have finished ...

3.4. The Future Perfect Continuous Tense

The future perfect continuous tense is formed with 'shall/will' followed by the perfect continuous in affirmative and question forms. The negative is formed with

'shall not (shan't)/will not (won't)' followed by the perfect continuous.

- *They will have been playing for 45 minutes by half time. (affirmative form)*
- *They won't have been playing for 45 minutes by half time. (negative form)*
- *Will they have been playing for 45 minutes by half time? (interrogative form)*

The future perfect continuous tense is used:

1- for an action which began before a certain future time and will not have finished by that time:

- *By the time you reach the fairground, you'll have been driving for two hours.*
- *By next December, we'll have been living here for 25 years.*

This form stresses the continuity of the action rather than the action itself.

1.5. Other Future Forms

The 'Going to' Future

The 'going to' future is formed with the present continuous of the verb 'to go' followed by the Infinitive with 'to'.

- *He's going to watch TV tonight. (affirmative form)*
- *He isn't going to watch TV tonight. (negative form)*
- *Is he going to watch TV tonight? (interrogative form)*

The 'going to' future is used:

1- to express an intention but perhaps not arranged, i.e. we have decided but perhaps not arranged to do it:

- *'The house is dirty.' – 'yes, I know. I'm going to clean later.'*
- *Is Ali going to apply for the job?*

2- To make a prediction based on a present situation/present evidence:

- *The sky is cloudy. Do you think it is going to rain?*
- *My sister is pregnant. She's going to have a baby.*
- *He can't see the nails on the piece of wood. He's going to hurt his foot.*

N.B. 'be going to' can be used in the past to express an intention in the past but which was not accomplished.

- *I was going to change my son from his school but I decided not to.*
- *The boy was going to cross the road when the policeman shouted and asked him to stop.*
- *The situation was going to be very bad but the director resolved the problem at the last moment.*

The Present Continuous

The present continuous tense is used:

1- To express an arrangement for the future, i.e. we have decided and arranged to do something (the time and /or the place of arrangement is often mentioned).

- *I'm meeting my uncle on Saturday evening.*
- *I'm going to the stadium. I've bought the tickets.*
- *My niece is getting married next August.*

* The difference between the 'be going to' and the present continuous to express the future is very thin. Often we can use either forms.

- *I'm meeting Ali at eight. / I'm going to meet Ali at eight.*

*The use of verbs of motion such as *to go* and *to come* with the 'going to' is generally avoided; the present continuous is used instead.

- *We are going to the zoo this weekend. (We ~~are going to go to~~ ...)*

The Present Simple

The present simple tense is used:

1- to express scheduled future events, usually public ones such as train timetables or travel agency programmes.

- *The train leaves at 7:30 tomorrow morning.*
- *We land at midnight.*
- *What time does the film begin?*
- *Next Tuesday is the seventeenth.*

Here is a comparison between the uses of the 'be going to' with 'will' and the present

continuous tense.

a. Will and 'be going to'

will

1-Used to talk about facts in the future.

- *My son will be six next month.*

2-Used for an instant decision.

- *'Pineapples are on special offer this week.'* - *'In that case, I'll buy two'*

3-Used to make a prediction based on previous knowledge or experience.

- *I think she'll succeed the exam.*

be going to

1-Used to express an intention

- *I'm going to organize a party for my son's birthday.*

2-Used for a decision already made.

- *When I've saved up enough money, I'm going to buy a camera.*

3-Used to make a prediction based on a present situation.

- *The clouds are dark. It's going to rain.*

b. The present continuous and 'be going to'

the present continuous

-Used to express an arrangement. (an intention already arranged)

- *I'm leaving tomorrow. I've bought my plane tickets.*

be going to

-Used to express an intention. (an intention but perhaps not arranged to do it)

- *Next week, I'm going to look for a new flat to live alone.*

EXERCISES

Present tenses

Exercise 1: Put the verbs into the correct form, the present simple or the present continuous:

1. Let's go out. It..... (not / rain) now.
2. Julia is very good at languages. She..... (speak) four

- languages very well.
3. Hurry up! Everybody..... (wait) for you.
 4. ‘..... (you / listen) to the radio?’ ‘No, you can turn it off.’
 5. ‘..... (you / listen) to the radio every day?’ ‘No, just occasionally.’
 6. The River Nile..... (flow) into the Mediterranean.
 7. The river..... (flow) very fast today- much faster than usual.
 8. We usually..... (grow) vegetables in our garden, but this year we (not grow) any.
 9. A: How is your English?
B: Not bad. I think it..... (improve) slowly.
 10. Rachel is in London at the moment. She..... (stay) at the Park Hotel. She always..... (stay) there when she is in London.
 11. Can we stop walking soon? I..... (start) to feel tired.
 12. A: Can you drive?
B: I..... (learn). My father..... (teach) me.
 13. Normally I..... (finish) work at five, but this week I (work) until six to earn a little more money.
 14. My parents..... (live) in Manchester. They were born there and have never lived anywhere else. Where..... (your parents / live)?
 15. Sonia..... (look) for a place to live. She..... (stay) with her sister until she finds somewhere.
 16. A: What..... (your brother / do)?
B: He’s an architect, but he..... (not / work) at the moment.
 17. (at a party) I usually..... (enjoy) parties, but I (not / enjoy) this one very much.

Exercise 2: Complete each paragraph with one set of verbs, using the present simple or the present continuous.

go / organise / work (×2) - take / need / do / learn / get / be / provide/ organise - suffer / grow / starve / need /die / increase

1. Debbie as an administrator at the university. She all the timetables and teaching schedules. She very long hours because it's the start of the academic year but she for a long holiday at the end of the month.
2. The International School for Languages very well at the moment. About two hundred students evening classes this term. Many of them to learn a new language to improve their job prospects but some of them a new language purely for pleasure. The European languages very popular but Japanese and Russian more popular too. The school good learning facilities and..... a range of study tours.
3. The world population still rapidly. Many people in the world already and many more from malnutrition. The population fastest in the poorest countries where people to have children to look after them in their old age and where many of their children at a very young age.

Exercise 3: Complete the gaps using the verbs from the box; each verb is used once as a stative verb and once as a dynamic verb. Put the verbs into the appropriate present simple or present continuous form. An example is provided.

See	think	admire	appear
weigh	look	be	represent
			have

1. How much do you **weigh**? About 60 kilos.
2. We dinner at the moment so I'll phone you back in

- half an hour if that's O.K.
3. Harry's been in his room for ages. He at all his old photographs.
 4. I really Helen. She's an excellent manager.
 5. Penelope Fitzgerald in a new production of Oliver in London's West End.
 6. I'm quite happy for your children to come to the party because I know they very well-behaved.
 7. The snake in this picture the forces of evil.
 8. They don't really like living here. They of moving.
 9. youthat man over there with the grey suit on? He's my brother.
 10. I'm really looking forward to this holiday. The hotel lovely in the photographs.
 11. I can't come out tonight because I Paul.
 12. I'll do it if I can, but I not much time today.
 13. What you of the management's new proposal?
 14. 'What are you doing in here?' ~ ' I just this painting.'
 15. 'Where's the baby?' ~ 'They her. Look, there she is on the scales.'
 16. I haven't spoken to him much but he to be a very nice man.
 17. Look at John out in the garden. Hereally nice with the children.
 18. 'I hope you have got a good lawyer.' 'Yes, Alison Medley me at the trial. She's the best lawyer in town.'

Exercise 4: For each situation, write two sentences using the words in brackets.
(Use the present perfect or the present perfect continuous)

1. Tom started reading a book two hours ago. He's still reading it and now he is in page 53.

- (read / for two hours) He for two hours.
 (read / 53 pages so far) He 53 pages so far.
2. Rachel is from Australia. She's travelling round Europe at the moment. She began her trip three months ago.
 (travel / three months) She
 (visit / six countries so far)
3. Patrick is a tennis player. He began playing tennis when he was ten years old. This year he is national champion again – for the fourth time.
 (win / the national championship / four times)
 (play / tennis since he was ten)
4. When they left college, Lisa and Sue started making films together. They still make films.
 (make / five films since they left college) They
 (make / films since they left college)

Exercise 5: Write since or for.

1. It's been raining lunchtime.
2. Sarah has lived in Paris 1995.
3. Paul has lived in London ten years.
4. I'm tired of waiting. We've been sitting here an hour.
5. Kevin has been looking for a job he left school.
6. I haven't been to a party ages.
7. I wonder where Joe is. I haven't seen him last week.
8. Jane is away. She's been away Friday.
9. The weather is dry. It hasn't rained a few weeks.

Exercise 6: Put the verbs in brackets in the present perfect simple or the present perfect continuous.

Tim Bryant, a magazine journalist, is interviewing Margaret Rodwell, the founder of a successful company.

TB: So why do you think your company..... (be) so successful?

MR: Well, our products..... (fill) a large gap in the market and I think one of the most important things is that we (always listen) to our clients and we (act) on their comments and suggestions.

TB: And what's a typical day for you?

MR: Well, take today for example. I (interview) candidates for a marketing executive post.

TB: And how many (you / interview)?
Er, I (interview) four so far. And I (talk) to clients on the phone on and off all day. I seem to spend a lot of time on the phone. I (discuss) some new ideas with them for the transportation and delivery of our products.

TB: Mm, it sounds like a very busy day.

MR: Oh, that's only part of it. I (have) two meetings, one with Union representatives and one with departmental heads. And I (also work) on a proposal for a new marketing strategy.

TB: And it's not two o'clock yet!

MR: No, but of course I (be) here since seven o'clock this morning.

TB: And is it also true that you (learn) Russian with a view to introducing your products there?

MR: Yes, I have, but I (not learn) much yet; there's still a long way for me to go.

Past tenses

Exercise 7: Choose a verb to complete the sentence. Use the present perfect or the past simple.

oversleep wear go have spend read

1. I a lot this week, but I have to get the book completely finished by this weekend.
2. A: Shall I make us some dinner? It's already 8 o'clock. B: No, thanks. I to the dentist this afternoon and my mouth hurts too much to eat anything.
3. I three lectures today and I still have two more later this afternoon.
4. It was so hot today that Ishorts and T-shirt at work.
5. We £200 on food this month and there's another week to go before I get paid.
6. A: Do you want to lift home? B:No, I this morning because my alarm clock didn't go off, so I need to work late.

Exercise 8: Things that have happened today are on the radio and TV news. Give the news using the present perfect and the past simple following the first example.

1. The Prime Minister / visit Luton University / speak to students there / earlier today

The Prime Minister has visited Luton University. He spoke to students there earlier today.

2. The train drivers / go on strike / stop work /at twelve o'clock
.....
3. The Queen / arrive in Toronto / fly there / in an RAF aircraft
.....
4. Two men / escape from Parkhurst Prison / get away / during the night
.....
5. The actor Howard Bates / die in a car accident / his car / crash into a wall
.....

6. Linda Jones / win the woman's marathon / run it / in 2 hours 27 minutes

.....
Exercise 9: In the following sentences put the verbs in brackets in either the past simple or the past continuous tense. Put any other words in the brackets in the correct place. Look at the example provided.

1. While the teacher *was explaining* (explain) the sum on the blackboard, the children *were throwing* (throw) paper aeroplanes around the classroom.
2. Eve (live) in Athens when she (meet) the man who was to become her husband.
3.you..... (not work) at Maclroy's when they (have) that terrible fire?
4. As it (get) foggier, it (become) almost impossible to steer the boat along the narrow canal.
5. I (hear) a strange noise just as I (go) to sleep.
6. When the fire alarm (go) off, we (leave) the building as quickly as possible.
7. At the place where we (live) before, our neighbours (always/ have) violent arguments late at night.
8. I (hope) you'd come round for tea one afternoon next week.
9. Fiona (live) in New York when her first novel (publish).
10. On looking out of the window, Dick (see) it was another dry day. The wind (blow) hard and big clouds (gather) on the horizon.
11. While the others (lie) on the beach, poor old Gary (work) in the office as usual.
12. When the phone (ring), she (pick) it up and (put) it down again!
13. I (never/understand) why you

(always/ get) to school late on Monday mornings.

14. Beverly (work) in a fast-food restaurant for a few months before she (go) to college.

15. When I (be) a lad, we (always/go) to Heysham for summer holidays. I (really/love) the place even though it (often/rain).

Exercise 10: Daniel is telling the story of how he forgot his passport. Put the verbs in brackets in correct form.

..... (1-it/happen) last August at the airport. A few weeks before, a group of us (2-decide) to go to Greece together for a holiday.(3-we/wait)in the queue at passport control when suddenly (4-I/realize) that (5-I/forget) my passport. (6-it/be) quite a shock. (7-I/hurry) to a phone and (8-ring) my parents. (9-they/work) in the garden, but luckily..... (10- my mother /hear) the phone.....(11-they/find) the passport and immediately (12-drive) to the airport with it. (13-I/meet) them at the information desk. (14-we/have) no time to talk, but (15-I/say) goodbye to them earlier that morning. (16-I/run) all the way to the plane. I was just in time. When(17-I/get) there, the passengers (18-sit) in their seats ready for take-off. When (19-they/see) me, everyone (20-start) clapping.

Exercise 11: Complete this text with the following verbs.

*was (×2) explained didn't eat have gone had cooked hadn't eaten
were went didn't lock have heard had reached hadn't locked*

One of the four-years-old in the reading group suddenly said, 'This is the silliest

story I (1)ever!’ I (2) in the middle of reading Goldilocks and the three Bears to the group. We (3)just the part in the story where Goldilocks goes into the bears’ house and eat some of the food from bowls on the table.

‘Where (4) the bears?’ he asked.

‘Maybe outside or playing in the woods,’ I suggested.

‘And their house was wide open? They (5)even the door before going out?’

‘Well, in the old days, people (6) their doors.’

‘And their food was on the table, but they (7) it before they (8)outside?’

‘Maybe they (9) it because it (10) too hot.’

‘If you (11) that meal, you wouldn’t (12) out and left it, would you?’

‘Probably not, but it’s just a story,’ I (13) rather weakly.

Future tenses

Exercise 12 : Read the the conversation. Which replies are statements about the future and which are instant decisions?

1. What would you like? ~ I’ll have an orange juice, please.
2. Shall we go out tonight? ~ I’ll be too tired, I think.
3. We’ve lost a tennis ball. ~ I’ll help you look for it.
4. I’m worried about the exam. ~ Oh, you’ll be all right.
5. I haven’t got any transport. ~ Oh, we’ll give you a lift.
6. I must fix this shelf some time. ~ We’ll be dead before then.

Exercise 13: Put the verbs in brackets into the future simple or continuous. Complete any short answer with **will** or **won’t**.

- 1 A : Would you like to come over for lunch on Saturday?
 B : Well unfortunately, I ¹ll be working (work) all day Saturday.
 A : Oh, that's shame. Well, you ²..... (have to come over) another day. I ³..... (talk) to Andy about it and I ⁴..... (phone) you on Sunday. ⁵..... (you/be) in then ?
 B : Yes definitely. ⁶I (recover) from my week's work.
- 2 A : ⁷..... (you/go) to the meeting tonight ? If so, I ⁸..... (give) you a lift there.
 B : Oh yes please, that would be helpful. I ⁹..... (play) tennis until 7 o'clock but I ¹⁰..... (be) back shortly after that.
 A : O.K. I ¹¹..... (pick you up) at about 7.30. ¹²..... (you/be) ready by then ?
 B : Yes. Don't worry. I ¹³..... (wait) for you when you get here.
- 3 A : Do you ever think about what you ¹⁴..... (do) in ten years' time ?
 B : Oh yes. I sometimes imagine that I ¹⁵..... (do) a very important job and earning lots of money and that I ¹⁶..... (live) in a beautiful big house. But to be honest, I think I ¹⁷..... (still work) here and I ¹⁸..... (probably do) the same job.
 A : No, you ¹⁹..... You ²⁰..... (get) a better job soon, I'm sure you ²¹.....
 B : And so ²²..... you.
 A : And then we ²³..... (go) on wonderful foreign holidays and we ²⁴..... (learn) to speak different languages.
 B : Perhaps.
- 4 A : Oh dear, I've run out of stamps. I ²⁵..... (not

be able to post) these letters now.

B : Well, I ²⁶..... (go) to the post office later on. I
²⁷..... (take) the letters and post them for you.

A : Oh thank you. I ²⁸..... (give) you the money for the stamps.

5 A : So I ²⁹..... (wait) for you when you get to
the station. I ³⁰..... (not come) onto the platform
but I ³¹..... (see) you by the ticket office.

B : O.K., that's fine. I ³²..... (carry) a heavy suitcase
so I think we ³³..... (have to get) a taxi from
the station.

Exercise 14: Write the verbs below in the future perfect simple or continuous. If two answers are possible, write the answer which you think is best for the sentences.

1. They'll probably be hungry because they won't have eaten. (not eat)
2. I'll be tired tonight because I'll have been working all day. (work)
3. I the entire committee by the time I leave England .
(meet)
4. I for seven years when I get my degree. (study)
5. We here for six months by the time they find us a
new flat. (live)
6. I for fifty-five years by 2016. (work)
7. They in the cold for six hours by the time we pick
them up. (stand)
8. Another million people unemployed by this
time next year. (become)
9. She Prime Minister for ten years by next year. (be)
10. They for five hours by eight o'clock. (play)
11. We for two days by the time we get there. (drive)
12. They for twenty-four hours by twelve o'clock
tomorrow. (not eat)

13. When they've talked to me, the police everybody in the office. (question)
14. She a member of the committee for twenty-five years by the time she retires. (be)

Exercise 15: Put the verbs in brackets into the present simple, future simple, future perfect simple or future perfect continuous.

1. I think she will have heard (hear) all about it by the time I see (see) her.
2. I reckon I (finish) this book by the weekend and then I (give) it to you.
3. The children (be) hungry when they (get in) because they (run around) all afternoon.
4. This government (be) in power for eight years soon but I don't think they..... (win) the next election.
5. (you/eat) when you (get) here ? If not, I (make) you something.
6. Don't phone them now. They (not get) home yet. They (probably get back) at about half past eight.
7. I think they (finish) building the house by the time the winter (come) and then we (move in) in the New Year.
8. I expect they (be) tired when you (see) them because they (work) all day.
9. If I (come) and see the film with you on Saturday, I (see) it six times. But it is my favourite film of all time : I think you (love) it.

10. Why don't you come round at 9 o'clock? The children
(go) to bed then so it (be) nice and peaceful to finish
the project.

Exercise 16: What is going to happen in these situations? Use the words in brackets.

1. There are a lot of black clouds in the sky.

(rain) It

2. It is 8.30. Tom is leaving his house. He has to be at work at 8.45, but the journey takes 30 minutes.

(late) He

3. There is a hole in the bathroom of the boat. A lot of water is coming in through the hole.

(sink) The boat

4. Lucy and Chris are driving. There is very little petrol left in the tank. The nearest petrol station is a long way away.

(run out) They

Exercise 17: Complete the sentences with **was/were going to** + the following verbs.

buy give up have phone play ~~travel~~

1. We were going to travel by train, but then we decided to go by car instead.

2. I some new clothes yesterday, but I was very busy and didn't have time to go to the shops.

3. Martin and I tennis last week, but he was injured.

4. I Jane, but I decided to email her instead.

5. A: When I last saw Tim, he his job.

B: That's right, but in the end he decided to stay where he was.

6. We a party last week, but some of our friends couldn't come, so we cancelled it.

Exercise 18: Do these sentences refer to habitual present or the future? Circle P or F for each sentence.

1. I leave home at eight, walk to the station, and catch the 8.30 train. I always get to the office before nine. P / F
2. The committee leaves Stockholm on Sunday morning, arrives in Australia on Monday and starts work on Tuesday. P / F
3. Your plane leaves London at 8.30 and arrives in Cairo at 12.00. P / F
4. I travel by the 8.30 train because it gets to London before ten o'clock. P/F
5. I travel by the 8.30 train from Berlin which connects with the night ferry from the Hook of Holland. You arrive in London an hour before your appointment. P/F
6. I always take the night train from Edinburgh which arrives in London at half-past six. P / F
7. The hovercraft leaves Felixtowe at 12.00. It takes an hour, so you get there at 14.00 French time. P / F
8. The Prime Minister arrives in India on Tuesday, spends a couple of days in Delhi, then goes on to Malaysia. P / F
9. The local train is very slow and stops at all the stations between here and Peterborough. P / F
10. The bus leaves at four o'clock, we get to Dublin at seven, and we have to register at the hotel before half-past eight. P / F

Exercise 19: Put the verbs into the more suitable form, present simple or continuous.

1. I (go) to the cinema this evening.
2. (the film/begin) at 3.30 or 4.30 ?
3. We (have) a party next Saturday. Would you like to come ?
4. The art exhibition (finish) on 3 May.
5. I (not go) out this evening. I (stay) at home.
6. ‘ (you/do) anything tomorrow evening ?’ ~ ‘No, I’m free. Why ?’
7. We (go) to a concert tonight. It (start) at 7.30.

8. I (leave) now. I've come to say goodbye.
9. A : Have you seen Liz recently ?
B : No, but we (meet) for lunch next week.
10. *You are on the train to London and you ask another passenger :*
Excuse me. What time (this train/get) to London ?
11. *You are talking to Helen :*
Helen, I (go) to the supermarket.
(you/come) with me?
12. *You and a friend are watching television. You say :*
I'm bored with this programme. What time (it/end) ?
13. I (not/use) the car this evening, so you can have it.
14. Sue (come) to see us tomorrow. She
..... (travel) by train and her train
(arrive) at 10.15.

Exercise 20: Complete the text using the verbs given. Choose **will ('ll)** or **(be) going to** with each verb, depending on which is more appropriate.

1. A : I can't come over during the day.
B : I you tomorrow evening, then. (see)
2. The method is quite simple, and I'm sure it familiar to most of you already. (be)
3. Have you seen Karen recently? She another baby. (have)
4. A: Did you get the theatre tickets ?
B : No, I forgot all about them. I them tomorrow. (book)
5. Wherever you go in Brazil, you the people very friendly. (find)
6. John says he a politician when he grows up – and he is only 5 years old ! (be)
7. Are these new skis yours? skiing? (you/take up)
8. It's getting very humid. We a thunderstorm. (have)
9. A : We've got small, medium and large. What size do you want?

- B : I a large one , please. (have)
10. A : Shall I give Ian another ring ?
- B : Yes, I expect he home by now. (be)
11. A : What are all those bricks for ?
- B : I a wall at the side of the garden. (build)
12. I hear you your car. How much do you want for it? (sell)
13. You can't play football in the garden. I the grass. (cut)
14. A : What's the matter with Paula ?
- B : She says she
- A : She better with some fresh air. (be sick - feel)
15. A : I've been offered a new job in Manchester, so I Camco.
- B : When your boss ?
- A : I'm not sure. Perhaps I to see him later. (leave - tell - try)
16. A : Did I tell you I dinner with Ken on Thursday ?
- B : But we a film with Ray and Mary on Thursday. You've known about it for weeks.
- A : Sorry. In that case, I a different day with Ken. (have - see - sort out)

Exercise 21: Which is correct ?

1. 'Did you phone Lucy?' ~ 'Oh no, I forgot. I phone / I'll phone her now.'
(I'll phone is Correct)
2. I can't meet you tomorrow. I'm playing / I'll play tennis.
3. 'I meet / I'll meet you outside the hotel in half an hour, OK' ~ 'Yes, that's fine.'
4. 'I need some money.' ~ 'OK, I'm lending / I'll lend you some. How much do you need ?'
5. I'm having / I'll have a party next Saturday. I hope you can come.

6. 'Remember to get a newspaper when you go out.' ~ 'OK. I don't forget / I won't forget.'
7. What time does your train leave / will your train leave tomorrow ?
8. I asked Sue what happened, but she doesn't tell / won't tell me.
9. 'Are you doing / Will you do anything tomorrow evening ?' ~ 'No, I'm free Why ?'
10. I don't want to go out alone. Do you come / Will you come with me ?

Exercise 22: Complete this text with the most appropriate forms of the verbs, using will, be going to or the present simple.

be give have make not start not stop

I was standing at the bus stop reading my horoscope in the newspaper. It said, 'You
¹..... good moments and bad moments today.' I looked up
 and saw the bus coming. Then I realized it ²..... because it
 was already full. 'Oh, no,' I thought. 'If I ³..... walking fast, I
⁴..... late for my first class !' I had just started walking
 when a car pulled up beside me and one of my classmates leaned out. 'Hey Jean, get
 in, we ⁵..... you a lift.' It's amazing how the bad moments
⁶..... the good moments feel so much better.

CONDITIONALS

Conditional sentences are made up of two clauses presenting an event. The if- clause expresses the condition for the event in the main clause. In real conditionals, the events are realizable (happen, have happened or are likely to happen) whereas in unreal conditionals, the events are unrealizable (have not happened, are not likely to happen or are imaginary).

1. Form

A conditional sentence is made up of an if-clause expressing the condition for a main (or result) clause.

- *If he works hard, he'll pass the examination.*
- *If I found a wallet in the street, I would take it to the police.*

It makes no difference if the clauses are reversed (but the comma is omitted):

- *He'll pass the examination if he works hard.*
- *I would have come to see you if I had known you were ill.*

But in the question form, in formal English, the main clause is always placed first:

- *Will he pass the examination if he works hard?*
- *Would you take a wallet to the police if you found it in the street?*

'Then' is sometimes put before the main clause to emphasize the fact that the main clause is the result of the if-clause.

- *If the keys are not hung at the entrance, then dad must have taken them.*

2. Types of Conditionals

2.1. Real Conditionals

2.1.1. Factual Conditional (Type 0)

1- It is also called zero conditional. It is used to express a fixed connection existing between two events now and always (If + present tense , present tense). Thus, factual conditional expresses :

- a. Habits and recurring events.
 - *If I come first, I do the cleaning at home.*
 - *If Jane travels, she orders a special meal.*
 - b. General truth and scientific facts.
 - *If air expands, it becomes lighter.*
 - *If you heat water to 100°C, it boils.*
 - *If it is midday in Algeria, it is 2 p.m. in Mecca.*
- 2- It is also used to express a fixed connection that existed between events in the past, (If + past tense , past tense)
- *If she had a new toy, she was quiet.*
 - *If it rained, we went by bus.*
- 3- The imperative is used in the main clause to make an invitation or to give an instruction or a command that depends on a certain condition.
- *If you come to the countryside, stay with us.*
 - *If you want to switch on the computer, press this button.*
 - *If the seat belt light is on, don't leave your seat.*

N.B.: Note that only in factual conditional that *if* can be replaced by *when* since they can have a similar meaning.

2.1.2. Predictive Conditional (Type 1)

It is also called first conditional. It is used to express a likely connection between one event and another possible event, i.e. there's a real possibility for events to happen.

(if + present tense , will + infinitive).

- *If he doesn't work hard, he won't pass the examination.*
(There is possibility to fail if he doesn't work hard)
- *The builders will complete the new school on time if they don't go on strike.*
- *If he is working, I won't disturb him.*
- *If you have all finished, I'll collect the papers.*

Variations of Type 1

1- The most commonly used modal in the main clause is *will*, but it is also possible to use other modals and phrasal verbs such as *can*, *may*, *must* and *be going to*.

- *If he wins the elections, he'll improve the living conditions.*
- *If she becomes inspector, she is going to fight crimes.*
- *If you want to improve, you must work hard.*
- *If your car is out of order, you can come with us.*
- *If you don't register, you may regret.*

2- *Should* can be used when the action or event in the if-clause is more doubtful or unlikely.

- *If it should rain, I'll stay at home.*

This form is often combined with an imperative:

- *If you should see the teacher, tell her I'll be late.*

2.2. Unreal Conditionals

2.2.1. Hypothetical Conditional (Type 2)

It is also called second conditional. It is used to express an unlikely connection between an imaginary (unreal) event its imaginary (unreal) result, i.e. there's no possibility for events to happen because they are not real.

(if + past tense , would+verb)

- *If I had the keys, I would open the door.*
(In fact I don't have the keys so I cannot open the door.)
- *If he passed his 'A' levels, he would go to university.*
- *If she succeeded this examination, she would have great opportunities for a better job.*
- *He would travel elsewhere if he didn't get this job.*

N.B.: Note that the meaning in the conditional sentences is present even though past

tenses are used.

Variations of Type 2

1- The most commonly used modal in the main clause is *would*, but it is also possible to use other modals such as *could* and *might*.

- *We could watch tennis this afternoon if the teacher let us out early.*
- *If you came in the summer, you could stay with us and you might even visit monumental places.*

2- The past subjunctive of 'to be' (*were*) is used in the main clause instead of *was* in formal English. 'Were' is used in with all persons.

- *If I were offered a place at the university, I'd take it.*
- *If they were unable to get a grant, they would work in the holidays.*
- *If he were teaching at the moment, he would be taking an English class.*

3- 'If I were you, I should/would ...' is used as a way of giving advice:

- *If I were you, I would apologize.*
- *If I were you, I wouldn't travel abroad.*

2.2.2. Counterfactual Conditional (Type 3)

It is also called third conditional. It is used to express an imaginary connection between events which never happened, i.e, there is no possibility for the events to happen because they are imagined in the past and therefore the condition cannot be fulfilled.

(If + past perfect , would have + past participle)

- *If John had died young, he wouldn't have had children.*
(But, he did not die young and he had children)
- *He would have been top of the class if he had worked harder.*

(But, he didn't work hard so he wasn't top of the class)

The Past Perfect Continuous Tense can also be used in the if-clause:

- *If he had been listening, he would have heard the result of the examination.*

- *If you had been practicing sport, you would have lost weight.*

It is possible to begin the sentence with had.

- *Had John died young, he wouldn't have had children.*
- *Had I arrived earlier, I would have started the exam on time.*

Variations of type 3

The most commonly used modal in the main clause is *would have*, but it is also possible to use other modals such as *could have* and *might have*.

- *If my elder brother had gone to university, he might have become an architect.*
(possibility)
- *If he had become an architect, he could have designed bridges.* (ability)

3. Other forms of Conditional Sentences

3.1. 'Will' and 'Would' in the if-clause

Will and *would* are not usually used after 'if' in conditional sentences, but there are certain exceptions.

3.1.1. Will

It is used to mean 'if you insist' or to make a polite invitation or a request.

- *If you will continue working in this bad way, then you will certainly get fired.*
(If you insist)
- *If you will arrive late, it's not surprising the teacher gets annoyed.*
- *If you will take a seat, I'll try and find the Headmaster.* (invitation)
- *If you will open the door, I will put these in.* (request)

3.1.2. Would

It is used to express a desired outcome.

- *If you would let me know the answer as soon as possible, I would be most grateful.*
- *If it would stop snowing, we would go out and make a snowman.*

3.1.3. 'I wonder if you would /could ...'

It is another polite way of asking for help.

- *I wonder if you would/could tell the Headmaster that I'm here.*
- *I wonder if he would take a message for me.*
- *I wonder if you could carry these heavy bags with me.*

3.1.4. 'Won't' meaning refusal

It is used to give a negative statement or to express refusal.

- *If he won't learn his lessons, he'll never improve his English.*

3.2. 'Unless' and 'If only'

3.2.1. Unless

Unless is used to mean 'except if' or 'only under the following circumstances'. It sometimes has the same meaning as if ... not.

- *He won't succeed unless he works hard. (He won't succeed if he doesn't work hard.)*
- *She won't come unless you invite her. (She won't come if you don't invite her.)*

Unless is not used in counterfactual conditional, when there is a negative cause or reason or when the main clause is started with *then*.

- *If he didn't have this handicap, he would be very cool. (~~Unless he had this handicap,...~~)*
- *If the keys are not hung at the entrance, then dad must have taken them. (~~Unless the keys are hung....~~)*

3.2.2. 'If only' and 'only if'

'If only' is used in unreal conditionals especially in type 2 to indicate a wish or a regret and sometimes to make them sound stronger.

If he hadn't be listened to that bad advice, he wouldn't have had lost his career.

(~~Unless he had listened to.....~~)

- *If only the rain would stop, we could go out to play. (We wish it would stop.)*
- *If only I hadn't wasted my time, I would have got a diploma. (I regret wasting my*

time.)

N.B. 'If only' often makes the wish or regret sound stronger:

- *I'm starving! If only the bell would ring for lunch. (wish)*
- *I'm broke ! If only I hadn't spent all my money. (regret)*

'Only if' is used to emphasize a special condition.

- *She won't come only if you invite her.*
- *Call me only if there is an emergency.*

EXERCISES

Conditional sentences : types 0, 1 and 2

Exercise 1: Put the verbs in brackets in the right form.

1. I'll look for your notebook and if I (find) it, I (give) it to you.
2. Why don't you bring your car to work? If I (have) a car, I (bring) it to work.
3. I'll wash the glasses in this nice hot water. ~ No, don't. If you (put) them into very hot water, they (crack)
4. If I (travel)..... a long way, I always (fly)..... .
5. If I (see) a tiger walking across Hyde Park, I (climb) a tree. ~ That (not be) any use. The tiger (climb) after you.
6. If you (feel) too hot during the night, (turn) down the central heating.
7. Tom : Jack is a translator ; he translates 1,000 words a day and gets £1,000 a week, which he says is not enough to live on.
Bill : Well, if he (want) more money, he (have) to do more work. Advise him to translate 2,000 words a day.

8. If you (finish) with your dictionary, I'd like to borrow it.
9. I expect it will freeze tonight. ~ If it (freeze)tonight, the roads (be) very slippery tomorrow.
10. If we (work) all night, we (finish) on time ; but we have no intention of working all night.
11. That book is overdue. If you (not take) it back tomorrow, you (have) to pay a fine.
12. My dog never starts a fight. He never (growl) unless the other dog (growl) first.
13. Tom : I woke up to find the room full of smoke ;but I knew exactly what to do.
Ann : If I (wake) up to find the room full of smoke, I (have) no idea what to do.
14. Husband : But I'm not going on a diet. Why should I go on a diet
Wife : If you (go) on a diet, you (lose) weight.
15. Ann : Your clothes are years out of date. Why don't you throw them away ?
Mary : Don't be ridiculous ! If I (throw) my clothes away, I (have) to ask my husband for £ 10,000 to buy new ones.
16. Ann : what he (say) if you (ask) him for £ 10,000 ?
Mary : He (be) too horrified to speak at first. But when he'd recovered from the shock, he probably (start) talking about a divorce.
17. He's staying at the Savoy in London. ~
Is he very rich? ~ I suppose he is. If he (be) a poor man, he (not stay) at the Savoy.
18. But I don't want to buy an elephant! ~ I know that. But where you (go) if you (do) want to buy one ?

Conditional sentences : types 2 and 3

Exercise 2: Put the verbs in brackets in the correct form.

1. It's lucky he had his torch with him. If he (not have) it, he (fall) down the cellar steps.
2. If someone (ring) my doorbell at 3 a.m., I (be) very unwilling to open the door.
3. If I (see) a python in Picadilly, I (assume) it had escaped from a circus.
4. Why don't you buy a season ticket ? ~ Because I lose everything. If I (buy) a season ticket, I (lose) it.
5. The paraffin heater was perfectly safe. There (not be)..... a fire if the children (not knock) it over.
6. Jack : They get £ 1,500 a week.
Tom : They can't get £ 1,500 a week. If they (do), they (not be) striking for £ 1,200.
7. Ann : George is fourteen.
Tom : He must be older than that. He's in full-time job. If he (be) only fourteen, he still (be) at school.
8. He was not very happy at school because he was a bookish boy, not at all interested in games. If he (play) games like the other boys, he (have) a much better time.
9. Prime Minister on golf course : I'm not at all worried about the situation. If I (be) worried, I (not play) golf at this moment.
10. She was sent to prison only because she refused to pay the fine ; if she (pay) the fine, she (not be) sent to prison.
11. She didn't tell me that she was a vegetarian till half way through the meal. If she (tell) earlier, I (cook) her something more suitable.
12. Why you didn't say that you were short of money? If I (know) , I (lend) you some.

13. This room's freezing because the fire has only just been lit. ~ If it (be lit) this morning as I suggested, the room would be warm enough to sit in now.
14. It was the drug, not the disease, that killed him. He would still be alive today if he (not take) that drug.

Conditional sentences : mixed types

Exercise 3: Put the verbs in brackets in the appropriate form.

1. I had no map; that's why I got lost. If I (have) a map, I (be) all right.
2. If I (come) across two men fighting with knives, I (call) the police. ~ But this is a very peaceful area.
3. The job is much worse than I expected. If I (realise) how awful it was going to be, I (not accept) it.
4. A university degree is a useful thing. If I (have) a university degree, I now (sit) in a comfortable office instead of standing at a street corner selling newspapers
5. The launching of the rocket was delayed half an hour by bad weather. If the weather (be) good, they (launch) it at 8.30 instead of at 9.00.
6. You'd better take day off if you (not feel) well tomorrow.
7. I'm sorry you didn't tell me that dogs were allowed in the hotel ; if I (know), I (bring) my dog. He (enjoy) the walk.
8. He says he refused the job, but that this was nothing to do with the salary. He (refuse) even if they (offer) him twice as much.
9. (Tom is putting his coat on.) Ann : If you (go) out, would you buy me some eggs ?
10. Unless Tom (take) his library book back tomorrow, he (have) to pay a fine.

11. You must never blow a gas light. Do you know what (happen) if you (blow) out a gas light ?
12. We train the children to file out of the classroom quietly, because if a whole class (rush) at the door, someone (get) hurt.
13. What time of the year do you think it is in this picture ? Summer ? ~ No, it must be winter. If it (be) summer, the people (not sit) round that big fire.
14. I overslept ; that's why I'm half an hour late ; and if my phone (not ring) at nine o'clock, I might still be in bed.
15. Your notes are almost illegible. Why don't you type them ? If you (type) them, they (be) a lot easier to read.
16. If only we (have) a light ! It's depressing waiting in darkness!
17. If the earth suddenly (stop) spinning, we all (fly) off it.
18. I've hung out the clothes. It's lovely and sunny; if it (stay) like this, they (be) dry in two hours.
19. When he left school, he became fisherman. His family didn't like it at all. They (be) much happier if he (become) a greengrocer like his father.
20. I can hear the speaker all right but I wish I could see him too. If he (stand) on a barrel, we all (see) him and that (be) much better.

Exercise4: Rewrite the sentences using if constructions. Follow the given example.

Example: He smokes too much; perhaps that's why he can't get rid of his cough.

If he didn't smoke so much, he might get rid of his cough.

Or If he smoked less, he might get rid of his cough.

1. She's very shy; that's why she didn't enjoy parties.

.....

2. It might rain. If it does, everyone can eat inside.
.....
3. He doesn't take any exercise; that's why he is so unhealthy.
.....
4. They speak French to her, not English, so her English doesn't improve.
.....
5. The children mustn't go near John's dog. It'll bite them.
.....
6. The shops don't deliver now, which makes life difficult.
.....
7. Sara may fail her driving test. But she can take it again.
.....
8. I didn't see the signal, so I didn't stop.
.....
9. You didn't tell me we have run out of bread, so I didn't buy any.
.....
10. We haven't the central heating, so the house is rather cold.
.....
11. I haven't a map, so I can't direct you.
.....
12. It rained all the time. Perhaps that's why he didn't enjoy his visit.
.....
13. She didn't speak to him, possibly because she was shy.
.....
14. You washed it in boiling water ; that's why it shrank.
.....

Exercise 5: Which word makes more sense? Put in 'if' or 'unless'.

1. Rachel will be pleased she passes her driving test.
2. The bus won't stop you ring the bell.
3. I can't read your writing you print clearly.

4. Emma will be upset she doesn't get the job.
5. You can't go into reception you've got a ticket.
6. Don't bother to ring me it is important.

Exercise 6: Rewrite these conditional sentences using 'unless' instead of 'if'.

1. If you don't isolate people with infectious diseases, the diseases will spread.
.....
2. If Tom doesn't take his library book back tomorrow, he will have to pay a fine.
.....
3. I won't wake up if I don't hear the alarm.
.....
4. If I don't have a quiet room, I can't do my work.
.....
5. You'll be any use to me if you don't learn to type.
.....
6. I wouldn't bring the picture if I didn't like it.
.....
7. Don't leave the TV on if you aren't watching it.
.....

THE PASSIVE VOICE

The passive voice is formed by using the auxiliary ‘to be’ and the past participle of the verb. The passive verb is used to say what happens to the subject (*The window was broken*) whereas the active verb is used to say what the subject does (*The boy broke the window*).

1. Transformation

- a. The passive voice is formed from the active by placing the object of the active as the subject of the passive. The passive verb is formed by ‘to be’ having the same tense as that of the active verb and the past participle (PP) of the verb. All the tenses and the forms can be used in the passive with the exception of the present perfect continuous, the past perfect continuous or the future continuous for reasons of style. The following table illustrates the transformations.

Active voice	Passive voice
Present simple → am / is / are + PP	
Bank robbers generally wear stocking masks.	Stocking masks <i>are</i> generally worn.
Present continuous → am / is / are being + PP	
The police are searching every car for smuggled drugs.	Every car <i>is being searched</i> for smuggled drugs.
Present perfect → has / have been + PP	
The police have caught the escaped prisoner.	The escaped prisoner <i>has been caught</i> .
Past simple → was / were + PP	

The thieves stole her diamond necklace.	Her diamond necklace <i>was stolen</i> .
Past continuous → was / were being + PP	
The police were watching the house when the burglar escaped.	The house <i>was being watched</i> when the burglar escaped.
Past perfect → had been + PP	
The pickpocket had stolen the wallet.	The wallet <i>had been stolen</i> .

b. Modals follow the same rule of transformation into the passive (modal + be + PP)

- Parliament will pass a new law against corruption. → *A new law against corruption will be passed.*
- You mustn't park your car on double yellow lines. → *Your car mustn't be parked on double yellow lines.*
- More people ought to obey the traffic regulations. → *The traffic regulations ought to be obeyed.*
- Parents have to control children's aggressive behaviour. → *Children's aggressive behaviour has to be controlled.*

N.B.: With 'need' the passive is more often formed by using the gerund of the verb than the infinitive; for example, the sentence:

- I need to mend my broken window, becomes:
My broken window needs mending, instead of:
My broken car needs to be mended.

c. It is possible, as well, to use the passive voice in other verb forms, namely, infinitive and perfect infinitive, and gerund and perfect gerund.

- He expects to finish most of the work soon. → *He expects most of the work to*

be finished soon. (Infinitive)

- *She's really excited to have been chosen to play the part.* (Perfect infinitive)
- I remember my father taking me to the zoo → *I remember being taken to the zoo.* (Gerund)
- *Tom didn't mention having been promoted when we talked.* (Perfect gerund)

d. It is also possible to form the passive form with negatives and questions.

- The judge didn't sentence the murderer to life imprisonment. → *The murderer wasn't sentenced to life imprisonment.* (negative form)
- Do bank robbers generally wear stocking masks? → *Are stocking masks generally worn (by bank robbers)?* (question form)
- Who phoned the doctor? → *Who was the doctor phoned by?* (question form)

2. The Use of the Passive Voice

The passive voice is used instead of the active voice in two kinds of sentences.

- a. When the agent, the person doing the action, is unknown or is referred to in a vague, general way, such as *they, people, someone*, etc. The agent then is omitted in the passive:
 - *Oil is exported to European countries.*
 - *Laws are made in Parliament.*
 - *My handbag was stolen yesterday.*
- b. When the agent is known, but the action itself seems more important than the person who does it. The agent, when mentioned, is placed after the subject and the verb and preceded by 'by':
 - A gunman shot my friend last week. → *My friend was shot last week.*

- Scientists invent every day new ways for saving energy. → *New ways for saving energy are invented every day.*

However,

- In some cases, it is necessary to mention the agent because the meaning is incomplete without it or for emphasis.
 - Shakespeare wrote Hamlet. → *Hamlet was written by Shakespeare.*
(not ~~*Hamlet was written.*~~ - incomplete meaning)
 - Leonardo da Vinci painted the Mona Liza. → *The Mona Liza was painted by Leonardo da Vince.* (not ~~*The Mona Liza was painted.*~~ - incomplete meaning)
 - *Is the national anthem 'kassaman' written by Moufdi Zakaria or (by) Kateb Yassine?* (emphasis)
- It is also necessary to mention the agent to give information about the causes.
 - A goldfish stung the little boy. → *The little boy was stung by a goldfish.*
 - The antibiotics can't cure this disease. → *This disease can't be cured by antibiotics.*
- Because an agent is mentioned in such sentences the preposition 'by' is used, but if something inanimate is mentioned other prepositions may be used, namely, 'with' or 'in'.
 - Gas filled the cellar. → *The cellar was filled with gas.*
 - The food contained arsenic. → *Arsenic was contained in the food.*

3. Particular Cases in Passive Transformations

3.1. Objects in Passives

- a. Passives are formed from transitive verbs describing actions; indeed, intransitive verbs can't yield a passive form.

- The team wins the championship twice. → *The championship is won twice.*
(Transitive verb)
- They woke up late. → ~~*They were woken up late.*~~ (Intransitive verb)

b. If a sentence has both a direct and an indirect object, then it is possible to have two passive forms:

- Someone gave me a parking ticket at lunchtime. →

a. *I was given a parking ticket at lunchtime.*

or b. *A parking ticket was given to me at lunchtime.*

But, in fact, the first of these two forms is far more usual, where the indirect object *me* becomes the subject *I*.

However,

- Verbs that can't be followed by an indirect then direct object in the active, i.e. they can be followed only by a direct object, preposition and indirect object (DO+prep+IO), have only one passive form.

- She explained the situation to us. → *The situation was explained to us.*

Not (~~*She explained us the situation.*~~ → ~~*We were explained the situation.*~~)

Such verbs are to do with reporting what was said or thought like: demonstrate, describe, announce, mention, present, report, suggest, propose and introduce.

- Complements in active sentences can't be the subjects of the passive.
 - They elected Clinton president twice. → *Clinton was elected twice.* (Not ~~*President was elected Clinton twice.*~~)

3.2. Phrasal Verbs

It is possible to form passives from transitive phrasal verbs, and the

preposition/adverb is placed directly after the verb.

- The robbers broke into the house. → *The house was broken into.*
- They had thrown away the old newspapers. → *The old newspapers had been thrown away.*
- My friends went away. (not possible because it's an intransitive phrasal verb)

Even verbs followed by prepositions and objects (verb + preposition + object) can be put in the passive form.

- Meriem writes to him twice a month. → *He is written to twice a month.*
- You can play with these cubs safely. → *These cubs can be played with safely.*

3.3. Have and to be born

The verb 'have' cannot be used into the passive form and 'to be born' can only be used into the passive.

- My grandfather has ten children. → ~~*Ten children are had.*~~ (incorrect use of the passive)
- My aunt's daughter was born in Malaysia. → ~~*My aunt born her daughter in Malaysia.*~~ (incorrect use of the active)

N.B. The verb 'marry' is usually put into the passive.

- My parents *were married* in 1970.

3.4. Passive with Reporting

a. Reporting sentences, i.e., sentences of the type: People said/thought...that... can have two possible passives.

- People think that Sheikh Ali is 115 years old.
→ *It is thought that Sheikh Ali is 115 years old.*

or *Sheikh Ali is thought to be 115 years old.*

- They say that she was furious against her neighbour.

→ *It is said that she was furious against her neighbour.*

or *She is said to have been furious against her neighbour.*

The infinitive construction is often preferred to the impersonal one, hence the most used.

N.B.: If the thought or idea refers to a totally completed action, then the perfect infinitive is used.

- People know that he attacked an old woman. → *He is known to have attacked an old woman.*

Other verbs of this type are: believe, acknowledge, assume, claim, consider, estimate, feel, find, know, presume, report, understand, expect, allege, etc.

b. The infinitive can be perfect or continuous depending on the tense of the verb in the reported clause.

- It is expected that the crisis will end soon. **or** *The crisis is expected to end soon.*
- It is said that the boy is wearing a blue jacket. **or** *The boy is said to be wearing a blue jacket.*

c. **'Be supposed to'** can sometimes have the meaning of 'it is said to...' but some other times it conveys the idea of duty, 'you should'.

- Let's go and see that film. *It's supposed to* be very good. (=It is said to be very good.)
- *She is supposed to* know how to manage in such situations. (= It is her duty / she should know how to manage...)
- You *are supposed to* know how to drive. (you have already had a training in such a matter.)

3.5. Passive with ‘to have’

The passive can also be used with ‘to have’ and the past participle, i.e. the construction ‘have something done’ to say that the action is done by somebody else instead of the subject himself. The order of words is important to ensure the desired meaning (i.e. have + object + past participle). It is possible to use this construction with all tenses.

- *Ahmed redecorated the room.* (= He, himself, redecorated the room.)
- *Ahmed had the room redecorated.* (= He engaged somebody else to redecorate the room for him.)
- *He always has his burglar alarm tested every year.*
- *He is having his house re-wired.*
- *They have already had their passport photographs taken.*
- *We had the telephone installed last week.*
- *I will have the windows cleaned before I put up the new curtains*
- *They might have had the locks changed*

This construction may have a different meaning. It is also used to say that something bad happened to someone or their belongings.

- *My son had his arm broken.* (This doesn’t mean that he arranged someone to break his arm. It just means that something not nice happened to him.)

3.6. Passives with ‘get’

It is possible to use ‘get’ with the past participle instead of ‘be’ with the past participle for events (when things happen) and for difficult or bad situations, but it is usually used in informal (spoken) situations.

- *Tom didn’t get invited to any of the parties.* (Tom wasn’t invited to any of the parties.)
- *Why does Susan get offered the job?* (Why is Susan offered the job?)
- *Two children fought in the street, one of them got hurt.* (One of them was hurt.)
- *John got liked by everybody.* (It is not an event)

We also use 'get' in the following expressions (which are not passive in meaning)

- *get married, get divorced*
- *get dressed* (=put on your clothes)
- *get lost* (=not know where you are)
- *get changed* (=change your clothes)

4. Blocked Passive Transformations

The passive transformation is blocked when there is co-reference between the subject and object, i.e, when the subject and object in one sentence refer to the same person.

The passive transformation is blocked when we have:

4.1. Reflexive Pronouns

These are pronouns referring to a previous noun in the sentence. The reflexive pronouns in English end in “-self” or “-selves”, such as myself, yourself and ourselves.

- Amine could see himself in the mirror.

This sentence can not be transformed into:

- ~~—Himself could be seen in the mirror.—~~

4.2. Reciprocal Pronouns

These are pronouns showing mutual relationship, i.e, a word or phrase representing two or more things that mutually correspond one to the other, such as “each other”.

- We could hardly see each other on the fog.

This sentence can not be transformed into:

- ~~—Each other could hardly be seen in the fog.—~~

4.3. Possessive Pronouns

These are pronouns indicating grammatical ownership, such as “his”, “her”, “our” or “their” related directly to the subject.

- The waitress cleaned her hands.

This sentence can not be transformed into:

- ~~Her hands were cleaned by the waitress.~~

EXERCISES

Exercises 1: Put the transitive verbs into the passive voice. Do not mention the agent unless it seems necessary.

1. People steal things from supermarkets every day; someone stole twenty bottles of milk from this one last week.

.....
.....

2. Normally men sweep this street every day, but nobody swept it last week.

.....

3. Someone turned on the light in the hall and opened the door.

.....

4. We serve hot meals till 10:30, and guests can order coffee and sandwiches up to 11:30.

.....
.....

5. An ambulance took the sick man to hospital.

.....

6. Tom had only a slight injury and they helped him off the field ; but Jack was seriously injured and they carried him off on a stretcher. (Tom, who had ..., but, Jack who was...)

.....
.....
.....

7. They didn't pay me for the work; they expected me to do it for nothing.
.....
.....
8. Who wrote it ?
.....
9. A jelly fish stung her.
.....
10. You can't wash this dress; you must dry-clean it.
.....
11. Men with slide rules used to do these calculations; now a computer does them.
.....
.....
12. The court tried the man, found him guilty and sent him to prison.
.....
13. The hall porter polishes the knockers of all flats every day. Well, he hasn't polished mine for a week.
.....
.....
14. They invited Jack but they didn't invite Tom.
.....
15. Has someone posted my parcel?
.....
16. Why did no one inform me of the change of plan?
.....
17. They have tried other people's schemes. Why haven't they tried my schemes?
.....
.....
18. They frown smoking here.
.....
19. I found that they stowed my car away. I asked why they had done this and they told me that it was parked under a No parking sign.

.....
.....
20. People were telling me what to do all the time and I didn't enjoy it. (I didn't enjoy ...)

.....
.....
21. Nobody's going to steal your books from this room.

.....
22. He escaped when they were moving him from one prison to another.

.....
23. When they have widened this street, the roar of the traffic will keep the residents awake all night.

.....
.....
24. We have to pick the fruit very early in the morning; otherwise we can't get it to the market in time.

.....
.....
25. They suggested allowing council tenants to buy their houses.

Exercise 2: A young man is applying for a job. Here is what he says.

I hope the company invites me to an interview. I'm worried about them asking me difficult questions. I want them to take me seriously. I hope the company will offer me a job. I don't mind them paying me low wages at first. I'm willing for them to re-train me. I'd enjoy if they send me on business trips abroad. I would like the boss to give me a chance.

Report what the man says. Use the passive to -infinitive or -ing form.

1. He hopes to be invited to an interview.
2. He is worried about being asked difficult questions.

3. He
4.
5.
6.
7.
8.

Exercise 3: If possible, complete the sentences using the pairs of verbs given. Make passive forms with *past participle + -ing*, *past participle + to-infinitive*, or *past simple + being + past participle*. If no passive is possible, write ‘no passive’.

1. Robert always **hated being teased** by other children. (hate – tease)
2. We our passports at the border. (ask-show)
3. You in two copies of the customs declaration. (require-fill)
4. The children science lessons at school. (want-enjoy)
5. Jack and Martha could in the next room. (hear-argue)
6. He money out of the cash box. (catch-take)
7. I me decorate the bedroom. (need-help)
8. I furious when they found out the window was broken. (anticipate-be)
9. She phoned the police and outside her home. (report-attack)
10. The pop concert over 20,000 people. (expect-attract)

Exercise 4: Complete these sentences (from an article about Shakespeare) with appropriate forms of the verbs, plus *by* or *with* where necessary.

consider establish experience fill perform not write

1. Shakespeare was born in 1564 and many to be the greatest English writer.
2. His early reputation writing and appearing in his own plays.

3. His plays interesting characters and memorable speeches.
4. Today, at the new Globe theatre, the playsin conditions similar to those which audiences in Shakespeare's time.
5. Some people have claimed that many of the plays Shakespeare.

Exercise 5: Make one corresponding passive sentence or two, if possible, as in 1. Look carefully at the tense in the sentences given.

1. Someone handed me a note. I was handed a note / A note was handed to me.
2. Someone offered her a second-hand bicycle.
3. Someone has proposed improvements to the developers.
4. Someone suggested some interesting changes to me.
5. Someone awarded him a prize.
6. Someone will announce the President's arrival to the waiting journalists.
7. Someone had mentioned the password to the thieves.
8. Someone has lent me some skis.
9. Someone is sending him threatening letters.
10. Someone is going to explain the changes to the students.

Exercise 6: If possible, make a corresponding sentence with a passive form of the underlined two- or three-word verb, as in 1. If it is not possible, write 'No passive'.

1. Children often look up to strict teachers.
 Strict teachers are often looked up to by children.
2. The company phased out the product over a period of three years.

3. The students got the information down as fast as they could.

4. The decision has deprived many people of the right to vote.
.....
5. People often brush up on a foreign language just before a holiday.
.....
6. John called Mrs Jones back as soon as he got home.
.....
7. The chairman held over the last two items until the next committee meeting.
.....
8. The farmer prevented walkers from crossing the field after he fenced it off.
.....

Exercise 7: Write these sentences in another way, beginning as shown. Use the underlined words each time.

1. It is expected that the strike will end soon.
 The strike is expected to end soon.
2. It is expected that the weather will be good tomorrow.
 The weather
3. It is believed that the thieves got in through a window in the roof.
 The thieves
4. It is reported that many people are homeless after the flood.
 Many people.....
5. It is thought that the prisoner escaped by climbing over a wall.
 The prisoner
6. It is alleged that the man was driving at 110 miles an hour.
 The man
7. It is reported that the building has been badly damaged by the fire.
 The building
8. a It is said that the company is losing a lot of money.
 The company
- b It is believed that the company lost a lot of money last year.

The company

c It is expected that the company will make a loss this year.

The company

Exercise 8: Use the words in brackets to complete the sentences. Use the structure 'have smething done'.

1. We are having the house painted (the house/paint) at the moment.
2. I lost my key. I'll have to (another key/make).
3. When was the last time you (your hair/cut) ?
4. (you/a newspaper/deliver) to your house every day, or do you go out and buy one ?
5. A : What are those workmen doing in your garden ?
B : Oh, we (a garage/build).
6. A : Can I see the photographs you took when you were on holiday ?
B : I'm afraid I (not/the film/develop) yet.
7. This coat is dirty. I must (it/clean).
8. If you want to wear earrings, why don't you (your ears/pierce) ?
9. A : I heard your computer wasn't working.
B : That's right, but it's OK now. I (it/repair).
10. Gary was in a fight last night. He (nose/break).
11. Did I tell you about Jane ? She (her handbag/steal) last week.
12. Did you hear about Peter ? He (his car/vandalise) a few nights ago.

Exercise 9: Complete the sentences using get/got + the following verbs (in the correct form):

ask damage hurt pay steal sting stop use

1. There was a fight at the party, but nobody **got hurt**.
2. Alex by a bee when he was sitting in the garden.
3. These tennis courts don'tvery often. Not many people want to play.
4. I used to have a bicycle, but it a few months ago.
5. Rachel works hard but doesn't very much.
6. Last night I by the police as I was driving home. One of the lights on my car wasn't working.
7. Please pack these things very carefully. I don't want them to
8. People often want to know what my job is. I often that question.

Exercise 10: Rewrite these library rules using active verbs with *you* as a subject.

Reference books can only be consulted in the library. Special permission must be obtained to use them outside the library. All books should be returned on time or a fine will have to be paid. If the fine is not paid, borrowing rights will be lost. Library books may not be borrowed for others or given to others. If a book is lost, the cost of replacement must be paid.

You.....

REPORTED SPEECH

In direct speech we report what someone says by repeating his exact/original words, (He said, 'I'm sorry.'). When we don't want to repeat the exact/actual speech of the speaker, we can use the indirect speech. In this way we give the exact meaning of the speech without necessarily using the speaker's exact words (He said that he was sorry.) or we can use a summary report (He apologized.)

1. Direct Speech

Direct speech is usually put in quotation marks (inverted commas) after reporting verbs such as answer, reply, ask or tell.

- *John said: 'I appreciate your work.'* ('John said' is the main or reporting clause, and '*I appreciate your work.*' is the reported clause)

We can put either a colon or a comma between the main and the reported clauses but when the main clause follows the reported clause, only the comma is used.

Quotation marks are doubled in American English (He said, “I need your help.”)

The reporting verb can be put with its subject after the direct speech or in the middle of two parts.

- *‘This is a good work,’ she said*
- *‘Hello,’ she began, ‘I would like to know,’ she continued, ‘if you can lend me your house this summer.’*

After direct speech, the reporting verb is sometimes put before its subject in the reporting clause, but not when the subject is a pronoun.

- *‘We won’t give up,’ shouted the riots / the riots shouted.*
- *‘Where is Tom?’ he asks. (not ~~asks he~~)*

We can use quotation marks when we want to report exactly a specific word, phrase or title.

- *There was a sign with ‘No entry’ printed in big letters.*
- *Have you read ‘Hard Times’?*

2. Indirect Speech

In indirect or reported speech, we report the meaning of what was said by the speaker rather than repeat the exact words.

We put the indirect speech in a noun clause beginning with *that* or a *wh-word* or *if/whether*.

That is omitted in informal uses.

- *‘He is a strange person.’ – He said that he was a strange person.’*
- *‘Where do you go?’ – He asks where she goes.*
- *‘Did you finish your work?’ – The teacher asked us if/whether we had finished our work.*

2.1. Necessary Changes

Changes from the direct to the indirect speech depend on the situation, i.e., who speaks and to whom, who reports and to whom. Here are some typical changes.

Person (pronouns /adjectives)

I → I/ he / she

We → we /they

My → my/ his /her

Adverbs of place

here → there, at the theatre, at the corner, etc.

adverbs and adverbial phrases of time

today → that day

yesterday → the day before

the day before yesterday → two days before

tomorrow → the next / following day

this week / year, etc → that week / year, etc

last week / year → the previous week / year, the week /year before

next week / year, etc → the following week /year, etc

a year / an hour ago → a year / an hour before/ earlier, the previous year /hour

2.2. Tense Changes in Indirect Speech

2.2.1. Introductory Verb in Present Tense

Indirect speech can be introduced by a verb in a present tense when we are:

- Reporting a conversation which is still going on.
- Reading a letter/ an e-mail and reporting what it says.
- Reading instructions and reporting them.
- Reporting a statement that someone makes very often.

Therefore, when the introductory verb is in the present simple, present perfect or future, we do not change the tense of the verb(s) in the statement (reported clause).

- *'I'm going to sleep'* → *He says that he is going to sleep.*

2.2.2. Introductory Verb in the Past Simple

The introductory verb is mostly used in the past simple tense. In this case, we change the tense of the verb in the statement (reported clause) shifting from a present to a past tense and from a past tense to a past perfect. It should be noted that the form of the tense doesn't change; i.e. simple, continuous and perfect remain the same, except for the past simple which becomes past perfect. There are examples in the following table:

<i>Direct speech</i>	<i>Indirect speech</i>
Present	Past
<i>'Ali works in a bank.'</i> <i>'Ali is working.'</i> <i>'Ali has finished his work.'</i> <i>'Ali has been working.'</i>	<i>She said that Ali worked in a bank.</i> <i>She said that Ali was working.</i> <i>She said that Ali had finished his work.</i> <i>She said that Ali had been working.</i>
past	Past perfect
<i>'Ali worked in a bank.'</i> <i>'Ali was working in a bank.'</i>	<i>She said that Ali had worked in a bank.</i> <i>She said that Ali had been working in a bank.</i>

1. If the statement in the reported clause is still up to date or exists when we report, then we can either change the tense or keep it unchanged.
 - 'The jacket suits you.' → She told me that the jacket suits / suited me.
 - 'I don't like this type of music.' → He said that he doesn't / didn't like that kind of music.
 - 'My parents are going for pilgrimage in August.' → She said that her parents are /were going for pilgrimage in August. (We are still in April).
 - 'Inflation is rising more and more.' → They noted that inflation is / was rising more and more.

2. If the statement in the reported clause is no longer up to date, then we change the tense.

- 'My parents are going for pilgrimage in August.' → She said that her parents were going for pilgrimage. (We are in October, now they are no more there).

- 'We were thinking of buying the house but we decided not to.' → He said that they had been thinking of buying the house but had decided not to.

3. If we doubt whether the statement is true or untrue, then we change the tense.

- 'We have a yacht'. → She once said that they had a yacht. (So why do they want to lend yours.)
- 'The prime minister claimed that the government had made the right decision.

4. When the past continuous refers to an action that was completed before another in the past simple or present perfect, then the past continuous becomes past perfect continuous.

{ 'We were planning to buy a new house but we have decided not to.'
→ He said that they had been planning to buy a new house but had decided not to.

5. In written English past tenses usually do change to past perfect. But there are the following exceptions:

a. Past / past continuous tenses used in time clauses normally do not change.

{ He said, 'When I was watering/ watered the garden...'
→ He said that when he was watering / watered the garden...

The main verb in time clauses can either remain unchanged or change to the past perfect.

{ He said, 'When I was watering the garden, I found a coin.'
→ He said that when he was watering the garden, he found / had found a coin.

b. Unreal past tenses (subjunctives) after wish, would rather/ sooner and it is (high) time don't change.

- { *'We wish we didn't have to take exams', said the students.*
- *The students said they wished they didn't have to take exams.*
- { *She said, 'It's (high) time we started changing our bad habits.'*
- *She said that it was (high) time they started changing their bad habits.*

c. Conditional sentences type 2, 3 remain unchanged.

- *'If I knew, I would tell her,' said Tom.* → *Tom said that if he knew, he would tell her.*

2.2.3. Modals

When reporting with a verb in the past simple, some modals change but others remain unchanged as it is shown in the table:

Direct	Indirect
<i>will</i>	→ <i>would</i>
<i>can</i>	→ <i>could</i>
<i>may</i>	→ <i>might</i>
<i>shall</i>	↗ <i>would</i> (prediction) ↘ <i>should</i> (offers, requests and suggestions)
<i>would, could, might, should, ought to, needn't, used to</i>	<i>would, could, might, should, ought to, needn't, used to</i>
<i>must</i> (obligation)	<i>must/had to</i>
<i>must</i> (deduction)	<i>must</i>

- *'People will love it.'* → *He said that people would love it.*
- *'When shall I leave?'* → *She asked when she should leave. (request)*

- ‘We shall visit you soon.’ → He said that they would visit us soon. (future/prediction)
- ‘You must stop smoking.’ → The doctor told me that I had to/ must stop smoking. (obligation/necessity)

2.3. Reporting Verbs:

2.3.1. Reporting verbs with that-clauses

Some reporting verbs are followed by that- clauses in indirect speech and the introduction of an object (hearer) after the reporting verb depends on which verb is used.

a. Reporting verbs such as tell, assure, convince, inform, notify, persuade, remind and warn, necessitate the inclusion of an object.

- ‘They will leave early.’ → He told me that they would leave early.
(He ~~told that they...~~)
- ‘You should not play with wire.’ → He warned her that she shouldn’t play with wire.
- ‘I changed my address’ → I notified the bank that I had changed my address.
- ‘I’ll come back early’ → I assured my mother that I would come back early
(I ~~assured that I.....~~)

b. Reporting verbs such as say, admit, confess, mention, propose, report, announce, complain, explain, indicate, suggest and recommend can be followed by an object but preceded by ‘to’ (to + object).

- ‘I’ve done my job.’ → He said (to us) that he had done his job.
- ‘I’m guilty.’ → He confessed (to me) that he was guilty.

c. Reporting verbs such as agree, disagree, argue, check and confirm can be followed by an object but preceded by ‘with’ (with + object).

- *He disagreed (with me) that you were wrong.*
- *She checked (with me) that the machine was not defective.*

d. With some reporting verbs such as expect, believe, feel, intend, plan, think, suppose, want, the reporting verb is made negative when reporting a negative sentence.

- *'I expect she won't tell the truth.'* / *'I don't expect she will tell the truth.'*
→ *The judge didn't expect her to tell the truth.*
- *'He won't come on time.'* → *She didn't think he would come on time.*
(Rather than *She thought he wouldn't come on time.*)

2.3.2. Reporting verbs with infinitives and gerunds

a. Reporting verbs such as ask, invite, encourage, urge, order, expect, remind and warn are used with objects followed by infinitives. (object + to infinitive) .

- *'You can go with me!'* → *She invited me to go with her.*
- *'Don't touch that wire.'* → *He warned us not to touch that wire.*

b. Reporting verbs such as offer, apply, decide, decline, demand, refuse and volunteer do not require an object before the infinitive.

- *'I'll help you.'* → *He volunteered to help us.*
- *'I don't want to quit.'* → *He refused to quit.*
- *'I won't go.'* → *He decided not to go.*

c. Reporting verbs such as promise, agree, claim, hope, propose, threaten, vow, think, acknowledge, expect, assume, declare and report can be followed by an infinitive or a that-clause.

- *'We'll call you.'* → $\left\{ \begin{array}{l} \textit{They promised to call me.} \\ \textit{They promised that they would call me.} \end{array} \right.$
- *'Shall we rewrite it?'* → $\left\{ \begin{array}{l} \textit{He proposed to rewrite it.} \\ \textit{He proposed that we should rewrite it.} \end{array} \right.$

d. Reporting verbs such as deny, suggest, admit, mention, report, propose and recommend can be followed by a gerund or a that-clause.

- ‘*You should leave early.*’ → { *He recommended leaving early.*
He recommended that we should leave early.

- ‘*I didn’t take it.*’ → { *He denied taking it.*
He denied that he had taken it.

- ‘*Shall we do the work again.*’ → { *She proposed doing the work again.*
She proposed that we should do the work again.

- ‘*No, I’ll pay for the meal.*’ → { *He insisted on paying for the meal.*
He insisted that he would pay for the meal.

2.3.3. Reporting verbs in summary reports

a. In summary reports, we summarize what was said using some reporting verbs such as confess, apologize, and threaten. The verbs speak, talk and thank are used only in summary report (not in direct and indirect speech).

- ‘*Don’t think to escape or I call the police.*’ → *He threatened us.*
- ‘*Excuse me for what I did.*’ → *He apologized.*
- ‘*What I said was true.*’ → *He confessed.*
- *He said, ‘I’ve a problem.’* → *He talked to me about the problem.*
- *She said, ‘Thank you.’* → *She thanked me.*
- *She spoke briefly to reporters.*

b. In summary reports, we use some verbs with “*about*” such as boast, lie, complain, inquire, joke, protest, speak and write.

- *He complained about his living conditions.*

- *She inquired about the time of leaving.*
- *He joked about my new clothes.*
- *He boasted about his win.*

2.4. Reporting Questions.

a. We often report questions with verbs such as *ask*, *wonder*, and *want to know*. Wh-questions are reported with the *wh-word* and the statement and yes- no questions are reported with *if* or *whether* and the statement. When reporting questions, the subject and the verb take their usual places as in affirmative statements and the question mark is omitted.

- *'Where are you going?'* → *She asked me where I was going.*
- *'Is your father a doctor?'* → *She wanted to know if / whether my father was a doctor.*

b. We can report some wh-questions with *should* (about the right thing to do) by using an infinitive.

- *'What should I bring with me?'* → *She asked me what to bring with her.*

c. Only *whether* is used after the verb *question*, after a preposition and before an infinitive.

- *'Are you terrified?'* → *The man questioned whether they were terrified.*
- *'Are history books available?'* → *He inquired about whether history books were available.*
- *'Should I wait for you?'* → *She wondered whether to wait for me.*
- *'Did you switch off the computer or not?'* → *He wondered whether or not you had switched off the computer or if /whether you had switched off the computer or not.*

2.5. Reporting Orders, Requests, Advice and Opinions.

a. Orders

1. To report orders we usually use *tell* or *order* with an object and an infinitive.

- ‘Don’t touch this object.’ → *He told us not to touch that object.*
(Or: *He told us that we must not /didn’t have to touch that object.*)
- ‘Start with the first list.’ → *She ordered everyone to start with the first list.*

2. Orders can be reported with *have to*, *must* or subjunctive in more formal situations with demand and insist.

- ‘Stop talking.’ → *The teacher told us that we must / had to stop talking.*
Or *The teacher told us to stop talking.*
- ‘Do it yourself.’ → *He insisted that we had to/must do it ourselves.*
Or *He insisted that we do it ourselves.*

b. Requests

We report requests mainly using ask with an object and the infinitive. Other verbs are: beg, plead to and request.

- ‘Could you stop smoking, please?’ → *He asked me to stop smoking.*
(Or *She asked (me) if I could stop smoking.*)
- ‘Please help me.’ → *The old man asked me if I could / would help him.*

c. Advice

1. The verb advise can be used to report advice with an object and an infinitive or with a that-clause or a gerund.

- ‘Take care of your mother.’
 - *He advised her to take care of her mother.*
 - *He advised (her) that she should take care of her mother.*
 - *He advised taking care of her mother.*

2. We can use recommend or suggest to report advice with a that-clause with should or a subjunctive. We can also use a gerund when we don’t want to mention who will perform the action.

- ‘You should go by train.’
 - *He suggested that we should go by train.*
 - *He suggested that we go by train.*
 - *He suggested going by train.*

d. Opinions

1. Opinions are reported using verbs such as: think, believe, expect, feel, imagine, reckon, accept, suppose and suspect with a that-clause.

- *'It's a nice room.'* → *He thought that it was a nice room.*
- *'My daughter will succeed the exam.'* → *She believed that her daughter would succeed the exam.*

2. We can use *tell* and *say* in continuous tenses to report opinions in informal situations.

- *The students are saying that the exam was too difficult.*

The use of the different reporting verbs either with a that-clause, an infinitive or a gerund is summarised in the following table.

+ that-clause	+ Verb infinitive	+ Gerund
tell, assure, convince, inform, notify, persuade, remind, warn + obj	ask, invite, urge, encourage, order, expect, remind, warn, advise +obj+V(inf)	deny, suggest, admit, mention, report, propose, recommend, insist (on), complain (about). + gerund/that-clause
say, admit, confess, propose, report, mention, announce, complain, explain, suggest, recommend, advise + to +obj	offer, apply, decide, refuse, demand, volunteer + obj	Advise, apologize (for)
agree, disagree, argue, check, confirm	promise, agree, hope, claim, propose, threaten,	

+with+ obj	vow +V(inf) / that- clause	
------------	-------------------------------	--

N.B.: Complain, inquire, joke and boast (+ about + NP)

EXERCISES

Exercise 1: Rewrite the sentences in reported speech.

1. 'I'll come and see you on Friday if that's all right.'
She said
2. 'The conference will be spending a considerable time dicussing the world debt crisis.'
The statement said
3. 'The shop's closing in half an hour.'
She explained to us
4. 'He's planning to set up his own business.'
Gareth tells me
5. 'We're going to make quite a few cutbacks.'
The managing director said
6. 'The police have been investigating new allegations of fraud.'
A spokesperson said
7. 'When the project first started, there was a lot of interest in it.'
She explained
8. 'It's pouring with rain down here.'
She told me
9. 'I'll have finished writing the report by the time you get here.'
She promised me
10. 'My new computer has made a lot of difference to me.'
She says
11. 'The 8.45 train from Waterloo will be arriving in approximately five minutes.'
The station announcer has just said
12. 'When we were setting up the organisation, we had very little money.'
They told me

13. 'The club lost quite a lot of money last month.'

The treasurer told the meeting

14. 'It will be a very difficult time for all of us.'

He agreed

15. 'You work too hard. You should take more time off.'

He told me

Exercise 2: Write the following statements into reported speech.

1. 'The ice will soon be hard enough to skate on,' said Tom.

.....

2. 'I'm living with my parents at present,' she said, 'but I hope to have a flat of my own.'

.....

.....

3. 'I wish I had something to eat,' said Peter. ~ 'You've just had lunch,' said his sister, 'I don't know how you can be hungry again so soon.'

.....

.....

4. 'If you want to smoke, you'll have to smoke upstairs,' said the bus conductor.

.....

5. 'Let's light a fire and cook our sausages over it,' said the children.

.....

6. 'I was thinking of going by bus,' said Paul. ~ 'I should not go by bus (if I were you),' said his aunt. 'It's an awful bad service.'

.....

.....

7. 'You'd better take your own sleeping bags; you may have to sleep out,' he warned us.

.....

8. 'I wish we had brought our guitars,' said the students. 'Then we could have offered to play in the restaurant and perhaps they would have given us a free meal.'

.....
.....

9. 'I'm sorry for not having a tie on,' said Peter. 'I didn't know it was going to be a formal party.'

.....
.....

10. 'Let's go to the races!' said Ann. 'We might make our fortunes. I've been given a very good tip for the 2.30.' ~ 'I had 'good tips' from you before,' said Paul, 'and they were disastrous.'

.....
.....

Exercise 3: Put the sentences into reported speech, summarizing what was said and using the verbs in the box (an example is provided).

decide	complain	accuse	advise	apologize
offer	persuade	remind	warn	refuse

1. A : I don't think you should hand in your resignation immediately. Give yourself more time to think about it.

B : OK. I suppose you're right. I'll leave it for a while then.

He persuaded me not to hand in my resignation immediately.

2. 'I know you've got a lot of work to do at the moment. I'll help you type up that report if you like,' he said.

.....
.....

3. 'No, I'm not going to discuss it with you. I think it's a waste of time,' he said.

.....

4. 'I really think I should have been invited to the meeting. I'm very unhappy about the fact that I wasn't,' he said.
.....
.....
5. 'You've been quite ill and you need to recover. I really think you should take it easy for a few days,' the doctor said.
.....
.....
6. 'You must not go near their house again or there will be trouble,' the police said to him.
.....
.....
7. 'After giving the matter some serious thoughts, we have now reached a final decision. We are going to close down the naval base in two years'time,' said the ministry of defence.
.....
.....
.....
8. 'Someone's been reading my diary. I know they have. I found it in the wrong drawer this morning. It was you, wasn't it?', he said.
.....
.....
9. 'Remember that you've got to apply for a new passport. Yours is out of date now,' he said to me.
.....
.....
10. 'I'm really sorry about all the trouble I have caused. I didn't mean to,' she said.
.....

Exercise 4: Write a summarized report of the following speech.

‘I’m delighted to have been elected onto the Council and I thank all those voters who came out in the train today to vote for me. I am very much looking forward to represent the interests of the residents of Kimbridge valley and hope that I will have the opportunity to do so for many years to come.

During the last few weeks, I have spoken to many of the valley residents on the doorstep and I have a clear idea of the issues which are of most concern to them. The proposed closure of the school is understandably causing a great deal of anxiety and I shall do everything in my power to fight against that. I hope that I will be successful.

Thanks again to my supporters and a big thank to all those who helped me during the campaign.’

In her acceptance speech, Diane Banham said that she was delighted

.....
.....
.....
.....
.....
.....

Exercise 5: Write the following in reported speech.

1. ‘Where do you think we should advertise?’
He asked me
2. ‘Are you going to audition for the play?’
Emma asked me
3. ‘How is Laure getting on?’
She often asks me you
4. ‘Shall I ask her out for a meal?’
He’s been wondering
5. ‘Why did Matthew look so embarrassed when he saw Carole?’
He asked
6. ‘Must we stay here all evening?’
He asked

7. 'What are they doing about publicity for the event?'
She wondered
8. 'Will you send me the report when it's finished?'
He asked me
9. 'Have you brought the student record or not?'
She asked me
10. 'Do you think you could keep your voices down?'
She asked us
11. 'Where did you buy that hat?'
She wanted to know
12. 'Have you been eating properly?'
The doctor asked me
13. 'Don't make any noise during the performance?'
They asked us
14. 'Were you still teaching music when you met Oliver?'
Mike asked me

Exercise 6: Write the following questions in reported speech.

1. 'Who has been using my telephone?' said my mother.
.....
2. 'What were you doing with these keys?' said Mr Jones. 'Were you trying to get at the secret files?'
.....
.....
3. 'Could I see Commander Smith?' the lady asked. ~ 'I'm afraid he's in in orbit,' I said. 'Would you like to leave a message ?'
.....
.....
4. 'Would you like to come with us?' they said. 'There's plenty of room in the car.' ~ 'I'd love to,' said Ann.

.....
.....
5. 'Would you mind taking off your hat?' I said to the woman in front of me.
~ 'But the theatre is almost empty!' she said. 'Why don't you move along a bit?'

.....
.....
6. 'Have you ever seen a flying saucer?' he asked.

.....
.....
7. 'Did you catch your train or not?' he asked.

.....
.....
8. 'Will it be all right if I come in a little later tonight?' asked the au-pair girl.
.....

Exercise 7: Put the following in reported speech. (commands, requests)

1. 'Don't put sticky things into your pockets,' said his mother.
.....

2. 'Please, please, don't do anything dangerous,' said his wife.
.....

3. 'Could I have some more pudding, please?' said the boy.
.....

4. 'Do go to the dentist, Tom, before your toothache gets any worse,' I said.
.....

5. 'Would you please fill in this form and then join the queue?' said the secretary.
.....

6. 'Lend me your pen for a moment,' I said to Mary.
.....

7. 'Don't believe everything you hear,' he warned me.
.....

8. 'I should say nothing about it if I were you,' said my mother.

.....
9. 'Remember to book a table,' said Ann.
.....

10. 'Hold the ladder,' he said. 'It's unsteady.'
.....

11. 'Why don't you open a bank account?'
.....

12. 'You had better not to leave your money lying about,' said one of the students.
.....

Exercise 8: Put the following into the indirect speech, avoiding as far as possible the verbs, say, ask and tell and choosing instead from the following:

accept, accuse, admit, advise, agree, apologize, assure, beg, call (+noun/pronoun+noun), complain, congratulate, deny, exclaim, explain, give, hope, insist, introduce, invite, offer, point out, promise, protest, refuse, remark, remind, suggest, thank, threaten, warn, wish.

1. He said: 'Don't walk on the ice ; it isn't safe.'
.....

2. 'Miss Brown, this is Miss White. Miss White, this is Miss Brown,' he said.
.....

3. 'Here are the car keys. You'd better wait in the car,' he said to her.
.....

4. 'Please, please, don't tell anyone,' she said. ~ 'I won't, I promise,' I said.
.....

5. 'Would you like my torch?' I said, holding it out. ~ 'No, thanks,' he said. 'I have one of my own.'
.....
.....

6. Tom: I'll pay. ~ Ann: Oh no, you mustn't! ~ Tom: I insist on paying.
.....

7. 'Come in and look round. There's no obligation to buy,' said the shopkeeper.
.....
8. 'If you don't pay the ransom, we'll kill the boy,' said the kidnapper.
.....
9. 'I won't answer any question,' said the arrested man.
.....
10. 'He expects a lot of work for very little money,' complained one of the typists. ~ 'Yes, he does,' agreed the other.
.....
.....
11. 'I wish it would rain,' she said.
.....
12. 'You pressed the wrong button,' said the mechanic. 'Don't do it again. You might have a nasty accident.'
.....
.....
13. 'Your weight's gone up a lot!' I exclaimed.
.....
14. 'I hope you'll have a good journey,' he said. 'Don't forget to send a card when you arrive.'
.....
.....
15. 'Hurrah! I've passed the first exam!' he exclaimed. ~ 'Congratulations!' I said, 'and good luck with the second.'
.....
.....
16. 'All right, I'll wait a week', she said.
.....
17. 'Many happy returns of your birthday!' we said. ~ 'Thanks,' said the boy.
.....
18. 'Your door is the shabbiest in the street,' said the neighbour. ~ 'It is,' I said.

.....
19. ‘Cigarette,’ ~ ‘Thanks,’ I said.
.....

20. ‘I’m sorry I’m late,’ she said. ‘ The bus broke down.’
.....

21. ‘You’ve been leaking information for the Press!’ said his colleagues. ~ ‘No, I haven’t,’ he said. ‘Liar!’ said Tom.
.....
.....

22. ‘I’ll drop you from the team if you don’t train harder,’ said the captain.
.....

THE SUBJUNCTIVE

1. Present Subjunctives

The present subjunctive is used in formal situations. It has exactly the same form as the bare infinitive, i.e., it has exactly the same form of the present simple tense but the ‘s’ is not added with the third person singular. Note that the subjunctive of to be is *be*.

- Long *live* the queen!

The present subjunctive is used to express a wish or hope in certain exclamations often with supernatural powers.

- God *bless* you.
- God *forgive* you.
- Heaven *be* praised.
- So *be* it.
- *Suffice* it to say...

- *Curse* this for.
- *Heaven* forbid!
- *Be* that as it may ...

2. Past Subjunctives

Past subjunctives are in fact unreal past tenses (subjunctives), they have the form of the past but they don't express the past tense.

Unreal past tenses can be used after *wish* and *if only* for example, in this case the form of the verb is past but in fact it does not express the past. As for to be, *were* is the correct use, in formal English, with I /she/he but *was* is often used in conversation (oral mode).

2.1. Subjunctive after *wish* and *if only*

1. Wish can be used with a past tense to express regret about a present situation.
 - I wish I *had* more information to give you. (I regret the fact that I don't have more information)
 - I wish you *could* drive me home. (I regret the fact that you can't drive me home)
2. Wish can be used in the past without changing the subjunctive.
 - He *wished* he *had* more information to give you.
3. Wish can be used with a past perfect tense to express regret about a past situation.
 - I wish I *hadn't lost* so much time. (I regret having lost so much time)
 - I wish you had showed up. (I regret the fact that you didn't come)
4. *If only* can be used with a past tense to express regret but in a more dramatic way.
 - If only we *found* a solution to the problem.
 - If only she *had asked* me before taking such a decision.
5. Likewise past and past perfect tenses after *if* express unreality or improbability.

- If I *were* you, I wouldn't buy that old house. (improbable)
- If they *had known*, they would have come earlier. (unreality)

2.2. Subjunctive after *as if / as though*

1. The past subjunctive can also be used after *as if / as though* to express unreality, improbability or doubt in the present.

- She behaves as if/though she *were* the boss. (but she is not the boss or we don't know whether she is the boss or not)
- He talks as if/ though he *knew* exactly what happened. (but he doesn't know what happened or we don't know whether he knows what happened or no)

2. The verb proceeding as if / as though can be put into the past without changing the tense of the subjunctive.

- He *orders / ordered* me as if/though I *were* his employer. (but I am not)

2.3. Subjunctive after *would rather / sooner*

'Would rather/ sooner' are used to express preference; they can be used either with a bare infinitive or with a past subjunctive.

1. *Would rather / sooner* are followed by the bare infinitive when the subject of would rather/sooner is the same as the following action.

- A: Would you like to leave today or tomorrow?
B: I would rather/sooner *wait* till tomorrow.

In this case 'prefer' can be used with a full infinitive. (B: I *prefer to wait* till tomorrow.)

2. However, if the following action has another subject, a past subjunctive is used after would rather/sooner.

- A: Would you like him to paint the house blue?
B: I'd rather/ sooner he painted it white.

Likewise, if *prefer* is used, it can be followed by an object and a full infinitive (B: I prefer him to paint it white).

2.4. Subjunctive after *it's (high) time*

It's time can be used with a full infinitive or a past subjunctive with a little difference in meaning.

- It's time *to start* revision or It's time for us *to start* revision. (It states that the right time to start revision has come.)
- It's time we *started* revision. (It means that we are a little late for the revision, *high* is added to emphasize this idea, It's *high* time we *started* revision).

EXERCISES

Exercise 1: Put the verbs in brackets in the right form.

1. It's just struck midnight. It's *high* time we (leave) !
2. He talks as if he (do) all the work himself, but in fact Tom and I did most of it.
3. I wish I (know) what is wrong with my car.
4. It looks like rain ; you (have) better take a coat.
5. I wish I (ask) the fishmonger to clean these fish. (*I'm sorry I didn't ask him*).
6. The cheese looks as if rats (nibble) it.
7. It's *high* time they (mend) this road.
8. If you (tie) the boat up, it wouldn't have drifted away.
9. I wish you (not give) my phone number. (*I'm sorry you gave it to him*).
10. If only he (know) then that the disease was curable !

11. I wish transistor radios never (be) invented.
12. A flower pot fell off the balcony on the head of a man who was standing below. It was most unfortunate that he happened to be standing just there. If he (stand) a foot to the right or left he'd have been unharmed.
13. That man has brought us nothing but trouble. I wish I never (set) eyes on him.
14. If you (have) a peep hole in your door, you would have seen who was standing outside and keep the door shut.
15. I wish I (not try) to repair it. I only made it worse.
16. He looks as though he never (get) a square meal, but in fact his wife feeds him very well.

Exercise 2: Answer the following questions by expressing a preference for a different action.

Question : Can I write my essay on the back of an envelope ?

Possible answer: I'd rather you wrote it on a sheet of foolscap.

Similarly:

Question: Can we bring our pet snake to your party?

Possible answer: I'd rather you didn't or I'd rather you left it at home.

It would also of course be possible to answer with **prefer** + object + infinitive :

I'd prefer you to write it on foolscap.

I'd prefer you to leave it at home.

1. Can I go alone ?
.....
2. Can we start tomorrow ?
.....
3. Can we sleep in the garden tonight?

.....
4. Can we use your scissors to cut this wire?

.....
5. Can I leave school at sixteen?

.....
6. Can we come in late tomorrow?

.....
7. Shall I wake you up when I come in and tell you what happened?

.....
8. Can I clean my motorcycle in the kitchen?

.....
9. Can I tell Tom what you have just told me?

.....
10. Can I go barefoot ?

.....
11. Shall we paint your door pink with yellow stars?

.....
12. Shall I ring you at 3 a.m.?

.....
13. Shall I threaten to burn down his house?

.....
14. Can I park my helicopter on the roof of your house?

.....
15. Can we hitch-hike to Rome?

.....
16. Will it be all right if I write it in longhand?

Exercise 3: Rewrite the following using a wish construction (phrases in brackets should be omitted)

1. I'm sorry I don't live near my work.

.....
2. I'm sorry our garden doesn't get any sun.

.....
3. I'm sorry I called him a liar.

.....
4. I'm sorry I don't know Finnish.

.....
5. I'd like Tom to drive more slowly (*but I haven't any great hopes of this*).

.....
6. I'd like you to keep quiet. (*You're making so much noise that I can't think.*)

.....
7. It's a pity that shops here shut on Saturday afternoon.

.....
8. It's a pity he didn't work harder during the term.

.....
9. I would like it to stop raining (*but I'm not very hopeful*).

.....
10. I'd like you to wait for me (*even though you are ready to start now*).

.....
11. I'm sorry I ever came to this country.

.....
12. I'm sorry I left my last job.

.....
13. I'd like him to stop smoking in bed (*but I haven't any great hopes*).

.....
14. Motorists in fog : It's a pity we don't know where we are.

.....
15. I'm sorry I didn't ask the fishmonger to open these oysters.

.....
16. I'm sorry you aren't going to a job where you could use your English.

LINKING WORDS

1. Definition

Linking words are words or short phrases which help to connect ideas, sentences, paragraphs and sections both backwards and forwards; in order to make your writing clear and easy to follow.

2. Characteristics of linking words

Linking devices vary in three ways

2.1. Position in the text

- Some linking words are generally used to form a link between clauses within the same sentence. Therefore, it is bad style to start a sentence with these devices namely *and, but, so, because, then, until* and *such as*.
- Another set of linking words is used to form a connection between sentences. These devices must start with a capital letter and immediately followed by a comma; They include: *Furthermore, - Moreover, - Nevertheless, - Therefore, - In conclusion, .*
- Other linking words, however, can either occur at the beginning of a sentence, or in the middle to form a link between its clauses; In this case, the choice goes back to the writer's own style.

2.2. The function of linking words

Linking words provide cohesion in a piece of writing thanks to the various functions they play such as *adding extra information; contrasting ideas; expressing cause and effect, reason or purpose; giving opinions; listing examples; contrasting ideas; summarising and making conclusions.*

2.3. Grammatical differences

- Some linking devices have to be followed by a clause (Subject+ Verb+ Object) such as *although, because, while* and *so*.
- Other linking words need to be followed by a noun phrase ((the) + Noun/ Pronoun or Gerund), like *because of, during, despite* and *in spite of*.
- Some other linking words can be followed by either a clause or a noun phrase.

3. Classification of linking words

The mainly used linking words are classified below according to their functions:

Giving Examples	
<i>Linking Devices</i>	<i>Use, Features and Illustrations</i>
For example For instance Such as To illustrate As an illustration To demonstrate Namely e.g. (for example) i.e. (that is)	The most common way of giving examples is by using <i>for example</i> and <i>for instance</i> . <i>Namely</i> refers to something by name. e.g. There are two aspects to take into account: <i>namely</i> , the expense and the time.

Summarising/ Concluding	
<i>Linking Devices</i>	<i>Use, Features and Illustrations</i>

All in all/ Altogether Generally Hence/ Then/ Therefore/ Thus In a nutshell In brief/ In short In conclusion/ To conclude In summary On the whole Overall To summarise/ To sum up	We usually use these words at the beginning of sentences to give a summary of what we have said or written. e.g. <i>On the whole</i> , I'm in favour of the idea.
--	--

Adding Information	
<i>Linking Devices</i>	<i>Use, Features and Illustrations</i>
Above all Actually Additionally Again Also And Another point is that Apart from As well (as) Besides Both... and... Correspondingly Equally Especially Further Furthermore	Ideas are often linked using <i>and</i> . When having a list, a comma is put before each item, but not before <i>and</i> . e.g. We visited France, Spain <i>and</i> Italy. <i>Also</i> is used to add an extra point. e.g. We <i>also</i> spoke about marketing. We can use <i>also</i> with <i>not only</i> to give emphasis e.g. Take <i>not only</i> your coat but <i>also</i> your umbrella. Never start a sentence with <i>also</i> ; <i>In addition</i> , or <i>In addition to this</i> , can be used instead. <i>As well as</i> can be used at the beginning or the middle of a sentence.

In addition	e.g.
In addition to	- <i>As well as</i> my friends, I invited my
Indeed	cousins.
In the same way	- I invited my friends <i>as well as</i> my
Likewise	cousins.
Moreover	<i>Too</i> occurs either at the end of the
Notably	sentence or after the subject meaning
Not only...but also...	<i>as well</i>
Obviously	e.g. Jemmy was absent <i>too</i> .
Particularly	Jemmy, <i>too</i> , was absent.
Similarly	<i>Apart from</i> and <i>besides</i> are usually
Specially	used to mean <i>as well as</i> , or <i>in</i> .
Then	<i>Moreover</i> and <i>furthermore</i> add extra
Too	information to what has just been
What is more	mentioned.

Sequencing Ideas	
<i>Linking Devices</i>	<i>Use, Features and Illustrations</i>
First → furthermore → finally.	The three first combinations are useful
Firstly → Secondly → thirdly →	ways to list ideas.
finally (or lastly).	It is very rare to use <i>fourthly</i> of <i>fifthly</i> . In
To begin/ start with, → In the	such instances, the expressions <i>the first</i>
second place, → Moreover →	<i>point, the second point, the third point;</i>
To conclude,	and so on; are preferable.
The former...the latter...	<i>The former</i> and <i>the latter</i> are practical
The first point is	when we want to refer to one of two points.
Lastly	e.g. We have two lectures this morning:
The following	grammar and linguistics.
To begin/ start with, → In the	<i>The former</i> will at 8:30 and <i>the latter</i> at 10.
second place, → Moreover →	<i>The following</i> is a good way of starting a

To conclude, ...		list.
Above all	}	e.g. <i>The following</i> students will sit for the make-up exam: N. Peters, C. Jones and A. Owen.
Last but not least		Mark the end of an ascending order
First and foremost	}	
First and most importantly		Mark the end of a descending order

Expressing Cause/ Reason	
<i>Linking Devices</i>	<i>Use, Features and Illustrations</i>
As	<i>As</i> and <i>since</i> mean <i>because</i> .
As a result	e.g. <i>As/ since/ because</i> I don't complain, people think I'm satisfied.
Because	
Because of	<i>Because</i> can be use at the beginning or in the middle of the sentence.
Due to/ Due to the fact that	e.g. He walked slowly because he was tired.
For this reason	
Since	<i>Because of</i> is followed by a noun; e.g. <i>Because of</i> bad weather, the football match was postponed.
Owing to/ Owing to the fact that	<i>Due to</i> and <i>owing to</i> must be followed by a noun. If we want to follow them by a clause, we must add <i>the fact that</i> ; e.g. Most of the problems were <i>due to</i> human error.

Expressing Effect/ Result	
<i>Linking Devices</i>	<i>Use, Features and Illustrations</i>
<p>Accordingly</p> <p>As a result/ the result is</p> <p>As a consequence /Consequently/</p> <p>Because of</p> <p>For this /that reason</p> <p>Hence</p> <p>In order that</p> <p>Now</p> <p>So</p> <p>So that</p> <p>then</p> <p>Therefore / Thus</p>	<p>All these devices are use to express the consequence or result from what is implicit in the preceding sentence or sentences.</p> <p>e.g. The company is expanding. <i>Consequently</i>, extra staff is being taken.</p> <p>Note: avoid starting a sentence with <i>so</i></p> <p>e.g. It was raining, <i>so</i> we decided not to go to the beach.</p>
Reformulation	
<i>Linking Devices</i>	<i>Use, Features and Illustrations</i>
<p>Better</p> <p>In other words</p> <p>In that case</p> <p>Rather</p> <p>That is/ That is to say</p> <p>To put it (more) simply</p>	<p>All these expressions are used similarly to express something in another way.</p>

Contrasting Ideas	
<i>Linking Devices</i>	<i>Use, Features and Illustrations</i>
<p>Although</p>	<p>Although, despite and in spite of introduce an</p>

But	<p>idea of contrast. With these you must have two halves of a sentence.</p> <p>e.g. <i>Although/ In spite of</i> the cold, she went out without coat.</p> <p>But is more informal than however and never used at the beginning of a sentence.</p> <p>e.g. She works hard but doesn't earn enough.</p> <p>Nevertheless and nonetheless mean <i>in spite of that</i> or <i>anyway</i>.</p> <p>e.g. Our defeat was expected but it is disappointing nevertheless.</p> <p>Whereas, while and unlike are used to show how two things are different. e.g. While my sister has blue eyes, mine are brown.</p> <p>In theory...in practice... ; shows an unexpected result.</p> <p>e.g. That sounds easy in theory but very difficult in practice.</p>
By (way of) contrast	
Conversely	
Despite/ Despite the fact that	
Even though	
In contrast/ On the contrary	
In fact	
In reality	
In spite of/ In spite the fact that	
In theory...in practice	
Instead	
Nevertheless	
Nonetheless	
On the one hand...On the other hand	
Then	
Whereas	
While	
Unlike	

Expressing Time

Linking Devices

After a while	For	Shortly
Afterwards	Formerly	Simultaneously
At last	In the meantime	Since
At that time	In the past	Soon
At the same time	Initially	Subsequently
Before	Later	then
Currently	Meanwhile	Thereafter
During	Now	Until

Earlier	Once	Until now
Eventually	Presently	Whenever
Finally	Previously	While

Indicating the Place	
<i>Linking Devices</i>	
Above	In front (of)
Adjacent	In the background
At the side	In the foreground
Behind	There
Below	To the left
Elsewhere	To the right
here	

Notice:

The best way to master these devices as well as the various instances of their use is a wide exposure to written texts (i.e. reading). Most textbooks and articles are well-written and fully rich of these cohesive devices. Note how they are used and make sure that you understand their meaning, because their incorrect use could change completely what you would like to say. Besides, accustom yourself to use a variety of expressions and whenever possible; particularly in longer pieces of writing; to enrich progressively your vocabulary and better your style.

EXERCISES

Exercises 1: Fill in the blanks by choosing the appropriate linking device from the list suggested under each sentence.

1. The team haven't been playing too well., they are expected to win this afternoon.

(Nevertheless / In contrast/ On the contrary)

2. in nearly every country in the world they drive on the right, in England they insist on driving on the left.

(On the one hand/ While/ Nevertheless)

3..... to the north, which will remain warm and sunny, the south will become cloudy during the early morning.

(On the contrary/ In contrast/ Although)

4. He couldn't get the machine to work following the instructions carefully.

(despite/ however/ while)

5. I'm not tired at all., I'm feeling full of energy.

(however / in contrast / on the contrary)

6. the computer had recently been repaired, it still kept crashing.

(Although / Whereas/ However)

7. I know we agreed to raise the issue at the next meeting we simply won't have the time to discuss it.

(although/ whereas/ but)

8. The man was arrested claiming to have been nowhere near the scene of the crime.

(Whereas/ in spite of/ while)

Exercise 2: Complete the second sentence so that it has a similar meaning to the first using the word given. Use no more than SIX words and do not change the form of the word in capitals.

1. The accident happened because of terrible weather.

The accident bad weather. (RESULT)

2. The train was cancelled so I missed my appointment.

..... the train cancellation, I missed my appointment.

(CONSEQUENCE)

3. They decided to buy a new car because of the problems they were having with their old one.

They decided to buy a new car problems with their old one.

(SINCE)

4. We were unable to contact you as communications were so poor.

We couldn't contact you communications were so poor.

(OWING)

5. You have been late every morning this week so we have deducted the lost time from your wages.

We have deducted money from your wages you have been late every morning this week. (DUE)

6. I was sent home from school because I was feeling sick.

The student was sent home the fact that he was feeling sick.

(ACCOUNT)

7. It was too far to walk so we caught the bus.

We got the bus as to walk. (ENOUGH)

8. The film was so boring that we decided to leave early.

..... we decided to leave early. (SUCH)

Exercise 3: Complete the letter below with the appropriate linking devices.

Dear Mum and Dad,

You must be wondering why you haven't heard from me over the last couple of weeks.

....., it is..... I've been trying to collect my thoughts

.....find the right words to tell you what has happened.

....., I don't want anyone to feel hurtany decision I might make.

I know I promised when I took the job here that it would be for a maximum of two years and..... I would return home and run the family

business. Believe me,, that was what I genuinely planned to

do., two things have happened to make me want to change those plans -
 have I been offered a permanent contract,
I have fallen in love - with Neil, a colleague in the same
 department - I've mentioned him often in letters.
, we would like to get married out here quite soon. I do hope you
 both aren't too shocked and disappointed by all of this.
, hasn't Paul always shown more flair for business than me?
 might it not be the best solution that my baby brother run the family
 firm?, I think he'd do it very well.
 Please write soon. I can't feel truly and completely happy about it all until I hear your
 reactions.

All my love
 Jenny

Exercise 4: Supply the following sentences with the correct linking devices

1. Kazuo looks Japanese, he's still considered a foreigner in Japan.
2. Kazuo thinks he will look Japanese he wears different clothes.
3. When he was younger, he used to denigrate his origins
 now, on the contrary, he values them.
4. Kazuo has lost his Japanese habits he arrived in England.
5. Kazuo hadn't realized he had become British his parents
 visited him.
- 6..... Japanese children, English children argue a lot.
7. Kazuo's sister never denied her origins Kazuo did.
8. He left Japan when he was very young: he doesn't
 know many Japanese words.
9. his parents' opposition, Kazuo would like to marry
 an English girl.
10. how hard Kazuo tried, he couldn't make his
 parents change their mind.

CONJUNCTIONS

1. Definition

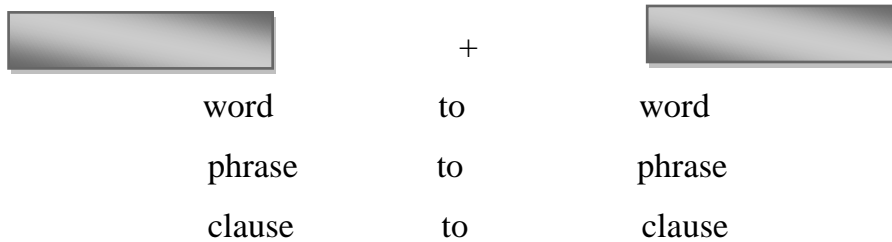
Conjunctions are one type of linking words. A conjunction is a part of speech that joins or connects two elements together (i.e. words, phrases, clauses, sentences and paragraphs).

2. Types of Conjunctions

There are two types of conjunctions:

2.1. Coordinating Conjunctions

Also called coordinators, are the simplest kind of conjunctions and all have fewer than four letters. These are used to join parts of a sentence (items) that are grammatically equal and similar in importance and structure:



- Word to word: *Most children like [cookies] and [suits].*
- Phrase to phrase: *Do you like camping [at the beach] or [by the lakeside]?*
- Clause to clause: *[The train came late] and [I was tired].*

Coordinating conjunctions are: **For, And, Nor, But, Or, Yet** and **So**. Generally, the acronym **FANBOYS** is used to remember them; based on their initials spell.

N.B.: Coordinators always occur between the items they join, neither at the beginning nor at the end of the sentence.

- Correct: *I like coffee, but I hate tea.*
- Incorrect: *But I hate tea, I like coffee.*

2.1.1. Punctuation with Coordinating Conjunctions

A- When a coordinating conjunction joins two words, phrases or subordinate clauses, there is no need to put a comma before the conjunction.

- *Words: Jack **and** Jill went up the hill.*
- *Phrases: You can sit next to me **or** behind Tom.*
- *Subordinate clauses: The water was cold **but** I went swimming.*

*She is kind **so** she helps.*

B- When a coordinating conjunction joins independent clauses, it is always correct to place a comma before the conjunction.

- *I want to become a journalist in the future, **so** I am specialising in translation from French to English.*

However, if the independent clauses are short and well balanced, there is no need to put a comma.

- *She failed **so** she is sad.*

C- When a coordinating conjunction joins two or more items, this creates a series and a comma is, then, required between the two first elements and optional before the conjunction.

Examples:

- *Peter spent his summer holidays studying basic math, writing, **and** reading comprehension.*

Or

- *Peter spent his summer holidays studying basic math, writing **and** reading comprehension.*

D- A comma is also used with *but*, when expressing *contrast*.

- *This rule is useful, but difficult to understand.*

2.1.2. Use of coordinating Conjunctions

a. For

The word *for* is most of the time used as a preposition. However, it also functions; on more rare occasions; as a coordinating conjunction. The coordinator *for* is used to introduce a reason for the preceding clause.

- *The baby is sleeping **for** he has been crying all night long.*

b. And

As a conjunction, *and* is used in the following cases:

- 1- To show that one action is chronologically sequential to another (i.e. to express a chronological sequence of actions).
 - *She sent in her application for the job **and** is still waiting for an answer.*
- 2- To show that one action is the result of another.
 - *They invested money in the company right at the start **and** this brought them success.*
- 3- To show that one idea is in contrast to another (usually, *and* may be replaced by *but* in this usage).
 - *By the end of the day, we were tired **and** happy.*
 - *By the end of the day, we were tired **but** happy.*
- 4- To suggest an element of surprise. In this case, *and* is often replaced by *yet*.
 - *It is a small car, **and** it is surprisingly spacious.*
 - *It is a small car, **yet** it is surprisingly spacious.*
- 5- To show that one clause is dependent upon another. Usually in this case, the first clause is an imperative.
 - *Miss another class **and** you will fail.*

6- To give a kind of comment on the first clause.

- *Mark became addicted to drugs— **and** that was a surprise for no one.*

c. Nor

The conjunction *nor* is not often met as the other conjunctions, especially when used alone. Nevertheless, *nor* is usually used in conversation or writing with other negative expressions to express a non- contrasting negative idea.

- *He wasn't there on Monday, **nor** on Tuesday for the meeting.*

d. But

1- *But* is used to suggest a contrast that is unexpected to occur in light of the first clause.

- *A terrible accident occurred between two buses, **but** no one was injured.*

2- *But* is also used to link two ideas in the meaning of “*with the exception of*”. In this case, the second word plays the role of subject.

- *All the employees **but** Mr. Wilson went on a strike.*

e. Or

1- *Or* is used to suggest that only one possibility can be realised, excluding one or the other.

- *You must study hard **or** you will fail.*

2- To introduce a combination of alternatives.

- *Do you prefer meat **or** fish for dinner?*

3- To suggest a restatement or correction of the first part of the sentence.

- *Jack masters height languages, **or** so he pretends.*

f. So

1- As a conjunction, *so* is used to express the result or consequence of an action.

- *It was still painful **so** I went to the doctor again.*

2- *So* can also be used to express sameness or addition.

- *Soto is not the only Olympic athlete of his family, so are his brother, sister and uncle.*

3- Sometimes, *so* occurs at the beginning of a sentence to act as a summing device or transition. In this case, it is often separated from the rest of the sentence with a comma.

- **So**, the police arrived and intervened rapidly.

g. Yet

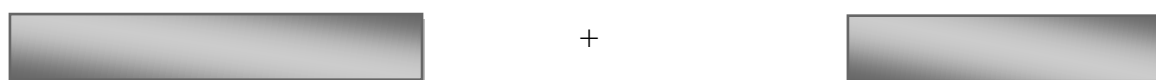
The word *yet* functions as a coordinating conjunction with the meaning of nevertheless or but.

- *He is brilliant, yet he didn't pass the exam.*

2.2. Subordinating Conjunctions

Subordinating conjunctions; also called subordinators; are found only in complex sentences and used to join two clauses together: the main (or independent) clause to the subordinate (or dependent) one.

The idea in the main clause is the most important one while that of the subordinate clause is less important as illustrated below:



Independent Clause

Subordinating Conjunction

Dependent Clause

Frank went swimming

although

it was raining.

2.2.1. Remarks

- ✓ Notice that the independent clause can stand alone as it carries the main idea of the sentence, whereas the subordinate clause cannot as it depends on the rest of

the sentence for its meaning. Besides, it supplies a time, reason, condition; and so on; for the main clause.

- ✓ A subordinating conjunction always comes at the beginning of a subordinate clause, as it introduces it.

- *The snowman melted **because** the sun came out.*
Subordinator Subordinate Clause

- ✓ The subordinate clause can occur after or before the main clause. Thus, two structures are possible:

A- **Structure One:** Main Clause + Subordinate Clause

- All is lost unless we act now.

B- **Structure Two:** Subordinate Clause + Main Clause

- After the rain stopped, the dog run into the mud to play.

2.2.2. Punctuation Note

When the independent clause precedes the dependent one in a sentence, no comma is needed to separate the two clauses. However, if the dependent clause is placed first, a comma is required between the two clauses.

The most commonly used subordinating conjunctions are summarised in the table below; some of which may also be used as prepositions.

Subordinating Conjunction					
Time	Reason	Concession	Place	Condition	Manner
after	because	although	where	if	as if
as	in order that	ven though	wherever	unless	as though
as ... as	since	though		in case	how
before	so that	while		even if	
since	why			whether or not	
when					
whenever					
while					
until					

EXERCISES

Exercise 1: Fill in the blanks with these words: although, and, because, but, or, since, so, unless, until, when.

1. Things were different I was young.
2. I do it I like it.
3. Let us wait here the rain stops.
4. You cannot be a lawyer you have a law degree.
5. That was years years ago.
6. She has not called she left last week.
7. I saw him leaving an hour two ago.
8. This is an expensive very useful book.
9. We were getting tired we stopped for a rest.
10. He was angry he heard when happened.
11. Walk quickly you will be late.
12. He had to retire of ill health.
13. We will go swimming next Sunday it's raining.
14. I heard a noise I turned the light on.
15. Would you like a coffee tea?
16. Do you know she will arrive?
17. the car is old it still runs well.
18. Do you want a pen a bit of paper?
19. I would like to go I am too busy.
20. She will die the doctors operate immediately.

Exercise 2: Choose the right conjunction among those proposed to fill in the blanks

1. Receptionists must be able to relay information pass messages accurately.

(A) or (B) and (C) but (D) because

2. I did not go to the show I had already seen it.

- (A) until (B) because (C) so (D) but
3. Mary is a member of the Historical Society the Literary Society.
(A) as (B) or (C) and (D) but
4. Read over your answers correct all mistakes before you pass them up.
(A) or (B) and (C) because (D) while
5. Keep the food covered the flies will contaminate it.
(A) or (B) and (C) until (D) though
6. he is thin, he is strong.
(A) But (B) As (C) Though (D) Because
7. Susie phoned wrote after she left home.
(A) either... or (B) neither... nor (C) while... and (D) though... or
8. She had an unpleasant experience she was in Thailand.
(A) but (B) and (C) because (D) while
9. The committee rejected the proposal they did not think it was practical.
(A) or (B) but (C) though (D) because
10. John welcomed his guests offered them drinks.
(A) and (B) while (C) until (D) as

Exercise 3: Fill in the blanks with the correct conjunctions from the brackets

1. We decided not to play football it was raining. (*but, as, so*)
2. The boys were tired they fell asleep at once. (*so...that, such ...that, so...as*)
3. It wasa cold day that I had to wear a sweater. (*so, such, as*)
4. " you like, I'll go with you," she offered. (*If, As, So*)
5. He did not want to go there his mother forced him to. (*despite, or, but*)
6. he studied hard, he failed the test. (*So, Either, Though*)
7. "We can walk take the bus. Both ways are fine with me." I said. (*either...or/neither...nor/so... that*)
8. "He is really miserable! He can eat sleep," said Mary.
(*either...or/neither...nor/such...that*)
9. My mother sang she peeled the oranges. (*but, since, as*)

10. "It has been ten years I left Brunei," the man said. (*however, since, when*)

11. Fred's main problem is he does not have any friends. (*when, since, that*)

12. he was very tired, he kept on studying. (*Even though, Despite, But*)

Exercise 4: Fill in the blanks with suitable conjunctions.

Examples: I tried to lift the table, it was too heavy.

I tried to lift the table, **but** it was too heavy.

She did not know anything she had not been told about the meeting.

She did not know anything **since** she had not been told about the meeting.

1. The visitors arrived she was preparing dinner.

2. She was crying bitterly, I asked her what the matter was.

3. I go home, I'll read up on this subject.

4. I was too ill to go, she offered to go in my place.

5. I read through the book I could get some information on the life of Alexander the Great.

6. there weren't many people at the party, it was a most enjoyable occasion.

7. We went to the seaside enjoyed ourselves very much.

8. She should wear her new blue dress the white lace one to the party.

9. he had promised to come home early, he returned late.

10. Don't expect him to come; he has the time the money to make the trip.

11. we last saw him, he was in good health. , it is a shock to hear of his death.

12. we were returning home, we found that one of the boys was missing, we turned back to search for him.

13. I might have come to your house it was raining; some friends dropped in, I had to entertain them.

14. He thought his parents would be home late, he made a feast for himself with all the food in the house.

15. they entered the house, they found that it had been ransacked. nothing was missing, they called the police reported that their house had been broken into.

16. He could not go he was ill the doctor had advised him to stay in bed. He had missed the excursion, he did not feel too disappointed.

17. He worked as quickly as he could he would be in time for his favorite television program. But he had finished, he met a friend spent an hour with him.

18. all of them had gone out, he was alone in the house. He locked the door he would feel safer, switched on the television set. he sat there engrossed, he suddenly heard a loud crash. He jumped to his feet looked about him.

Exercise 5: Join each pair of sentences into one by using a suitable conjunction

Example: Rita has no time to answer your call as she is late.

1. We will go for an outing. We will do so if the weather is fine.
2. We had better get ready now. We may not have time to reach the airport.
3. The meeting had to be called off. There were not enough quorums.
4. Mr. Liew has been sick. He has been so since coming back from Japan.
5. Do not start the rehearsal yet. The chairman has not arrived.
6. The debating teams were very happy. Both were declared joint-champions.
7. The players gave their best. They still did not win the match.
8. We are proud to be Malaysians. We must fly the Jalur Gemilang on National Day.
9. The boys were unhappy with their results. The girls were also unhappy with theirs.
10. Let us be more serious in our revision. We may not perform as well as we want.

KEYS TO EXERCISES

TENSES

Ex 1 : 1. isn't raining. 2. speaks. 3. is waiting. 4. Are you listening. 5. Do you listen. 6. flows. 7. is flowing. 8. grow ... aren't growing. 9. is improving. 10. is staying ... stays. 11. am starting. 12. am learning ... is teaching. 13. finish ... am working. 14. live ... do your parents live. 15. is looking... is staying. 16. does your brother do ... isn't working. 17. enjoy ... am not enjoying.

Ex 2 : 1. works ... organises ... is working ... is going. 2. is doing ... are taking ... need ... are learning ... are getting ... provides ... organises. 3. is still increasing ... are already starving ... are suffering ... is growing ... need ... die.

Ex 3 : 1. do you weigh. 2. are having. 3. is looking. 4. admire 5. is appearing. 6. are. 7. represents. 8. are thinking. 9. Do you see. 10. looks. 11. am seeing. 12. don't have. 13. do you think. 14. am just admiring. 15. are weighing. 16. appears. 17. is being. 18. is representing.

Ex 4 : 1. He has been reading for two hours. – He has read 53 pages so far.

2. She has been travelling for two months. – She's/ She has visited six countries so far.

3. He's won the national championships four times. – He has been playing tennis since he was ten.

4. They've made five films since they left college. – They have been making films since they left college o'clock

Ex 5 : 1. since. 2. since. 3. for. 4. for. 5. since. 6. for. 7. since. 8. since. 9. for.

Ex 6 : 1. has been 2. have filled 3. have always listened 4. have acted 5. have acted 6. Have been interviewing 7. Have you interviewed 8. have interviewed 9. Have been talking 10. have been discussing 11. have had 12. have also been working 13. have been 14. have been learning 15. haven't learnt.

Ex 7: 1. ('ve) have read 2. went 3. ('ve) have had 4. wore 5. have spent 6. overslept

Ex 8: 2. The train drivers have gone on strike. They stopped work(ing) at twelve o'clock.

3. The Queen has arrived in Toronto. She flew there in an RAF aircraft.

4. Two men have escaped from Parkhurst Prison. They got away during the night.

5. the actor Howard Bates has died in a car accident. His car crashed into a wall.

6. Linda Jones has won the women's marathon. She ran it in 2 hours and 27 minutes.

Ex 9: 2. was living , met 3. weren't you working , had 4. got , became 5. heard , was going 6. went , left 7. lived , were always having 8. was hoping 9. was living, was published 10. saw , was blowing , were gathering 11. were lying , was working 12. rang , picked , put 13. never understood 14. worked 15. was , always

went , really loved , often rained

Ex 10: 1.had decided 2.were waiting 3.I realized 4.I'd/had forgotten 5.It was
6.I hurried 7.rang 8.They were working 9.heard 10.They found 11.drove
12.I met 13.We had 14.I'd/had said 15.I ran 16.I got 17.were sitting 18.they
saw 19.started

Ex 11: 1.'ve/have ... heard 2.was 3.had ...reached 4.were 5.hadn't ...locked
6.didn't lock 7.hadn't eaten* 8.went 9.didn't eat* 10.was 11.had cooked
12.have gone 13.explained

*7 and 9 can be exchanged

Ex 12 : 1.decision 2.future 3.decision 4.future 5.decision 6.future

Ex 13 : 2. 'll have to come over 3.'ll talk 4.'ll phone 5. Will you be 6.'ll be
recovering 7.Will you be going 8. 'll give 9.'ll be playing 10.'ll be 11.'ll
pick 12.Will you be 13.'ll be waiting 14.'ll be doing 15.'ll be doing 16.'ll
be living 17.'ll still be working 18.'ll probably be doing 19.won't 20.'ll
get 21.will 22.will 23.'ll go 24.'ll learn 25.won't be able to post
26.'ll be going 27.'ll take 28.'ll give 29.'ll be waiting 30.won't come
31.'ll see 32.'ll be carrying 33.'ll have to get

Ex 14 : 3.'ll have met 4.'ll have been 5.'ll have lived/been living 6.'ll
have been working 7.'ll have been standing 8.will have become 9.'ll have
been 10.'ll have been playing 11.'ll have been driving 12.won't have eaten
13.will have questioned 14.'ll have been

Ex 15 : 2.'ll have finished ...'ll give 3.will be ... get in...'ll have been running
around 4.will have been ...'ll win 5.Will you have eaten ...get ...'ll make
6.won't have got ...'ll probably get back 7.'ll have finished ...comes ...'ll move
in 8.'ll be ...see ...'ll have been working 9.come ...'ll have seen ...'ll love
10.will have gone ...'ll be

Ex 16 : It's going to rain 2. He's going to be late 3. The boat is going to
sink 4. They are going to run out of petrol

Ex 17 : was going to buy 3. were going to play 4. was going to
phone 5. was going to give up 6. were going to have

Ex 18 : 1. P 2. F 3. F 4. P 5. F 6. P 7. P 8. F 9. P 10. F

Ex 19 : 1.I'm going 2.Does the film begin 3.'re having 4.
Finishes 5.'m not going ... 'm staying 6. Are you doing 7.'re going ...
starts 8.'m leaving 9.'re meeting 10. does this train 11.'m going
12.does it end 13.'m not using 14.'s coming ... 's travelling
15.arrives

Ex 20 : 1. 'll see (decision made at the moment of speaking)
2. 'll be (prediction based on opinion/ past experience)
3. 's going to have (prediction based on present evidence)

4. 'll book (decision made at the moment of speaking)
5. 'll find (prediction based on opinion/ past experience)
6. 's going to be (decision already made)
7. Are you going to take up (prediction based on present evidence)
8. 're going to have (prediction based on present evidence)
9. 'll have (decision made at the moment of speaking)
10. 'll be (prediction based on opinion/past experience)
11. 'm going to build (decision already made)
12. 're going to sell (prediction based on present evidence)
13. 'm going to cut (decision already made)
14. 's going to be sick (prediction based on present evidence) ... 'll feel (prediction based on opinion/ past experience)
15. 'm going to leave (decision already made) ... will you tell/ are you going to tell (asking about something planned) ... 'll try (decision made at the moment of speaking)
16. 'm going to have (decision already made) ... 're going to see (decision already made) ... 'll sort out (decision made at the moment of speaking)

Ex 21 : 2. I'm playing 3. I'll meet 4. I'll lend 5. I'm having 6. I won't forget
7. does your train leave 8. won't tell 9. Are you doing 10. Will you come

Ex 22 : 1. will have 2. wasn't going to stop (OR wouldn't stop) 3. don't start
4. 'll be (or 'm going to be) 5. 'll give 6. make

CONDITIONALS

Ex 1 : 1. find, will give 2. had, would bring 3. put, would crack 4. travel, fly
5. saw, would climb -wouldn't be, would climb 6. feel, turn 7. wants, will have
8. have finished 9. freezes, will be 10. worked, would finish 11. don't take, will have
12. growls, growls 13. woke, would have 14. went, would lose 15. threw, would have
16. would he say, asked, would be, would probably start 17. were, wouldn't stay
18. would you go, did

Ex 2 : 1. hadn't had, would have fallen 2. rang, would be 3. saw, would assume
4. bought, would lose 5. wouldn't have been, hadn't knocked 6. did, wouldn't be
7. were, would still be 8. had played, would have had 9. were, wouldn't be playing
10. had paid, wouldn't have been 11. had told, would have cooked 12. had known, would have lent
13. had been lit 14. hadn't taken

Ex 3 : 1. had had, would have been 2. came, would call 3. had realised, wouldn't have accepted
4. had, would now be sitting 5. had been, would have launched
6. don't feel 7. had known, would have brought, would have enjoyed 8. would have

refused, had offered 9. are going 10. takes, will have 11. would happen, blew
12. rushed, would/could get hurt 13. were, would not be sitting 14. hadn't rung
5. typed, would be 16. had, 17. stopped, would all fly 18. stays, will be 19. would
have been, had become 20. stood, would/could see, would be

Ex 4 :

1. If she wasn't/weren't very shy, she would enjoy parties.
2. If it rains, everyone can eat inside.
3. If he took any exercise, he would be healthier.
4. If they spoke English to her, her English would/might improve.
5. If the children go near John's dog, it will bite them.
6. If the shops delivered, life would be easier/less difficult.
7. If Sara fails her driving test, she can take it again.
8. If I had seen the signal, I would have stopped.
9. If you had told me we had run out of bread, I would have brought some.
10. If we had central heating, the house would have been warmer.
11. If I had a map, I could direct you.
12. If it hadn't rained all the time, he might have enjoyed his time.
13. If she hadn't been so shy, she might have spoken to him.
14. If you hadn't washed it in boiling water, it wouldn't have shrunk.

Ex 5 : 1. if 2. unless 3. unless 4. if 5. unless 6. unless

Ex 6 : 1. Unless you isolate people

2. Unless Tom takes his library book back ...
3. ... unless I hear the alarm.
4. Unless I have a quiet room, ...
5. ... unless you learn to type.
6. ... unless I like it.
7. ... unless you are watching it.

THE PASSIVE VOICE

Ex 1 :

1. Things are stolen from ..., twenty bottles of milk were stolen ...
2. This street is swept ..., it wasn't swept...
3. The light was turned on ... and the door (was) opened...
4. Hot meals are served ..., and coffee and sandwiches can be ordered...
5. The sick man was taken to hospital by ambulance.
6. Tom, who had only a slight injury was helped off the field ; but Jack who was seriously injured, was carried off on a stretcher.
7. I wasn't paid for the work ; I was expected to do it for nothing.
8. Who/ whom was it written by ?

9. She was stung by a jelly fish.
10. This dress can't be washed ; it must be dry-cleaned.
11. These calculations used to be done by men with slide rules ; now they are done by a computer.
12. The man was tried, found guilty and sent to prison.
13. The knockers of all flats are polished ..., mine hasn't been polished for ...
14. Jack was invited but Tom wasn't.
15. Has my parcel been posted ?
16. Why wasn't I informed of the change of plan ?
17. Other people's schemes have been tried. Why haven't they tried mine ?
18. Smoking is frowned here.
19. I found that my car was stowed away. I asked why this had been done and I was told that it was because it had been parked under a No parking sign.
20. I didn't enjoy being told what to do all the time.
21. Your books are not going to be stolen from this room.
22. He escaped when he was being moved from one prison to another.
23. When this street has been widened, the residents will be kept awake all night by the roar of the traffic.
24. The fruit has to be picket early in the morning ; otherwise it can't be got to the market in time.
25. He suggested that council tenants should be allowed to buy their houses.

Ex 2 :

3. He hopes to be taken seriously.
4. He hopes to be offered a job.
5. He doesn't mind being paid low wages at first.
6. He's willing to be retrained.
7. He enjoys being sent on business trips abroad.
8. He would like to be given a chance.

Ex 3:

2. were asked to show
3. are required/will be required to fill
4. No passive
5. be heard arguing
6. was caught taking
7. No passive
8. No passive
9. reported being attacked
10. is/was expected to attract

Ex 4 :

1. is considered by 2. was established by 3. are filled with
4. are performed were experienced by 5. were not written by

Ex 5:

2. She was offered a second-hand bicycle. / A second-hand bicycle was offered (to) her.
3. Improvements have been proposed to the developers.
4. Some interesting changes were suggested to me.
5. He was awarded a prize. / A prize as awarded to him.
6. The President's arrival will be announced to the waiting journalists.
7. The password had been mentioned to the thieves.
8. I have been lent some skis. / Some skis have been lent to me.
9. He is being sent threatening letters. / Threatening letters are being sent to him.
10. The changes are going to be explained to the students.

Ex 6 :

2. The product was phased out (by the company) over a period of three years.
3. No passive
4. Many people have been deprived of the right to vote (by the decision).
5. A foreign language is always brushed up on just before a holiday.
6. Mrs Jones was called back by John as soon as he got home.
7. The last two items were held over (by te chairman) until the next committee meeting.
8. Walkers were prevented from crossing the field after it was fenced off (by the farmer).

Ex 7 :

2. The weather is expeted to be good tomorrow.
3. The thives are believed to have got in through a window in the roof.
4. Many people are reported to be homeless after the floods.
5. The prisonner is thought to have escaped by climbing over a wall.
6. The man is alleged to have been driving at 110 miles an hour.
7. The building is reported to have been badly damaged by the fire.
8. a. The company is said to be losing a lot of money.
 b. The company is believed to have lost a lot of money last year.
 c. The company is expected to make a loss this year.

Ex 8 : 2. have another key made 3. had your hair cut 4. Do you have a newspaper delivered

5. are/'re having a garage built 6. haven't had the film developed 7. have it cleaned

8. have your ears pierced 9. have/'ve had it repaired or had it repaired

10. had his nose broken 11. had her handbag stolen 12. had his car

vandalised

Ex 9: 2. got stung 3. get used 4. got stolen 5. get paid 6. got stopped 7. get damaged 8. get asked

Ex 10: You can only consult reference books in the library. You must obtain special permission to use them outside the library. You should return all books on time or you will have to pay a fine. If you do not pay the fine, you will lose borrowing rights. You may not borrow library books for others or give them to others. If you lose a book, you must pay the cost of replacement.

REPORTING

Ex 1:

1. She said (that) she would come and see us on Friday if that was all right.
2. The statement said (that) the conference would be spending a considerable time discussing the world debt crisis.
3. She explained (that) the shop was closing in half an hour.
4. Gareth tells me (that) he's planning to set up his own business.
5. The managing director said (that) we/they were going to have to make quite a few cutbacks.
6. A spokesperson said (that) the police had been investigating new allegations of fraud.
7. She explained (that) when the project first started/had first started, there was/had been a lot of interest in it.
8. She told me (that) it was pouring with rain down there.
9. She promised me (that) she would have finished writing the report by the time I got there.
10. She says (that) her new computer has made a lot of difference to her.
11. The station announcer said (that) the 8.45 train from Waterloo will be arriving in approximately five minutes.
12. They told me (that) when they were setting up the organization, they had/had had very little money.
13. The treasurer told the meeting (that) the club had lost quite a lot of money last month/ the previous month.
14. He agreed (that) it would be a very difficult time for all of us/them.
15. He told me (that) I worked too hard and that I should take more time off.

Ex 2:

1. Tom said (that) the ice would soon be hard enough to skate on.
2. She said (that) she was living with her parents at the moment but she hoped to have a flat of her own.

3. Peter (said he) wished he had something to eat. His sister said (that) he had just had lunch and that she didn't know how he could be hungry again so soon.
4. The bus conductor said (that) if I wanted to smoke, I would have to smoke upstairs.
5. The children suggested lighting a fire cooking their sausages over it.
6. Paul said he was thinking of going by bus. His aunt advised him not to as it was an awful bad service.
7. He warned us to take our sleeping bags as we might have to sleep out.
8. He (said he) wished they had brought their guitars as then they could have offered to play in the restaurant and then they would have given them a free meal.
9. Peter apologized for not having a tie on. He said (that) he didn't know it was going to be a formal party.
10. Ann suggested going to the races and said they might make their fortunes. She added that she had been given a good tip for the 2.30. He said he had had 'good tips' from her before and they had been disastrous.

Ex 3:

1. He persuaded me not to hand in my resignation immediately.
2. He offered to help me type up my report.
3. He refused to discuss it with me.
4. He complained about not having been invited to the meeting.
5. The doctor advised him to take it easy for a few days.
6. The police warned him not to go near their house again.
7. The ministry of defence decided to close down the naval base in two years'time.
8. She accused me of reading/having been reading her diary.
9. He reminded me to apply for a new passport.
10. She apologized for all the trouble she had caused.

Ex 4: In her acceptance speech, Diane Banham said that she was delighted to have been elected onto the Council and that she was very much looking forward to representing the interests of the residents of Kimbridge Valley. Having spoken to the many valley residents over the last few weeks, she said that she had a clear idea of the issues of most concern to them. The proposed closure of the school was understandably causing a great deal of anxiety and she hoped to be successful in fighting against that. She then thanked all her supporters and helpers.

Ex 5:

1. He asked me where I thought we should advertise.

2. Emma asked me if/whether I was going to audition for the play.
3. She often asks how you are getting on.
4. He's been wondering whether to ask her for a meal.
5. He asked why Matthew had looked so embarrassed when he saw Carole.
6. He asked me if/whether we had to stay there all evening.
7. She wondered what they were doing about publicity for the event.
8. He asked if/whether I would send him the report when it was finished.
9. She asked whether or not I had brought the student record. (Or She asked if/whether I had brought the student record or not.)
10. He asked if/whether we could keep our voices down a bit.
11. He wanted to know where I had bought the /that hat.
12. The doctor asked me if/whether I had been eating properly.
13. They asked us not to make any noise during the performance.
14. Mike asked me if/whether I was still teaching music when I met Oliver.

Ex 6:

1. My mother wanted to know who had been using her telephone.
2. Mr Jones asked what I was/had been doing with those keys and whether I was/had been trying to get at the secret files.
3. The lady/She asked if she could see Commander Smith/She asked to see commander smith./ She asked for Cmmander Smith. I said I was afraid he was in orbit and asked if she would like to leave a message.
4. They asked if she would go with them/ they invited her to go with them saying that/as there were plenty of room in the car. Ann said she would love to /Ann accepted.
5. I asked the woman to take off her hat/ if she would mind taking off her hat. She pointed out/replied that the theatre was almost empty and suggested my/me moving along a bit.
6. The man asked her if/whether she had ever seen a flying saucer.
7. He asked us if/whether we had caught our train or not./ He asked whether or not we had caught our train.
8. The au-pair girl asked if/whether it would be all right if she came in a little later that night.

Ex 7:

1. She told him not to put sticky things in his pockets.
2. She begged him not to do anything dangerous.
3. He asked for some more pudding.
4. I urged Tom to go to the dentist.
5. She asked me to fill in the form and then join the queue.
6. I asked her to lend me her pen.

7. He warned me not to believe everything I heard.
8. He advised me to say nothing.
9. She reminded him to book a table.
10. He told me to hold the ladder as it was unsteady.
11. He advised me to open a bank account.
12. He warned me not to leave my money lying about.

Ex 8:

1. He warned us/me not to walk on the ice as it wasn't safe.
2. He introduced Miss White to Miss Brown.
3. He gave/handed her the keys, advising/and advised her to wait.
4. She begged me not to tell anyone. I promised not to/promised (that) I wouldn't.
5. I offered him my torch but he refused as/explaining that he had one of his own.
6. Tom offered to pay. Ann protested but he insisted.
7. The shopkeeper invited us to come in and look round, assuring us that there was no obligation to buy.
8. The kidnapper threatened to kill the boy if they didn't pay the ransom.
9. The arrested man refused to answer any questions.
10. One of the typists complained that he expected a lot of work for very little money. The other agreed (with her).
11. She wished it would rain.
12. The mechanic pointed out that I had pressed the wrong button. He warned me not to do and that I might have a nasty accident.
13. I exclaimed that her weight had gone up a lot.
14. He hoped I'd have a good journey/wished me a good journey and reminded me to send a card when I arrived.
15. He exclaimed with delight that he had passed the first exam. I congratulated him and wished him luck.
16. She agreed to wait a week.
17. We wished him many happy returns of his birthday and he thanked us.
18. The neighbour pointed out/remarked that my door was the shabbiest in the street and I agreed (with her)/I admitted it.
19. He offered me a cigarettes and I accepted.
20. She apologized for being late and explained that the bus had broken down.
21. The colleagues accused him of leaking information for the Press. He denied it. Tom called him a liar.
22. The captain threatened to drop us from the team if we didn't train harder.

THE SUBJUNCTIVE

Ex 1: 1.had 2.had done 3.knew 4.had 5.had asked 6.had nibbled/had been nibbling 7.mended 8.were addressing 9.had tied 10.hadn't given 11.had known 12.had never been 13.had been standing 14.had/had had 15.had not tried 16.got

Ex 2: (The following are possible answers, but not the only possible answers. All the answers will begin : **I'd rather you**. We are therefore giving the other half of each sentence.)

1.went with someone/took someone with you 2.started today 3.slept in the house 4.cut it with a knife/with your own scissors 5.stayed on a bit longer 6.came in in time 7.waited till morning 8.cleaned it in the garage 9.said nothing 10.wore shoes 11.painted it blue, and without any decorations 12.rang at 7 a.m. 13.didn't threaten him at all. 14.parked in the playing field 15.went by train 16.typed it

Ex 3:

1.I lived nearer my work 2.our garden got some sun 3.I hadn't called him a liar 4.I knew Finnish 5.Tom would drive more slowly/Tom drove 6.you would keep quiet 7.shops here didn't shut 8.he had worked 9.it would stop 10.you would wait 11.I had never come 12.I hadn't left 13.he would stop 14.we knew where we were 15.I had asked 16.you were going to a job

LINKING WORDS

Ex 1:

- 1- Nevertheless
- 2- While
- 3- In contrast
- 4- despite
- 5- On the contrary
- 6- Although
- 7- but
- 8- in spite of

Ex 2:

- 1- Was the result of/ happened as a result of
- 2- As a consequence of
- 3- since they had been having/since they were having/since they had had
- 4- owing to the fact that
- 5- owing to the fact that

- 6- on account of
- 7- it wasn't near enough/it was not near enough
- 8- It was such a boring film

Ex 3:

Actually; because; so as to; Naturally; as a result ; after that ; at that time ;
But; not only; but also; Naturally; In addition; Personally; All in all

Ex 4:

- 1-Although 2-if 3-but 4-since 5-until 6-Unlike 7-whereas 8-therefore
- 9-No matter
- 10-In spite of

CONJUNCTIONS

Ex 1:

- 1- Things were different **when** I was young.
- 2- I do it **because** I like it.
- 3- Let us wait here **until** the rain stops.
- 4- That was years **and** years ago
- 5- You cannot be a lawyer **unless** you have a law degree
- 6- She has not called **since** she left last week.
- 7- I saw him leaving an hour **or** two ago.
- 8- He was angry **when** he heard what happened.
- 9- We were getting tired **so** we stopped for a rest.
- 10-This is an expensive **but** very useful book.
- 11-Walk quickly **or** you will be late.
- 12-He had to retire **because** of ill health.
- 13-We will go swimming next Sunday **unless** it's raining.
- 14-I heard a noise **so** I turned the light on.
- 15-Would you like a coffee **or** tea?
- 16-Do you know **when** she will arrive?
- 17-**Although** the car is old it still runs well.
- 18-Do you want a pen **and** a bit of paper?
- 19-I would like to go **but** I am too busy
- 20-She will die **unless** the doctors operate immediately.

Ex 2:

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

Ex 3:

- 1-We decided not to play football **as** it was raining.
- 2-The boys were **so** tired **that** they fell asleep at once.
- 3-It was such a cold day that I had to wear a sweater.
- 4-"**If** you like, I'll go with you," she offered.
- 5-He did not want to go there **but** his mother forced him to.
- 6- **Though** he studied hard, he failed the test.
- 7-"We can **either** walk **or** take the bus. Both ways are fine with me." I said.
- 8- "He is really miserable! He can neither eat nor sleep," said Mary.
- 9 - My mother sang **as** she peeled the oranges.
- 10- "It has been ten years **since** I left Brunei," the man said.
- 11- Fred's main problem is **that** he does not have any friends.
- 12- **Even though** he was very tired, he kept on studying. (*Even though, Despite, But*)

Ex 4: 1-while 2-so 3-When 4-As 5-so that 6-Even though 7-and 8-either...or 9-Although 10-neither...nor 11-When...So, 12-As 13-Even though...; but..., and 14-So 15-When...Even though...and 16-Because...and...but 17-that...when...,...and 18-When...so that...and...As...and

Ex 5:

- 1-We will go for an outing **if** the weather is fine.
- 2-He had better get ready now, **otherwise** we may not have time to reach the airport.
- 3-the meeting had to be called off **as** there were not enough quorums.
- 4-Mr.Liew has been sick **since** coming back from Japan.
- 5-Do not start the rehearsal **until** the chairman has arrived.
- 6-The debating teams were very happy **as** both were declared joint- champions.
- 7-The players gave their best, **yet** they still did not win the match.
- 8-We are proud to be Malaysians, **so** we must fly the Jalur Gemilang on National Day.
- 9-**Neither** the boys **nor** the girls were happy with the results.
- 10-Let us be more serious in our revision, **or** we may not perform as well as we want.

GLOSSARY AND APPENDICES

Some grammatical terms are listed below with illustrations. Some of them are used throughout the present lectures but others are not; they are cited here to allow the learner to have a wider knowledge about technical terms used in grammar. Their explanations are selected from Oxford Practice Grammar by George Yule (2006, P 265-272). These are followed by some words categorised grammatically such as common stative verbs and some collocations selected from Grammar Express by Marjorie Fuchs and Margaret Bonner (2003, P 337- 350).

Adverb: a word such as *really* or *recently* used to modify a verb, adjective or sentence (*I met him **recently** and he's **really** good-looking.*).

adverbial: an adverb (*later*), prepositional phrase (*in town*) or adverbial clause (*after I finished work*) used to provide additional information in a clause or a sentence (*I'll meet you **in town later after I've finished work.***).

attributive adjective: an adjective used before a noun (*She had **red** hair and **green** eyes.*). Compare **predicative adjective**.

common noun: a noun which is not the name of anyone. (*The **car** had a flat **tyre.***).

coordinating conjunction: *and, but, or* (*I'll write **or** I'll call you.*). Compare **subordinating conjunction**.

copula or **copular verb** = linking verb.

demonstrative pronoun: one of the words *this, that, these, those* used instead of a noun phrase (*I like **these** better than **those.***).

demonstratives: the words *this, that, these, those* used as a determiner before a noun (***this** book*) or as a pronoun instead of a noun phrase (*I don't like **that.***).

determiner: a word used before a noun such as an article (*a/an, the*), a demonstrative (*this, that, these, those*) or a possessive (*my, your, his, her, its, our, their*) (*A friend sent me **this** funny card for **my** birthday.*).

ellipsis: leaving out words or phrases instead of repeating them (*Sue came in and sat down.*).

empty object *it*: the word *it* in direct object position, not used to refer to anything (I hate *it* when I miss the bus.).

empty subject *it*: the word *it* in subject position, not used to refer to anything (*It was nice to go for a walk even though it was raining.*).

empty subject *there*: the word *there* in subject position, not used to refer to anything (*There* isn't any food left.).

gerund: a word with the same form as the present participle, but used as a noun (I enjoy **walking**.)

linking verb: a verb such as *be, become, seem*, used with a complement, typically describing the subject (She *is/seems* happy.).

multiplier: a noun or a phrase such as *twice* or *five times* used as a quantifier before a determiner to say how often or how much more something is (*They pray **five times** a day.*).

possessive determiner: my, your, his, her, its, our, their.

possessive noun: a noun plus an apostrophe with s (*Lee's car*) or without s (*Jones' house*).

possessive: a word such as my, your, their, used as a determiner before a noun (*my chair, your money*) and mine, yours, theirs used as a pronoun instead of a noun phrase (*I found mine, but I couldn't find yours.*).

predicative adjective: an adjective used after a linking verb (*Her hair was **red** and her eyes were **green**.*). Compare to **attributive adjective**.

prepositional phrase: a preposition plus a noun, noun phrase or pronoun (*on the table, in front of me*).

present participle: the form of a verb such as sleeping, used in the continuous (*Is he sleeping?*).

quantifier: a word such as *many* and *some* or a phrase such as *a few* and *a lot (of)* used to talk about quantities (*Some people have **a lot of** money.*).

reciprocal pronoun: *each other, one another*.

reflexive pronoun: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.

relative clause: a clause typically introduced by a relative pronoun and used to

provide additional information about a noun phrase in a preceding clause (*I was in a bus **which was packed with children who were making a lot of noise.***).

relative pronoun: the words *who, whom, which, that* used to introduce a relative clause (*I have a friend **who** can fix computers.*).

subjunctive: a special use of the base form of a verb in a clause, sometimes called the present subjunctive (*They have **proposed that taxes be** increased.*). Also the use of *were* in a noun clause after the verb *wish* (*I wish I **were** older.*) and in a hypothetical conditional (*If I **were** you, I'd complain*), sometimes called the past subjunctive.

subordinating conjunction: a word or phrase used to introduce an adverbial clause (*because*), a noun clause (*that*) or a relative clause (*who*) (*I didn't know **that** you were the person **who** called me **because** you didn't leave your name.*). Compare **coordinating conjunction.**

Substitution: the use of words such as *one, ones, so* and *do so* instead of repeating a word, phrase or clause (*I have a black pen, but I need a red **one.***).

Yule (2006, 265-272)

Common Stative Verbs

Emotions	Mental states	Wants and preferences	Appearance and value	Possession and relationship
admire	agree	know	appear	Belong
adore	assume	mean	be	contain
appreciate	believe	mind	cost	have
care	consider	presume	equal	own
detest	disagree	realise	feel	possess
dislike	disbelieve	recognise	look	
doubt	estimate	remember	matter	
envy	expect	see(understand)	represent	
fear	feel(believe)	suppose	resemble	
hate	find	suspect	seem	
like	guess	think(believe)	signify	
love	hesitate	understand	smell	
regret	imagine	wonder	sound	
respect			taste	
trust			weigh	
		Perception and the senses		
		feel		
		hear		
		notice		
		observe		
		perceive		
		see		
		smell		
		taste		

Common Verbs Followed by the Gerund

admit	consider	dislike	imagine	mind (object to)	recall	resist
advise	delay	endure	justify	miss	recommend	risk
appreciate	deny	enjoy	keep	postpone	regret	suggest
avoid	detest	feel like	(continue)	practise	report	tolerate
can't help	discontinue	finish	mention	propose	resent	understand
celebrate	discuss	forgive				

Common Verbs Followed by the Infinitive (to + base form)

afford	choose	grow	learn	pay	request	want
agree	consent	help	manage	plan	seem	wish
appear	decide	hesitate	mean	prepare	struggle	would like/ love/hate
arrange	deserve	hope	need	pretend	swear	yearn
ask	expect	hurry	neglect	promise	volunteer	
attempt	fail	intend	offer	refuse	wait	

Verbs Followed by Objects and the Infinitive

advise	challenge	encourage	get	need*	persuade	require	want*
allow	choose*	expect*	help*	order	promise*	teach	warn
ask*	convince	forbid	hire	pay*	remind	tell	wish*
cause	enable	force	invite	permit	request	urge	would like/ love/hate*

*These verbs can also be followed by the infinitive without an object (example: *ask to leave or ask someone to leave*).

Common Verbs Followed by the Gerund or the Infinitive

begin	continue	hate	love	remember*	stop*
can't stand	forget*	like	prefer	start	try

*These verbs can be followed by either the infinitive or the gerund but there is a big difference in meaning.

Common Verbs + Preposition Combinations

admit to	believe in	deal with	look forward to	rely on	think about
advise against	choose between	dream about/of	object to	resort to	wonder about
apologise for	complain about	feel like/about	pay for	succeed in	worry about
approve of	count on	insist on	plan on	talk about	

Common Adjectives + Preposition Combinations

accustomed to	bored with	famous for	opposed to	sick of
afraid of	capable of	fed up with	pleased about	slow at
amazed at/by	careful of	fond of	ready for	sorry for/about
angry with/about	concerned about	glad about	responsible for	surprised at/about/by
ashamed of	content with	good at	sad about	terrible at
aware of	curious about	happy about	safe from	tired of
awful at	different from	interested in	satisfied with	used to
bad at	excited about	nervous about	shocked at/by	worried about

Common Adjectives that Can Be Followed by the Infinitive*

afraid	curious	distressed	encouraged	hesitant	ready	sorry
alarmed	delighted	disturbed	excited	likely	relieved	surprised
amazed	depressed	eager	fortunate	lucky	reluctant	touched
anxious	determined	easy	glad	pleased	sad	upset
ashamed	disappointed	embarrassed	happy	proud	shocked	willing

Example: *I'm happy to hear that.*

Irregular Comparisons of Adjectives, Adverbs and Quantifiers

Adjective	Adverb	Comparative	Superlative
bad	badly	worse	worst
far	far	further	furthest
good	well	better	best
little	little	less	least
many/a lot of	---	more	most
much*/a lot of	much*/a lot	more	most

Some Adjectives that Form the Comparative and Superlative in Two Ways

Adjective	Comparative	Superlative
common	commoner/more common	commonest/most common
deadly	deadlier/more deadly	deadliest/most deadly
friendly	friendlier/more friendly	friendliest/most friendly
happy	happier/more happy	happiest/most happiest
lively	livelier/more lively	liveliest/most lively
lonely	lonelier/more lonely	loneliest/most lonely
lovely	lovelier/more lovely	loveliest/most lovely
narrow	narrower/more narrow	narrowest/most narrow
pleasant	pleasanter/more pleasant	pleasantest/most pleasant
polite	politer/more polite	politest/most polite
quiet	quieter/more quiet	quietest/most quiet
shallow	shallower/more shallow	shallowest/most shallow
true	truer/more true	truest/most true

Common Participles Used as Adjectives

-ed	-ing	-ed	-ing	-ed	-ing
alarmed	alarming	disturbed	disturbing	moved	moving
amazed	amazing	embarrassed	embarrassing	paralysed	paralysing
amused	amusing	entertained	entertaining	pleased	pleasing
annoyed	annoying	excited	exciting	relaxed	relaxing
astonished	astonishing	exhausted	exhausting	satisfied	satisfying
bored	boring	fascinated	fascinating	shocked	shocking
confused	confusing	frightened	frightening	surprised	surprising
depressed	depressing	horrified	horrifying	terrified	terrifying
disappointed	disappointing	inspired	inspiring	tired	tiring
disgusted	disgusting	interested	interesting	touched	touching
distressed	distressing	irritated	irritating	troubled	troubling

Verbs and Expressions Commonly Used Reflexively

amuse oneself	behave oneself	feel sorry for oneself	keep oneself	see oneself
ask oneself	believe in oneself	forgive oneself	kill oneself	take care of oneself
avail oneself of	blame oneself	give oneself	look after oneself	talk to oneself
be hard on oneself	cut oneself	help oneself	look at oneself	teach oneself
be oneself	deprive oneself	hurt oneself	pride oneself on	tell oneself
be pleased with oneself	dry oneself	imagine oneself	push oneself	treat oneself
be proud of oneself	enjoy oneself	introduce oneself	remind oneself	wash oneself

Have or have got?

<p>1. Use have or have got to talk about possession. These two verbs mean the same thing. Have got is a present tense of have the present perfect form of get. Have got is more common than have in British English.</p> <p>I have/have got a flat in Manchester. The hotel has/has got a swimming pool.</p> <p>2. Have got is most common in the present and less common in the past.</p> <p>I had a bad headache. NOT I had got a bad headache.</p>	<p>3. Use have to talk about routines or irregular activities.</p> <p>I often have a salad for lunch. NOT I often have got a salad for lunch. The baby has a bath every night. NOT The baby has got a bath every night.</p> <p>4. Use have in many common expressions.</p> <p>have lunch have a bath have a rest have a chat have a go</p>
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British and American English

Grammar

British English	American English
The present perfect is used for recent past actions: <i>I've just seen him.</i>	The past simple or the present perfect is used for recent past actions: <i>I just saw Jim.</i> OR <i>I've just seen Jim.</i>
The past participle gotten is not used: <i>Your French has got better since I last saw you.</i>	The past participle gotten is used: <i>Your French has gotten better since I last saw you.</i>
<i>Have got</i> and <i>have</i> are both used in negatives and questions: <i>Have you got my book?</i> <i>OR Do you have my book?</i> <i>I have got a car. OR I don't have a car.</i>	<i>Have</i> is more common in negatives and questions: <i>Do you have my book?</i> <i>I don't have a car.</i>
Collective nouns are more commonly used with a plural verb. Singular verbs are also possible: <i>The crew are/is on deck.</i> <i>The crowd are/is shouting.</i>	Collective nouns are more commonly used with a singular verb: <i>The crew is on deck.</i> <i>The crowd is shouting.</i>
<i>Can't</i> is used to say that something is not possible: <i>Sally can't be here. All the lights are out.</i>	<i>Can't</i> and <i>mustn't</i> are both used to say that something is not possible: <i>Sally can't/mustn't be here. All the lights are out.</i>
The definite article <i>the</i> is used with musical instruments: <i>I play the violin.</i>	The definite article <i>the</i> can be left out: <i>I play violin. OR I play the violin.</i>
<i>And</i> is usually used after the verb go: <i>Let's go and see Mike.</i>	<i>And</i> is often left out after the verb go: <i>Let's go see Mike.</i>

Spelling

British English

centre, fibre, metre, theatre
colour, favourite, flavour
labour, honour
defence, licence
practice (noun), practise (verb)
programme
analyse, paralise, realise
analogue, catalogue, dialogue

American English

center, fiber, meter, theatre
color, favourite, flavour,
labor, honor
defense, license
practice
program
analyze, paralyze, realize
analog, catalog, dialog

Vocabulary

British English

aeroplane
angry
autumn
barrister

American English

airplane
angry/mad
fall/autumn
lawyer/attorney

British English

motorway
nappy
pavement
petrol

American English

freeway
diaper
sidewalk
gas

bill (in a restaurant)	check	post	mail
biscuit	cookie	public lavatory/toilet	rest room
bonnet (of a car)	hood	queue (noun); queue (verb)	line; stand in line
boot (of a car)	trunk	rise	raise
car park	parking lot	rubber	eraser
chips	french fries/fries	rubbish	trash/ garbage
crisps	potato chips	shop	store
crossroads	intersection/crossroads	solicitor	lawyer/attorney
dustbin	trashcan	stupid	dump/stupid
film	movie	surgery	doctor's office
first floor	second floor	sweets	candy
flat	apartment	tap	faucet/tap
gear level	gear shift/stick shift	timetable	schedule/timetable
ground floor	first floor	torch	flashlight
holiday	vacation	trainers	sneakers
hooter	horn	trousers	pants
jab	shot/injection	underground	subway
lift	elevator	windscreen	windshield
lorry	truck	zebra crossing	crosswalk
mad	crazy	zip	zipper
main road	highway		

Fuchs and Bonnner (2003, 337- 350)

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