

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

Минский государственный лингвистический университет

Т. И. Свистун, Е.В. Шилей, В.Д. Аерова, С.А. Жданович

Коммуникативная грамматика английского языка

Электронный учебно-методический комплекс для студентов специальности

«1-23 01 02 Лингвистическое обеспечение межкультурной коммуникации

(по направлениям)»

В двух частях

Часть 1

Минск МГЛУ
2022

УДК 811ю111'36(075.8)(0.034)

ББК 81.432.1 – 923.132

Э 45

Составители: Т. И. Свистун, Е.В. Шилей, В.Д. Аерова,
С.А. Жданович

Рецензенты: кандидат филологических наук *Е. В. Пильгун* (БГУ);
кандидат филологических наук *В. Д. Синяк* (МГЛУ); кандидат
филологических наук *И.Л. Ильичева* (БрГУ)

Электронный учебно-методический комплекс по дисциплине «Коммуникативная грамматика английского языка» для студентов специальности «1-23 01 02 Лингвистическое обеспечение межкультурной коммуникации (по направлениям)» в двух частях. Часть 1 / Т. И. Свистун, Е.В. Шилей, В.Д. Аерова, С.А. Жданович. – Минск : МГЛУ, 2022.
ISBN .

ЭУМК по дисциплине «Коммуникативная грамматика английского языка» рассчитан на подготовку студентов 3 курса факультета межкультурных коммуникаций по специальности «1-23 01 02 Лингвистическое обеспечение межкультурной коммуникации (по направлениям)». 1 часть ЭУМК включает 14 тем, каждая из которых содержит упражнения, направленные на поэтапное усвоение изучаемых грамматических явлений от их презентации до продуцирования студентами собственных устных и письменных сообщений. Цель комплекса заключается в формировании навыков эффективного конструирования собственных высказываний с точки зрения использования грамматических явлений в различных коммуникативных ситуациях и форматах на английском языке на примере аутентичного теоретического и практического материала.

ЭУМК может быть также полезным изучающим английский язык на продвинутом уровне.

УДК 811ю111'36(075.8)(0.034)

ББК 81.432.1 – 923.132

ISBN 978-985-28-0142-3

© Свистун Т. И., Шилей Е.В., Аерова В.Д.,
Жданович С.А., 2022

© УО «Минский государственный
лингвистический университет», 2022

CONTENTS

PREFACE

NOUNS

- Semantic Classes of Nouns
- Singular and Plural Nouns
- The Genitive
- The Genitive ('s) or of-Phrase
- Compound Nouns

ARTICLES

- Articles with Common Nouns
- Articles with Proper Nouns

ADJECTIVES AND ADVERBS

- Comparison of Adjectives
- Adjectives and Modifiers
- Adjectives and Adverbs

SUBJUNCTIVES AND CONDITIONALS

- Present Subjunctive
- Past Subjunctive and Unreal Past
- Unreal Conditionals in the Present and Future
- Unreal Past Conditionals

APPENDIX

- Appendix to Unit 1
- Appendix to Unit 2
- Appendix to Unit 3
- Appendix to Unit 4
- Appendix to Unit 5
- Appendix to Unit 7
- Appendix to Unit 8
- Appendix to Unit 9
- Appendix to Unit 10
- Appendix to Unit 13

PREFACE

A Communicative Grammar of English: Part 1 is designed to help advanced students of English understand and practise English Grammar in different contexts. An important part of communicative grammar is connected with the appropriate choice of the language means according to the situation the speakers are in. If a person is communicating orally the choices of grammar will often be different from the choices in writing. And when a person is writing, communicating in an informal situation, the choices will often be different from those in a formal situation. Besides the English in formal written communication in the United States differs from the English in Great Britain, in Australia, and so on.

The first part of the book revises and consolidates some of the most difficult points of modern English grammar concentrating on such topics as nouns and structures with them, the usage of articles, adjectives and adverbs, subjunctives and conditionals.

Each grammar unit consists of 5 sections: Presentation, Notes, Practice, Production and Self-study. In *Presentation* the grammar phenomena are introduced in a certain context. Section *Notes* gives explanations and descriptions of the active grammar phenomena with examples. It also contains information on territorial differences of the usage of active grammar phenomena (in American English, for example) and differences between formal and informal, spoken and written language. Section *Practice* offers exercises to train grammar phenomena in certain communicative situations. Most of these exercises are based on authentic texts taken from English mass media and fiction. Section *Production* offers exercises for oral and written activities in which students will use active grammar phenomena in their own speech. Section *Self-study* contains either additional material on the topic or exercises on revision. There is also an appendix almost to every unit with some supporting material to differentiate between different formats of communication.

NOUNS

Unit 1

SEMANTIC CLASSES OF NOUNS

I. Presentation

Ex. 1. Read the tips on how to fail a job interview. Do you think that they might help? Have you ever failed a job interview? Did you act similar?

1. Show up late for an interview. And you are sure to get dropped from the short list. Even a couple of minutes is unacceptable. Be at least 20 minutes late. It's not you who should show your nervousness.

2. Show no interest in the company and its projects. Your main interest is the salary. Begin to negotiate the salary before the job is ever offered to you. Act with arrogance, your future employers should know you are worth something. Be able to express your strengths, not your weaknesses.

3. Dress appropriately. First impressions counts. Wear your best clothes, even if that is a nightclub dress. Don't forget to take a gold watch, diamond earrings, rings and bracelets.

4. Leave your cell phone on during the interview. It would be great if you even ask somebody to call you at the time of the interview. Then, your interviewers will know how busy you are.

Ex. 2. Answer the questions: What semantic classes of nouns are given in the text? Are they proper or common? Are they countable or uncountable? Are there any words with gender suffixes?

Ex. 3. Offer tips on how to succeed at a job interview. Use different types and semantic classes of nouns.

II. Notes

Nouns are names of human beings, places, objects, emotions, qualities, etc.: *chair, woman, forest, happiness, courage, depth, heart, rhinoceros, fruit, milk*. These nouns are common nouns, they do not refer to anything or anybody particular. In contrast, proper nouns have unique reference: *the Tate* refers to one particular gallery,

and *James* refers to one particular person. Another division of nouns deals with concrete and abstract nouns. Concrete nouns refer to material objects which we can see or touch: *window, bottle, car park*. Abstract nouns refer to things which are not material objects, such as ideas, feelings and situations: *help, anger, friendship*.

Nouns do not have grammatical gender in English. Some have a ‘natural’ gender, e.g. *daughter = female, son = male*. Most nouns for jobs do not imply a gender. To specify gender, we have to say, e.g. *a woman doctor*. However, some nouns for jobs and roles have a suffix, with the help of which we can identify gender e.g. *policeman* (male), *waitress* (female). It used to be common to apply the ending *–man* to refer to people of both sexes:

Let me introduce Merinda Cress, chairman of the association (old usage).

Let me introduce Merinda Cress, chair (woman) of the association (modern usage).

We use the plurals *men* and *women* to modify plural nouns when they denote an occupation: *men drivers* (= men who drive), *women pilots* (= women who fly planes).

When a human noun is replaced by a pronoun and the gender is not known or specified, traditionally *he* is used rather than *she*: *A martyr is someone who gives up his life for his beliefs*. However, nowadays this bias towards the male term is widely avoided, and *he* or *she* (or *him* or *her*, etc.) is often used instead: *A martyr is someone who gives up his or her life for his or her beliefs. It’s the duty of every athlete to know what he or she is taking to eat and drink*. As the first of these examples shows, however, *he* or *she* (etc.) can have an awkward effect, especially if repeated. Another method of avoiding gender bias, well established in **spoken English**, is the singular use of *they*: *A martyr is someone who gives up their life for their beliefs*. This ‘ungrammatical’ mixing of singular and plural is making its way into **informal writing**. A proper way in this case should be to change from the singular to the plural: *Martyrs are people who give up their life/lives for their beliefs* or use the mixed form *s/he*, which is though convenient only in **writing**.

There are two main types of common nouns: countable nouns and uncountable nouns. Countable nouns are usually concrete nouns and they can be ‘counted’: *a computer, three computers*. Some abstract nouns can be used in the plural: *idea, argument, suggestion*. Uncountable (or mass) nouns cannot be ‘counted’: *oil, beauty, vegetable*. We do not use a/an with uncountable nouns, and we do not make them plural: *Let me give you (some) advice*.

Less is always correct if it refers to a ‘whole’, e.g. a period of time: *The flight takes less than three hours*. (three hours = a period of time). In **informal English** it is possible to use *less* instead of *fewer* with countable nouns, although many people consider it to be incorrect: *You should eat less sweet things. There are less people here than yesterday*.

Notice the following semantic classes of uncountable nouns and examples of them.

Abstractions	<i>advice, behavior, energy, evil, fun, good, love</i>
Activities	<i>bowling, dancing, football, hiking, soccer</i>
Diseases	<i>cancer, diabetes, malaria, measles, shingles, rabies</i>
Elements	<i>gold, plutonium, silver, strontium, iron</i>
Foods	<i>butter, beef, fruit, meat, rice, wheat</i>
Gases	<i>air, nitrogen, oxygen, smoke, butane, steam</i>
Liquids	<i>coffee, gasoline, soda, water, blood, ink</i>
Natural phenomena	<i>cold, electricity, light, rain, snow, thunder</i>
Occupations	<i>construction, nursing, teaching</i>
Particles	<i>dust, pepper, salt, sand, sugar</i>
Subjects	<i>business, English, history, physics, science</i>
Others	<i>equipment, furniture, news</i>

These semantic classes of nouns are always singular, these cannot be divided into separate objects. You can say: *There’s no milk in the refrigerator. We had two cartons of milk to cook with*. BUT NOT: **There are no milks in the refrigerator. *We had two milks to cook with*.

Some uncountables can change the meaning and, thus, become countable (*coffee/a coffee, tea/a tea, soda/a soda* and other drinks, *chicken/a chicken, duck/a duck, fish/a fish, painting/a painting, sculpture/a sculpture, stone/a stone, sound/a sound, business/a business, power/powers, industry/industries, property/properties, wood/woods, time/a time, hair/hairs, iron/an iron* etc.):

noun	uncountable meaning	countable meaning
difficulty	We had little difficulty convincing him.	He is having financial difficulties.
experience	He is a policeman of many years' experience.	Tell me about your experiences abroad.
thought	He was deep in thought.	What are your thoughts on this problem?
paper	We need paper badly.	How many papers have students handed in?
reading	Being a child, I adored reading.	Poet James Bris will give a reading of his new poem on Friday.
talk	In the country we now hear talk of famine.	I had a long talk with her.
fish	I would like some fish for dinner.	I'll buy a fish for dinner tonight.
tea	Do you drink tea?	I'd like a coffee, please.

But not all nouns of the type can be both countable and uncountable: not a beef*, a pork*, an art*, a poetry*, a wool*, a cotton*. Occasionally the opposite happens: countable nouns are 'converted' into uncountable nouns after a noun of measure: *a few square metres/meters of floor; a mile of river*. There are some differences between **British English** and **American English**: *accommodation* (uncountable in **British English**)/*accommodations* (countable in **American English**).

There are many countable unit nouns, which can be used to subdivide notionally a mass into separate ‘pieces’ with the help of the construction “determiner + countable noun + of + uncountable noun”, or partitive structure with a measure word. *Piece* and *bit* in **informal** speech can be combined with most uncountable nouns: *a piece of bread, a piece of paper, a piece of land, a bit of food, a bit of paint, a bit of air*. There are also unit nouns which typically go with particular uncountable nouns: *a blade of grass, a sheet of paper, a block of ice, a speck of dust, a pile of rubbish, a bar of chocolate, two lumps of sugar, a length of new rope, a fresh load of hay*. Sometimes, the word for a container (*cup, bottle, etc.*) is used: *a cup of tea, a bottle of wine*. Another way to divide uncountable nouns into separate ‘pieces’ is to measure them off into length, weight, etc: *a foot of water, an acre of land, a yard of cloth, a hectare of rough ground, 20 metres of rope, 12 square miles of woodland, an ounce of low fat spread, a pint of beer*.

Here is another type of division: nouns like *type, kind, sort, species, class, variety* can divide an uncountable noun or a set of objects into ‘types’ or ‘species’: *Teak is a type of wood. A Ford is a make of car. A tiger is a species of mammal*. (**rather formal**).

Notice that the second noun, when countable, usually has no indefinite article: *a strange kind of mammal* (NOT **a strange kind of a mammal*). In **informal English**, there is a mixed construction in which the determiner (if any) and the verb are plural, although the species noun is singular: *These kind of dogs are easy to train*. (informal). The normal construction is: *This kind of dog is easy to train*.

With certain uncountable nouns – especially nouns referring to human emotions and mental activity – we often use *a/an* when we are limiting their meaning in some way, for example, *distrust* – *a deep distrust, a distrust of accountants*. This is common with nouns connected with emotions. We do not make these nouns plural: *Jealousy is an enormously destructive emotion. She felt an incomprehensible jealousy when she saw him with her daughter. That child shows a surprising understanding of adult behaviour. My parents wanted me to have a good education. We need a*

secretary with a first-class knowledge of German. You've been a great help. I need a good sleep.

Note that most uncountable nouns cannot be used with *a/an* at all, even when they have an adjective: *My father enjoys very good health. We're having terrible weather. He speaks excellent English. It's interesting work. His speech did serious damage to his chances of election.*

III. Practice

Ex. 1. Choose the correct variant. Explain your choice:

1. Gender in English ...
 - a) is marked by endings and suffixes.
 - b) is marked by endings and suffixes only for few nouns.
 - c) is not differentiated.
2. English nouns are divided into:
 - a) common and uncommon
 - b) proper and common
 - c) concrete and mass
3. A partitive structure is used ...
 - a) to count or quantify uncountable nouns.
 - b) to show part of a whole.
 - c) to count or quantify countable nouns.
4. We can apply *piece* and *bit* with any noun: *a piece of cake, a piece of news, a bit of information* ...
 - a) in formal speech.
 - b) in informal speech.
 - c) in writing.
5. In the sentence *An Audi is a German make of car* there ...
 - a) are 3 mistakes.
 - b) is 1 mistake.

c) are no mistakes.

6. We can use an indefinite article with the word *wine* to show...

a) some portion of wine.

b) a type of wine.

c) both.

7. *Less* in the sentence *Students need less than 30 minutes to finish the test* is ...

a) always correct.

b) correct in informal speech.

c) incorrect.

8. In US English the phrase *Accommodations in New York are unbelievably expensive* is ...

a) formal.

b) incorrect.

c) correct.

9. The semantic classes of nouns denote ...

a) the group the noun belongs to according to its meaning.

b) the group the noun belongs to according to its gender.

c) the group the noun belongs to according to its structure.

10. Are concrete nouns always countable ones and abstract nouns – uncountable?

a) yes

b) no

c) there are other reasons

Ex. 2. Find all the nouns in the text. Divide them into proper and common nouns. What semantic classes do they represent? Imagine that you are 45 now. Describe how you happened to become what you are now.

My name's Annabel Goldsmith. When I was in elementary school, I used to give a series of presentations on my favourite topic: disasters. I told my classmates about the eruption that buried Pompeii, the black plague, and famous shipwrecks like

the *Titanic* and the *Lusitania*. Today, at 45, I'm a marine geoarchaeologist who excavates coastlines for clues to erosion, past tsunamis, and other disasters. It's funny now that I'm a disaster scientist, basically. It all came together.

Ex. 3. Correct the mistakes and develop the ideas by adding your own sentences with gender words.

1. Prince Diana died in a car accident. 2. My landlady can easily fix a tap in his apartment. 3. The Titanic sank when he hit an iceberg. 4. My uncle only seems to be a good hostess. 5. After her husband's death we could see her only in widower's clothes. 6. My niece is called William. 7. The Duke of Cambridge together with her children does a lot for charity. 8. The father-in-law is a very wealthy woman. 9. I'm honoured to introduce our champion in swimming, one of the greatest sportsmen in the world Ms. Jane Brown. 10. There was the bridegroom, walking through the aisle in her wedding dress.

Ex. 4. Fill in the gaps in the pairs of sentences with the following words either in singular or plural form, with or without articles. What is the difference in meaning?

danger	coffee	tea	business	sound	work
hope	drawing room	industry	stone		

1. This is an amazing _____ by Leonardo. My son is good at _____.
2. I am a real fan of _____. Two more _____, please.
3. Someone threw _____ at our window. Everyone feels emptiness in this flat landscape of scrub and _____.
4. These modern planes can fly faster than _____. I couldn't hear _____.
5. They have played two _____ by an unknown French composer. The Mona Lisa is probably Europe's best-known _____ of Renaissance art.
6. The British usually drink tea at 5 o'clock. Current London auctions deal with _____ from 25 countaberies.
7. George had _____ of promotion. We should always have _____.
8. There's _____ of avalanches on the mountain. Some people enjoy _____.

9. My country does a lot of _____ with Argentina. My brother's self-employed, he owns _____ in catering for family parties.

10. We've got plenty of _____ to place all the exhibits. We've got five _____ in the house.

Ex. 5. Find 12 mistakes and correct them. What are the basic pieces of advice given to help tourist do shopping in France?

Shopping in France means temptation at every corner and a significantly lighter pocket at the end of your trip. Being at the centre of High Fashion, Parisian designer shops, specialty shops and boutiques store the latest haute couture, fresh off the ramps. Jewellery shops are another favourite but danger of spending all your holiday allowance on that one trendy platinum bracelet is all too real – be warned, it is known to have happened before! For those with a footwear fetish, shoe stores will not disappoint. The other main buys in France are crystal, lace and textiles.

For gift, you could try and get prints of famous painting at some of the secondhand booksellers. These are available along the banks of Seine in Paris. Most popular tourist destinations in France are full of pavement artists selling impressions of famous landmarks in charcoal or watercolour – some of these are real works of arts! Another popular option is home decorations of clays, woods and textile.

Department stores exist in all the major cities of France and much are open till late. People usually do not bargain in shops where the prices are clearly marked. But you can look for bargains at flea market and food market.

Ex. 6. Work with a partner. Take turns asking questions using the phrases given. Each partner asks and answers six questions.

a work of art	fruits	a game of	a piece of advice	spices	a people
pieces of furniture	a TV	a wine	tax money	peoples	cuisines

Example: – *Tell me something that you consider a work of art.*

– *I consider Van Gogh's painting "Starry Night" a work of art.*

Ex. 7. Complete the letter with partitive constructions and use the combination of *a, this, some, several* + *of* + *serving, bit, slice, game, flash, clap, period, piece, pack, bag*.

Dear Janny,

I'd like to tell you about my weekend. That perfect Saturday morning I was extremely happy as my cousin agreed to take me on a camping trip with his friends. I packed my things neatly, so that to place them between ... (1) firewood and ... (2) coal in a trunk of an old car. After a few minutes of manipulation with the luggage, a few minutes spent on choosing ... (3) right music to listen to while driving we set off. The trip began. And it was idyllic until the first roundabout, where our driver had the misfortune of gazing backwards and incidentally bumped into a car standing behind.

Everyone was silent. By the by, the driver from that another car went out to inspect the injuries. Unwillingly my cousin and our driver got out of the car as well. Whilst they were discussing the matter, I was picturing us all in the nearest road police station. At last they returned looking strangely animated. It was ... (4) luck we didn't leave any tremendous marks on the other car, and in addition to it we had bumped into my cousin's colleague who excused us willingly and let us go. Therefore, we could continue our trip and soon reached a pleasant, secluded area where we could set our camp. At first the weather was fine. We decided to have ... (5) volleyball before lunch. At lunch we ate ... (6) special seven-grain bread, ... (7) delicious curried salad. Just as we were tasting ... (8) my famous apple pie, another car arrived. Who do you think was in? A couple of our former friends who also decided to have a picnic in some "remote" place. Suddenly we heard ... (9) thunder, which really startled us. Then we saw ... (10) lightning nearby. However, we didn't pack up and together with the former friends enjoyed the rain inside our tent. We played ... (11) cards, drank ... (12) lemonade and chatted a lot.

We had a wonderful weekend though in a small town like ours meeting a familiar face is as easy as pie. I would definitely recollect ... 13) time with a smile. I'm sorry you weren't with us.

Love,

Mary

Ex. 8. Guess what products the companies with the following slogans sell. Are these slogans catchy? Do nouns make them catchy? Why?

There are some things money can't buy. For everything else, there's our card.

Quality never goes out of style.

Beauty outside. Beast inside.

Between love and madness lies obsession.

Stronger than dirt.

The greatest tragedy is indifference.

Think of your own slogan with different semantic classes of nouns.

Ex. 9. Finish the following joke with your own ideas. Can you write the continuation of this joke using names for other occupations?

If a barber makes a mistake, it's a new style.

If a politician makes a mistake, it's a new law.

If a scientist makes a mistake, it's a new invention.

If a tailor makes a mistake, it's a new

If a teacher makes a mistake, it's a new

If a student makes a mistake, it's

Ex. 10. Identify the occupations of the people in the photos. What personal qualities are necessary for each of them? What are the advantages and disadvantages of each of them? Which occupation did you want to have when a child and now?



Ex. 11. Here are some lines of the song “Let it be” by the Beatles. Fill in the blanks with one proper name, one uncountable noun denoting a human quality, a noun for a part of the day, an uncountable noun that becomes countable, a time-word. Listen to the recording of the song and check yourself.

Let it be

When I find myself in times of trouble

Mother _____ comes to me

Speaking words of _____ “Let it be”...

And when the _____ is cloudy

There is still a _____ that shines on me

Shine until _____, let it be....

IV. Production

Ex. 1. Advise your friend from another country on what to bring home as a souvenir from Belarus. Use nouns of different genders, semantic classes. Your dialogue should contain some informal features.

Ex. 2. Write a letter to a friend describing the last time you did shopping in a hypermarket. Make use of the construction *a countable noun + of + uncountable noun*.

Underline at least 10 active phenomena in your work. Characterize them.

V. Self-study tasks

Ex. 1. Find a song in which there’s a focus on a certain semantic class of nouns. Play it for the groupmates and let them identify this semantic class.

Ex. 2. Find the examples of how you can start and finish a formal, less formal and informal letters in G. Leech and J. Svartvik’s “Communicative Grammar of English” (Unit 344). What are the differences? Is it necessary to mark the gender of your addressee?

Ex. 3. Replace the gender-biased words in italics with neutral words.

1. Stand-up *comedienne* Sarah Millican's tour has sold out at venues across the UK. 2. The fate of many of the planet's species is now in the hands of *mankind*. 3. I think my *forefathers* were probably farmers because my surname is 'Farmer'. 4. The English-language requirements for *stewardesses* at some airlines are very high. 5. I can't wear clothes containing *man-made* fibres. They make me itch! 6. Transport will be provided to and from the venue for conference delegates and their *wives*.

Unit 2

SINGULAR AND PLURAL NOUNS

I. Presentation

Ex. 1. Read the text about electric cars. What is the main problem associated with these cars? Do you agree or disagree? Find all the nouns in the text. Are they singular or plural? Are there any unusual cases?

It would be great if electric cars replaced cars working on fuel, but they have their problems and the biggest one is battery technology. Portable electronic gadgets like laptops, mobiles and cameras have long suffered from the limitations of the humble battery. In fact, while the performance of electronics has increased by 10,000 % in the past 35 years, battery technology has lagged behind with only a sixfold increase in a century. This imbalance has important implications for the electric car. Many drivers won't consider replacing their conventional petrol-powered car with an electric model until the differences in price and performance narrow dramatically. Batteries have to go a lot further before they can catch up with the combustion engine.

There are three key problems that will be difficult for manufacturers to overcome: firstly, to get a reasonable life from batteries they should not be run from full to empty. Secondly, charging time remains a major obstacle. Recharging an electric vehicle battery on a domestic power supply isn't likely to take several minutes. Finally, with the majority of our electricity likely to come from non-renewable resources in the near future, electric vehicles could actually contribute more CO₂ to the environment than one of today's high-efficiency diesel models.

I'd like to see electric cars take off, but we can't assume they will. Neither can we assume they will have any impact on carbon emissions for quite some time.

II. Notes

Most English nouns form the plural with *-s*. This is true for many nouns which end in consonants or silent *-e* (e.g. *flag – flags, date – dates*). But note these variations:

<u>noun</u>	<u>plural form</u>	<u>examples</u>
ending in consonant + y:	+ <i>ies</i>	<i>family – families, party – parties</i>
BUT vowel + y:	+ <i>s</i>	<i>tray – trays, monkey – monkeys</i>
ending in <i>-ch, -s, -sh, -x, -z</i>	+ <i>es</i>	<i>watch – watches, boss – bosses, fox – foxes, waltz – waltzes</i>
ending in consonant + <i>o</i>	+ <i>es</i>	<i>potato – potatoes, hero – heroes</i>
But vowel + <i>o</i>	+ <i>s</i>	<i>radio – radios, video – videos</i>

English does not have very many irregular plurals. Here are some examples:

<u>nouns</u>	<u>plurals</u>	<u>examples</u>
ending in <i>-f</i> or <i>-fe</i>	usually + <i>ves</i>	<i>calf – calves, leaf – leaves</i>
foreign nouns	varies according to the origin of the word	Latin origin: <i>alumnus – alumni, datum – data, alga – algae</i> ; Greek origin: <i>analysis – analyses, criterion – criteria</i>
Other irregulars	+ <i>(r)en</i> <i>change of the vowel:</i>	<i>child – children, ox – oxen</i> <i>man – men, foot – feet</i>

Several words ending in *-f* and all those ending in *-ff* just take *-s*: *belief – beliefs, cliff – cliffs*. Some words ending in *-f* take either plural ending: *scarf – scarfs/scarves; handkerchief – handkerchiefs/handkerchieves*.

The foreign plurals *data* and *media* are variably treated as plural and singular nouns: *We analysed [these] data ourselves*. There can be some regional differences (e.g. in **American English** *mediums* is the plural form for *medium*).

Some nouns have a zero plural, though they have plural meaning and concord. These nouns include names of such animals as *cod, deer, grouse, salmon, sheep*. *S*-plural as well as zero plural are found for: *buffalo, duck, fish*. The *s*-plural typically draws attention to individual specimens, the zero plural to the animals as a group.

The zero plural is also regularly used for *dozen, hundred, thousand, million* preceded by numerals: *two dozen people, two hundred kids, fifty thousand dollars*.

But: *thousands of people, millions of shares*. Other zero plurals include: *aircraft, dice*; some words ending in -s such as *series, species, means*. With nationality adjectives ending in a sibilant -ch, -ese, -sh or -ss used to refer to a people as a whole plural verbs are used (*the Dutch, the English, the French, the Japanese, the Vietnamese*): *The French say they must sell more wine to Germany*. Generic *the* is also commonly used with nationality or ethnic nouns (except those ending in -women or -men), e.g. *the Indians, the Poles, the Zulus*: *The plan has received warm support from the Germans*.

You can sometimes see plurals formed with an apostrophe, especially with dates and abbreviations: *1960's, some GP's*. An apostrophe (') can be used before the -s in the plurals of letters of the alphabet as well: *She wrote 'necessary' with two c's*. This is quite common in **informal writing**, but it is considered incorrect in **formal English writing**.

Some English nouns are more common in the plural form. These occur in a number of categories:

Clothing: *clothes, jeans, trousers, pyjamas, trunks, dungarees*

Tools/equipment: *scissors, glasses (=spectacles), scales, handcuffs, pliers*

Games: *dominoes, darts, cards, bowls*

Subjects/activities: *physics, maths, politics, economics, aerobics, athletics*

Other: *goods, whereabouts, remains, thanks, stairs, proceeds*

These nouns may have a singular form with a different meaning or as part of a compound noun: *a glass (e.g. a wine glass), a pyjama party, a dartboard*.

Often a special group noun is used with certain kinds of objects: *an army (of soldiers), a crew (of sailors), a crowd of people, a gang of thieves, youths, etc. a herd of cattle, a pack of cards, a flock of sheep, a constellation of stars. a bunch of flowers, a series of games*. Many group nouns refer to a group of people having a special relationship with one another, or brought together for a particular reason: *tribe, family, committee, club, audience, government, administration, team, gang, regiment, staff, enemy, association, board, commission, company, council, crew, department, jury, party, public, etc.* There is often a choice of whether to use a

singular or plural verb, especially in **British English**. When we treat the group as a single thing, we use a verb in singular. When we treat the group as a collection of individuals, we use a verb in plural: *The audience is/are enjoying the show*. Notice also the difference between *its stated aims* (singular) and *their stated aims* (plural) in this example: *The government has lost sight of its stated aims*. *The government have lost sight of their stated aims*. In **American English** they prefer to apply a verb in singular with those nouns: *The staff was dismissed*.

There is also a special case of plural concord with singular proper names which denote sports teams: *Arsenal win 3–1*, *England have been practising for two days*. This is regular usage in **British English**, but not in **American English** unless the team is in the plural: *The New York Giants win again*.

When we talk about amounts and quantities, we usually use singular determiners, verbs and pronouns, even if the noun is plural: *Where is that five pounds I lent you?* (n o t *Where are those five pounds . . .?*) *More than 41 inches of snow has fallen on the city this winter*. (n o t *More than 41 inches of snow have fallen on the city this winter*).

II. Practice

Ex. 1. Choose the correct variant.

1. The plural number in English ...
 - a) is formed in several ways.
 - b) is marked by -s ending.
 - c) is formed depending on the consonant or vowel it ends with.
2. Nouns of Latin and Greek origin ...
 - a) have the plural form typical for the language they have been borrowed from.
 - b) change the root vowel to become plural.
 - c) may have two variants of the plural form.
3. The words *dozen*, *hundred*, *thousand*, *million* preceded by numerals never take the plural ending -s unless there's a preposition *of*.

- a) true
 - b) false
 - c) both variants are possible
4. The abbreviation in plural with an apostrophe (e.g. *VIP's*) may occur
- a) in formal speech.
 - b) in informal speech.
 - c) in oral speech.
5. In the sentence *Trams are an outdated means of transport* there are...
- a) no mistakes.
 - b) 1 mistake.
 - c) 2 mistakes.
6. In the sentence *This bacteria might kill all the fish in the sea* the word *fish* is...
- a) uncountable.
 - b) in singular.
 - c) in plural.
7. The translation of the sentence *Где мой бинокль? Не могу его найти* is...
- a) *Where is my binocular? I cannot find it.*
 - b) *Where are my binoculars? I cannot find it.*
 - c) *Where are my binoculars? I cannot find them.*
8. In American English nouns denoting a group of people are preferably used with
- a) singular verbs.
 - b) plural verbs.
 - c) both singular and plural verbs.
9. The right continuation for the phrase *The public have clapped ...* is
- a) their hands off;
 - b) its hands off;
 - c) one's hands off.

10. The nouns which refer to a nationality or ethnic group are always...

- a) singular.
- b) plural
- c) either singular or plural depending on the situation.

Ex. 2. Fill in the correct form of the verb *to be*. What helped you to decide which form *singular* or *plural* to use?

1. The advice she gave me ... very helpful. 2. Her earnings ... very low. 3. The weather ... very unpredictable in England. 4. Sugar ... bad for your teeth. 5. The majority of people ... on holiday at least once a year. 6. Physics ... the study of natural laws. 7. Football ... a popular sports. 8. All of his clothes ... on the floor. 9. Her stunning looks ... the key to her success. 10. Her brother's death ... traumatic. 11. Athletics ... challenging. 12. Her love of money ... almost an obsession. 13 His luggage ... extremely heavy. 14. ... the information correct? 15. The old couple ... moving to the coast. 16. The staff of the hospital is/are very helpful. 17. Billiards is/are played by many people. 18. There is/are a lot of sheep in that field. 19. The company headquarters is/are in London. 20. Darts ... a popular game in Britain. 21. What ... the news? 22. Twenty miles ... a long way to walk.

Ex. 3. Write the correct form of the verbs in brackets. Do you do anything with broken, torn, unfashionable things? Or just throw them away? How is the problem described in the text viewed among your relatives and friends?

Sometimes society (1) ... (throw) away things without even thinking of repairing them. Trousers (2) ... (be) easy to mend or can be made into shorts which (3) ... (look) nice on most people. Pliers that (4) ... (be) broken or scissors that (5) ... (be) blunt can be fixed or sharpened. Clothes (6) ... (be) expensive and household goods always (7) ... (prove) useful so why (8) ... (be) these belongings often thrown away? Intelligence (9) ... (be) not really needed, just common sense. Congratulations (10) ... (be) for those who (11) ... (use) their heads in this way. An old pair of jeans which (12) ... (be) used for gardening, pyjamas which (13) ... (become) dishcloths and tights which (14) ... (strain) food, all make our earnings (15) ... (go) further.

Ex. 4. Read a letter of an exchange student. Open the brackets to use the appropriate form of the verb. What are the common problems of exchange students? Have you ever experienced any?

Hi Cathy,

Greetings from Nepal! I'm sending this from an internet café in a small town north of Kathmandu. The town itself isn't very interesting, but the surroundings (1) (be) beautiful — I can see the Himalayas through the café window!

The lectures here are brilliant. The Politics and Ecology courses are great, but Economics (2) (be) really difficult — although maths (3) (be) certainly not my strong point! I'm really learning a lot about the country and its environmental problems. Many thousands of Nepal's citizens (4) (live) in the mountainous parts of the country south of the Himalayas, and the majority of these people (5) (depend) on growing crops and keeping animals. The standard of living in Kathmandu and the other cities (6) (have) risen a lot recently, and the number of people likely to move into the cities (7) (be) expected to increase. It's a real problem here. The Himalayan Times, the local English-language newspaper (9) (have) just published a survey showing that most young people would stay in their home villages if jobs were available.

I was planning on coming home at the end of June, but the college (9) (have) arranged for a few of us to stay during the summer on a WWF conservation project in a region in the north called Helambu — there (10) (be) just a few kilometres between the village where I'll be working and the border with China. Among the various projects that have been set up (11) (be) a scheme for producing biogas locally — that's gas produced from plant and animal waste. All my living expenses during the project (12) (be) paid by the WWF.

Hope all is well with you. I've heard that you'll marry soon. Big news (13) (travel) fast.

Love, Zahra

Ex. 5. Open the brackets forming the right plural forms of the nouns. Finish the text by expressing your own opinion on the subject of cloning.

At present, scientists are still in search for the right (criterion) for consistently making a clone of an animal. 5 (species) were cloned in the end of 20th century – (cattle), (sheep), (pig), (goat), (mouse). But at a grim price. For example, with (cattle), a total of 8,919 (egg) from (cow) have been used to create cloned (embryo), of which only 71 live (calve) were born. More than a quarter of these were alarmingly larger than normal, some had serious mental (abnormality) and many were found to have underdeveloped lungs. A sad example is Dolly the Sheep, the world's first cloned mammal, which was given a lethal injection in 2003 as soon as it was discovered that she had (sign) of progressive lung disease. In the 21st century the work continued in many (country) of the world. In 2001 five (bull) were cloned from a champion show cattle named Full Flush, in 2002 – (rabbit) and (kitten), in 2003 – some (mule) in the USA. The same year French scientists cloned (rat) for the first time. In 2005 South Korean researchers announced they successfully cloned a dog, an Afghan hound named Snuppy. The latest (datum) are that in 2018 Shanghai scientists created two genetically identical long-tailed (macaque). Active though these (finding) are, many questions connected with ethics remain.

Ex. 6. Fill in the right form of the verb. Explain your choice. In what situations could you hear these sentences? Choose one of the sentences and develop a context to it.

1. The audience ... (be) generous with its cheers and applause and flowers. It ... (be) clearly delighted with the performance. 2. A committee ... (set up) so that in the future it will discuss such topics in advance. 3. The committee ... (believe) it is essential that their proposal should be adopted as soon as possible. 4. The majority of the population ... (seem) to be of Scandinavian descent. 5. The government ... (recognize) its dilemma and ... (begin) to devise better school education. It ...(want) to carry on its plan till the end of the year. 6. The public ... (think) of planning their forthcoming annual holiday.

Ex. 7. Correct 9 mistakes in the text about bonsai. What is your hobby? What qualities are necessary for it? What activities/instruments does it involve?

Tending to bonsai requires calm, focuses, patiences – and a set of miniature tool. “If you don’t understand the science to keep them alive, there’s no point in understanding the arts to make them beautiful,” says Michael James, the museum’s curator. Bonsai are kept in small ceramic pots to restrict growths. A roots rake is used when a bonsai is repotted to remove the dirt from the root. A nylon brush cleans off moss. Bonsai must be trimmed regularly with shear. A watering can with a long spout helps to reach the base of trees.

Ex. 8. Read the text about Earth’s northernmost settlement. Would you like to visit it? Why? Open the brackets to fill in the gaps with the appropriate form either in singular or plural.

Arctic _____(panorama) often look flat and desolate, but this Norwegian _____(archipelago) features a mountainous landscape with 2,000 miles of coastline. It’s home to Earth’s northernmost year-round settlement, the Svalbard region, which is populated but not populous – polar _____(bear) outnumber people. In this remote terrain, the focus is squarely on nature’s grand _____(display). During summer _____(month) the sun never sets. In winter it never rises, but the northern lights (aurora borealis) dance across the sky. _____(reindeer) and arctic _____(fox) roam the land, _____(walrus) and _____(seal) swim offshore, and Atlantic _____(puffin) soar overhead. Polar _____(bear) can be hard to spot, but that first sighting makes all the effort worthwhile. _____(glacier), _____(fjord), and snow-covered _____(mountain) fill the views.

Ex. 9. Study the recipe card and guess what the dish is and how it should be cooked. Act it out.

Dakota Kelly decided to share her family’s recipe with the viewers: “This is a great recipe that I found in my Grandma’s recipe book. Judging from the weathered look of this recipe card, this was a family favorite.” Here is the recipe card:



$\frac{1}{2}$ cups all-purpose flour, $\frac{1}{2}$ teaspoons baking
 powder, 1 teaspoon salt,
 1 tablespoon white sugar, 1 egg, $\frac{1}{4}$ cups milk, 3
 tablespoons melted butter.

You can find the video to help you here:

<https://www.allrecipes.com/recipe/21014/good-old-fashioned-pancakes/>

Ex. 10. Play a game “The banana is...” in groups of 3 – 4 students. Each group writes 10 countable and uncountable nouns which you have to define so that other groups could guess which word you have written. Each guessed word is one point. The group with most points wins. Use the word banana instead of the word you are defining.

Example: *The banana is a tool. It's used for cutting things. The banana can be sharp and can be blunt. So, the banana is ... (scissors).*

Ex. 11. Look at the following pictures. Identify the ingredients of every dish. Which one is good/bad for health? Which dish would you prefer? Why? What are your favourite dishes? What ingredients are necessary for them? What is more important for you in a dish: healthy ingredients, taste, flavour, serving, etc.



IV. Production

Ex. 1. Fill in the table with your own examples. Then use it to prepare a presentation for your fellow-students or junior school children “How to form a plural noun in English”.

-s	consonant + y: + <i>ies</i>	ending in -f, -fe	irregular plurals	ending in – <i>ch</i> , -s, - <i>sh</i> , -x, -z + <i>es</i>	in consonant + <i>o</i>	foreign words
pet – pets, play – plays	baby – babies	wife – wives but chief- chiefs	goose – geese, louse – lice	box – boxes	tomato – tomatoes	crisis – crises

Ex. 2. Prepare your favourite dish, bring it to treat your groupmates, tell them how the dish is cooked.

Ex. 3. Write an informal letter describing one of your travelling experiences. Make use of at least 20 words in plural.

V. Self-study tasks

Ex. 1. Use several dictionaries to find at least 30 nouns of Latin and Greek origin that form their plural form according to the rules of the language they were borrowed from. Make up sentences with them. You may also refer to *Practical English Usage* by M. Swan, Section 11.

Ex. 2. Do the crossword on travelling from Appendix to Unit 2.

Ex. 3. Make a crossword on English singular and plural nouns. Choose the topic to your liking.

Unit 3

THE GENITIVE

I. Presentation

Ex. 1. Read the text to compare traditional and new ways of greetings. What do traditional greetings reveal about different cultures? Can you spot examples of the genitive case?

World's new greetings

There exist different ways people say hello to each other from the ancient clasped-palmed Indian “namaste” to the brand-new elbow bump used by US politicians. Now they are being reshaped because of the threats of coronavirus. The most notable greeting to emerge recently is the Wuhan shake, a handshake substitute named after the city where Covid-19 originated. It involves participants tapping the insoles of their feet. The Wuhan shake first appeared in March 2020 in videos and became viral. Since its debut, high-profile political figures like Russia’s energy minister Alexander Novak and Tanzania’s president John Magufuli have publicly performed the Wuhan shake, inspiring speculation that it might become the world’s new handshake. New Zealand’s Maori groups have already instructed their members to avoid greeting each other with traditional hongi, in which two people press their noses and foreheads together. Instead they have since pivoted to a casual lift of the chin and eyebrows to acknowledge each other. French cheek-kisses or bises have been replaced with a verbal version, exchanging “Bises!” or the more familiar “Bisous!” to greet each other from a distance. Turkish kiss of the hand of an elder relative and a double-cheek kiss standard among colleagues, friends are transformed into the eyvallah, a centuries-old no-touch gesture that consists of placing the hand over the heart and bowing slightly. The movement signifies that person is in your heart, indicating both respect and endearment. Arab Emirates’ health ministries banned physical greetings and many Emirati have been replacing hugs and traditional Emirati nose kisses by waving or by placing a hand to the heart. Thus, as social distancing lingers, many world’s cultures are adapting their distinct greetings to fit the new norm.

II. Notes

We can indicate the possessive form of a noun by adding 's (the genitive form) or we can use the of structure (noun + of + noun): *There was a scratch on my car's paintwork* or *There was a scratch on the paintwork of my car.*

These are the key rules about which form of the genitive ('s/s'/') to use: singular noun adds 's: *house – house's, bus – bus's*. Singular proper nouns that end in –s add 's or an apostrophe (') only: *Jones'* or *Jones's* (usually pronounced /'dʒoʊnzɪz/). The spelling with apostrophe only is particularly common with longer names of classical origin: *Euripides' plays, Socrates' wife*. Regular plural nouns add an apostrophe (') only: *ladies – ladies', bus – buses'*. Irregular plural noun not ending in –s add 's: *men – men's, women – women's*. *One, somebody, everyone, each, other,* etc. add 's: *one's house, somebody's house, everyone's rights, each other's houses*.

We can have two genitives together: *We were beginning to get fed up with our neighbour's tenant's loud music.*

If the meaning is clear from the context, we can use the genitive without a following noun: *Whose is that? – Daniel's.* (Daniel's thing)

If the possessive form consists of a compound noun or two or more nouns which form a single team or group, we put the 's on the last noun only:

Are you coming to my brother-in-law's party?

I'm a great fan of Lerner and Lowe's musicals. (They wrote as a single team.)

We had a nice time at Jack and Susan's last night (We had a nice time at the place both Jack and Susan own).

When the nouns do not form a single group, we must use 's with both nouns: *Schrodinger's and Heisenberg's versions of quantum mechanics had seemed different.* (two versions of the theory)

If the possessive noun is part of a short phrase (without a verb in it), we usually put the 's at the end of the phrase: *The man in the corner's dog began to bark.* (The dog belonging to the man in the corner ...)

An *of*-construction can be combined with an s-genitive or possessive pronoun into a ‘double’ genitive: *Shannon is a friend of my wife’s*. The noun in the genitive must be both definite and personal. Unlike the simple genitive, the ‘double’ genitive usually implies that the meaning is not unique, i.e. that ‘*my wife has several friends*’. Compare: *He is Leda’s brother* (Leda has one, or more than one, brother) and *He is a brother of Leda’s* (Leda has more than one brother). So, we use the double genitive when we want to make the first noun specific, but at the same time show that it is one of several. We usually use the indefinite article with this pattern: *I heard the story from a friend of my brother’s* (from one of my brother’s friends). We do not always include the genitive ‘s on the second noun: *They got a tip off from a friend of the owner*. The double possessive is common with pronouns. We always use the possessive pronoun: *She is a friend of ours*. (We have several friends. She is one of them.)

The apostrophe is often dropped in the names of shops and companies: *I bought it at Smiths*. *She got married at St Joseph’s*. In **modern English**, expressions like *the doctor, the dentist, the hairdresser, the butcher* are often used without ‘s: *Alice is at the dentist*.

II. Practice

Ex.1. Choose the correct variant. Explain your choice.

1. The idea of possession is expressed in English with ...
 - a) the genitive.
 - b) of-phrase.
 - c) both.
2. Regular plural nouns to form the genitive add ...:
 - a) ‘s.
 - b) apostrophe (‘).
 - c) ‘es.
3. The example of double genitive is ...
 - a) It’s James’.

- b) It's man on the corner's dog.
 - c) It's a friend of Mike's.
4. To form the genitive with compound nouns one adds 's to ...
- a) the main element.
 - b) to the last element.
 - c) both the elements.
5. In the sentence *My sister and brother's rucksacks are full of books* there ...
- a) are 3 mistakes.
 - b) is 1 mistake.
 - c) are no mistakes.
6. The genitive of a short phrase (e.g. the girl near the table's) is ...
- a) possible if there's no verb in it.
 - b) possible if there are no more than 4 elements.
 - c) not possible.
7. The sentence *She is a girlfriend of Jake's* means ...
- a) She's Jake's only friend.
 - b) Jake has many girlfriends.
8. Singular proper nouns that end in -s to form the genitive ...
- a) add 's.
 - b) add only an apostrophe (').
 - c) add either 's or an apostrophe (').
9. The proper names in plural to form the genitive ...
- a) add 's.
 - b) add only an apostrophe (').
 - c) add either 's or an apostrophe (').
10. Irregular plural nouns to form the genitive ...
- a) add 's.
 - b) add only an apostrophe (').
 - c) add either 's or an apostrophe (').

Ex. 2. Rewrite the sentences using genitive forms. Explain the usage of the genitive case.

Example: *The stories Steve told and the stories Jane told were completely different.* – *Steve's and Jane's stories were completely different.*

1. I'm sure this bag belongs to somebody.
2. Let's go to the shop the girls own.
3. That is the hotel belonging to Mr. Hollis.
4. I love the operettas of Gilbert and Sullivan.
5. It's the fault of nobody.
6. The dog belonging to my next-door neighbor never stops barking.
7. I'm fed up with the inefficiency of the secretary of my boss.
8. The personality of my mother and the personality of my father are very alike.
9. These aren't my keys, they are the keys belonging to my flatmate.
10. I've just inherited the house belonging to the brother of my grandmother.

Ex. 3. Eight of these sentences contain mistakes. Find and correct them. Explain your choice.

1. Elizabeth is a good friend of him.
2. I'm really fed up with my landlord's wive's endless complaints about noise.
3. As the English say, ones' home is ones' castle.
4. You should pay attention to what he says, he's close associate of the director.
5. Don't blame him, it was mine own fault.
6. She's been put in charge of children's activities at the summer camp in Maine.
7. Since they got married, they've only been interested in each other.
8. My brother's-in-law's parents have decided to emigrate.
9. We don't know him very well; he's just an acquaintance of us.
10. There's something wrong with that buses' brake lights.

Ex. 4. Read the jokes containing set expressions with the genitive case. What other set expressions of this kind do you know?

For Appearance' Sake

When my son Michael was in grade school, he had to write a biography of his parents. When I read what he'd written about me, I was impressed with his vocabulary. It said, "My mom has blue eyes and chestnut hair."

"Where did you learn about the color chestnut?" I asked him.

"I read it off your hair-dye box," Michael responded.

Snail's pace

The doctor's office was crowded as usual, but the doctor was moving at his usual snail's pace. After waiting two hours, an old man slowly stood up and started walking toward the door.

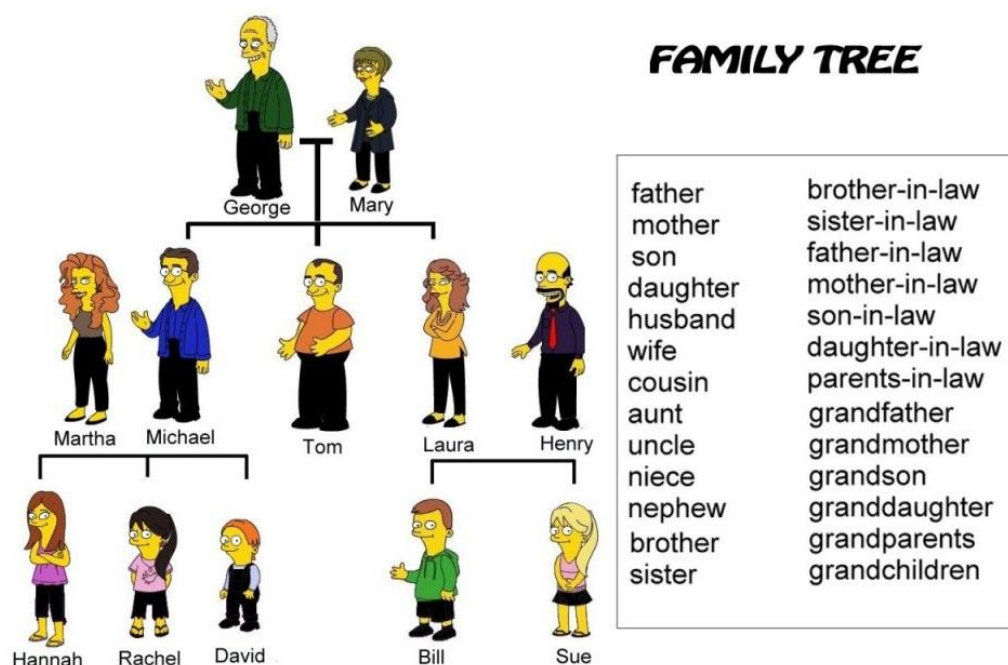
"Where are you going?" the receptionist called out.

"Well," he said, "I figured I'd go home and die a natural death."

Ex. 5. Play a guessing game "Whose thing is it?". All students put one thing of theirs in the box. Then one by one they pick up one thing and try to guess the owner.

Example: *I think it's Lisa's pen, because she likes pink colour. Lisa's pencil case and pencils are of this colour too. It's pretty typical of girls to gather pink things.*

Ex. 6. Study the family tree on the picture below. Describe how these people are related to each other using the genitive case. Prepare a similar family tree of the Simpsons, the characters of the famous American animated sitcom created by Matt Groening. The series is set in the fictional town of Springfield and parodies American culture and society, television, and people's interaction. Describe how each member of the Simpsons' family is related to each other using the genitive case. You may also add something about each hero, their behaviour, interests, etc. Do you know any other popular series about the whole family? If you wish you may speak about the characters of the series you like more than "The Simpsons"



Ex. 7. Read an article by C. Varley from BBC Sports “Michael Jordan: A great leader – or someone who went too far?” What is the best way to describe Jordan’s approach? What means are justifiable to achieve success? Prepare several arguments for and against tough methods in training. Add your own examples.

Michael Jordan’s methods for success with the Chicago Bulls in the 1990s brought to light in documentary series *The Last Dance* – have caused plenty of debate. What’s an appropriate type of leadership? Jordan didn’t go easy on his Chicago Bulls team-mates. He once punched Kerr, the smallest guy on the team, during training. In the documentary, we also see Jordan laying into Scott Burrell – outing his team-mate’s drinking and partying to his parents and calling him "garbage". Such methods stop the team from being as good as it could be.

In the documentary, Jordan defends his approach. “I pulled people along when they didn’t want to be pulled,” he said. “I challenged people when they didn’t want to be challenged. I earned that right.” Syed, a former Olympic table tennis player, does not believe Jordan overstepped the mark: “Michael was tough to play with, but he never asked players to do things that he wasn’t prepared to do himself. In other words, he set a very powerful example of hard work.” Jordan’s supporters also add that Jordan’s team is widely regarded as the greatest sports dynasty in history and their success cannot be explained, if Jordan was such a corrosive influence. Thus, winning has a price and leadership has a price. There is a fee to be paid for greatness, but whether that fee has to include the trauma of everyone who accompanies the leader is the question.

(Adapted from <https://www.bbc.com/sport/basketball/52761540>).

IV. Production

Ex. 1. Read the text. What issues are discussed in the article? What are the roots of the problems? With what kinds of nouns is the genitive case used in the article? Find more information on this topic either about Greece or other countries. Discuss with your partners what measures can change the situation?

Greece's reverse brain drain

Human capital is Greece's No. 1 export, according to a report by *Endeavor*, a global nonprofit organization. It says that Greece's brain drain generates, annually, the equivalent of €12.9 billion in GDP and €9.1 billion in taxes for the countries that Greeks move to. So, brain drain is a serious issue for the Greek labor market. As there is a whole generation with ambitions, dreams and appetite for work, they are trying to sprint but there's only the lack of opportunities, overtaxation, lack of meritocracy they have to face. As a result, young people go abroad.

A new government's scheme offers cash to educated Greeks who moved abroad during the crisis. "Please come back!" – that's the message from the Greek government. To encourage them to do so, the authorities have launched a wage subsidy scheme called "Rebrain Greece" that offers 500 of those deemed the brightest and best a monthly salary of €3,000 (before tax) if they return to Greece as part of the project. The labor ministry will cover 70 percent of the cost. The scheme started last April, as a way to reverse the brain drain and was deemed so important that not even a change of the government after July's election could derail it. The brain drain accelerates the Greek economy's biggest danger: bad demographics. By 2050, Greece's population is expected to shrink considerably. The government's response was to offer a financial bonus of €2000 for every birth.

(Adapted from <https://www.politico.eu/article/greece-reverse-brain-drain-skills-young-people-financial-crisis/>)

Ex. 2. Draw your family tree. Illustrate at least 3 generations (see the Appendix to Unit 3 or use photos). Tell your classmates about every member of the family. Mention not only the relations in the family but some interesting facts as well.

V. Self-study tasks

Ex. 1. Use several dictionaries to find at least 20 set expressions with the genitive case. Make up your own sentences with them.

Ex. 2. Prepare a talk show "Brain drain crises: roots and consequences".

Unit 4

THE GENITIVE ('S) OR OF-PHRASE

I. Presentation

Ex. 1. Read the text about new lexis that has appeared thanks to Covid-19. Can you explain what these expressions mean? Find and analyse the genitive and of-phrases in the text.

Throughout history, challenging circumstances have given rise to new ways of expressing those challenges. Brexit led to a flowering of words like the inevitable *Bremain* and *Bregret*. The speed of the linguistic change we're seeing with *Covid-19* is unprecedented due to the pace of its spread, its dominance in the media and global interconnectivity at a time when social media and remote contact are so important.

Many of the newly popular terms relate to the socially distanced nature of human contact these days, such as *virtual happy hour*, *covideo party*, *quarantine and chill*, *covidiots*. Many use *corona* as a prefix, whether Polish speakers convert *coronavirus* into a verb or English speakers wonder how *coronababies* will fare. The term *Covid-19* was only coined in February, when the WHO announced the virus's official name. But in April, *Covid-19* and *coronavirus* skyrocketed and became the most popular words on the Internet. Other terms related to the pandemic in some way include *infodemic*, *elbow bump*, *stay-at-home order*. Many words deal with daily routine practices: *doomscrolling* 'the hypnotic state of endlessly reading grim internet news', *blursday* 'the weakening sense of time when so many days bleed into each other'. Australian English has produced abbreviations like *quaz* for *quarantine* and *sanny* for *sanitiser*. Linguists believe that many of the terms currently in vogue won't endure. The ones with a stronger chance of sticking around post-pandemic are those that describe lasting behavioural changes, such as *zoombombing* 'the practice of invading someone else's video call' even if the company Zoom loses its market dominance.

(Adapted from <https://www.bbc.com/worklife/article/20200522-why-weve-created-new-language-for-coronavirus>)

II. Notes

In the English language an of-phrase is used to speak about the partition (a part of the house), division (a kind of tree), amount (most of our problems). *Of* is also used more generally to indicate various relations between the meanings of two nouns: *the roof of the house* (the house has a roof; the roof is part of the house), *a friend of my father's* (my father has a friend), *the courage of the firefighters* (the firefighters have courage; the firefighters are courageous), *the envy of the world* (the world envies ...), *the trial of the conspirators* (someone tries the conspirators), *the virtue of thrift* (thrift is a virtue), *people of the Middle Ages* (people who lived in the Middle Ages), *the house of my dreams* (the house which I see in my dreams), *the College of Surgeons* (the College to which surgeons belong).

English often offers a choice when we want to express the genitive relation between nouns. In many cases we can use either the genitive or the of-construction: *What's the ship's name?* [genitive] *What's the name of the ship?* [of-construction]. Here the function of the noun in the genitive case (*ship's*) is similar to that of the noun as head of a noun phrase following of (*of the ship*). The of-construction is mostly used with nouns denoting things. We can say *the leg of a table* but not **a table's leg*, *the door of the house* but not **the house's door*. The genitive 's is typically used with nouns denoting people. We can say *John's car* but not **the car of John*. The genitive is also commonly used in such phrases as *a day's work*, *today's paper*, *a moment's thought*, *the world's economy*.

We usually use **the genitive 's** (and not the of-phrase) to express the following ideas:

referring to general ownership, or possession of somebody's home	<i>Have you seen Megan's new dress?</i> <i>We'll be at Mom's soon. (Mom's house)</i>
referring to people and animals (especially with proper nouns), and to personal/professional relationships and human qualities	<i>Megan is Ted's youngest daughter.</i> <i>Do you like Snap's new car?</i> <i>Have you met the boss's new secretary?</i> <i>John's obstinacy is a pain.</i>
referring to location in time (but	<i>Have you read the book review in</i>

not with dates)	<i>today's paper? Did you watch last Sunday's match? We have no idea of tomorrow's weather.</i>
referring to the origin of something, for example where it comes from or who made it	<i>What are Norway's main exports? The government's decision was extremely unwise.</i>
referring to a quantity or measure, for example of duration, distance, or value (We can also use compound nouns.)	<i>There will be an hour's delay. The hotel was ten minutes' drive from the airport.</i>
in expressions for value/quantity with worth with the names of shops, companies and people/places that provide a service	<i>Could you give me a pound's worth of walnuts? I need three dollars' worth of popcorn. I'm getting the Thanksgiving shopping at Macy's. (Macy's department store) Was there anything nice at the baker's this morning?</i>
In certain fixed expressions	<i>She was at her wit's end. For God's sake! For appearance' sake! For heaven's sake!</i>

We usually use **the of-phrase** (not the genitive 's) in the following situations:

with abstract nouns and when we refer to inanimate things	<i>This research reveals the causes of stress. We set up our camp at the bottom of the mountain. There's a shortage of money. May I have a glass of water?</i>
when the noun is followed by a verb phrase or clause which defines it	<i>The players enjoyed the jeers of the women standing in the front row.</i>
when we refer to a specific date	<i>It was destroyed in the fire of 2001.</i>

certain fixed expressions and titles	<i>He's the President of the United States.</i> <i>The Prince of Wales is to visit Austria.</i>
--------------------------------------	--

We can use **the genitive 's or the of-phrase** to express the following ideas:

referring to a quality that something possesses or displays (but we prefer to use the genitive with human beings)	<i>We were amazed by the ship's size.</i> <i>We were amazed by the size of the ship.</i>
referring to the actions	<i>The Queen's arrival and the arrival of the Queen</i> <i>The committee's second meeting and the second meeting of the committee</i>
with human creations such as countries, organizations, cities, institutions, machines, vehicles, buildings, etc. (The genitive is more common.)	<i>Radio City Music Hall is one of New York's most famous theatres.</i> <i>Plane trees are a common sight on the Streets of London.</i>
expressing a reason or purpose with <i>sake</i> (but not exceptions given above)	<i>We made a go of it for the sake of the children/for the children's sake.</i>

The genitive and the of-phrase can describe different types of relationship such as ownership, origin and subject. To avoid confusion when we are describing more than one relationship between nouns in a phrase, we prefer to use the 's genitive for the origin, owner or creator and the of-phrase for the subject or topic:

I wasn't convinced by the witness's description of the quarrel (the witness = the person who made the description; the quarrel = the topic of the description).

One of our most popular exhibits is Van Dyck's portrait of King Charles. (Van Dyck = the creator of the portrait; King Charles = the subject of the portrait)

We can use the of-phrase to put information at the end of a sentence for emphatic reasons. Compare: *American presidential candidate Robert Kennedy was*

assassinated in 1968. He was the younger brother of former president John F. Kennedy. (The new information is the reference to John F. Kennedy)

II. Practice

Ex. 1. Choose the correct variant. Explain your choice.

1. The of-phrase is used in English to speak about ...
 - a) the partition.
 - b) the division.
 - c) the partition, division and amount.
2. In the phrase *Bill's hospitality* the genitive refers to ...
 - a) the possession.
 - b) the human quality.
 - c) the origin.
3. In the sentence *Let's buy a newspaper at the nearest newsagent's* the genitive refers to...
 - a) the possession.
 - b) the origin.
 - c) place providing some service.
4. What's preferable with titles: the genitive 's or the of-phrase?
 - a) the genitive 's;
 - b) the of-phrase;
 - c) both.
5. To refer to the quality of something they use ...
 - a) the genitive 's.
 - b) the of-phrase.
 - c) both.
6. In the sentence *I've been studying the philosophy of language* the genitive 's is not possible because ...
 - a) *language* is an abstract noun.
 - b) *philosophy* is an abstract noun.

c) *language* and *philosophy* are abstract nouns.

7. With human creations such as countries, organizations, cities, buildings they use...

a) the genitive 's.

b) the of-phrase.

c) both.

8. With the words denoting time like *yesterday*, *tomorrow* they use...

a) the genitive 's.

b) the of-phrase.

c) both.

9. To express a reason or purpose with *sake* they use...

a) the genitive 's.

b) the of-phrase.

c) both.

10. In the phrase *the attorney's assistant* the genitive refers to...

a) professional relationships.

b) human qualities.

c) possession.

Ex. 2. Find 3 mistakes in every TV series reviews. Analyse the usage of the genitive 's and of-phrase. Have you watched any of these films?

a) **Missions**

Set in the not-too-distant future, this tense French sci-fi drama series imagines the first ever manned mission to Mars, *Ulysses 1*, which launches with a billionaire on board alongside a crew of Europeans including a psychiatrist put in charge of her colleagues's mental health. The series begins with the ship just about to hit the red planet after a ten-months' voyage – however the crew first receive the disappointing news that they've been beaten by a rival US mission, then a distress message of their authorities. And things only get more confused when they land and discover an unexpected survivor.

b) Loudermilk

Possessing both heart and a caustic humour that will appeal to fans of shows like *Community* and *BoJack Horseman*, this sitcom starring Office Space Ron Livingstone has the feel of a weird little web series. Former music critic and recovering alcoholic Sam Loudermilk (Livingstone) leads support group *Sober Friends*. But while Sam may be well-practised in advising those around him, he discovers that the person who needs the most work is himself. Supported by his best friend and sponsor, Ben (Will Sasso), he goes through relapses and has to face up to his bad behaviour. The result is an unusually honest addiction's portrayal that is also very funny. And Livingstone performance is brilliant.

c) The Midnight Gospel

If you're looking for a break from reality, then you couldn't get a show more transcendent than this deeply trippy adult animation. The premise here is that we follow a bright-eyed young chap called Clancy on various philosophical adventures, as he teleports to a different simulated world each episode, where, in the guise of an avatar's, he has an extended intellectual discussion with one its citizens, delving into such concepts as death, suffering, and the self. These centrepiece conversations are taken from the podcast of the show other creator Duncan Trussell, in which Trussell interviews notable figures about their ways of being and are accompanied by incongruously action-packed animated scenes at once beautiful, funny and disconcerting.

d) Miss Fisher's Murder Mysteries

If you're a good detective drama's fan, then this high-glam period procedural should do the trick. A vehicle for one of Australia great actresses, Essie Davis, it sees her as a sharp-witted, very modern and always fabulously-costumed flapper cracking 1920s' murder cases in Melbourne. Full of breezy vim, it's irrepressible fun, while also possessing a strong social conscience, having dealt with issues from abortion to anti-Semitism.

e) Avatar: The Last Airbender

This three-season's animation may have originally been produced for Nickelodeon but dismiss it as a kid cartoon at your peril. With a carefully constructed universe, inspired by a variety of Asian cultures and martial arts, it possesses a level of detail and lore on a par with the Lord of the Rings. For the uninitiated, the world of Avatar is divided into four nations corresponding with the four natural elements – earth, water, wind and fire – with each inhabited by both laypeople and benders, who can control their native element. Tasked to keep balance among the kingdoms is the Avatar, who is able to bend all the elements; however, as the story picks up, the last reincarnation of this special being has been missing for 100 years, allowing the Fire Nation to conquer the rest of the world with their destructive powers. With a high-stakes plot matched to a lovable bunch of misfit characters, there's more than enough entertainment here to sweep you through the show 61 episodes.

(from <https://www.bbc.com/culture/article/20200521-the-best-tv-shows-youve-never-heard-of>)

Ex. 3. Rewrite each sentence using the genitive 's and/or an of-phrase.

Example: *After scientists identified the HIV virus in the mid-1980s, there were enormous efforts to produce a vaccine. – The identification of the HIV virus in the mid-1980s led to enormous efforts to produce a vaccine.*

1. Jason is obsessed with cars, and this started when he was quite young. 2. The government has expanded the nuclear power programme, but this has been criticised by opposition politicians. 3. The petrol companies have reduced the price of petrol, which is good news for drivers. 4. The council abolished parking charges in the city centre, and as a result shops have reported increased business. 5. Parent organisations are demanding healthier food in schools, and this results from growing concerns about childhood obesity. 6. The train will depart half an hour late because of engine problems. 7. A new college principal has been appointed, and staff may leave as a consequence. 8. They organised the conference very professionally and received a lot of positive response. 9. The army withdrew the troops immediately. 10. We need to shake up top management for the company to be successful again.

Ex. 4. Read the text and choose the statement that illustrates the main idea best; find the information on the Internet to illustrate the rest of the statements.

- a) A recent technological development has become important for many people.
- b) The effects of scientific developments may be unexpected.
- c) The value of some scientific investigations is understood only later.

The work of an Augustinian monk from Brno laid the foundations of the science of genetics. Gregor Mendel was born in what is now the Czech Republic in 1822 and entered the monastery at the age of nineteen. In the mid-1840s he began to conduct a series of experiments with pea plants grown in the monastery garden and he continued these for twenty years. Over this period, by crossing pea plants which had clear differentiations in height, colour, etc and by carefully logging the results, Mendel was able to formulate the basic principles behind heredity. Mendel's work was only published in obscure journals, he was eventually led away from science by administrative duties at the monastery and it was only some years after his death that the significance of his work was appreciated. Mendel's life was a quiet one, but a very important one to the science of the twentieth century.

Ex. 5. Work in pairs or small groups and play the game of tic-tac-toe (Xs and Os). The team that makes a correct continuation of a sentence with active phenomena can either cross or circle the sentence. The team that eventually loses the game has to think of a continuation for the remaining sentences. See additional handouts for class work in Appendix to Unit 4.

The PM's speech was highly motivating whereas ...	When in London I adore shopping at ...	Could you weigh a pound's worth ...
I do not need last Sunday's paper as I have got ...	The bridge is at a stone's ... from the house.	Saudi Arabia's main exports are ...
I know hardly anything about the history of the Middle Ages; on the contrary, ...	The Prince of ... is famous for his self-portraits seem quite striking.

Ex. 6. Look at the famous sights of the United Kingdom. Describe them starting with the genitive 's: London's, Britain's, England's most visited castle, most widely-used means of transport, symbol.... What other places of interest in the UK do you know? What are they famous for?



IV. Production

Ex. 1. Write a film review. Use at least 10 active phenomena. Underline and characterize them.

Ex. 2. What recent achievements of Belarusian scientists do you know? Discuss with your partner. Use the genitive 's and of-phrases.

V. Self-study tasks

Ex. 1. Find examples of the genitive 's and of-phrase in your individual reading. Explain their usage.

Ex. 2. Prepare the photos of the places of interest you have visited accompanied by their descriptions.

Unit 5

COMPOUND NOUNS

I. Presentation

Ex.1. What is the main idea of this book review?

- a) a recent technological development that has become important for many people;
- b) the unexpected effects of scientific developments;
- c) scientific investigations whose value was only later understood.

Why Things Bite Back by Edward Tenner

Subtitled “Technology and the Revenge of Unintended Consequences”, Tenner’s book is an entertaining look at the myriad ways in which science and technology advances seem to recoil against us. What we gain on the roundabouts we lose on the swings. Antibiotics promise release from the perils of major diseases and end up encouraging microorganisms to develop resistance to them. Widespread use of air conditioning results in an increase in the temperature outdoors, thus requiring further cooling systems. American Football safety helmets become more efficient but this heralds an increase in more violent play and injuries actually rise. Tenner mounts up the evidence in a book designed to appeal to technophile and technophobe alike. And remember, the disaster at Chernobyl was triggered during a safety test. Ironies like that just aren’t funny.

Ex.2. Find all compound nouns. How are they formed?

II. Notes

Genitive forms of nouns can describe two types of relationship. In most cases we use genitive nouns as ‘specifying’ words, showing a relationship with something specific, such as a person or place: *Carol washed the children’s clothes every Thursday* (the clothes belonging to Carol’s children).

In other cases, genitives can denote a ‘classifying’ relationship, describing the type of thing: *Where do they sell children’s clothes?* (clothes designed for any children to wear).

We use adjectives in a different way depending on which type of relationship the genitive form is describing. With specifying genitive the adjective only describes the noun following it:

She didn't like her wealthy brother's girlfriend. (Her brother is wealthy.)

She didn't like her brother's wealthy girlfriend. (His girlfriend is wealthy.)

But when we use adjectives in front of a 'classifying' genitive, the adjective describes the whole phrase, not just the genitive which follows it:

Jane's shop had a large collection of hand-made children's clothes. (The children's clothes are hand-made, not the children.)

Other examples of classifying genitive include: *a women's college* (= a college for women), *a doctor's degree* (= a doctoral degree), *a doll's house* (= a house for dolls), *a man's sweater* (= a sweater for men), *women's magazines* (a magazine for women), *a bird's nest* (a nest for birds).

Note that **British** and **American** usage sometimes differ. In British English the genitive 's is more widespread than in American English where compound nouns are used instead: *a baby's bottle* (**B.E.**) and *a baby bottle* (**A.E.**), *a baby's pram* (**B.E.**) and *a baby carriage* (**A.E.**), *a doll's house* (**B.E.**) and *a doll house* (**A.E.**)

We use *of* and other prepositions to describe classifying relationships such as type of context, subject, source and purpose:

I've got a marvelous book of short stories by Somerset Maugham. (content)

The kids have been watching a film about rollerblading. (subject)

I'm hoping to buy a sofa from that Swedish store. (source)

Our uncle's company produces lubricants for ball-bearings. (use/purpose)

We do not use a genitive if there is a compound noun with the same meaning:

I bought a new racquet at the sports shop. (sports shop is a compound noun)

Compound nouns are words which have been created by combining two nouns which are related to each other. They are similar to classifying genitives because the first noun 'classifies' the second noun, it describes it or tells us its purpose: *dressmaker* (maker of dresses), *fashion magazine* (magazine about fashion).

Compound nouns can be written as a single word (*bathroom, toothbrush, seaside, dressmaker, weekend*), two separate words (*fashion magazine, swimming pool, lamp shade*) or two words joined by a hyphen (*waste-bin, spectacle-case*). There are no rules for this and it is best to check in an up-to-date dictionary. The noun + noun structure is mostly used to name a particular kind of thing: *mountain plants, mineral water, a sheepdog*. We use noun + noun especially to talk about things that belong to common well-known classes (so that the two nouns really describe a single idea). In other cases we prefer a preposition structure. Compare: *the postman, the milkman* (well-known kinds of people who may call regularly at a British home) and *a man from the health department* (not a regular kind of visitor).

Compound nouns can also be formed by combining nouns with verbs or adjectives:

noun + verb:	<i>windsurfing, fire-eater, Thanksgiving, screwdriver</i>
verb + noun:	<i>cookbook, rocking chair, filing cabinet, swimsuit</i>
adjective + noun:	<i>highway, blackbird, real estate, easy chair</i>

Some compound nouns are formed from multi-word verbs. They usually follow the same order as the verb, but there are a few exceptions:

turn out – turnout spill over – overspill turn down – downturn

We can also make up compound nouns from time and distance expressions:

a two-week holiday a three-hour delay a ten-mile drive

But *two weeks' holiday three hours' delay ten miles' drive*

Be careful with compound nouns describing containers. The compound form only describes the container itself, but not its contents (*a wine glass* and *a glass of wine*, *a shopping bag* and *a bag of shopping*, *a paint tin* and *a tin of paint*, *a matchbox* and *a box of matches*). Compare these examples:

In a shop: *I'd like a dozen Royal Doulton tea cups*. (cups designed for tea)

In a cafe: *I'd like a cup of tea and a Mars bar, please*. (tea in a cup)

A few pairs of nouns and adjectives (e.g. gold, golden) are used as modifiers with different meanings. Generally, the noun simply names the material something is made of, while the adjective has a more metaphorical meaning. Compare: *a gold*

watch and *golden memories*, *silk stockings* and *silken skin*, *a lead pipe* and *a leaden sky* (grey and depressing). But *wooden* and *woolen* just mean ‘made of wood/wool’.

A group of two nouns can modify a third noun, these can modify a fourth, and so on: *oil production costs*, *road accident research centre*. This kind of structures, usually called nominal constructions, are very common in newspaper headlines because it saves space.

II. Practice

Ex. 1. Choose the correct variant. Explain your choice.

1. In the sentence *It's a famous women's college* the function of the genitive is ...
 - a) specifying.
 - b) classifying.
 - c) possessive.
2. In the sentence *It's my daughter's scarf* the function of the genitive is ...
 - a) specifying.
 - b) classifying.
 - c) possessive.
3. The word *famous* in the sentence *It's a famous women's college* refers to ...
 - a) women.
 - b) college.
4. In the phrase *hand-made doll's house* ...
 - a) the house is hand-made.
 - b) the doll is hand-made.
5. In the phrase *beautiful Jenny's dress* ...
 - a) Jenny is beautiful.
 - b) the dress is beautiful.
6. Compound nouns can be written ...
 - a) as a single word.
 - b) with a hyphen.
 - c) as two separate words.

- d) all the 3 above mentioned variants.
7. Nominal constructions with several nouns are typical of ...
- a) public speech.
 - b) friendly conversations.
 - c) newspaper headlines.
8. Another way to say *a five-minute walk* is...
- a) a five minutes walk.
 - b) five minute's walk.
 - c) five minutes' walk.
9. The words in bold in these phrases *a **stone** roof* and ***stony** silence*...
- a) are synonyms.
 - b) have different meanings.
 - c) are antonyms.
10. *A coffee cup* and *a cup of coffee* ...
- a) are synonyms.
 - b) have different meanings.
 - c) are antonyms.

Ex.2. Which explanation is correct, A or B?

1. There's a new doctor's surgery on the corner of Greenford Street.
 - a) The doctor has recently qualified.
 - b) The surgery has recently opened.
2. She inherited a wonderful wooden doll's house.
 - a) The doll is made of wood.
 - b) The house is made of wood.
3. Stephanie loved her beautiful daughter's sports car.
 - a) Stephanie's daughter was beautiful.
 - b) The car belonging to Stephanie's daughter was beautiful.
4. The company manufactures low-cost nurses' uniforms.
 - a) The nurses earn low wages.
 - b) The uniforms aren't expensive.

5. Bill and Susy found hiring a well-educated children's nanny was worth every penny.
 - a) Their nanny was well-educated.
 - b) Their children were well-educated.
6. I managed to find a place in the 24-hour supermarket's parking lot.
 - a) The supermarket is open 24 hours.
 - b) The parking lot is open 24 hours.
7. Who's going to look after our sick neighbour's puppy.
 - a) Our neighbour is sick.
 - b) Our neighbour's puppy is sick.

Ex.3. Use compound nouns to complete the sentences. The compound nouns you need can be formed by combining words from each of the boxes below.

Down	Data	filing	out	news	rail
Traffic	five-minute	two-part	four-hour		

Jam	fit	cabinet	ways	bases	wind
Turn	surfer	walk	question	flight	agent

Example: *The only thing missing from the office of my boss is*

a filing cabinet

1. Could you pop down to the _____ and pick up the evening paper?
2. The private beach of the hotel is only a _____ from here.
3. The government's privatization of the _____ is going ahead next year.
4. My father's pension fund has been badly affected by the _____ in the value of the blue-chip stocks.
5. Clare bought a beautiful new _____ for her brother-in-law's sister's wedding.
6. The _____ managed to ignore the screams of the crowd lining the beach.
7. My wife's firm specializes in setting up _____ for insurance companies.
8. The _____ was caused by the volume of cars setting out for the south coast.
9. As it's a _____, you should speak about the reasons for the problem and then about the solutions to it.

10. It's a long trip. Not everyone can bear _____ through the Atlantic.

Ex. 4. In the extract below make the style more natural by using compound nouns and genitives (at least 6 cases are possible):

David Beckham, the captain of England and the icon of style who constantly changes his image, has signed a deal to create a range of fashion for boys aged 6 to 14. The oldest son of Beckham, Brooklyn, is usually seen dressed in clothes of designers. His wife Victoria who is considered to be the queen of glamour says that she supports the enthusiasm of her husband.

Ex. 5. Study the extracts from newspaper articles to form the headlines. In each headline use a nominal construction with several nouns.

1. Detectives were last night questioning a man about the disappearance of valuable books from the National Library over recent months. 2. The teaching method we have developed acknowledges the complexity of the English spelling system, and guides children towards a better understanding in carefully controlled stages. 3. The Health Service is hoping to appoint 480 new nurses. Last night the Health Minister said the response to its recruitment drive was 'excellent'; with 7,000 applications in two days. 4. Chinese remedies are rooted in 4,000 years of tradition, but growing Western interest in alternative medicines has increased the threat to animal and plant species. Products confiscated by environmental officers included some using the seedpods of a rare orchid. 5. The extra public spending will need to be paid for and, with borrowing ruled out, that can only mean putting up taxes. Given the strong resistance to increased taxation, this could undermine the government's chances of being re-elected. 6. Residents of the south coast are beginning to return to their homes after the recent severe flooding. However, the extent of the damage to property means that some will be living in temporary accommodation for many months.

Ex. 6. Find at least 8 compound nouns in the following covering letter. How are they formed? What is the aim of the covering letter? Is it formal or informal? What means are used for that?

Dear Mr. Jenckins,

I am writing to apply for the programmer position advertised in the E-journal. As requested, I enclose a job application, my university certificates, resume and three references.

The position is very appealing to me, and I believe that my strong technical experience and education make me a highly competitive candidate for this position. My key strengths that would support my success in this position include:

- I have successfully designed, developed and supported live-use applications.
- I strive continually for excellence.
- I provide exceptional contributions to customer service for all customers.

With a BS degree in Computer Programming, I have a comprehensive understanding of the full lifecycle for software development projects. I also have experience in learning and applying new technologies as appropriate. Please see my resume for additional information on my experience.

I can be reached anytime via email at bill.markson@emailexample.com or by cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

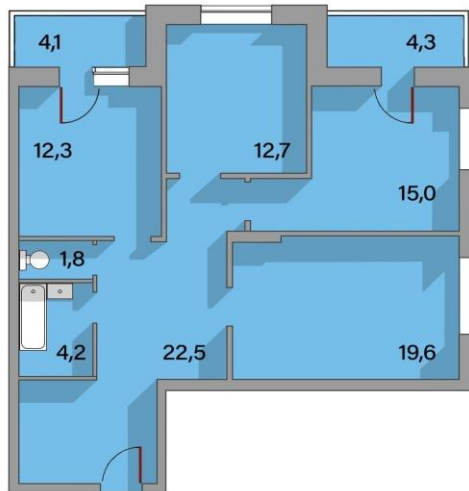
Sincerely,

Bill Markson

Ex. 7. How will science and technology be used to solve the world's problems? Make a prediction about each of the problems in the box together with your partner. What other problems and solutions to them can you name?

climate change	road congestion
disappearance of fossil fuels	ugly surroundings
food shortages	water shortages
epidemics	food contamination

Ex. 8. Imagine that below is a plan of your new flat. Decide with your partner which room would be suitable for the kitchen, living room, bedrooms, etc. and which furniture and household appliances you would put in every room. Copy this plan onto a piece of paper to illustrate all the changes.



Ex. 9. Listen to the recording to Unit 5. Five people are talking about the advantages and disadvantages of communicating online. Write down all compound nouns that you hear. Are they mentioned among the advantages or disadvantages? Discuss with your partner whether you agree or disagree with the speakers.

IV. Production

Ex. 1. Stuart Redford is at an interview for a job in a film production company. He has been asked why he wants that job, and this is part of his answer. What other questions can the interviewer ask him? Act out their talk. Use compound nouns.

Just after I left university, I met an old friend who offered me the opportunity to join his company, Phono, selling a new type of mobile phone. I organised an advertising a campaign and set up a mailing list with the names and addresses of people who might be interested in it. The main selling point of the phone was that it included an answering machine and was the only one of its kind on the market at the time.

At first the demand was so great that there was a waiting-list of people wanting to buy one. Unfortunately, a year later Sonex brought out its new video phone, and this was the turning point for Phono. The demand for our phone plummeted. We did a lot of cost-cutting to try to save money, but it wasn't long before we knew we were fighting a losing battle and decided to close the company.

I've been out of work for a few months now, but this has given me the breathing space to decide what I want to do next. When I worked for Phono, I helped produce a video recording to advertise the product. I enjoyed this a lot and that's why I'd now like to get into film-making.

Ex. 2. Write a covering letter to your prospective employer, describe your strengths and weaknesses. Use at least 10 active phenomena. You can find some useful phrases for writing covering letters in Appendix to Unit 5.

Ex. 3. Watch a 20-second video on you-tube (<http://www.youtube.com/watch?v=FKatE5bRtmg>). What is the advantage of shopping online? Is it really so? What do you think? Make a list of advantages and disadvantages of shopping online to prepare a debate with your partners. Use compound nouns.

V. Self-study tasks

Ex.1. Read the information about some compound nouns in English. Use dictionaries to find more examples of the kind.

Some nouns are plural in the structure noun + noun, especially in **British English**. These include nouns which have no singular form (like *clothes*), nouns which are not used in the singular with the same meaning (like *customs*), and some nouns which are more often used in the plural than in the singular (like *savings*). In some cases, e.g. *antique(s)*, *drug(s)*, usage is divided, and both singular and plural forms are found. In general, plurals are becoming more common in this structure. Examples: *a clothes shop*, *a drinks cabinet*, *a glasses case*, *a goods train* (British English), *a customs officer*, *a sports car*, *arms control*, *a greeting(s) card*, *a savings account*, *an antique(s) dealer/shop*, *the accounts department*, *the drug(s) problem*, *the sales department*, *the arrival(s) hall* (at an airport), *the outpatients department* (of

a hospital). Note also that singular nouns ending in -ics can be used before other nouns: *athletics training, an economics degree*.

Ex. 2. Revise the material of Units 1 – 5 and do a multiple-choice exercise to check yourselves.

1. a) Let me give you an advice.
b) Let me give you some advices.
c) Let me give a bit of advice.
2. a) Helen Hammond wrote a history of the space exploration.
b) Helen Hammond wrote history of the space exploration
c) Helen Hammond wrote a bit of history of the space exploration.
3. a) The doctor was moving at his usual snail's pace.
b) The doctor was quickly moving at his usual snail's pace.
c) The doctor was moving at his usual snail's rate.
4. a) He worked as a lawyer but then went a journalist.
b) He worked as a lawyer but then went journalist.
c) He worked as lawyer but then went journalist.
5. a) I need to visit the doctors surgery.
b) I need to visit the doctor's surgery.
c) I need to visit the doctor surgery.
6. a) Judy loved her beautiful daughter's sports car. – Well, the car is really beautiful.
b) Judy loved her beautiful daughter's sports car. – Well, is her daughter really beautiful?
c) Judy loved her beautiful daughter's sports car. – Well, they are both lovely.
7. a) In a shop: Do you sell cups of coffee?
b) In a shop: Do you sell coffee cups?
c) In a shop: Do you sell cups with coffee?
8. a) His income was badly affected by the turndown in the value of shares.

- b) His income was badly affected by the downturn in the value of shares.
 c) His income was badly affected by the turn of the down in the value of shares.
9. a) There's something wrong with that buses' break lights.
 b) There's something wrong with that bus's break lights.
 c) There's something wrong with that bus break lights.
10. a) Mr. Jacobs' car is parked outside.
 b) Mr. Jacobs's car is parked outside.
 c) Mr. Jacobs car is parked outside.
11. a) The passengers were amazed by the ship's size.
 b) The passengers were amazed by the size of the ship's.
 c) The passengers were amazed by the size's of the ship.
12. a) Almost the whole city was burnt down by the fire of 1850.
 b) Almost the whole city was burnt down by the 1850's fire.
 c) Almost the whole city was burnt down by the 1850s fire.
13. a) The school is in a 10-minutes walk from here.
 b) The school is in a 10-minute's walk from here.
 c) The school is in a 10-minute walk from here.
14. a) I consider Van Gogh's painting *Starry Night* an art.
 b) I consider Van Gogh's painting *Starry Night* a work of art.
 c) I consider Van Gogh's painting *Starry Night* a work of an art.
15. a) How many red scarfes have you got?
 b) How many red scarveses have you got?
 c) How many red scarves have you got?
16. a) Lilly-of-the valleys are my favourite flowers.
 b) Lillies-of-the-valleys are my favourite flowers.
 c) Lillies-of-the-valley are my favourite flowers.
17. a) We analyzed this phenomena ourselves.

- b) We analyzed this phenomenon ourselves.
 - c) We analyzed this phenomenon ourselves.
18. a) "Lie theory" is a popular series.
- b) "Lie theory" are popular series.
 - c) "Lie theory" is a popular series.
19. a) For the party we need a dart, a domino and a card.
- b) For the party we need dart, domino and card.
 - c) For the party we need darts, dominoes and cards.
20. a) I love Gilbert's and Sullivan's operettas.
- b) I love Gilbert and Sullivan's operettas.
 - c) I love the Gilbert's and Sullivan's operettas.

ARTICLE

Unit 6

ARTICLES WITH COMMON NOUNS

I. Presentation

Ex. 1. Read the text on doodling. Do you ever doodle? Do you consider doodling a useful tool that helps to concentrate or an idling activity?

KEEP CALM AND DOODLE ON

Long dismissed as a waste of time, doodling is getting new respect. Doodles are spontaneous marks that can take many forms, from abstract patterns to images of objects, landscapes, people or faces. Some people doodle by retracing words or letters, but doodling doesn't include note-taking.

To a teacher, seeing a student hunched over the notebook furiously writing is generally thought of as a good sign. Upon closer inspection, however, a teacher sometimes discovers that instead of writing down notes, the student's notebook is filled with small drawings.

Recent research in neuroscience and psychology shows that doodling can help people stay focused, grasp new concepts and retain information. Jackie Andrade, a psychology professor at the University of Plymouth in England, designed a psychological experiment to determine whether doodling actually benefits attention and memory. In the study, an experimental group was instructed to make marks on paper while listening for information in a "mundane" phone message. The control group listened to the same message without doodling. The group instructed to doodle remembered 29 % more information than did the control group. While the study is far from conclusive, its potential implications could explain a lot about why doodling has been so pervasive in generation after generation of school children, and how the practice might actually be useful in educational settings. Some research suggests that doodling is particularly helpful in science classes.

"It's a thinking tool," says Sunni Brown, an Austin, Texas, author of a new book, "The Doodle Revolution". It can affect how we process information and solve

problems, she says. Furthermore, it is possible that encouraging students to doodle may actually increase their engagement and interest in educational subject matter.

It should be stated though doodling doesn't work for all tasks. People who were asked to view and remember a collection of images struggled at the task if they were asked to doodle at the same time, according to a 2012 study published by the University of British Columbia. The likely reason: Doodlers' visual-processing ability was split between two visual tasks, says the study's author, Elaine Chan, a former psychology student at the university who is now a researcher at a Vancouver children's hospital.

Put another way, when doodling and another task use the same cognitive pathways, "you have a traffic jam", says Ms. Brown.

Ex. 2. Scan the text again paying special attention to the use of articles with different semantic classes of nouns.

Ex. 3. Look at the table below. Do you agree with the following advice on the use of the articles?

Every time when you have to choose between the articles remember the following tips:

- Define the class of the noun (countable, uncountable, concrete, abstract, etc.).
- Countables, especially in those communicative situations when they are specified by descriptive attributes (premodifying and postmodifying) should be preceded by the indefinite article.
- Uncountables are usually used either without an article or with the definite article when the communicative situation requires.
- Abstract nouns are normally used without articles, but when a specific communicative situation or shades of person's feelings should be emphasized, especially when they are specified by descriptive attributes (premodifying or postmodifying), they can be preceded by the indefinite article.

II. Notes

The articles belong to a syntactic class of words called *determiners* which modify a noun.

The indefinite article and the absence of article (the zero article)

The principal meaning of the indefinite article is to denote what kind of object (thing, person, etc.) the speaker has to do with:

A man and a woman sat opposite us, but they did not talk.

Gloria pushed a button in the wall.

A voice called out "Come in!"

The indefinite article has the following functions:

- **nominating:** *We saw a house with a lawn in front of it.*
- **classifying:** *Her brother was a student at Balliol College. "Sir Wilmer has always been a good neighbour to us," said Davina.*
- **numeric:** *An hour in the morning is worth two in the evening. A hundred or so men, women and children were sitting round the fire.*
- **generalizing:** *A cat is a domestic animal. A tiger is dangerous.*

As the indefinite article is used only with singular nouns, the absence of the article before plural nouns has similar meanings (the only exception being the numeric meaning). Thus, the absence of the article is meaningful and is often called the zero article.

Uses of the definite article

The definite article is used with both singular and plural nouns. We use the definite article to state that both we and the hearer or reader know what is being talked about and thus we refer to ***the specifying meaning*** of the definite article:

Conan punched the number – the call was answered on the first ring.

The specification can be stated either by **back-pointing use of *the***, when identity has been established by an earlier mention (often with an indefinite article):

They have a son and two daughters, but the son is already grown up and has a family of his own.

or by **forward-pointing use of *the***, when identity is established by a modifier, such as a relative clause or an *of*-phrase that follows the noun:

The woman ***who answered the door*** helped Jack into the room.

The wine ***of France*** is the best in ***the world***.

The discovery ***of radium*** marked ***the beginning of a new era*** of medicine.

The also has a generic use, referring to what is general or typical for a whole class of objects. This is found with countable nouns:

The tiger is one of the big cats; it is rivalled only by the lion in strength and ferocity. The tiger has no mane, but in old males the hair on the cheeks is rather long and spreading.

Here *the tiger* indicates tigers in general, not one individual. Thus, we express essentially the same meaning as in the sentences below:

Tigers have no mane.

A tiger has no mane.

When we are dealing with a whole class of objects as here, the differences between definite and indefinite, singular and plural, tend to lose their importance.

The tiger is dangerous. ***The cat*** is a domestic animal.

In the previous examples we can replace *the tiger* by *a tiger* or *tigers*, *the cat* by *a cat* or *cats*. However, there is a difference in meaning. When *the cat*, *the tiger* are used in an abstract sense, reference is made to the class of cats or tigers as a whole. When we say *a cat*, *a tiger* we mean what is normal or typical for any member of the class of cats or tigers. Therefore, replacement of the kind shown above is not always possible. For example, we can only say *The cat was domesticated many centuries ago*, but not *A cat was domesticated many centuries ago*, since the statement is true of the class of cats and not of any individual specimen of the class.

The noun ***man*** has no article when used with generic reference; the noun ***woman*** is used either with the definite article or without any article:

“Man is helpless in this case”, he said shrugging his shoulders.

(The) Woman rarely loses heart in the face of financial or other straits.

Specific versus generic meaning

In contrast to the generic use of *the*, all the other uses may be called specific. For mass nouns, there is only one generic form, which has a zero article:

Water is oxidized by the removal of hydrogen, and oxygen is released.

The ways of expressing generic meaning with countable and mass nouns are shown in the table:

	Countable	Mass
Generic meaning	The tiger A tiger Tigers	Water

As the table implies, *the* is always specific with mass nouns (the water) and also with plural nouns (the tigers). The following examples show generic meaning with three types of noun:

- *butter, gold, Venetian glass, Scandinavian furniture, ...* [concrete mass nouns]
- *music, health, English literature, contemporary art, ...* [abstract mass nouns]
- *dogs, friends, wooden buildings, classical languages, ...* [plural nouns]

In specific use, these nouns take *the*.

Specific Use	Generic Use
<i>Pass the butter, please.</i>	<i>Butter is expensive nowadays.</i>
<i>The acting was poor, but we enjoyed the music.</i>	<i>Dancing and music were her hobbies.</i>
<i>Before you visit Spain, you ought to learn the language.</i>	<i>The scientific study of language is called linguistics.</i>
<i>Come and look at the horses!</i>	<i>'I just love horses,' said Murphy.</i>

Notice that English tends to treat mass nouns and plural nouns as generic when they have a modifier before them (e.g. *Chinese history*). But when they are followed by a modifier, especially by an *of*-phrase, *the* normally has to be present (e.g. *the history of China*).

Compare:

Chinese history

the history of China

American social life

the social life of America

early mediaeval architecture

the architecture of the early middle ages

animal behaviour

the behaviour of animals

The tendency is strong with abstract mass nouns. It is less strong with concrete mass nouns and plural nouns. Sometimes we can omit *the*:

eighteenth-century furniture

(the) furniture of the eighteenth century

tropical birds

(the) birds of the tropics

Compare:

She's one of the world's experts on eighteenth-century furniture/(the) furniture of the eighteenth century.

They are doing some interesting research on Iron Age forts/(the) forts of the Iron Age.

Generic *The* with adjectives and group nouns

Partially substantivized adjectives are used with the definite article in the generic meaning as they denote:

- groups of people (*the poor, the unemployed, the young, the handicapped*):

Fortune favours the brave.

They should see to it that there's work for the unemployed, food for the hungry, and hospitals for the sick.

- an abstract quality (*the absurd, the beautiful, the sublime*):

His behaviour on the platform borders on the ridiculous.

- mainly social classes or groups as undivided bodies (*the bourgeoisie, the aristocracy, the nobility, the peasantry, the public, the press*). Some of these nouns, though singular in form, take the verb in the plural (*the clergy, the gentry, the police*):

His first novel was favourably received by the press. The clergy always take sides with the nobility and the bourgeoisie. The police were unable to cope with people's wrath. The public can help by reporting anything suspicious to the police.

Unique use of *The*

Nouns referring to objects which can be treated as unique for practical human purposes are generally used with the definite article: *the stars, the earth, the world, the sea, the North Pole, the equator, the Renaissance, the human race*:

The North Pole and the South Pole are equally distant from the equator.

This unique use of *the* also arises where what is referred to is 'understood' to be unique in the context: *the sun, the moon, the kitchen, the town-hall, the Queen, the last President, etc.*

We could, if we wanted, make the definite meaning clear by modification after the noun (*the moon belonging to this earth, the kitchen of this house, the Queen of this country, etc.*), but this would normally be unnecessary.

A noun referring to a unique object is sometimes used with the indefinite article if it is the rheme of a sentence i. e. if it introduces new information or the most important part of the information conveyed by a sentence. Nouns are often (but not necessarily) modified by descriptive attributes in such cases:

If there was a moon, Mary turned off the lights and then they sat looking through the window at the cool blue garden.

From that height the white houses seemed to be pricked by a great orange sun.

Common nouns with zero article

There are a number of countable nouns that take the zero article in abstract or rather specialized use, chiefly in certain idiomatic expressions (with verbs like *be* and *go* and with prepositions). The following list gives a number of common expressions with zero article; for comparison, usage of the definite article is also illustrated.

be in bed

lie down on the bed

go to bed/church/prison/hospital

admire the church

(esp. British English)

walk round the prison

redecorate the hospital

class (esp. American English)/school

drive past the school

Seasons: *spring, summer, autumn (British English), fall (American English), winter.*

E.g. In winter we go skiing. After the winter is over the swallows will return.

Institutions (often with *at, in, to, etc.*)

be at college/sea

go to university

be at/go home

be in/leave town

look out towards the sea

be at/go to/study at the university

approach the town

The verb 'turn' followed by a noun is used without 'into' or article in a few set expressions to indicate a complete reversal. *Eg. The poacher turned gamekeeper*

Means of transport (with by):

		bicycle	sit on the bicycle
Travel		bus	be on the bus
Leave	by	car	sleep in the car
Come		boat	sit in the boat
		train	take the/a train
		plane	be on the plane

Times of the day and night (particularly with at, by, after, before):

at dawn/daybreak, when day breaks

during the day

at sunrise/sunset

admire the sunrise/ sunset

at/around noon/midnight

in the afternoon

at dusk/twilight

see nothing in the night

by day and night

in the daytime

before morning came

in/during the morning

evening came on

in the evening

after night fell

in the night

Meals

have

breakfast

the breakfast was good

before

lunch

he enjoyed the lunch

at

tea

prepare (the) dinner

after

cocktails

Dinner will be served soon

stay for

dinner, supper

The dinner was well cooked

Illnesses

<i>appendicitis</i>	<i>the plague</i>
<i>anaemia</i>	<i>the flu</i>
<i>diabetes</i>	<i>(the) measles</i>
<i>influenza</i>	<i>(the) mumps</i>

There is no article in so-called parallel structures such as *from tree to tree*, *from street to street*, *from house to house*, etc. These are free combinations as they are freely built up by the speaker with the help of the pattern “from + N + to + N”, in which the same noun is repeated:

*The voice, which had risen in tone, questioningly, **from sentence to sentence**, dropped suddenly.*

*There was no fireplace, but a long radiator ran almost **from end to end** of the room under the window.*

*He leaned back in his long chair and rolled **from side to side** with laughter.*

There are also set expressions among parallel structures, the most common of which are: *arm in arm*, *hand in hand*, *man to man*, *face to face*, *shoulder to shoulder*, *from beginning to end*, *from north to south*, *from floor to ceiling*, *from right to left*:
The daffodils were in bloom, massed like an army, shoulder to shoulder.

There are some other common examples of parallel constructions:

day by day

teaspoonful by teaspoonful

husband and wife

he's neither man nor boy

from dawn to dusk

from beginning to end

from the beginning of the day to the end of it

from right to left

keep to the right

from west to north

he lives in the north

III. **Practice**

Ex. 1. Choose the correct variant. Explain your choice.

1. Generalizing function is performed by ...
 - a) the definite article
 - b) the indefinite article
 - c) the definite and the indefinite article
2. Used with mass nouns *The* reveals its ...
 - a) specifying function
 - b) generalizing function
3. In the sentence *An apple a day keeps the doctor away* the indefinite article performs its...
 - a) nominating function
 - b) generalizing function
 - c) numeric function
4. Choose the right variant/variants:
 - a) A tiger is in danger of becoming extinct.
 - b) The tiger is in danger of becoming extinct.
 - c) Tigers are in danger of becoming extinct.
5. Back pointing of THE takes place when identity is established by...
 - a) an *of*-phrase.
 - b) an earlier mention.
 - c) a relative clause.
6. The uniqueness of the object can be revealed by...
 - a) the context.
 - b) the modifier.
 - c) the context and the modifier.
7. In the sentence *She studies Italian art* the noun *art* is treated as ...
 - a) generic.
 - b) specific.
8. The specification by forward pointing of **the** is established by...
 - a) an *of*-phrase.

- b) relative clause.
- c) descriptive attribute.
- 9. Choose the right variant:
 - a) The woman drives more carefully.
 - b) Woman drives more carefully.
 - c) both.
- 10. The sentence *Every solar system has a sun* is
 - a) correct.
 - b) not correct.

Ex. 2. Complete each sentence (a-i) with one of the endings from 1-9. More than one answer may be possible.

a) Some people say that the	9.	1) good job is an important part of life.
b) Most people think that a/an		2) single injection can protect you from so many diseases.
c) I don't agree that		3) hundred miles an hour is too fast even on a motorway.
d) I feel that a		4) the unemployed should receive more help from the state.
e) I don't believe that a/an		5) queen of England doesn't pay any income tax.
f) I didn't realise that the		6) tiger may well become extinct very soon.
g) It's incredible to think that a/an		7) third of a person's income should be paid in tax.
h) I didn't know that		8) English are difficult to get to know at first.
i) I think it's quite unfair that the		9) the Tower of London was built by William the Conqueror.

Ex. 3. Read the following definition of communication and insert the correct articles where necessary. Name the basic components of a communicative situation. Present them in a form of the scheme.

(1) ... communication is (2) ... activity in which (3) ... information is transferred from (4) ... sender to (5) ... receiver via (6) ... medium. (7) ... technology has greatly revolutionised (8) ... communication process. For example, (9) ... computer and (10) ... Internet allow for (11) ... instant response over (12) ... great distances.

Ex. 4. Fill in the gaps using the words in the box. Use the same word to complete the sentences in each pair. Add a/an if necessary.

competition	conversation	importance	iron
knowledge	paper	shampoo	time

Example: a) *He lists his interests as reading, listening to music and good conversation.*

b) *It's difficult to hold **a conversation** with Sarah because she keeps interrupting.*

- a) Customers have benefited from lower prices resulting from _____ between supermarkets.

b) A: I see you've bought a new bike.
B: Actually, I won it in _____.
- a) Our council is encouraging everyone to recycle _____.

b) Professor Tench has recently published _____ on her research.
- a) You can only tell whether you like _____ by washing your hair with it a few times.

b) A: Do we need anything from the chemist's?
B: Just _____ and a tube of toothpaste.
- a) Don't leave the flowerpot outside. It's made of _____ and it'll rust.

b) I burnt a hole in my trousers with _____.
- a) Has there ever been _____ when you've regretted moving to Australia?

b) Definitions of poverty have changed over _____.
- a) When parents take an active role in schools, children see their parents placing _____ on their education.

b) The manuscript is of great historical _____.

7. a) Humans are driven by the pursuit of _____.

b) Living in Dublin gave me _____ of Irish history.

Ex. 5. Add *a, an* or *the* to these texts where necessary. Tell your groupmate sitting next to you what ways you use to get away from regular routines and relax. Pay attention to the use of articles in different functions.

1) *a/an, the* (x 3)

My brother wasn't very good at taking exams and he left school at 16. At first he went to work in *the* construction industry. But he didn't enjoy it, so he took evening course in accounting. Eventually, he started company offering financial advice. He's now managing director, and it seems that company's doing really well.

2) *a* (x 3), *an, the* (x 3)

A: Do you remember summer we went to Sweden? 1995, I think it was.

B: It was wonderful holiday, wasn't it? And so good to see Paakim again. I'll never forget picnic we had with him. There were huge number of mosquitoes.

A: Yes, I remember. And when sun was going down there was amazing red sky.

B: And then his car broke down on the way home, and we had to go back by bus.

A: No, we got taxi, didn't we?

B: Oh yes, that's right.

3) *a* (x 4), *the* (x 5)

Patimah has busy life as lawyer, but in her free time she really enjoys hiking. Most weekends she drives out into countryside and walks for few hours. She says she likes to forget about work, and she doesn't even take mobile phone with her. In summer she's going hiking in Philippines. She's never been there before, but friend she's going with knows the country well.

Ex. 6. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

Example: *There is one problem here, and that's the weather.*

only

The only problem here is the weather.

- a) There are no good films on this week.

cinema

There is nothing _____ this week.

- b) Can't you swim faster than that?

fastest

Is _____ can swim?

- c) I haven't been here before.

time

This is _____ been here.

- d) A lot of wine is drunk in France.

French

The _____ a lot of wine.

- e) If you drive faster, it is more dangerous.

the

The _____ dangerous it is.

- f) It is difficult to discover what is true.

truth

The _____ discover.

- g) Are you a good pianist?

piano

Can you _____ well?

Ex. 7. The text below dwells on the discreteness and permanence of the information that people share via social networking. How do you think big data and tattoos can be connected? What can an electronic tattoo be? Read the text about social profiles inserting the articles where necessary.

YOUR ONLINE LIFE PERMANENT AS A TATTOO

The issue about __tattoos is that, without __ word, tattoos really do shout. So you don't have to say a lot. Tattoos symbolically reveal information about ourselves. Tattoos tell a lot of stories. But imagine what if Facebook, Twitter, Google, LinkedIn,

cell phones, GPS, Travel Advisor – all these things you deal with every day – turn out to be electronic tattoos? And what if they provide as much information about who and what you are as any tattoo ever would?

More than ever, we're now focused on documenting and building __ history of our lives, not on living __ life right in front of us. It's all about the check-in, the status update, the captured moment, rather than being fully present day by __day. We're each focused on what is called a digital tattoo.

It turns out that analyzing these images can reveal a lot about your mental state and subconscious feelings: researchers at __Harvard and __University of Vermont have used __artificial intelligence to deduce if people are struggling with depression simply by looking at their Instagram uploads.

It turns out that just as you're more likely to share __things that make you happy, your down days can become pretty evident on social media too.

The profile picture can subconsciously reveal a lot about your personality. While profile snaps with funny poses, often with an object, show you're open to new experiences, neurotic users are more likely to leave themselves out of __shot completely. By contrast, conscientious social networkers will often have clean, symmetrical shots, while agreeable people will have bright shots, often including other friends. That just leaves extroverts who, according to __study often have fun images where they try to hide their age and appear younger than they are.

You've got more than __million Oxford English Dictionary recognized words to choose from, yet that little smiling turd somehow manages to convey what you want to say __whole lot more accurately, right? Don't be surprised to learn that scientists have found that our emoji throw downs are actually a pretty accurate way of showing off our broader emotional state. It's not just about a smiley face showing you're happy, but deeper feelings that you didn't realize __shocked monkey or winking smiley were powerful enough to convey.

So, at this time online isn't changing just our view of the world, but how the world views us too.

Using active grammar phenomena answer the following questions:

What social networks do you frequently use? How large is your electronic tattoo? What information and where do you share with the world? How can the information you share on the Internet influence your future career?

Ex. 8. Read the passage from the history of world-famous awards and identify the functions of the articles. Do you know any candidates for the Nobel Prize? What fields do they represent? Are there any Nobel winners native to your country?

After inventing dynamite, Swedish-born Alfred Nobel became a very rich man. However, he foresaw its universally destructive powers too late. Nobel preferred not to be remembered as the inventor of dynamite, so in 1895, just two weeks before his death, he created a fund to be used for awarding prizes to people who had made worthwhile contributions to humanity. Originally, there were five awards: literature, physics, chemistry, medicine, and peace. Economics was added in 1968, just sixty-seven years after the first awards ceremony.

Nobel's original legacy of nine million dollars was invested, and the interest on this sum is used for the awards which vary from \$ 30,000 to \$ 125,000.

Every year on December 10, the anniversary of Nobel's death, the awards (gold medal, illuminated diploma and money) are presented to the winners. Sometimes politics plays an important role in the judges' decisions. Americans have won numerous science awards, but relatively few literature awards. Some people have won two prizes, but this is rare; others have shared their prizes.

IV. Production

Ex. 1. The English language is rich in idiomatic expressions. Complete the following idioms inserting the right article where necessary. Explain their meaning. Make up short stories of your own that imply some of the idioms. Present the stories in class and let your groupmates guess the idiom.

1. A car in a heavy traffic jam is as useful as ___chocolate teapot. Use a bike instead!

2. Don't add fuel to ___fire by laughing at him. He is furious about what you have already done.
3. The students were racing against ___clock to finish the paper before the deadline.
4. Please, you first. ___age before ___beauty, you know.
5. We expect our manager to be effective in his job, not a person who is all ___ hat and no ___ cattle.
6. Those who attended the wedding represented all ___walks of life.
7. Although he is 48 years old, he is still dreaming of becoming a famous singer. He's always chasing ___rainbows.
8. These glasses cost me ___ arm and ___ leg.
9. That horrible hotel was a case of any port in ___ storm as we couldn't find any place to spend the night.
10. He made the first contact with the boss. This helped him get ___ foot in ___ door.

Ex. 2. Write a list of recommendations on cyber safety in social nets to your younger sibling. Use at least 10 active grammar phenomena.

V. Self-study tasks

Ex. 1. Find information about some world-famous awards and share your results with the groupmates.

Ex. 2. Using the dictionaries find at least 10 idiomatic expressions. Make up sentences with them.

Unit 7

ARTICLES WITH PROPER NOUNS

I. Presentation

Ex. 1. Read the text about sites that merit World Heritage status. Pay attention to the use of the articles with proper names.

For the past 43 years, representatives of the United Nations Educational, Scientific and Cultural Organization (UNESCO) have met to evaluate which natural and cultural wonders around the globe merit World Heritage status. The ruins of an ancient city, the architecture of Frank Lloyd Wright, and an icy volcanic landscape are officially part of our collective world heritage. Some other icons including the Galapagos Islands, Machu Picchu, and the Great Barrier Reef are inscribed on the list. Some sites are endangered by threats such as overtourism and climate change. This year's meeting of the World Heritage Committee, held in the walled city of Baku, Azerbaijan, added 29 new cultural and natural properties to the list – the largest number of new added sites since 2001 – bringing the total to 1,121. Each site meets at least one of 10 cultural and natural criteria, meaning that they are considered to be a biodiversity hot spot, a masterpiece of creative genius, or a traditional human settlement, among other qualities. Azerbaijan had much to celebrate at the meeting; the historic center of Sheki with the Khan's Palace was inscribed this year, making it the Eurasian nation's third World Heritage site.

Are there any sites in your country that possess World Heritage status? What are they? What do you think the criteria are for a site to be enrolled on the list of World Heritage?

II. Notes

Personal names are commonly used without any article. Some common names (*mother, father, sister, brother, aunt, uncle, cousin, baby, nurse, cook*) are treated as proper nouns and, therefore, take no article when they are used by members of the family or by close friends (i.e. when they mean “our father”, “our nurse”, etc.):

“Father wants us to move into a smaller place,” Mike said.

“What have you done to Baby?” Mother asked.

The following group of proper nouns is used **without an article**:

People (*Alicia, Ghosh*)

Cities (*Paris, Monrovia*)

Airports and Harbours (*Entebbe Airport, Sydney Harbour*)

Languages (*Swahili, Hindi*)

Sports Teams (*Manchester United, Queen’s Park*)

Streets (*Park Lane, Trafalgar Square, Broadway*)

Planets (*Earth, Mars, Venus*)

Most Countries (*Ireland, North Korea*)

Most Mountains (*Mount McKinley, Table Mountain*)

Most Academic Subjects (*History, English Language*)

Most Shops and Companies (*Barclays Bank, Marconi* – but *The BBC*)

However, under certain conditions personal names are used with the definite or the indefinite article. The definite article is found with personal nouns modified by limiting attributes (mostly postpositional phrases):

It was the Jane I had known before, perfectly simple, homely and unaffected.

She was not the Mary of our youth.

The indefinite article occurs in the following cases:

1. A personal name is used with the **indefinite article** to indicate

a) a member of a family: *“The boy is a Benbow!” he replied hotly.*

b) one resembling somebody: *His face always reminded Michael of a Lincoln grown old.*

2. A personal name has the indefinite article if it is modified by the adjective *certain*: *Last night I found a gentleman waiting to see me when I returned home — a certain George Reed (i. e. someone who called himself George Reed)*. Sentences like that are fairly common in the workplace:

An Alan Jones is here to see you.

The article **a** makes it clear that the speaker does not think the addressee knows this Mr. Jones. This use of **a** might in fact be a short way of saying *a person called (Alan Jones)*.

Also, worth mentioning here is the use of **one** before a person's name. This usage also indicates that the person is not known but seems to suggest in addition that he/she is somehow unusual or strange.

At Ellagol there lived one John Mackinnon, who had served as captain under the laird of Mackinnon and had married a sister of Malcolm.

Sometimes personal names turn into common nouns, especially when they denote things associated with the names of certain persons. Such nouns follow the general rules of the use of articles for common nouns:

“Has the museum a Millais?” I asked.

Every morning he drove out in a rickety old Ford.

Other groups of proper names are commonly used with the **definite article**.

They are:

- Rivers (*The Indus, The Missouri*)
- Deserts (*The Kalahari, The Atacama*)
- Mountain ranges (*The Andes, The Ruwenzori*)
- Seas/Oceans (*The South China Sea, The Arctic Ocean*)
- Plural Countries/Areas (*The Maldives, The West Indies*)
- Museums and Art Galleries (*The Louvre, The Prado, The National Gallery*)
- Decades (*The Eighties*).
- Most newspapers (*The Times, The Economist, The Independent, The New York Times, The Observer*).

But the article is dropped after genitives: *today's Times*. Magazines and periodicals normally have no article: *English Today*, *Language*, *Nature*, *Newsweek*, *New Scientist*, *Scientific American*, *Time*.

In addition, some names of buildings have **the** and some do not. We say *The Eiffel Tower*, *The White House*, *The Taj Mahal* and *The London Underground*, but we also say *Blackpool Tower*, *London Bridge*, *Notre Dame Cathedral* and *Buckingham Palace*.

Proper nouns used as adjectives

In the English language a noun is often used before another noun in order to describe it like the adjectives do. Such “adjectival” nouns have no influence on the presence or absence of **a(n)** or **the** before them, this being the prerogative of the noun they are describing, as in this example:

World wealth has greatly increased.

The adjectival noun here is *world*. When it is not adjectival, we would expect to find **the** in front of it, but we do not find any article here because *wealth* is the controlling noun, and its uncountability rules out **a** while its generic meaning rules out **the**.

Or consider the following example:

The Manila climate can be uncomfortable.

The city name *Manila*, which would not normally follow **the**, does so because the next noun *climate* is singular and countable, and hence needs an article. This means **the** in the sentence above does not really “go with” Manila – but it still needs to be positioned just before it. The only way *Manila* could be used before *climate* in its normal way, without an article, is by being given an apostrophe ending – *Manila's climate* – a very possible alternative.

In the sentence *Arctic Ocean wildlife is suffering* the normal **the** found with *Arctic Ocean* is absent because of *wildlife*, an uncountable noun that here has general meaning and is hence, like *wealth*, unable to have an article (though *The Arctic Ocean's wildlife* is also possible).

Thus, placing a proper noun in front of another noun in order to describe it is a noteworthy situation where the normal rules for using or not using an article with a proper noun may not seem to apply.

Proper nouns that can represent different possibilities

Sometimes nouns referring to people and places stand for more than one possibility. This is true, for example, of *London*, which is the name of a Canadian city as well as the capital of the UK. In ordinary usage we do not need to clarify which London we are talking about, since the context will make it obvious. If we do have to give a clarification, however, we can put *the* in front of the proper noun.

The London that is in Canada is sometimes confused with the London (that is) in England.

As this sentence shows, using *the* to clarify a proper noun is likely to involve descriptive words after the noun.

Proper nouns with variable uses

Sometimes we have to go against a normal article rule because a proper noun is not being used in its normal way. Take the name *The London Underground*. This is quite often written without *the* in official notices to passengers, like this:

London Underground regrets that no trains are running today.

The reason for the absence of *the* here is that the noun is being used as a company name (like *American Express* or *British Petroleum*). When *the* is present, the speaker is more likely to be thinking about the actual buildings (trains and railway lines) than its management:

The London Underground gets hot in summer.

A similar (though not the same) thing happens with *English Language*, the name of a subject on a timetable. If it is written *the English language* (with *the* and a small “l”), it is no longer being thought of as a subject, but is just the name of the language (not a “proper” noun at all).

III. Practice

Ex. 1. Choose the correct variant. Explain your choice:

1. When a personal name is modified by limiting attributes it is used with...
 - a) zero article.
 - b) indefinite article.
 - c) definite article.
2. Personal nouns used in the form of common nouns ...
 - a) preserve the characteristics of proper names.
 - b) acquire the characteristics of common nouns.
3. The indefinite article with the personal name indicates ...
 - a) belonging to a family.
 - b) uncertainty
 - c) belonging to a family and uncertainty.
4. A proper noun used as an adjective defines the choice of the article.
 - a) True.
 - b) False.
5. The sentence *The boy is a Peterson* is...
 - a) informal.
 - b) correct.
 - c) incorrect.
6. The sentence *She drives a brand-new Mercedes* is...
 - a) correct.
 - b) incorrect.
7. Choose the right variant:
 - a) Do you happen to know Turner?
 - b) Do you know a Turner?
 - c) Both.
8. The phrase *Roman Philology* implies ...
 - a) the subject on the timetable and is used as a proper name.
 - b) one type of philology and is used as a common name.
9. In the sentence *Red Sea wildlife is diverse*...
 - a) the definite article is omitted.
 - b) the indefinite article is omitted.

c) No article is needed

10. In the sentence *white house was approached by graveled driveways...*

a) The definite article is needed.

b) The indefinite article is needed.

Ex. 2. Insert the articles where necessary. Explain the use of articles with different groups of proper names.

1. We visited ___ Niagara Falls while we were crossing the border between ___ Canada and ___ United States.
2. Have you ever seen a picture of ___ Walt Disney Concert Hall? It's not part of ___ Disneyland, it is an amazing concert hall located in ___ Los Angeles.
3. Dr. Arnold works at ___ Scripps Research Institute, a non-profit medical research facility. His wife works at ___ Scripps Memorial Hospital.
4. Kathmandu was amazing. Our tour included visits to ___ Durbar Square and ___ Swayambhunath Temple as well as a bus trip to viewpoints overlooking ___ Himalayas. The mountains were beautiful.
5. White water rafting trips down ___ Colorado River are very popular because they pass through ___ Grand Canyon.
6. While we were staying in ___ Miami Beach, we drove down to visit ___ Florida Keys, the chain of small islands which extends out into ___ Caribbean. We also explored ___ Everglades, the beautiful wetlands which cover the southern half of the state.
7. The linguist specialized in ___ Arabic. She spent years studying local dialects in ___ Sahara Desert as well as in remote parts of ___ Middle East.
8. When I went to ___ Hawaii, my favorite island was ___ Kauai. I spent three days hiking along ___ Na Pali Coast and three days lying on ___ Poipu Beach.
9. Explorers first reached ___ South Pole in 1911, first climbed ___ Mt. Everest in 1953, and first set foot on ___ Moon in 1969.
10. While we were in ___ New York, we walked across ___ Brooklyn Bridge, went to the top of ___ Empire State Building, attended a basketball game at ___

Madison Square Garden, shopped on __ 5th Avenue, and visited __ Museum of Modern Art.

Ex. 3. Look at the pictures. Make sure you know the places and logos. Have you ever been to/used any of them? Match the sentences below with the pictures.

Use the definite article where necessary.



1. The president of the United States lives in _____ .

2. _____ is one of the most recognizable American monuments.
3. _____ developed the world's first mobile phone.
4. _____ in Northern Sweden is a temporary hotel built completely from ice and snow.
5. _____ is an international organisation which aims to stop wars between countries.
6. _____ is a British newspaper which specialises in reporting business and financial news.
7. _____ is a multinational car manufacturer based in Tokyo, Japan.
8. _____, located in Paris, is the most visited art museum in the world.
9. _____, which opened on 26 September 1909 in Stettin, Germany (now Szczecin, Poland), is the oldest cinema in the world.
10. _____, which is the Russian word for 'castle', is where the government of Russia is based in Moscow.
11. _____ is one of the most famous universities in the world.
12. One of China's main tourist attractions is _____, a complex of imperial palaces in the centre of Beijing.

Do you know any interesting facts referring to the objects mentioned above? Share with the groupmates.

Ex. 4. Read the following extract from a tourist brochure. Insert the articles where necessary. Tell the class about your recent journey and the places you visited. Pay attention to the use of articles with proper names.

The capital of France seems to have been designed specifically for the enjoyment of its visitors. Its streets, squares, buildings, gardens and monuments beckon tourists to return, and indeed, many do.

Some of the most memorable things to do in ___Paris include visiting ___ Eiffel Tower, ___ Arc de Triomphe and ___ Notre-Damme Cathedral. During the evening, experiencing one of the legendary ___Moulin Rouge cabaret shows, strolling through some of the most picturesque neighborhoods, like ___ Monmartre, or climbing ___ Montparnasse Tower are a must. It is always a good time to visit

___Paris. Depending on where you fly from, you can either make the most of the low-cost airlines flying into the city from other European cities, or take one of its direct flights from further away destinations. If you have children, why not surprise them with a trip to ___ Disneyland?

Ex. 5. In the extract below Arnold Schwarzenegger shares five secret steps that he follows in his life on the way to success. Look through the steps and expand on their idea.

1. Ignore the naysayers.
2. Don't just take, give something back.
3. Work hard.
4. Find your vision and follow it.
5. Never ever think small.

Read the text and match the rules with their explanations. Were you right?

You don't need to be a bodybuilding champion, you don't need to want to be an action hero or anything like that. If you want to excel in whatever you do, those rules are for you.

So my first rule is _____. If you don't have a goal, you just drift around and you're not gonna be happy. I grew up after the Second World War. There was of course depression, there was a terrible economic situation. I wanted to get out of there, I wanted to escape. And luckily one day in school I watched a documentary about America. I knew exactly that is where I wanted to end up. The question was just how do I get there? No one had the money to travel or anything. But one day I was fortunate enough to see a bodybuilding magazine and on the cover was this very muscular guy. Mr. Universe becomes Hercules star, his name was Reg Park. I read the article as fast as I could, learning about how he trained five hours a day, every single day so then he became Mr. Great Britain and then became Mr. Universe. From that moment on, everything that I did, no matter how hard I had to work or how much I had to struggle, it didn't matter 'cause I knew what the purpose was.

My second rule is _____. You have to go and shoot for the stars. I didn't just think about being in movies, no I wanted to be a movie star. I wanted to

have above the title billing. I wanted to become the highest paid entertainer, I basically wanted to be another John Wayne. What's wrong with that?

My third rule is _____. I think it is natural that when you have big goals people are gonna say around you "I don't think it can be done. I think it's impossible". When I was 15 years old and I became a bodybuilder, I said I wanted to be a world champion in bodybuilding, I wanted to be Mr. Universe. They immediately said, are you crazy? Bodybuilding is an American sport, forget about it. It's nuts. And then when I wanted to go into show business after I won 13 world championship titles in bodybuilding, all those agents and managers, said: oh Arnold, that is so funny. You want to be what, a leading man? Oh, come on, I mean, look, first of all, let's start with your body. You're gigantic, you're like a monster. And then your name, what is it, Schwarzen, Schnitzel? People are gonna storm the theater and the movie houses because Schwarzenschnitzel is starring in a movie. Oh yeah, I can see that already. Imagine that, everywhere I turned they said no. Luckily, I did not listen. I started taking acting classes, English classes, even accent removal classes. All of a sudden, I got a little break, all of a sudden I got a TV show. A little part, then another little part, and then I landed the big role as Conan the Barbarian so finally I got the big break. And then when I did Terminator, James Cameron said the I'll be back line became one of the most famous movie lines in history because of Arnold's crazy accent because he sounded like a machine! So, everything that the naysayers said was a liability became an asset.

The fourth rule is _____. No pain, no gain. When I came to the United States, I remember that I trained five hours a day every day and I was managing a construction business and I was a bricklayer and I went to college also. And I took acting classes from eight o'clock at night to 12 o'clock midnight, every day I did that.

My fifth and last rule is _____. Tear down that mirror that makes you always look at yourself and you will be able to look beyond that mirror and you will see the millions and millions of people that need your help. And this is why I try to take every opportunity that occurred to give something back. I started training Special Olympians, I started after school programs for the most vulnerable children, for

inner-city children to make them be able to say no to drugs, no to gangs, and no to violence. We all can create change. Because if not us, who? If not now, when?

Do you have a similar set of rules that help you achieve the goals? What are they?

Ex. 6. Working in pairs act out an interview with Arnold Schwarzenegger talking about his rules on the way to success.

IV. Production

Ex. 1. Write a passage about some tourist spots to be placed in a tourist guide. Pay attention to the use of the articles with the proper names.

Ex. 2. Choose a natural or cultural spot in your region/country and persuade the UNESCO committee to include it to the World Heritage program. Follow the link below to study the criteria needed: <https://whc.unesco.org/en/criteria/> Present the results to the class in a form of persuasive presentation. Consult the tips outlined in the appendix to make your presentation persuasive.

V. Self-study tasks

Ex. 1. Find out information about famous people and their key rules of life. Deliver the results in a form of presentation. Pay attention to the use of active grammar phenomena.

Ex. 2. Revise the material of Units 6–7 and do a multiple-choice exercise to check yourselves. Choose the correct variant.

1. a) Tiger is a dangerous animal.
b) The tiger is a dangerous animal.
c) Tigers is a dangerous animal.
2. a) The orangutan is native to the forests of Sumatra and Borneo.
b) An orangutan is native to the forests of Sumatra and Borneo.
c) Orangutans are native to the forests of Sumatra and Borneo.

3. a) I fully agree with your opinion from the beginning to end.
b) I fully agree with your opinion from the beginning to the end.
c) I fully agree with your opinion from beginning to end.
4. a) The woman was walking through the streets of Paris she had once known.
b) The woman was walking through the streets of a Paris she had once known.
c) The woman was walking through the streets of the Paris she had once known.
5. a) A teenager often goes through a stage of being fascinated by the supernatural.
b) The teenager often goes through a stage of being fascinated by supernatural.
c) A teenager often goes through a stage of being fascinated by supernatural.
6. a) For the ancient Greeks everything had its own special god – sun, moon, water, fire, even love.
b) For ancient Greeks everything had its own special god – the sun, the moon, water, fire, even love.
c) For ancient Greeks everything had its own special god – sun, moon, water, fire and even love.
7. a) While in London I'd love to visit Westminster Abbey, the Tower Bridge, Tate and the Globe.
b) While in London I'd love to visit the Westminster Abbey, the Tower Bridge, the Tate and the Globe.
c) While in London I'd love to visit Westminster Abbey, Tower Bridge, the Tate and the Globe.
8. a) John started out a music student before he turned linguist.
b) John started out a music student before he turned the linguist.
c) John started out music student before he turned linguist.
9. a) Let freedom ring from the hilltops of the New Hampshire, from the Rockies of Colorado, from the Stone Mountain of California.

b) Let freedom ring from the hilltops of New Hampshire, from the Rockies of Colorado, from Stone Mountain of California.

c) Let freedom ring from the hilltops of New Hampshire, from Rockies of Colorado, from Stone Mountain of California.

10. a) The underground is a mean of transport which can be called the most efficient one.

b) The underground is a means of transport which can be called the most efficient one.

c) The underground is mean of transport which can be called the most efficient one.

11. a) She was not quite certain that the Edward who wrote to her now was not the same Edward that she had known.

b) She was not quite certain that Edward who wrote to her now was not the same Edward that she had known.

c) She was not quite certain that Edward who wrote to her now was not same Edward that she had known.

12. a) For the last two years, six times a week, I'd come in an hour before the midnight and left at eight in the morning.

b) For the last two years, six times a week, I'd come in an hour before midnight and left at eight in the morning.

c) For the last two years, six times a week, I'd come in an hour before a midnight and left at eight in the morning.

13. a) Now in a shade of this cool green bush he looked about him with the fancy of a lover.

b) Now in the shade of this cool green bush he looked about him with a fancy of a lover.

c) Now in the shade of this cool green bush he looked about him with the fancy of the lover.

14. a) She felt that all things were possible, the future was in her power and she wanted to shout, sing and dance.

b) She felt that all the things were possible, future was in her power and she wanted to shout, sing and dance.

c) She felt that all the things were possible, the future was in her power and she wanted to shout, sing and dance.

15. a) His whole expression was stamped with the suffering and a kind of the weary patience.

b) His whole expression was stamped with the suffering and a kind of weary patience.

c) His whole expression was stamped with suffering and a kind of weary patience.

16. a) She was never at a loss with a new topic and could be trusted immediately to break an awkward silence with a suitable observation.

b) She was never at loss with a new topic and could be trusted immediately to break awkward silence with a suitable observation.

c) She was never at a loss with a new topic and could be trusted immediately to break awkward silence with a suitable observation.

17. a) The day would lie before us both, long no doubt, and uneventful, but fraught with certain stillness, dear tranquility we had not known before.

b) The day would lie before us both, long no doubt, and uneventful, but fraught with a certain stillness, the dear tranquility we had not known before.

c) The day would lie before us both, long no doubt, and uneventful, but fraught with a certain stillness, a dear tranquility we had not known before.

18. a) The sky pressed down like the metal dome from horizon to horizon.

- b) The sky pressed down like a metal dome from horizon to horizon.
- c) The sky pressed down like a metal dome from the horizon to the horizon.

19. a) It was a lovely July evening, and the air was delicate with the scent of the pinewoods.

b) It was a lovely July evening, and the air was delicate with a scent of the pinewoods.

c) It was a lovely July evening, and the air was delicate with a scent of pinewoods.

20. a) At once a draught of cool fresh air suffused the room.

b) At once a draught of a cool fresh air suffused the room.

c) At once a draught of the cool fresh air suffused the room.

ADJECTIVES AND ADVERBS

Unit 8

COMPARISON OF ADJECTIVES

I. Presentation

Ex. 1. Identify the communicative situations. Find the adjectives in the following contexts:

Wakefield house

Are you looking for a nice neighbourhood with safe, quiet streets? Do you love the big sunny rooms and high ceilings in old buildings – but want modern appliances too? Apartments in Wakefield House offer that and more. Here's your place to relax completely after a long hard day at school or work. We are located in a peaceful residential area near a famous Lake Forest Park. And you'll still be a convenient drive or bus ride from downtown and the university. A most exciting nightlife, shopping, and museums are just minutes away. This place is absolutely perfect for young couples and families with children and pets. Moreover, there are really friendly and helpful neighbours.

It sounds far too expensive, right? But it's not! A charming two-bedroom apartment is surprisingly affordable. We have two beautifully furnished apartments available right now. But don't wait! Our apartments rent very quickly.

Apt. for Rent

140 Grant Street, Apartment 4 B

Are you looking for a place to live? This lovely apartment is in a new building and has two large bedrooms and a sunny kitchen. The building is very quiet – absolutely perfect for two serious students. You'll be close to campus. The bus stop is a short walk, and the express bus goes directly into town. You can ride your bike safely in nearby parks. The rent is very affordable. Small pets are welcome. Interested students should call Megan at 555-050. Don't wait! This apartment will rent fast. Non-smokers, please.

What makes these two advertisements attractive and catching? Which of the two houses would you choose?

II. Notes

The adjective is a notional word which denotes a quality or a state of a substance. Morphologically, adjectives can be simple (*old, cold, late*), derived (*manlike, understandable, wooden*) and compound (*grass-green, well-known, fair-haired*).

Semantically, adjectives fall into two groups: qualitative (*cold, light, wonderful*) and relative (*woolen, Italian, daily, defensive*).

Syntactically, adjectives can perform the function of an attribute or a predicative, but some of them can be either attributes or predicatives. Adjectives are attributive when they pre-modify nouns: *The beautiful painting*. Predicative adjectives can be:

- a) Subject complement: *Your son is brave*.
- b) Object complement: *He made his wife happy*.

Adjectives can be complemented to a subject which is a finite clause: *Whether he will resign is uncertain*. Similarly, they can be object complement to clauses: *I consider what he did foolish*.

Regarding the position in the sentence, adjectives can stand in preposition or postposition. When in preposition, adjectives can sometimes be in the superlative degree: *This is the most hard-working and diligent group*. However, *most + adjective* can also mean a high degree (= very): *Caroline was a most devoted daughter and sister*. Also, mind that we don't use the definite article in the phrase *an only child*, because it is regarded as a set phrase: *My mother is an only child in the family*.

There are a few situations, when adjectives stand in postposition:

- The adjectives *galore* [gə'lo:], *incarnate* [ɪn'kɑ:nət, -neɪt]: *flowers/ presents galore, the devil incarnate*.
- Some adjectives used in set phrases: *God Almighty, the President elect, the Secretary General, the heir apparent, a notary public, a court martial*.

- Adjectives ending in *-able, -ible* that come after a noun which is modified by another adjective in the superlative degree: *the best tickets available, the only solution possible.*
- Adjectives coming after *something, everything, anything, nothing, anywhere* and similar: *Let's go somewhere quiet. Have you heard anything interesting?*

Comparison

There are three degrees of comparison:

Positive: great; careful

Comparative: greater; **more** careful / **less** careful

Superlative: greatest; **most** careful / **least** careful

Adjectives forming their degree of comparison with the help of the suffixes are:

- Monosyllabic: *small*
 - Disyllabic:
 - Ending in:
 - y** *lovely, noisy, wealthy, friendly*
 - ow** *narrow, shallow, hollow*
 - le** *simple, gentle, feeble, noble*
 - er** *clever, mature, obscure*
 - some** *handsome*
 - With the stress on the last syllable: *polite – politer – politest*
- Adjectives forming their degree of comparison with the help of *more/most*:
- Adjectives with 2 and more syllables: *personal – more personal – most personal; careful – more careful – most careful*
 - Derived adjectives: *tired – more tired – most tired*

Some adjectives have two forms of a comparative and or superlative degree which differ in meaning and use:

<i>far</i>	<i>farther</i> <i>further</i>	<i>farthest</i> <i>furthest</i>	referring to distance referring to distance, time, abstract notions
<i>late</i>	<i>later</i>	<i>latest</i> <i>last</i>	referring to time referring to order
<i>near</i>	<i>nearer</i>	<i>nearest</i> <i>next</i>	referring to distance referring to time

<i>old</i>	<i>older</i> <i>elder</i>	<i>oldest</i> <i>eldest</i>	referring to age referring to seniority, sequence of sibling)
------------	------------------------------	--------------------------------	--

We can make the basis of comparison explicit by including constructions introduced by *than* and by *as*, and prepositional phrases with *of*:

- *Belarus is bigger **than** Switzerland.*
- *Algeria is **as big as** Sudan.*
- ***Out of two** countries (India and China), India is **the smaller**. / **Out of two** countries, China is **the more spacious**.*
- *But **Out of three** countries (Burma, Chile, Mozambique), Burma is **the smallest**.*

Remember that *more* and *most* have other uses in which they are not equivalent to the comparison inflections. One can check it by paraphrasing the sentences: (e.g.) *He is more than happy about it* (= He is happy about it to a degree that is not adequately expressed by the word happy). *He is more good than bad* (= It is more accurate to say that he is good than that he is bad).

Different intensifiers tend to be used with different degrees of comparison. They usually precede the adjective they modify, but in rare cases can also follow the adjective:

With the positive degree:

Ever so – *The story is ever so exciting.*

Far too – *The house is far too expensive.*

A most – *This is a most amusing podcast.*

That – *I haven't noticed it is that easy.*

With the comparative degree:

Much, a lot, lots – *My sister is much younger than me. This is a lot faster.*

A great deal/a good deal/ a good bit – *Now the story is a good deal more creative.*

Ever – *Environmental issues acquire an ever greater scope.*

Far – *I can do it far quicker than you.*

***Adj. + by far** – *He is funnier by far.*

By far the adj. – *By far the greater part of the evidence was against it.*

With the superlative degree:

By far – *You are by far the best students.*

Far and away – *'The Swan Lake' is far and away the best ballet.*

Adjectives with *as, so, too, enough, such*

We can say that two things are equal by using *as + adj + as*:

*The hamburger is **as** expensive **as** the fishburger.*

*The hamburger **as just as** expensive **as** the fishburger – just makes the comparison more emphatic.*

To say that things are almost equal we use *just about, about, almost, nearly*:

*I've had **just about as much as** I can take. She is **nearly as** young **as** I was when I got married.*

We make a negative comparison with *not as/so + adj + as*. The words *nearly* and *quite* can be used to modify the comparison:

*The hot dog **isn't as** expensive **as** the cheeseburger.*

*The hot dog isn't **nearly as** expensive **as** the cheeseburger (=much cheaper).*

*The hot dog isn't **quite so** expensive **as** the cheeseburger (= slightly cheaper).*

In **informal spoken English** we can use *not anything like/nothing like/nowhere near + as + adj*:

*The fishburger **isn't nowhere near as** expensive as the cheeseburger.*

*The situation in the Pacific is **nowhere near as** bad **as** some people think.*

*Well, my paper won't be **anything like as** long **as** Daisy's.*

We use another type of comparison when we describe the result of a particular quality or characteristic. We can use several structures:

so + adj + that clause: *It was **so** dark **that** I couldn't see anything.*

too + adj + for / that clause: *It was **too** dark (for me to see anything) / (that I couldn't see anything)*

(not) adj + enough (+ for-to-phrase): *It wasn't light **enough** (for me to see anything)*

so + adj + as to-phrase: *It was **so** dark **as** to make it impossible to see her face*
(**formal speech**)

To introduce a comparison, we can use the words *as* and *such*:

as + adj + a + noun + as: *It wasn't **as** bad a result **as** I'd expected.*

such a/an + adj + noun + as / that clause: *It wasn't **such** a bad a result **as** I'd expected. It was **such** a dark night **that** I couldn't see anything.*

Other types of comparison

We can describe how something increases or decreases by repeating the same comparative two or three times: *Matching into the sunset, the figures became smaller and smaller and smaller.*

To describe how a change in one thing causes a change in another, we can use two comparative forms with *the*. Note the use of comma: *The longer you leave it, the worse it'll get.*

Sometimes in such type of comparisons the verb *to be* can be omitted: *The more sophisticated the product, the more substantial the potential product.*

We often describe something by comparing it to something else which has similar qualities. In stylistics these comparisons are known as similes. There are two forms:

as + adj + as: *Listening to her was **as** interesting **as** watching an adventure film.*

like + noun/ verb phrase: *The cruise ship was **like** a skyscraper lying on its side.*

We use like + noun when making a comparison between two similar things: *I slept **like** a log last night.*

We use as + noun when describing someone's job, role or identity, or something's function: *Simon's working **as** a waiter (job). Use your payroll number **as** a password (function).*

III. Practice

Ex. 1. Choose the correct variant.

1. Morphologically, the adjectives *glorious*, *well-known*, *brave* are:

- a) simple, compound, derived;
- b) compound, simple, derived;
- c) derived, compound, simple.

- 2.Semantically, the adjectives *light, secondary, European* are:
- a) qualitative, qualitative, relative;
 - b) qualitative, relative, relative;
 - c) qualitative, relative, qualitative.
- 3.Syntactically, the adjective in the sentence '*I want you be proud*' play the role of:
- a) subject complement;
 - b) object complement;
 - c) attribute.
- 4.Choose the correct translation of the words *избранный президент, генеральный секретарь, государственный нотариус, военный трибунал*:
- a) The elected President, the General Secretary, a public notary, a martial court;
 - b) The President elected, the Secretary General, a public notary, a martial court;
 - c) The President elect, the Secretary General, a notary public, a court martial.
- 5.Circle the variants in which the adjectives stand in pre-position and underline the variants in which the adjectives stand in post-position:
- a) There were flowers galore in front of the church.
 - b) Tilman Schweiger is an only child in his family.
 - c) Have you heard anything interesting recently?
 - d) Prince William is the heir apparent in Great Britain.
 - e) We can congratulate ourselves on a most productive work.
- 6.Choose the correct sentence and correct the mistakes:
- a) Please, be politer to your friends.
 - b) My sister is elder that my brother.
 - c) Have you heard the last news?
 - d) We are looking forward to your nearest visit!
- 7.Choose the correct variants, correct the mistakes:
- a) I've bought two types of grapes: green and black. – I think green grapes are the tastiest.
 - b) Today we will compare three brands of cars: BMW, Ford and Toyota. Which of them is the more reliable?

c) Sticking to a sleeping schedule is by far the healthiest habit.

8. Choose the informal way of making a comparison:

- a) Ferrari isn't nearly as expensive as Rolls Royce.
- b) Watching films isn't anything like as exciting as travelling yourself.
- c) It wasn't such a bad restaurant as I had expected.

9. Choose the formal way of making a comparison:

- a) It's never too late to negotiate a deal.
- b) The contract isn't good enough to sign it.
- c) India is not so technologically developed as to switch to online education.

10. Choose the correct variant:

- a) The confusion melted between two of them as snow in spring.
- b) He worked for a long time like a teacher in Africa.
- c) The more impressive the music, the more remarkable the film.

Ex. 2. Choose the correct degree of comparison. Work in pairs and create 3 examples by analogy.

1. Although both the plaintiff and the defendant presented strong arguments, those of the defendant were *stronger/strongest*.
2. The doctors tried both penicillin and sulphanilamide; the penicillin proved to be *the more effective/ most effective* drug.
3. I chose this book because it was *the shorter/shortest* of the three.
4. Of the three branches of the armed services, the Air Force has been *the more/most favoured* in recent years.
5. She is *more prettier/prettier* girl than I.
6. At the end of the war, the United States was *stronger/strongest* than *any/any* other country in the world.
7. He has *better/best* marks than *any/any* other student in his grade.

Ex. 3. Read the conversation of two siblings who are choosing a place to rent. Put the adjectives in the correct form. Roleplay the conversation.

– Hey, Jane, have you looked at the apartment in the Wakelfield House and the apartment from the second ad?

– Yes, Harry, both are good. What do you think of them?

– I really like the Wakelfield House! I think out of two it is _____
(spacious).

– Yes, I have nothing to say about it. The corridors in the second apartment are _____ (narrow) than in the Wakelfield House and the bedrooms are _____(small). But out of these two dwellings the apartment is _____(modern). So, in general, I'm _____ (much) than happy to live in the apartment.

– Also, the area near the House is _____(peaceful) than the one near the apartment.

– That's true, but the apartment is _____(close) to our university. It's just a ten-minute drive to the university.

– That's a good point. But the House is not that far either. You can actually go by bike and on your way you will pass by the Lake Forest Park! You just need to wake up _____(early) to be on time. And there's a huge supermarket LuLu. There are two supermarkets near the apartment too, but out of them LuLu is _____(big) and the products are _____(fresh) in it.

– I see. I have also managed to talk to the neighbours. You know, Harry, they are _____(friendly) than the neighbours in the apartment. They showed me around and even invited for tea!

– That's so nice of them! Jane, but we forgot to discuss one more point. What about the price?

– Oh... The apartment in the Wakelfield House is _____(expensive) than the apartment on Grant Street. It's 60 pounds more per month. But I see that you are already dreaming about it. Shall we call the owner and arrange another viewing and discussion?

– Let's do it! The _____(long) we wait, the _____ (little) chance we have.

Change the conversation by adding the following intensifiers:

very, ever so, a good deal, a good bit, a bit, slightly, much, a lot, far, by far

Ex. 4. Read the student's essay and correct the mistakes. Have you ever tried a dish from a foreign cuisine? Did you like it or not?

When I was a teenager in the Philippines, I was an expert on snacks and fast foods. I was growing fast, so the more I ate, the more hungry I felt. Out of two food streets I liked the most with galores of fruits, vegetables and small dishes, the street vendors on my street had the best snacks. In the morning, I used to buy rice muffins on the way to school. They are much more sweet than American muffins and aren't near as expensive as the American ones. After school, I ate fish balls on a stick or adidas (chicken feet). Out of two the fish balls are the least spicy, but the lemon sauce for them is just but aromatic as the tomato sauce for the chicken feet. Although snacks on a stick are much more smaller than American hot dogs and burgers, but they are much varied. My friend thought banana-cue (banana on a stick) was the great by far. However, it wasn't nowhere near as sweet as kamote-cue (fried sweet potatoes and brown sugar), my favourite snack.

When I came to the United States, I didn't like American fast food at first. To me, it was interesting than my native food and less tasty too. Now I'm getting used to it, and it seems enough delicious.

Does anyone want to go out for a pizza?

Ex. 5. Complete the following article. Use only one word for each space. Read the whole text before you start filling in the gaps. Which parameters are important for you while choosing a hair conditioner or any other goods?

CONSUMER REPORT: HAIR CONDITIONERS

For this week's consumer test we've been looking at the (0) most popular choices of competing hair conditioners We chose the three (1) _____-selling brands: Supremesoft, Vitabalm and ActiveShine, and gave them to our ordinary consumers to try for a month.

Supremesoft**

At \$2.99 for 250 ml Supremesoft is the (2) _____ expensive of the three brands. But, surprisingly, price is no guide to quality as this brand was (3) _____ more effective (4) _____ the cheaper brands. On the other hand, the panel felt the packaging

was (5) _____ upscale than the competitors, and the conditioner itself had an attractive colour and scent. But these advantages weren't significant (6) _____ to compensate for the extra cost.

Vitabalm*

Vitabalm is the (7) _____ of the tested brands (\$1.99 for 250 ml). Our consumers thought the packaging wasn't (8) _____ attractive (9) _____ the others and the conditioner had what one tester described as 'a rather chemical smell'. It was (10) _____ as effective as the others in dealing with tangled hair, but testers with dry hair found that it wasn't rich (11) _____ to give their hair any extra body. And everyone agreed that it was (12) _____ harsh to be useable on a daily basis.

ActiveShine***

This brand emerged as the (13) _____ all-round value for money. It had a strong smell, rather (14) _____ an antiseptic cream, but the smell was not (15) _____ strong to put it away. Testers found that it was just as effective with greasy hair as with dry hair and it was (16) _____ far the most successful with flyaway hair. ActiveShine doesn't have (17) _____ a rich composition as Supremesoft, but our testers found that (18) _____ more they used it, the (19) _____ noticeable the effect on the hair, so it was considered to be just as effective (20) _____ the others in the long term.

So, at around \$2.50 for 250 ml ActiveShine receives this month's three-star rating.

Ex. 6a. Put the words in the box into 3 different groups.

as... as/ just as ... as/ not nearly as ... as/ not quite as... as/ nothing like as... as/
nowhere near as... as/ almost as ... as/ not any + adj in comparative degree + than/
adj in comparative/superlative degree + by far

1. Equal:

2. Almost equal:

3. Not equal:

Ex. 6b. Information gap. Work in pairs. Choose one table for yourself and help your partner to complete his/her table. Your partner will do the same for you. Use the words in the box.

Example:

A: Is Frank's sauce as nutritious as Classic sauce?

B: No, Frank's sauce isn't nearly as nutritious as Classic sauce. Is...?

Partner A

Spaghetti Sauce

QUAITY	FRANK'S	CLASSIC
smooth	****	****
thick		
chunky		
flavourful	***	****
sweet	***	*
salty		
spicy	*	****
garlicky		
fresh-tasting	****	****
nutritious		
fattening	***	**
expensive		

Partner B

Spaghetti Sauce

QUAITY	FRANK'S	CLASSIC'S
smooth		
thick	***	**
chunky	*	*
flavourful		
sweet		
salty	**	**
spicy		
garlicky	*	****
fresh-tasting		
nutritious	****	*
fattening		
expensive	*	****

Ex. 7. Dominoes "How do they compare?". Work in small groups. Each person gets the cards and should make up sentences with the comparative forms of adjectives (as in ex. 6a). Find the rules and the materials in Appendix to Unit 8.

Ex. 8. Look at the compound adjectives below. Which of them can be used to describe people? What can other adjectives describe?

newly-arrested, slow-moving, well-informed, good-looking, quick-thinking, wealthy-looking, record-breaking, strong-willed, roughly-dressed, stress-induced, well-behaved, softly-spoken, grey-haired, fair-skinned, time-consuming, smartly-dressed, sad-faced, comfort-loving, grey-gloved, self-assured, brightly-lit, open-minded, easy-going, level-headed, left-handed, densely-populated, quick-witted

Ex. 9. Replace the clauses in italics with the compound adjectives.

1. The building was a real eyesore; *it had been built very cheaply*.
2. She was wearing a new perfume that *smelt very sweet* and didn't really suit her.
3. He *had received a good education* and could speak knowledgeably on a range of topics.
4. He *thinks quickly* and always makes intelligent contributions.
5. Her *skin is smooth*, and she has a beautifully clear complexion.
6. We bought some gorgeous plates *that were made by hand*.
7. Peter's parents *have very broad minds* – they let him do whatever he wants.

Ex. 10. Use the adjectives from ex. 7 to describe somebody or something you know.

IV. Production

Ex. 1. Write a consumer report comparing the goods produced by three different companies. Use at least 10 active phenomena, underline them and name.

Ex. 2. Describe your experience of trying a new cuisine. Compare it to your local cuisine or to any other you like. Use at least 10 active phenomena, underline them and name.

Ex. 3. Make up a dialogue with your groupmate. Imagine you are choosing a place to rent. The choice is the following: a studio apartment, a motorhome/ caravan, a room in a boarding house, a room in a mansion, a treehouse, a room in a flat. Use at least 10 active phenomena, underline them and name.



V. Self-study tasks

Ex. 1. Find 10 examples of active grammar phenomena (different ways of comparison) in literature/films/songs.

Ex. 2. Make a list of at least 10 idiomatic expressions with adjectives.

Unit 9

ADJECTIVES AND MODIFIERS

I. Presentation

Ex. 1. Identify the communicative situation. What makes this text expressive?

“Feel The Fear...And Do It Anyway” by Susan Jeffers

This will sound so corny and cliché, but this book changed my life. Seriously, it did. Now, with that said, what Susan Jeffers has to say in, “Feel The Fear...And Do It Anyway”, isn’t anything that’s earth shattering or even new. Most of it is probably even things you may have thought yourself. However, the simplicity of what she says is delivered in a way that DOES make it very fresh, new, and absolutely life changing.

A highly recommended book to anyone who wants to make some change in their life but is held back by fear. This book doesn’t make the fear go away – but it does inspire you to do what you need to do anyway.

Do you have a book which has become absolutely life-changing for you? Was it a highly recommended one?

II. Notes

Sometimes there appear certain situations when a speaker wants to express his or her emotions. To reach this aim, a person might use different adjectives together with intensifiers usually expressed by adverbs. Those adverbs can be of two types: intensifiers (emphasizers) and downtoners.

Intensifiers either convey emphasis or denote a high degree of quality. There’s a wide variety of them. Some of them indicate the highest degree of intensification: *absolutely, totally, utterly, quite, completely, very, extremely, really, much, a great deal, a lot*. Others just slightly intensify the meaning of the adjective: *quite, pretty, rather*.

Downtoners, like *fairly, a bit, a little bit, a little, slightly, barely, somewhat, hardly* suggest an incomplete or low degree of quality, decrease the effect of the word they modify and are used with adjectives in the positive or comparative degree.

The choice of an intensifier/downtoner is linked to the context and the meaning of the adjective. In this respect adjectives fall into two groups: ungradable adjectives and gradable adjectives.

Gradable adjectives like *warm, soft, easy, disappointed, shy* etc. represent a point on a scale. They can have comparative or superlative forms and they are not used with ‘100 %’ intensifiers such as *absolutely/totally*.

We can make gradable adjectives stronger with the adverbs *very, so, rather, really, extremely, terribly, most (formal), pretty (informal)*:

*Last night’s match was **terribly** exciting.*

*I felt **pretty** upset when the movie was cancelled. (informal)*

*The chapter on the early sonnets was **most instructive**. (formal)*

We often use less common adverbs to modify certain gradable adjectives. Although *very* is commonly used to strengthen any adjective, your English will sound more fluent and natural if you learn to use other combinations of adverb and adjective, like:

*I was **bitterly** disappointed when my turtle ran away.*

*My brother is **painfully** shy.*

*The students at our university are **highly** intelligent.*

Gradable adjectives can be made weaker by the words *fairly, slightly, a (little) bit (informal)* and *somewhat (formal), not very, not at all*:

*I’ve been feeling **slightly** dizzy all morning.*

*My friend was **a bit** tired. (informal)*

*The police reported that the man was **somewhat** inebriated. (formal)*

*The end of term test **wasn’t** very long, and it **wasn’t at all** difficult.*

With gradable adjectives *quite* usually means ‘fairly’ but can have other meanings. The different meanings are only apparent in **spoken English** as they depend on stress and intonation:

*The lecture was quite **interesting**.* (unmarked = fairly interesting)

*The lecture was **quite** interesting.* (marked = less interesting than the speaker expected)

Ungradable adjectives, like *enormous*, *tiny*, *priceless* etc. represent the limit of a scale. For example, *free* (= it costs nothing), *priceless* (= its cost is too great to be counted). Ungradable adjectives are not usually used in comparative and superlative form, and are not intensified with the word *very*, as they already mean *very*... (e.g. *enormous* = *very big*, *minute* = *very small*).

The following adjectives belong to ungradable adjectives:

- Some qualitative adjectives: *dead*, *medical*, *middle* etc.;
- Relative adjectives: *wooden*, *plastic*, *rubbery* etc.;
- Adjectives with comparative and superlative meaning, mainly loan words of Latin origin: *former*, *inner*, *upper*, *junior*, *senior*, *minimal*, *optimal*, *proximate*, etc.;
- Adjectives denoting some gradation of quality: *darkish*, *greenish*, etc.

A common way to intensify the meaning of ungradable adjectives is with the adverb *absolutely*. We use this device to add emphasis in spoken and **informal English**; it is not common in writing:

*I couldn't swim in the sea; the water was **absolutely freezing**.*

*The show was **absolutely fabulous**.*

Although we use *absolutely* with many ungradable adjectives, there are some adjectives, which are never intensified with *absolutely* and some where we prefer to use other intensifying adverbs such as *completely*, *totally*, *utterly*. There are no grammar rules which best explain these combinations, so it is best to learn them as vocabulary items:

*I'm afraid your answer is **completely wrong**.*

*Since the accident Henry has been **totally deaf** in one ear.*

We can use *a most* before ungradable adjectives used before a noun: *Hilary has **a most amazing** hairstyle.*

When we use *quite* with ungradable adjectives, it has a similar meaning to ‘completely’, emphasizing the strength of the adjective:

*The tenor’s performance was **quite amazing**.*

*You are **quite correct**.*

To make ungradable adjectives weaker we use *almost*, *nearly*, *practically*, *virtually* to indicate a point close to the absolute meaning of ungradable adjectives:

*He never turns the heating on – it’s **practically freezing** in there.*

*The battery in my calculator is **almost dead**.*

*After six months with the disease he was **nearly deaf** and **virtually blind**.*

Because ungradable adjectives represent the limit of a scale, they are not usually used in comparatives and superlatives. However, in **spoken English** many ‘ungradable’ adjectives can be used gradably when we are comparing similar things at one end of a scale, so they can be used in comparisons:

*I’ve never been **more exhausted** than I was after the New York marathon.*

*That was **the most delicious** meal you’ve ever cooked!*

With comparatives of this type we often use *still more* or *even more*: *Their house is **even more enormous** than Richard’s!*

Modifying adjectives in informal English

There are several modifiers which we use with both gradable and ungradable adjectives to make their meanings stronger. The most common in **informal English** is *really*: *That film was **really exciting**. It’s **really freezing** in here!*

Expressions such as *nice and* and *good and* can be used to intensify many adjectives: *The hotel was **nice and clean**. I’ll come when I’m **good and ready**.*

In very **informal English**, *dead* and a number of slang words (e.g. *bleeding*) can be used as intensifiers. But we don’t usually use these colloquial modifiers in **formal English**:

*The rollercoaster ride was **dead scary**.*

*Her Majesty was **dead interested** in the traditional Maori dancing. (wrong)*

*The bank was **really sorry** about having to refuse your application for a loan. (wrong)*

Some adjectives can have both gradable and ungradable meanings, depending on whether the speaker feels the adjective describes an absolute quality or one which is ungradable relative to something else:

*I'm afraid there are no rooms – the hotel is **full**.* (ungradable = completely full)

*The hotel's **very full**, but I think I can get you a single room for tonight.*
(gradable = has many guests, but there is still some space)

Other adjectives like this are: *empty, delicious, new, possible*.

Common collocations with adverbs

These collocations are taken from the British National Corpus. (Below, *smb* = *somebody*, *smth* = *something*).

bitterly	cold, disappointed, divided, hostile, hurt, opposed, upset
completely	acclimatized, alone, different, drained, empty/full, extinguished, incapable (of smth), incomprehensible, lost, negative, new, open (with smb = honest), overlooked, revised, right/wrong
deeply	ashamed, attached (to smb/smth = strong feeling for), conscious, disappointed, disturbed, hurt, indebted (to smb), in love with, involved, meaningful, moving, religious
entirely	absent, beneficial, clear, different, false, fitting, free, global, impersonal, loyal, new, obvious, serious, unconvincing, unexpected
heavily	armed, booked, built, censored, criticized, flavored, guarded, involved (in smth), muscled, polluted, populated, protected, publicized, regulated, represented, scented, soiled, taxed
hideously	bad, burnt, deformed, disfigured, disfiguring, effective, embarrassing, expensive, injured, scarred, swollen, ugly, unhygienic
highly	commended, contagious, controversial, critical, dependent, developed, educated, enjoyable, flexible, intelligent, mobile, paid, personal, polished, political, popular, publicized, qualified, recommended, regarded, relevant, resistant, respected, significant, skilled, specialized, technical, toxic, trained, unlikely, valued, volatile
painfully	acute, aware, evocative, learned, loud, obvious, self-conscious, sensitive, shy, slow, small, sparse, thin
perfectly	arranged, balanced, capable, fitting (=appropriate), formed, genuine, good, healthy, normal, placed, proper, rational, reasonable, (all) right, safe, still, straightforward, understandable, valid
seriously	damaged, exposed, hit (=damaged), ill, impaired, rich, threatened, undermined, wealthy

totally	abandoned, abused, alien, anaemic, decent, destroyed, different, embarrassed, harmless, homogeneous, honest, impervious (to smth), inadequate, incompetent, integrated, irresistible, logical, new, normal, overpowering, stiff, surprising, unacceptable, unbelievable, undefined, unjustified, wasted
utterly	abandoned, alone, appalled, careless, dejected, destroyed, devoted (to smb), different, disastrous, fearless, futile, impossible, irresistible, lacking, ruthless, tragic, unacceptable, unattainable, unquestioning, useless

III. Practice

Ex. 1. Choose the right variant.

1. Find the odd one out and explain your choice:
 - a) quite, rather, fairly, pretty;
 - b) somewhat, fairly, not at all, rather;
 - c) rather, extremely, terribly, virtually.
2. Find the odd one out and explain your choice:
 - a) delightful, minute, lucky, certain;
 - b) successful, pleasant, amazing, careful;
 - c) tired, ivory, minimal, inner.
3. Find a sentence with an intensifier:
 - a) The army had been bitterly divided and unwilling to risk a prolonged siege.
 - b) Sharks adapt well to fairly high pressures.
 - c) Basically, it's a virtually undetectable bug.
4. Find a sentence with an intensifier:
 - a) I heard they're practically inseparable.
 - b) The complaints turned out to be utterly ineffective.
 - c) Demand was slightly higher, leaving the cocoa market undersupplied.
5. Find a sentence with a downtoner:
 - a) The report was therefore interesting, but somewhat brief.
 - b) I actually think the shoes look rather comfy.
 - c) Miss Cardew seems to me to be a most attractive young lady.
6. Find a sentence with a downtoner:

- a) The neighbourhood is now almost deserted.
- b) Dog people can get pretty annoying.
- c) The story is really short.

7. Find a sentence with an intensifier:

- a) So essentially it sounds quite brave.
- b) I find that I am quite content.

8. Circle the variants which sound formal and underline the variants which sound informal:

- a) The outcomes left everyone a bit happy and a bit disappointed.
- b) He seemed pretty determined to find you.
- c) He seems like a really, really nice man.
- d) Surveillance reports of advanced economies remained somewhat weak.

9. Choose only the sentences which sound informal:

- a) If the paintings portray her accurately, she was indeed a most beautiful woman.
- b) The story is dead complicated.
- c) You know, relationships are easy when everything runs nice and smooth.

10. Choose the correct variants, correct the mistakes:

- a) It looks like you have a bunch of perfectly good suits right here.
- b) African languages are almost deeply absent from the Internet.
- c) She's totally rich because her dad invented Toaster Strudel.

Ex. 2. Read the comments to the book “Sonny’s Blues” by James Baldwin. Find adjectives and adverbs and analyse their meaning and function.

Powerful and deeply moving story of two brothers trying to come to terms with their relationship amidst crime, drug abuse and potential wasted - highly recommended (Jon Nakapalau).

An incredibly touching piece of writing, beautifully executed (Charlie Miller).

Achingly beautiful and fantastically written. What I love most about this short story is how well this can be adapted into so many lives and how painful any kind of addiction can be and how tragic and life-changing it is to overcome it (Allie).

What an outstanding talent! This novella was not only incredibly well written, with a magnetic rhythm into it, it also touched me deeply (Raquel).

A deeply moving story which not only shows how painfully acute life can be, but also how extremely beautiful the relations between the musician and the instrument are. A piano is just an instrument and a musician is the creator who breathes life into it (Sophie).

Ex. 3a. Put the adjectives into two groups.

1. Ungradable adjectives
2. Gradable adjectives

Amazing	attractive	cold	correct	dead	enormous	exciting	
expensive	extinct		fascinating	freezing	good	interesting	huge
large	minute	paralyzed	shy	sick	ugly		

Ex. 3b. Put the adverbs into four groups:

1. Used with ungradable, makes stronger;
2. Used with ungradable, makes weaker;
3. Used with gradable, makes stronger;
4. Used with gradable, makes weaker.

Somewhat	terribly	pretty	fairly	bitterly	absolutely	at all
nearly	quite	practically				

Ex. 3c. Fill in the gaps with the correct intensifier or downtoner from exercise 3 a, b (some of them can be used more than once). Choose the question according to your number in the register book, walk around the class and ask it to your groupmates. Write down the answers and be ready to present the results.

1. Which films do you believe to be ... amazing?
2. Which actor/actress do you believe to be ... attractive?
3. What is the best way to warm up when you feel ... cold?

4. What decision in your life was ... correct?
5. What type of work makes you feel ... dead?
6. Do you believe that the potential of positive change is ... enormous if you know what you are capable of?
7. What type of entertainment do you find ... exciting and what type is ... exciting?
8. Name one animal you know to be ... extinct. What can still be done to save it?
9. Whose speech on TED talks do you believe to be ... fascinating?
10. Which series/serials do you find ... interesting and which aren't interesting ...?
11. What would you recommend to a person who is ... shy?
12. Are there any topics which should be ... more open to debate?

Ex. 4. Match the labels (A-C) with the sentences (1 – 5).

A. Formal; B. informal; C. very formal; D. very informal; E. neutral.

1. We were wearing the same outfit! It was dead embarrassing! ____
2. I thought Dave's behavior was a bit bizarre last night. ____
3. The professor's lecture was most illuminating. ____
4. Francis Bacon's later works were somewhat disturbing. ____
5. These new engines are very reliable. ____

Ex. 5. Read the article below and decide which word (A-C) best fits each space (1-10). What do you think should be done to save our cultural heritage?

FAKES FOUND IN MAJOR MUSEUMS

Oscar White Muscarella, a (0) *highly* respected archeologist at New York's Metropolitan Museum, claims that more than 1,250 forgeries are on display in the world's leading museums and art galleries. In his latest book Muscarella specifically names 37 forgeries in the Louvre, 16 in the British Museum and 45 in his own museum in New York. Muscarella's earlier claims have been heavily (1) ... by some museum officials who are (2) ... opposed to his arguments. But Muscarella has (3) ... good scientific evidence for his claims, showing that over 40 per cent of the objects examined by the Oxford Thermo-luminescence laboratory are fakes. The reason for the quantity of forgeries is (4) ... simple. Because many of the objects in our museums were found by amateurs and illegally exported from their **countries** of

origin, they have no official provenance or documented history. Museums are painfully (5) ... of this embarrassing problem and as a result they have been known to overlook the lack of written records before accepting or buying antiquities. This makes it (6) ... impossible to detect forgeries, especially if they are accurate copies. But in fact, many forgeries are (7) ... obvious as they often copied from a photograph which only shows the front of an object. When examining the back of the forgery they can look (8) ... different from the original. But museum officials tend to be (9) ... conservative and hate to question objects which have been sitting in their collections for many years. Muscarella specializes in the ancient Middle East, and this is the area of archeology in which he has found so many forgeries. But his research has had the effect of undermining the reputation of some of our most (10) ... regarded institutions, and this should be of concern to anyone who values our cultural heritage.

0	A absolutely	B highly	C very
1	A discussed	B rejected	C criticized
2	A bitterly	B highly	C rather
3	A perfectly	B absolutely	C somewhat
4	A virtually	B quite	C really
5	A conscious	B understanding	C aware
6	A very	B virtually	C pretty
7	A a bit	B entirely	C deeply
8	A completely	B absolutely	C almost
9	A heavily	B dead	C deeply
10	A very	B highly	C absolutely

Ex. 6. The writer of this letter has made mistakes with some of the adjectives. Find the mistakes and substitute them with suitable alternative adjectives. You can only change the adjectives, everything else must remain the same. There are 14 unsuitable adjectives in the letter. What are your memories of the best/ the worst trip? Do you like to travel on your own or in a group?

Hotel Palmera Barcelona

Dear Susanna,

We're having an absolutely nice time here in Barcelona. The weather has been wonderfully hot and sunny with hardly a cloud in the sky. Our hotel is in the Gothic quarter – it's very minute, but quite comfortable. The staff are all very friendly and helpful – we got back from a club at 3 a.m. a couple of days ago – all of us were absolutely hungry of course – and the doorman kindly offered to make us all sandwiches. Steve wasn't impressed (as usual!), he was actually fairly furious because they didn't have granary bread!

We've seen most of the sights in the city. Karen was absolutely pleased when we went to the Sagrada Familia – she loves Gaudi's work. It's certainly a totally rare building. And Steve was very ecstatic about going to the Maritime Museum – he seems to find anything to do with boats utterly interesting. I can't understand it myself. I was absolutely annoyed when he suggested we stay there over lunch time – especially as I was a bit famished at the time (not surprising after two very tedious hours of looking at dusty old ships! It was even more stultifying than that afternoon we spent with the VAT inspectors – if you can imagine such a thing!)

The street life here is very fascinating. We've spent a lot of time wandering around and staring at the street performers. Luckily there are lots of pavement cafes and it's very fabulous to simply while away the time watching the world go by.

Anyway, I hope things are going well at the office, although I can't say I'm very exhilarated at the thought of getting back there next week.

Lots of love
Jackie

IV. Production

Ex. 1a. Check that you know the meaning of the adjectives below. Read the short extract from a film review below. Then replace the words with other positive adjectives.

Books, films, plays

Character(s): shallow, unconvincing, likeable, convincing, believable, hilarious
Plot: overcomplicated, predictable, absorbing, gripping, riveting, compelling, spine-tingling
Special effects: cheap, laughable, stunning, staggering, astounding
Photography: poor, amateurish, breath-taking, incredible, impressive
Acting / performance(s): wooden, appalling, natural, powerful, spectacular
Writing / script: contrived, confusing, realistic, thought-provoking, compelling

Music

Songs / tracks: outstanding, impressive, remarkable, weak, dull, moving
Music: stimulating, moving, inventive, over-the-top, unimaginative, spine-tingling, rousing, stirring
Lyrics: thought-provoking, profound, meaningful, cliched, awful

*This is definitely a film worth seeing; not only are the special effects **absolutely stunning**, but there is some spectacular acting as well. The main characters are **entirely believable**, and Vivian Farlough (who plays Copeland) is **particularly powerful**, due in part to the **extremely realistic** script. As far as the plot is concerned, I found it **totally absorbing**, especially when, halfway through the film, the action shifts to North Africa and the storyline becomes **even more gripping**. Another point worth mentioning is that...*

Ex. 1b. Now make the review negative by replacing the words in bold with negative adjectives. You can begin like this:

This is definitely a film to avoid; not only are...

Ex. 2. Read the short extract from a negative review on a music album. Replace the words in bold with the positive adjectives to make the review more positive.

*As far as the individual tracks are concerned, most of them are **very weak**. The CD opens with their best-known song, "Down Low", which is an **extremely unimaginative** piece of work. In my opinion, the use of violins in this piece is **completely over-the-top**. As for the lyrics, well, there are four verses of **awful***

poetry and one of *the most cliched* choruses I have ever heard. Most of the other tracks are *equally dull*, with the possible exception of ...

Ex. 3. Write a book review. Use different types of adjectives with intensifiers or downtoners. Read the tips on how to write a review in Appendix to Unit 9.

V. Self-study tasks

Ex. 1. Get ready for the debates on the topic “What is more important: talent or hard work?”. Think of the arguments, use active grammar.

Ex. 2 Search for 5 different contexts in which different types of adjectives can be used together with intensifiers/downtoners. The example is below.



Unit 10

ADJECTIVES AND ADVERBS

I. Presentation

Ex. 1. Read the story of Sheri Hunter and underline the adjectives and adverbs in it. How do you think this story would continue?

WHAT I DISCOVERED TRAVELLING THE WORLD SOLO AS A BLACK WOMAN

Sealed in the steel-caged driver's seat and wearing a royal blue, flame-retardant jumpsuit, I stepped on the gas and whipped the NASCAR race car to 120 miles an hour. Black girl coming through!

I headed directly toward the frighteningly deep curve ahead constantly turning sharply on the Chicagoland Speedway, my jaw and knuckles vibrating. I was so out of my comfort zone, my heart was racing as fast as my vehicle.

I had three of my Detroit buddies – Mia, Brenda, and Angenette – to thank for this situation. We met in 2006 at my home church, Christian Tabernacle, in Michigan, forming a prayer group and coordinating new-member and baptism classes. One day Mia cornered us with a pretty wild idea, pamphlets about white-water rafting in her hand. “Let's do it!” – she said loud. – “I'm in! What's white-water rafting exactly?”

Shortly after that we christened ourselves the Dare Divas, and we soon found alter egos doing things we'd never dreamed our fortysomething selves would be doing, like zooming around a NASCAR track, riding a motorcycle, zip-lining in West Virginia, and skydiving.

When my world fell apart after Mannard died, traditional therapy helped me deal with the grief only up to a point. I struggled with depression.

That's when the divas rallied around me, supporting me in a motherly way. That's when “dare-apy” kicked in. Somehow facing the dares together made them more achievable.

Successfully completing these dares gave me the courage to push the limits. When I told my family that I was going on a 65-day cruise to Africa and Asia solo, they looked at me with worry (...)

II. Notes

Many adjectives in the English language have a derivational capability of constructing adverbs with the help of the suffix *-ly*: *comfortable* – *comfortably*, *automatic* – *automatically*, *true* – *truly*.

But there are a number of adjectives already ending in *-ly* which have no corresponding adverbs. These adjectives are derived from nouns and usually denote:

- people: *man* – *manly*, *king* – *kingly*, *coward* – *cowardly*, *soldier* – *soldierly*;
- family and personal relations: *father* – *fatherly*, *brother* – *brotherly*, *friend* – *friendly*;
- and some other: *life* – *lively*, *love* – *lovely*.

The army can't know whether you will be brave or cowardly in crisis.

Looking at them you can feel the warmth and the brotherly kindness.

We expect a lively discussion today.

When used adverbially, the adjectives of this group are used in the structures *in a adj way* or *in a adj manner*:

*I appeal **in a brotherly manner** to all the leaders engaged in the peace process.*

*She has always behaved **in a queenly manner**.*

In some cases, both the adjectives and the adverbs end in *-ly*, like *early*, *jolly*, *kindly*, *only*. Such adjectives are mainly derived from nouns and can also mean a period of time: *hourly*, *daily*, *weekly*, *monthly*, *yearly* (note that *annually* is derived from the adjective *annual*). Compare:

We agreed to meet at 6 am to get an early star. – I was planning to finish work early today.

*He is a jolly man full of jokes. – He is jolly busy. (**informal British** meaning extremely)*

The Council held monthly meetings. – Most of us get paid monthly.

There is a group of adjectives which have 2 corresponding adverbs, one coinciding in form with the adjective, the other ending in *-ly*. These two adverbs differ in meaning. Their use does not submit to certain rules and is conditioned by their meaning and tradition. These are the most frequently used adverbs:

Close	Closely
1.means leaving little space between, not far: <i>They stood close to the door.</i>	1.in a careful and attentive way: <i>Patients should be watched closely for side effects;</i> 2. in a collective or unified way: <i>The two companies collaborate closely.</i>
Deep	Deeply
1.far down or in: <i>He travelled deep into the forest.</i> <i>But the love of farming runs deep in the Amish heart.</i> <i>The peroxide, he says, wouldn't penetrate very deep beneath the surface.</i>	1.intensely: <i>He breathed deeply.</i> <i>Most of their extreme ideas were deeply unpopular.</i>
Direct	Directly
1.by the shortest way or without stopping: <i>Austrian Airlines are flying direct to Innsbruck;</i> 2.without intermediary: <i>They seem reluctant to deal with me direct.</i>	1.closely: <i>The matter concerns us directly;</i> 2.exactly: <i>There was a bright light positioned directly above him.</i>
Easy	Easily
1.means gently, slowly (as a command): <i>take it easy; stand easy; easier said than done; easy come easy go.</i>	1.without difficulty: <i>win easily;</i> 2.without doubt: <i>He was easily the bravest man I've ever met;</i> 3.possibly: <i>This could easily rank №1 on the list.</i>
Free	Freely
1.without payment: <i>You can eat free in my restaurant whenever you like.</i>	1.without limit or restriction: <i>You can speak freely – I won't tell anyone.</i>
Full	Fully
1.straight, directly: <i>Ariadne looked back at the Minotaur and laughed 'full in his face'.</i>	1.completely, entirely: <i>I fully understand this viewpoint.</i>
Hard	Hardly
1.means strongly, with great effort: <i>work hard; hit hard; blow hard.</i>	1.scarcely, barely: <i>We hardly know each other.</i>
High	Highly
1.at/to a high level/altitude: <i>prices have risen high; aim high; play high; hold one's head high.</i>	1.very (much): <i>a highly paid specialist, a highly valuable advice;</i> 2.very favourably: <i>think highly of</i>

	<i>somebody.</i>
Late	Lately
1. after the expected, proper, or usual time: <i>We arrived late.</i>	1. recently: <i>I haven't been to the theatre much lately.</i>
Loud	Loudly
1. with a great deal of volume (if the verb is not followed by an object, usually sing, talk, laugh): <i>I shouted so loud I was sure the whole town could hear me.</i> <i>He laughed loud and long.</i>	1. so as to make smth public (usually if the verb is followed by an object): <i>The crowd loudly booed the decision. They loudly complain about the lack of jobs;</i> 2. in a vulgarly obtrusive manner: <i>to dress loudly.</i>
Near	Nearly
1. at/to a short distance away, nearby: <i>We parked our car somewhere near.</i>	1. very close to, almost: <i>David was nearly asleep; The effort has been put into developing tools to create nearly anything you can imagine.</i>
Pretty	Prettily
1. means very, rather: <i>These ideas are pretty popular in certain spheres.</i>	1. nicely, pleasantly: <i>to speak/sing/dress prettily.</i>
Right	Rightly
1. means correctly: <i>He had guessed right;</i> 2. completely: <i>I'm right out of ideas;</i> 3. exactly, directly: <i>Harriet was standing right behind her.</i>	1. sensibly, wisely: <i>She very rightly refused;</i> 2. justly, rightfully: <i>I do hope that you will continue to give it the support it so rightly deserves.</i>
Sharp	Sharply
1. at right angles: <i>turn sharp left;</i> 2. precisely (about time): <i>The meeting starts at 7.30 sharp.</i>	1. quickly, abruptly: <i>The car turned sharply to the left; The prices have risen sharply; She spoke sharply to her child.</i>
Short	Shortly
1. not as far as the point aimed at, not far enough: <i>to fall short of the target; All too often you pitch the ball short.</i>	1. soon: <i>All the difficulties will finish shortly, just work hard and be patient.</i>
Wide	Widely

1. to the full extent: <i>Flowers open wide in full sun; Lindy walked into the room and he opened his arms wide to reach out to her; We went in and opened the windows wide straight away.</i>	1. to a large extent or degree: <i>differ widely in opinions; The idea is now widely accepted;</i> 2. over a large area or range: <i>Deborah has travelled widely; The houses were widely scattered.</i>
Wrong	Wrongly
1. incorrectly: <i>What am I doing wrong?</i> 2. with an incorrect result: <i>She guessed wrong.</i>	1. mistakenly, unwisely: <i>I think she decided wrongly.</i> 2. In an unjust, dishonest, or immoral way: <i>act wrongly towards one's neighbours</i>

Also don't forget that verbs of sense perception *see, look, hear, feel, smell, taste, sound* and verbs such as *be, become, get, grow, turn* (all in the meaning of 'become'), *appear, seem* are used only with adjectives:

*You **look** very **happy** today!*

*The tea **tastes** **good**!*

*When he **grew older**, he became a very famous artist.*

*She didn't **appear** at all **surprised** at the news.*

*This may **seem obvious** to you.*

III. Practice

Ex. 1. Choose the correct variant.

- The words *automatically, cowardly, weekly* are derived from:
 - automatical, coward, week;
 - automatic, coward, week.
- The words *truly, jolly, annually* are derived from:
 - true, joy, annual;
 - truth, joy, annual.
- The words *lively, lovely, friendly* are derived from:
 - live, love, friend;
 - life, love, friend.
- Find the correct sentence and correct the mistakes in the other sentences:

- a) You behaved badly today.
 - b) During the first day at work my colleagues treated me in a nicely way.
 - c) My granny used to comfort me motherly, when I was little.
5. Find the correct sentence and correct the mistakes in the other sentences:
- a) Jamie Oliver always talks in a lively manner when cooking something.
 - b) He always was economic when it came to buying presents.
 - c) We all were joly late.
6. Circle the sentences with adjectives and underline the sentences with adverbs:
- a) Kidnapping has always struck me as being rather cowardly.
 - b) Would you kindly explain what you're talking about?
 - c) Now a yearly phenomenon, the New Music Festival chooses a different theme for each year.
 - d) Pretty woman walking down the street, pretty woman the type I like to meet...
 - e) Michael was a good father and grandad, kindly neighbour and friend.
7. Choose the correct sentence and correct the mistakes in the other sentences:
- a) Late there has been a rise in the price of vegetables.
 - b) He is highly thought of at the office because he works so hardly.
 - c) Please, stay close to me.
 - d) You 've done the sums wrongly.
8. Choose the correct sentence and correct the mistakes in the other sentences:
- a) He managed to get to Lisbon easily by flying there direct.
 - b) They seem reluctant to deal with me directly.
 - c) They shouted as loudly as they could.
 - d) Turn sharply right at the roundabout and continue your way for ten miles.
9. Choose the correct sentence and correct the mistakes in the other sentences:
- a) Congratulations, you've done the sums rightly!
 - b) We got into the concert freely.
 - c) She's been rather ill late.
 - d) The lesson starts at ten sharp.
10. Choose the correct sentence and correct the mistakes in the other sentences:

- a) The silk scarf feels smoothly.
- b) We all turned happily when we got the news.
- c) All the pies he bakes taste well.
- d) Luckily enough after the surgery he can still dance easily.

Ex. 2. Choose the correct variant and fill in the gaps. Roleplay the conversation.

Daniel: Is it true you saw a ghost last night?

Sandra: Yes, I did. I went to bed (1) *late/lately*, and I was sleeping (2) *bad/badly*. I suddenly woke up in the middle of the night. I went to the window and saw the ghost walking across the lawn.

Daniel: Was it a man or a woman?

Sandra: A woman in a white dress. I had a (3) *good/well* view from the window, but she walked very (4) *fast/fastly*. She wasn't there very (5) *long/longly*. I'd (6) *hard/hardly* caught a sight of her before she'd gone. I (7) *near/nearly* missed her.

Daniel: Don't you think you've been working too (8) *hard/hardly*? You've been looking a bit pale (9) *late/lately*.

Sandra: I saw her, I tell you.

Daniel: It isn't very (10) *like/likely* that ghosts actually exist, you know. I expect you were imagining it.

Ex. 3. Divide into small groups and play the boardgame «Race to the Finish».

Each player needs to throw the dice and move the token to a space on the board at the same time making up a correct sentence. Peer correction and discussions are encouraged. The player who finishes first is the winner. Please find the materials in Appendix to Unit 10.

Ex. 4. For each gap, turn the adjective into an adverb. Work in small groups, create your own story using different adverbs.

Julia was walking (1) _____(quick) down the street when she heard someone call her name (2) _____(loud). She looked (3) _____(nervous) behind her, but the street was (4) _____(complete) empty. There was nobody there. (5) _____(sudden), she heard her name again. She turned to see her old friend running towards her, smiling (6) _____(cheerful). "Didn't you hear me?" he laughed (7) _____(happy). "Nick!" gasped Julia. "You (8) _____(near) frightened me to death!"

Ex. 5. Put the adverbs in brackets in the correct place in the sentence, as in the example. Do you know the biographies of any other famous people who went from “rags to riches”?

One of the most famous fashion designers of the 20th century was Gianni Versace.

*At the age of eighteen, Versace began working for his mother and **quickly** learned the skill of dressmaking and design. (quickly)*

He enjoyed designing coloured clothes. (brightly)

He worked throughout his career. (very hard)

By 1982, he was famous and had won the first of many awards. (incredibly)

His clothes were popular with famous musicians, such as Elton John and George Michael. (extremely)

He was asked to design clothes for ballets, shows and concerts. (frequently)

He was respected by other fashion designers. (greatly)

Versace died in 1997, at the age of fifty. (sadly)

Ex. 6. Read the continuation of Sheri Hunter’s story and correct the adjective/adverb problems. What is travelling for you?

When I told my family that I was going on a 65-day cruise to Africa and Asia solo, they looked at me with worry. They mentioned gang violence in Soweto and terrorist attacks in Malaysia. But street crime and shootings can happen rightly here in Detroit, I thought. I needed to travel, to get outside myself and embrace the unfamiliar. I purchased the ticket and felt freely.

Out on the open ocean, I breathed in fresh air deep on the ship’s deck and, with journal in hand, mapped my way back to happy. I travelled to 32 countries - Mozambique, Singapore, Thailand, Seychelles. Each new place shaped what would become an improved version of my old self. I snorkelled in the Indian Ocean, went on safari in Kenya, and hiked the Great Wall of China. With each jaunt I forced myself to act brave, to feel well about trying something new, to laugh and to embrace everything with my eyes widely open.

During my journey, there were no other African-American women on solo holiday like me. On a day tour in Sihanoukville, Cambodia, I visited a thatched-hut classroom. The younger kids eyed me curious. I might as well have been one of the Teenage Mutant Ninja Turtles that one student wore on his T-shirt.

As I was leaving, two little girls locked arms tight and practiced their English while following me: “Hi-LO, hay-low.” I grinned friendly. I really wanted to hug them, but I didn’t want to cross any lines of propriety. Even among my brethren on the continent of my ancestors, I was a fish out of water. Like me, they had dark skin and coarse tightly curls, but apparent, I was a Westerner for them.

In Penang and Kuala Lumpur, Malaysia, I visited both elaborate carved Hindu temples that looked like wedding cakes and Buddhist temples with Buddha statues the length of a 747. In all these places of worship, people stood praying just as fervent as my own congregation back home. I wept alongside the Buddhist monks as I thought of my beloved Mannard. I wanted him there by my side, standing closely to me and smiling widely. Who would share memories of this amazing journey with me?

In Vietnam two of my cruise mates, Aggie from Texas and Lisa from New York, and I visited an open-air market where a pig limb hung on display like prized jewellery. Market vendors in a kindly way offered samples of sautéed meat with onions and pepper. I took one of the toothpick skewers, looked at it close, chewed, and swallowed. It tasted gorgeously.

“You do know that’s snake,” said Lisa motherly.

No, I did not. I thought it was tasty, but I stopped eating.

“Oh, Sheri,” Aggie said. “It’ll digest just like chicken or steak. You’ll be fine.”

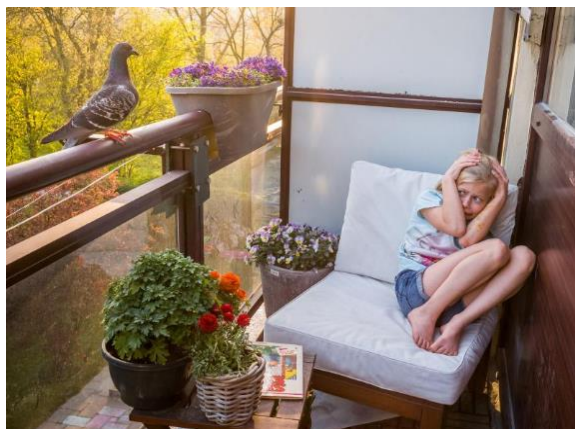
At the Great Wall of China, I said a silent grateful prayer as my journey came to an end. I thought of Mannard. I thought of the Dare Divas and sweet Aggie from Texas. I was not alone after all.

(by Sheri Hunter for National Geographic)

IV. Production

Ex. 1. Work in teams. Create a story using the pictures below placed in random order. Get a point for each correctly used active grammar phenomenon. The team with the highest score wins. Photos are made by Jasper Doest.





If you are interested you can read the original story at <https://www.nationalgeographic.com/photography/proof/>

Ex. 2. Create your own photo story or an adventure story and present it in class. Use the active grammar phenomena.

V. Self-study tasks

Ex. 1. Revise Units 8–10 and choose the correct answer.

1. Jane's _____ sister is three years _____ than me.

- a) older, older;
 - b) older, elder;
 - c) elder, older.
2. Out of manufacturing and service sectors, the first one provides _____ sustainable development of economy.
- a) the more;
 - b) the most;
 - c) most.
3. I always thought you looked ____ your mother. – But one day I will have to behave _____ a real mother.
- a) as, as;
 - b) like, like;
 - c) as, like;
 - d) like, as.
4. It was _____ good weather last week. – Yes, but there was _____ little rain. Now I have to water my garden.
- a) such a, such;
 - b) such, so;
 - c) such a, so;
 - d) such, such.
5. I know _____ a way to turn back. – Hope you are _____ not to let us down.
- a) well enough, a gentleman enough;
 - b) enough well, enough a gentleman;
 - c) well enough, gentleman enough.
6. Our friends arrived _____ after us. They told us that their bus was to have left the bus station at 10 _____, but something happened with the engine.
- a) sharply, short;
 - b) shortly, sharp;
 - c) short, sharply;
 - d) short, sharp.

7. When the Indonesians first arrived the Japanese treated them _____.
a) brotherly;
b) in a brother way;
c) in a brotherly way.
8. Susan looked _____. Her son behaved _____ at school, that's why she spoke _____ to him and once looked _____ at him.
a) tired, badly, sharply, angrily;
b) tiredly, bad, sharply, angry;
c) tired, bad, sharp, in an angry manner;
d) tired, badly, sharp, in an angry manner.
9. Your partnership is _____ to us, although the relations now are _____ by the sanctions.
a) absolutely relevant, completely paralyzed;
b) highly relevant, completely paralyzed;
c) highly relevant, really paralyzed.
10. People living in Tibet are _____, because of the landscape and weather conditions.
a) so hard as nails;
b) so strong as hills;
c) as fresh as air;
d) as hard as nails.

Ex. 2. Correct the mistakes if necessary and explain why it was not correct.

1. She very right refused the invitation.
2. My granny used to comfort me motherly, when I was little.
3. Does this cheese smell strangely to you?
4. The role of our organization on the international arena was highly minute, but everyone was extremely fascinated by our ideas of finding the way out to break the deadlock.
5. The first of the two marathon runners was the most exhausted.
6. It's been a hard day's night,

and I've been working as a dog.

It's been a hard day's night,

I should be sleeping as a log.

7. Selena was a most devoted daughter.

8. One is the most lonely number that you'll ever do,

Two can be so bad as one,

It's the most lonely number since the number one.

No is the sadest experience you'll ever know,

Yes, it's the sadest experience you'll ever know.

9. The situation in the Pacific is nowhere near bad as some people think.

10. Yes, the rock of the cliff is good enough a material for hiding.

Ex. 3. Eliminate adjective and adverb problems in the following microtexts.

1. Rowena felt bitterly about the fact she hadn't been promoted. All along, her boss at the shoe store had told her she would be moved up soon and that customers liked her more well than any other salesperson. In fact, special training providing by the company was supposing to get her ready to become a supervisor. Then the promises of a promotion and raise seemed to get seriously and seriously. Rowena became even more surer that they were coming when the supervisor asked to speak with her. What a total disappointed meeting that was!

When she was told that a raise was not possible because business was slowing down, Rowena's heart sank quick. To make matters worser, the supervisor explained that everyone's hours would have to be reducing. Of course, Rowena was complete depress, and she went home soon than usually, looked a little sickish. Nonetheless, in her heart Rowena was certainly she would overcome this setback. She would apply herself more energetic than before. She would seek another job and show her new employers that she was more bright, more hardworking salesperson they had ever known. That was ten years ago. Today Rowena owns her own shoe store!

2. Some people don't realize how easy their lives are until they meet someone least fortunate.

I always used to complain that my life was hard. When our neighbours bought a new lawn mower, for example, I complained that we needed a new one too, for cutting grass with that model would sure be more easier and faster than with ours. “Be thankful for what you have” was my parents’ usually response.

Then I met a school friend who looked differently from other students. Sometimes Divi wore clothes that were real old and out of style. He had emigrated from India a year before and was the onliest member of the family who spoke English fluent. As a result, he had an easiest time finding work than his father. In fact, among the three in his home he worked, he was the better provider. Of course, Divi sounded worrying and tiring whenever he talked. He was carrying a full academic load and worked hardly at a local bakery 40 hours a week.

After meeting Divi I changed my attitude really quick. As far as I am concerning, his life is definitely more harder than mine. However, I still know many people whose lives are less demanded and much stressfuller than mine. It’s all a matter of perspective.

SUBJUNCTIVES AND CONDITIONALS

Unit 11

PRESENT SUBJUNCTIVE

I. Presentation

Ex. 1. Read the letter to the advice columnist and the columnist's response. In your opinion, what's the difference between being assertive and being aggressive? Do you agree with the saying "Don't say yes, when you mean no"?

Dear Carla,

I've always been considered a "nice person". but I guess you could also call me "a soft touch". A year ago, my husband's sister, Ellie, was in a desperate situation and needed a thousand dollars immediately to pay off a loan she had defaulted on. She asked us to lend her the money. At first I suggested that she go through the usual channels and get a bank loan. She said she'd tried that and had been turned down. She pressured my husband for a loan, and he pressured me. Sarah assured that she would pay back the money with interest. I gave in and advanced her a thousand dollars from my own account. We didn't put anything in writing, and Sarah hasn't paid us a red cent. I am extremely angry about this, but whenever I mention it to Ben, my husband, he says that Elli suffers from low self-esteem and is going through a rough time right now. And, he says, it's important that we keep peace in the family. Carla, what should I do? What if I confront her and it ends up being a blow to her self-esteem or it causes trouble in the family?

Frustrated Franky

Dear Frustrated Franky,

Sweetie, it's one thing to be a nice person, but it's another to be a doormat. It sounds like you let people take advantage of you. If so, I'd say it's time you got some assertiveness training. Without it you'll just keep letting people tell you what to do. In my view, you should have insisted that Ellie sign a notarized agreement spelling out the terms of repayment. It's too late for that now, though, so I recommend that you arrange a meeting between yourself and Ellie. Call Ellie and ask her to meet you

for lunch at a restaurant. At the lunch meeting, tell her calmly but in no uncertain terms that you're angry and this thing has gone far enough. Insist that she start making immediate repayments. Tell her that this is between you and her, that you don't want family squabbles, and that there won't be any as long as she makes the payments. Make it clear that she must make the payments, if not, you'll take her to small claims court. It's essential that Ellie understand you're serious; otherwise, she'll simply go on taking advantage of you. Tell Ben what you've done after you've met with Ellie. You don't need to get angry. Just say that it was your money that was lent, and this is the way things are going to be from now on, and that you'd rather the two of you didn't get into a fight about it. Then look around for a course in assertiveness. With a little work, you can learn not to be a wimp. Good luck and be calm but courageous!

Carla

Look at the presentation text once again. Find 6 sentences containing Present subjunctive.

II. Notes

The subjunctive has limited uses in English. The present subjunctive consists of the infinitive without particle to in all persons. It doesn't show any marking for tense and can be used to refer to events in the past, present and future.

*I suggest he **stop** as soon as he gets tired.*

The present subjunctive is used in certain fixed phrases in **formal, impersonal English**. In more **informal English** we commonly use present simple or *should*.

We use present subjunctive in that-clause after reporting verbs, adjectives or nouns to express plans, urgency, intentions or suggestions.

*The police insisted that the car **be moved**.*

*It was required that the media **not enter** the crime scene.*

*His demand was that all the money **be donated**.*

Words often followed by a present subjunctive are:

Verbs: advise, ask, demand, insist, order, propose, recommend, request, suggest;

Adjectives: advisable, anxious, desirable, eager, essential, important, necessary, preferable, vital, willing;

Nouns: decision, insistence, demand, requirement, condition.

We also use the present subjunctive after *if/whether/whatever*.

*If he (should) **be** found guilty, he'll be sentenced to life imprisonment.*

*Whether he (should) **agree**/agrees or not, we're going to have to go ahead.*

*Whatever his reasons **be**/are, they are insufficient to excuse him.*

The subjunctive is used in reported speech, very **formal** language (e.g. regulations, legal documents) and in poetry.

*She insisted that she **pay** her own way.*

*We require that all receipts **be submitted** to the committee for approval.*

*I know not whether laws **be** right, or whether laws **be** wrong. (Oscar Wilde)*

The subjunctive also has a neutral meaning. It can be used:

- a) in some that-clauses, where the clause expresses an intention:

*Congress has voted/decided/insisted that the law **continue** to operate.*

Here *should* + *infinitive* can also be used. This use of the subjunctive is quite common in **American English**, e. g. in newspaper language.

- b) in some conditional and contrast clauses:

*Whatever **be** the reasons for it, we cannot tolerate disloyalty. (=Whatever the reasons for it may be...)*

- c) in certain idioms, usually in main clauses:

So be it then;

Heaven forbid!

Far be it from me...

Be that as it may...

Suffice it to say...

Come what may!

Long live the Queen! Long live the Republic! Bless you!

These constructions are all **formal** and rather elevated or archaic.

As the use of the subjunctive is rather **formal** or **literary** in **British English** (It is **less formal** and more common in **American English**), British speakers prefer to use *should* + *infinitive* or the forms listed below in most situations:

*It is vital that every applicant **complete** the form in triplicate.* (Present Subjunctive)

*It is vital that every applicant **should complete** the form in triplicate.* (Suppositional Mood)

*It is vital that every applicant **completes** the form in triplicate.*

*It is vital for every applicant **to complete** the form in triplicate.*

III. Practice

Ex. 1. Choose the correct variant. Explain your choice.

1. Which of the 3 examples do not require the present subjunctive?

1) I have some free time this afternoon. _____

a) Do you want that I help you with your report?

b) Do you want me to help you with your report?

c) Do you want I help you with your report?

2) During the meeting, _____

a) I proposed that we restructure the department.

b) I proposed them to restructure the department.

c) I proposed that we restructured the department.

3) I asked Paula for help but _____

a) she refused to help me.

b) she refused that she help me.

c) she refused helping me.

2. Fixed expressions with the present subjunctives are ...

a) formal; b) informal; c) neutral.

3. The construction *should* + infinitive is typical for ...

a) British English; b) American English; c) formal English.

4. The present subjunctive shows marking for tense and can be used to speak only about the present.
a) True; b) False.
5. Explain the meaning of the following fixed expressions:
a) suffice it to say; b) far be it from me; c) be that as it may.
6. The present subjunctive is common for:
a) legal documents; b) poetry; c) informal emails.
7. The present subjunctive is used to express:
a) criticism; b) urgency; c) suggestions.
8. The sentence '*We require that all documents will be signed by Monday*' is:
a) correct; b) incorrect.
9. The fixed expression '*Come what may*' means:
a) whatever happens; b) we accept that smth is true, but don't agree;
c) enough to say.
10. In the sentence '*Whether he agree or not, we will by that car*' it is possible to use an informal construction.
a) True; b) False.

Ex. 2. Choose the most appropriate variant.

1. I demand that he ____ immediately.
(apologize/shall apologize/will apologize/has apologized)
2. I suggested that she ____ her lawyer before signing the contract.
(consults/shall consult/will consult/should consult)
3. It is necessary that everything ____ ready by 2 o'clock tomorrow.
(be/was/were/would have been)
4. They recommend that she ____ to a ski resort in Spain.
(will go/would have gone/should go/should have gone)
5. It is advisable that you ____ your application as soon as possible.
(submit/will submit/will have submitted/should have submitted)
6. He decided to go inside the haunted house, ____ what may.
(come/comes/should come/would come)

7. It is strange that he ____ so upset about such a trifle, isn't it?
(were/shall be/should be/have been)
8. Far ____ it from me to criticize your plan, but I think you should change a few things in it.
(be/is/was/were)
9. The doctor insisted that she ____ to the hospital for tests.
(go/goes/will go/has gone)
10. She suggested that we ____ in the lobby of the hotel at 9:00 a.m.
(shall meet/will meet/should meet/would have met)

Ex. 3. Choose the appropriate variant. Then choose 3 points and develop the idea, create a context.

1. What did your customer say about the quote?

-
- 1) She requested that I matched a competitor's price.
 - 2) She requested that I match a competitor's price.
 - 3) She requested me to match a competitor's price.

2. The law is always changing and _____

- 1) it's extremely important that we are aware of any changes.
- 2) it's extremely important that we be aware of any changes.
- 3) it's extremely important being aware of any changes.

3. The customer was extremely upset.

-
- 1) He demanded refunding his money.
 - 2) He demanded that we refunded his money.
 - 3) He demanded we refund his money.

4. I can't take any days off around Christmas.

-
- 1) Our supervisor insists that we not take vacation during the holidays.
 - 2) Our supervisor insists that we don't take vacation during the holidays.
 - 3) Our supervisor insisted that we didn't take vacation during the holidays.

5. What did John suggest?

-
- 1) He suggested that we consulted an expert before deciding.
 - 2) He suggested us that we consult an expert before deciding.
 - 3) He suggested that we consult an expert before deciding.

6. We don't want to lose any more employees.

-
- 1) It's important we to keep our staff motivated and happy.
 - 2) It's important that we keep our staff motivated and happy.
 - 3) It's important keeping our staff motivated and happy.

7. Kevin knows what he's talking about.

-
- 1) I recommend that you take his advice.
 - 2) I recommend you to take his advice.
 - 3) I recommend that you takes his advice.

Ex. 4. Change each sentence to the subjunctive mood. These are all *requests*. Try to recall what requests and commands you use most often in everyday speech.

Part A. Use the word "that" to begin a clause after the verb.

Examples: *I asked them to be quiet. /The thief told her to give him the money.*

I asked that they be quiet. /The thief demanded that she give him the money.

1. She asked him to fix the computer.

She requested _____.

2. Sandra wanted the post office to hold onto her mail.

Sandra asked _____.

3. The judge told the lawyer to be quiet.

The judge insisted _____.

4. My supervisor said it would be a good idea for me to accept this new position.

My supervisor suggested _____.

5. "He should fix it himself," I said.

I suggested _____.

Part B. Change each command to a sentence that uses the subjunctive mood in the clause following the verb.

6. "Give me a refund," John told the clerk.

John demanded _____.

7. "Could you help me move some boxes," Tom asked me.

Tom requested _____.

8. "Can you work this weekend?" Sue's boss asked. (Sue is a woman.)

Sue's boss asked _____.

9. "Stop drinking so much!" Bill's wife told him.

Bill's mother demanded _____.

10. "Take a vacation," our boss told us.

Our boss insisted _____.

Ex. 5. Here are 10 situations that students regularly encounter at the university. Change the prompts into the sentences with the present subjunctive. Use the phrases like 'it's important...', 'I advise that...', 'I recommend...', etc. Then share your opinion about these tips, and in mini-groups come up with your own 'survival guide' for the first year students of Minsk State Linguistic University.

University survival guide

1. Lose your library card, call the library.

2. Lose your dorm keys, call the superintendent.

3. Need an extension on an essay, ask the professor.

4. Lose the course reading list, talk to the professor.

5. Lose your wallet, call the police.

6. Get sick, send your professor emails.

7. Miss a class, borrow notes from a friend.

8. Need money, ask your counselor.

9. Not understand a lesson, talk to the prof.

10. Not understand lectures, record them.

Ex. 6. Read the following extracts and decide which of them have the appropriate degree of formality and which don't. Substantiate your choice.

1. It is vital that claims are submitted to the committee with full supporting documentation.
2. And then, can you imagine, the boss insisted that I took little James to lunch. I mean, it's not my job to look after the bosses' children, is it?
3. Clause 25.6 of the Treatment of Offenders Act suggests that each offender receives a monthly visit from a probation officer.
4. May the President have a long life.
5. 7:30 BBC1. Trudy Trouble. In tonight's hilarious episode Sam suggests that Trudy visits the doctor, with predictably comical results!
6. It is imperative that ear protectors are worn at all times when operating the machines.

Ex. 7. Complete the sentences below with the following common phrases with the present subjunctive. In pairs choose 2 phrases and act them out, so that your groupmates can guess, which phrases you have chosen.

Come what may	Be that as it may	Suffice it to say
God forbid	So be it	Far be it from me

1. If, ____, you were to leave this country, who'd run the business?

2. I don't want to explain. ____ Aunt Sarah is coming to stay after all.

3. If you really want to drop out of college, then ____ .

4. ____, I'm determined to finish decorating my room this weekend.
5. ____ to tell you what to do, but you'd be mad to marry him.
6. "This medicine tastes terrible!" "____, it will cure your cough."

Ex. 8. You are given 10 proverbs and their meanings. Match each proverb with the correct meaning. Complete the meanings of the proverbs using the present subjunctive. Think of the equivalents of these proverbs in your native language.

Example. 1. Advisable/children/be/ see/ and not/ hear

e. *It is advisable that children be seen and not heard.*

- a. All work and no play makes Jack a dull boy.
 - b. A stitch in time saves nine.
 - c. Rome wasn't built in a day.
 - d. The early bird gets the worm.
 - e. Children should be seen and not heard.
 - f. People who live in glass houses shouldn't throw stones.
 - g. A bird in the hand is worth two in the bush.
 - h. Don't put the cart before the horse.
 - i. Don't cry over spilt milk.
 - j. There's no putting a lock on the barn door after the horse has been stolen.
1. Advisable/children/be/ see/ and not/ hear
 2. Necessary/time/be/take/to do a right job
 3. Advisable/you/not criticize/others because you have faults too
 4. Essential/things/be/do/in the right order
 5. Advisable/problems/be/ take care of/ before they get worse
 6. Important/you/not be upset/over what already happened
 7. Desirable/a person/stick/with what he or she already has rather than going after other things
 8. Vital/a person/enjoy life/as well as/ work
 9. Essential/a person/get/an early start to beat the competition
 10. Necessary/precautions/be/take/before there is trouble

Ex. 9. In pairs read the following statements and discuss whether you agree or disagree with them. Express your opinion with the help of your active grammar. Then share with the rest of the group.

1. It's good to do volunteer job.
2. Your boss has asked you to complete a task and then suddenly asks you to do another within the same time frame. You have time to do only one. It's reasonable to tell your boss that you can only complete one of the tasks by the deadline.
3. Adults have a harder time saying no to people's requests than children do.
4. Women have a harder time saying no than men do.
5. It's reasonable to do things because you're pressured to do them.
6. You should do things for others not because you're required or compelled to do so but as a gift to them.
7. People should make their own needs a priority.
8. It is better to say "I choose to do this" than "I should do this".

Ex. 10. Read the article and wherever it is possible paraphrase into the present subjunctive. If you were to start up a company, what would it be? Brainstorm in mini-groups and share your ideas with the others.

Top tips for starting your own business

Get the finance you need

When seeking investment, make sure you put the time and effort into developing a solid business plan you can present to potential investors. The personal touch is also important, so try to *build* a good working relationship with your bank manager – it makes a big difference.

Focus on the essentials

When *setting up* a business, there's often no need to spend large sums on offices, fancy logos and designer furniture. It is far more important to keep a low-cost base at the start and keep costs as variable as you can. Make sure you are not locked into long contracts, for example.

Play to your strengths

Small businesses often have advantages over their larger competitors. If you can respond quickly to customers and feedback and always maintain the personal touch, your business *may thrive* where larger competitors have to struggle to react in such a dynamic way.

Take advice

Be a sponge, learn from others' mistakes, as well as your own, and proactively *seek out* mentors. The Internet and especially social networking make it easy to connect with other small business owners. It's important to be part of a buzzing business community.

IV. Production

Ex. 1. Imagine that you are a public speaker/life coach. Prepare a speech on time-management. Choose a particular target audience from the pictures or choose your own variant. Offer some tips to your target audience. Make the sentences with the forms of Present Subjunctive.



Ex. 2. Write a list of 10 tips on how to prepare a good public speech. Make sure to use your active grammar in each sentence. Underline and comment on your choice of active grammar. You can also find an example of a good public speech to demonstrate to your groupmates.

V. Self-study tasks

Ex. 1. Find 3 news articles with examples of the Present Subjunctive. Analyze its use. Is it possible to substitute the examples with informal variants?

Unit 12

PAST SUBJUNCTIVE AND UNREAL PAST

I. Presentation

Ex. 1. Read a part of a radio discussion programme where three people are being interviewed about the opening of a new zoo. What is your attitude towards zoos? Can you think of their pros and cons?

Presenter: Plans to open a new zoo at Twyford have caused a major outcry among animal rights campaigners. With me in the studio to discuss the issue are Nadia Muller (Save the Animals org.), Liam Borg (Twyford Zoo), and Mariam Khan (runs a safari park). Liam, if I could come to you first, why is another zoo needed?

Liam: Firstly, zoos are of enormous educational value. Second, rare and endangered species can be preserved and bred in captivity, making sure that the species survives. Supposing we don't expand captive breeding, what would happen? Many more animals would die out.

Presenter: Nadia Muller. Your view on this?

Nadia: Well, certainly it's high time we had captive breeding programmes. But I'd rather it wasn't in a zoo, where animals are often kept in small enclosures and cages.

Liam: But many animals in zoos nowadays were actually born in captivity.

Nadia: That's no excuse. Even if wild animals are born in a zoo, it's still cruel to keep them in a small enclosure where they often become unhappy and prone to illness.

Liam: But if there's a health problem, vets deal with it quickly.

Nadia: Yes, and in the wild, animals die through illness or are attacked by other animals. But this is how they lived for centuries before we started hunting them.

Presenter: Mariam, I remember you saying: "I wish it were a safari park!"

Mariam: Yes, because it's inhumane to keep animals in 'zoo' conditions. Safari parks offer all the educational experience of zoos, allow animals to roam free and are also very active in captive-breeding programmes. So Twyford being a zoo is a lost opportunity.

Liam: I'm all in favour of safari parks, provided that the animals are well looked after. Large animals can roam free there. But supposing you left small animals roaming around— if they're not eaten by the larger animals first, they'll be killed by visitors' cars.

Nadia: Well... We believe that safari parks are not an acceptable substitute for zoos. They say they're concerned about the welfare of animals, but they are still businesses mainly out to make a profit. But animal welfare is more important!

Liam: If only everybody understood that...

Presenter: Well, I'm afraid that's all we have time for tonight. Mariam, Nadia, Liam, thank you.

Look again at the presentation text. Find the sentences containing past subjunctive and unreal past. Comment on their use.

II. Notes

After a number of expressions, like *if only*, we use past tenses to describe things in the present, past or future which are imagined or unreal. We sometimes refer to this use of past tenses as the 'unreal' past. Some other introducing phrases are: *It's time...*, *What if...*, *Suppose/Supposing...*, *would rather*, *would sooner*, *as if*, *as though*, *wish*.

We can use the past simple or the past continuous after these expressions to talk about the imaginary present or future:

*Its time they **were forced** to clean the mess.* (They aren't being forced)

We use the past perfect to refer to something unreal in the past:

*I wish I **had never started** this course.* (I have started)

Many speakers prefer to use *were* for all persons when talking about the imagined present or future, especially in more **formal** situations and in **American English**. This form is sometimes called the past subjunctive and is used in second conditional sentences:

*Suppose I **were** to announce it tomorrow.*

*If I **were** you, I'd think twice before refusing that offer.*

We use *it's time...* to say that something is not happening and it should be. We cannot use a negative after *it's time*. *It's time to + infinitive* or *it's time for + object + to + infinitive* can also be used.

It's time we left.

It's time for us to get on the train.

In addition to the past tense there are three less common ways of expressing hypothetical meaning in subclauses:

- a) the *were*-subjunctive:

*I'd play football with you if I **were** younger.*

(The ordinary past tense *was* can replace *were* in **informal** style)

- b) *were to* (or *was to* in **informal** English) + infinitive:

*If it **were to** rain tomorrow, the match would be postponed.*

(This construction expresses hypothetical future)

- c) *should* + Infinitive:

*If a serious crisis **should arise**, the government would take immediate action.*

Constructions *b* and *c* are also slightly **formal** or **literary** and suggest tentative conditions. These last two constructions are in general limited to conditional clauses (and constructions related to conditions, like *Suppose he were to see us!*).

When we want something to be different in the present, we use *wish/if only + past simple*. The past perfect will be used to express a regret about the past or a wish that something different had happened. '*Wish*/'*if only*' with '*would*' can be used to express a desire for someone to change their deliberate behavior in the present or future and usually denotes criticism or complaint.

*I wish I **had** more free time.*

*If only I **hadn't been driving** so fast!*

*I wish you **would stop** shouting!*

Such form can also be used with inanimate subjects as we give them human characteristics for emphasis, although we know that they don't have control over their actions.

*If only the sun **would come** out so we could continue our photoshoot.*

‘*Would*’ can’t be used if the change is impossible. The desire must be possible, even if unlikely. ‘*Would*’ also cannot be used when the subject of the wish and the subject of the change are the same. Instead of it we should use a past tense or ‘*could*’.

*I wish sports cars **weren’t** so expensive.*

*If only I **were** more energetic.*

‘*If only*’ is considered more emphatic than ‘*wish*’. For even more emphasis in **informal** speech we can put a subject between ‘*if*’ and ‘*only*’.

If you only knew how much trouble you’ve caused.

Another type of hypothetical conditional clause has no subordinating conjunction *if*, but instead begins with an operator placed before the subject (inversion). The three operators which occur in this construction are *had*, subjunctive *were*, and putative *should*:

Had *I known I would have written before.* (If I had known...)

Were *a serious crisis to arise, the government would have to act swiftly.* (If a serious crisis were...)

Should *you change your mind, no one would blame you.* (If you should...)

The constructions with *were* and *should* are rather **literary** in tone and can always be replaced by an *if*-construction.

In the negative of clauses beginning *had*, *were* and *should*, there is no contracted form: instead of *Hadn’t I known*, etc, we must say *Had I not known*, etc.

III. Practice

Ex. 1 Choose the correct variant. Explain your choice.

1. Using 'were' for all persons is typically used in ...
a) formal B.E.; b) formal A.E.; c) informal B.E.
2. The sentence 'It's time we didn't smoke anymore' is correct.
a) True; b) False.
3. The sentence 'If a problem should arise, the staff would help immediately' is ...
a) formal; b) informal; c) A.E.
4. 'Wish'/'if only' with 'would' may be used ...
a) to express desire for smn to change their deliberate behavior;
b) with inanimate objects;
c) when the subject of the wish and the change is the same.
5. For emphasis in informal speech we can put a/an _____ between 'if' and 'only'
a) subject; b) object; c) attribute.
6. When we replace constructions with 'were' and 'should' by an if-construction, we make the statement
a) more formal; b) less formal; c) typical for B.E.
7. The sentence 'Weren't I so lazy, I would achieve great results' contains a mistake.
a) True; b) False.
8. The sentence 'I wish you'd stop screaming' expresses ...
a) praise; b) urgency; c) complaint.
9. 'Wish' is more emphatic than 'if only'.
a) True; b) False.
10. Which sentence does not contain a present or past subjunctive, or unreal past tense?
a) I propose that this street be only for pedestrians.
b) If I was in his shoes, I'd ask her out.
c) Imagine you are going to fall asleep.
d) You talk as if you really meant it.

Ex. 2. Decide which of the points best expresses the idea of sentences 1–8 and tick your choice. Sometimes both are possible. Choose 2–3 ideas that are close to you and develop them.

Example: *He doesn't love me, but I want him to.* A) *I wish he loved me*

B) *I wish he had loved me*

1. I spent a lot of money yesterday. It wasn't a good idea.	a) I wish I didn't spend so much money. b) I wish I hadn't spent so much money.
2. He is smoking in here and I don't really like it.	a) I wish he wouldn't smoke in here. b) I wish he didn't smoke in here.
3. He phoned me last night. It wasn't a pleasant phone call.	a) I wish he hadn't phoned me. b) I wish he didn't phone me.
4. I went to London for the day and met an old friend by chance.	a) If I hadn't gone to London, I wouldn't have met Sam. b) If I hadn't gone to London, I wouldn't meet Sam.
5. I want to be rich.	a) I wish I would be rich. b) I wish I were rich.
6. I missed my train, which was lucky, as it crashed.	a) If I hadn't missed the train, I might be in hospital. b) If I hadn't missed the train, I would've been in hospital.
7. I want Mike to write to me more often.	a) I wish he wrote more often. b) I wish he would write more often.
8. Abigail is making a mess all over the floor with her toys.	a) I wish she didn't make such a mess. b) I wish she wouldn't make such a mess.

Ex. 3. Choose the appropriate alternative in each sentence. In some cases, both can be possible. Substantiate your choice.

1. I'm worried about my niece. She looks as if she never (*eats/ate*) enough.
2. What did I say? You're looking at me as if I (*came/come*) from outer space.
3. I wish my brother (*didn't smoke/wouldn't smoke*) in the house.
4. I don't like the way he speaks to me as though he (*was/were*) the boss.
5. I'd rather you (*wouldn't have told/hadn't told*) my mother that I have to undergo some medical tests.
6. Did you notice the cat's ear is torn? He looks as if he (*has been fighting/had been fighting*) again.
7. From what I've been told, it sounds as though he (*has lost/had lost*) his job.

Ex. 4. Paraphrase the sentences below in two different ways. Both sentences should contain an appropriate form of the verb 'wish' followed by a suitable structure. Develop the ideas offered in the sentences.

Example: *I never learnt to ride a bicycle, and I often regretted that I didn't.*

I've often wished that I had learnt to ride a bicycle.

I've often wished that I could ride a bicycle.

1. I envy your ability to pick up foreign languages easily.
2. Steve really wants to go to university, but his father expects him to join the family business.
3. I hate being overweight.
4. I'm sorry I didn't go to university when I had the chance.
5. I'd really like to go on holiday to Spain, but I don't think I'll be able to take any more time off.

Ex. 5. You are offered 8 different situations. Split into two groups, your teacher will hand out the numbers of the situations. Each situation has a 'pair'. Your task is to read your card and afterwards share with the rest of the group your regrets. Listen attentively to find the person who did what you didn't.

1. You moved to London about six months ago – and you regret it already! You used to have a job in the small country town where you lived all your life, but you

decided it was time to make a break and try something different. You'd always wanted to live in London, and so you were really happy when you were successful in getting a job there – but now you'd give anything to go back home! You find London so stressful and miss all your friends back home. You even tried ringing your old firm to see if they could give you your job back, but it was too late: they had someone else. If only you'd realized how lucky you were...

2. You moved out of London to a small country town a few months ago – and you regret it already! You miss London so much – the life, the bustle, the activity. Nothing ever happens here and it's so hard to make friends. You moved here with your family because you thought it would be good for the children to grow up in the country, but now you think you've made a big mistake. You feel more dead than alive here. You'd give anything to have your old job and your old job and your old flat back again.

3. A couple of years ago you were offered a job which you turned down. The job was with a firm called Meunier, based in Paris and you refused it. When you look back, you don't really know why you refused it; you just didn't feel ready to make a move. But you've been regretting the decision almost ever since! You're really bored with your job here now, and have been trying to leave, but you haven't been successful in getting any of the jobs you've applied for. It looks as if you're here for life. Why didn't you take the job when you had the chance? You'd give anything to be in Paris now!

4. You live in Paris and work for a firm called Meunier. You've been there for a couple of years and you're trying to get out. Just above everything is wrong with the job: the place is disorganized and badly run, your colleagues are unfriendly, and the work itself is boring – it's a real dead-end job. You're having trouble finding another job and are beginning to be afraid that you won't be able to get out. You wish you'd never taken the job in the first place.

5. You are a successful businesswoman at the top of your profession. You have everything you want: a fulfilling career, a good salary, comfortable house, car... You enjoy your job and the benefits it brings. You have plenty of friends and get on well

with your colleagues at work, so you aren't lonely. You do regret one thing, however: you were once engaged to a boy from your hometown. A few years ago, you were offered promotion in the company you work for, but this meant moving to another town. Your fiancé did not want to leave his job, so you had to choose between marriage and a career. You chose a career. Recently, though, you've been wondering if you made the right decision. You haven't met anyone else since leaving him, and you find yourself thinking about him more and more...

6. You are married with 3 small children. You love your husband and children, but in many ways you wonder if you've made the right decision in marrying so young. You gave up your job when you got married, and now you think that that was a big mistake. You were doing well in your career, and had just been offered promotion, but at the time, marriage and a family seemed much more important to you. Now you wish you had kept your job and put off children until later...

7. You work for a factory – and you hate it! The trouble is, you left school at 16 years with no qualifications because you were bored at school and were in a hurry to get a job and earn some money. How you wish you'd worked harder when you had the chance and done some kind of training course when you left school: you might have a more interesting job now if you'd been sensible then. You're trying to take some exams at night school, but studying is so much harder when you're older, and it's difficult to study as well as work full-time.

8. You spent the best years of your life working for examinations – school, college, university, and two years training after university. What a waste of time! Your parents wanted you to be an accountant, so to please them, you took an accountancy course and then did 2 years training – and more studying for more exams – with a firm of accountants in London. You hated every minute of it! But it wasn't until last year that you finally decided you had to make a change; that you wanted to leave office life and work with your hands instead of your head. You'd always been good at and enjoyed woodwork, so you became apprenticed to a carpenter and learnt how to make furniture. You're much happier now, but regret spending the ten best years of your life studying for exams that you didn't need.

Ex. 6. Imagine that you are private detectives. Get acquainted with the case and try to crack it. When discussing the case make sure to use past subjunctive and unreal past. (Supposing it was..., It's high time we spoke about..., What if..., He was acting as if, ...). Work in groups. Afterwards share what you have come to with the other groups.

Alec Crabtree was found dead at his desk in his study last night. He was hit on the head with a blunt object. He was sitting at the desk with his back to the door and was in the middle of writing a letter. He was found by his wife, when she went in to bring him his bedtime tea at 11.15 p.m., but his watch had stopped at 11.05 p.m. The suspects are the people who were in the house at that time: Mrs. Crabtree (wife), Daniel Crabtree (brother), Mr. Fairfax (old friend), Mrs. Fairfax (old friend), Susie (maid).

Evidence:

A silver vase was missing from the room.
The window was open.
A cigarette-end was found near the body.
Everybody smokes except Mr. Crabtree and the maid.
A piece of red material was found on the window.
The silver vase (badly dented) was found in a flower bed.
Mrs. Crabtree, Mrs. Fairfax and Daniel were all wearing red.
A note was found in Mrs. Crabtree's handbag. It said: "Alec, meet me in the garden at 11 o'clock. Alice".
Everyone was playing cards until 11 p.m., except Susie, who was washing-up in the kitchen between 10.30 and 11.15.
At 11 o'clock Mr. Crabtree got up and said he had a letter to write. He went into the study.
Mrs. Crabtree's name is not Alice.

Mrs. Fairfax went outside at 11 o'clock, saying she was hot and needed fresh air.
In the drawer of the desk was a will. The will left 10000 pounds to Daniel.
The maid heard footsteps in the hall and the study door opening at just after 11 o'clock.
Daniel had debts of about 9000 pounds.
At about 11:05 the maid heard the front door opening and footsteps in the hall.
It was Mrs. Fairfax, coming in from the garden. She went straight into the living room.
Daniel and Mr. Fairfax started to watch a TV program after the game of cards finished at 11 o'clock. They were still watching it at 11:05 when Alice Fairfax came in and joined them.
Alec Crabtree was writing a letter. It began: "Dear Anne, I don't know how to tell you this, but I am leaving you. Alice and I..."
At about 11:10 the maid heard the front door opening again. This time it was Mrs. Crabtree, who came into the kitchen and started to make tea for herself and her husband.
Mrs. Crabtree's name is Anne.

IV. Production

Ex. 1. You are at a radio talk-show on one of the two topics.

- a) Matchmaking services: a modern day necessity or a silly enterprise?
- b) Efficiency of public transport in different cities of Belarus. What could be done to improve it?

Work in pairs or mini groups. Choose a host and guests. Make sure to use your active grammar when making proposals.

Ex. 2. Imagine that you are a detective who writes all his/her ideas about a case in an online journal. Find or make up a criminal case and write your assumptions. Take a look at the examples in the link: *The blog of Dr. John. H. Watson* (johnwatsonblog.co.uk)

Ex. 3. In pairs act out the dialogue from the Presentation part as if you are also the representatives of different animal protection organizations. Express your attitude and use 10 examples of active grammar. Don't forget to underline and comment on the grammar phenomena.

V. Self-study tasks

Ex. 1. Prepare a presentation about 3 celebrities. Speak about their appearance, character, status and what changes they have gone through and what changes would be good for them. Make sure to use at least 10 examples of past subjunctive and unreal past.

UNIT 13

UNREAL CONDITIONALS IN THE PRESENT AND FUTURE

I. Presentation

Ex. 1 Read the letter to the editor of *the New York Times*. In pairs discuss the impact of different pandemics on our planet.

To the Editor:

Re “What the pandemic means to climate change,” by Meehan Crist (Sunday Review, March 29):

In Los Angeles, New York, Manila and Milan, the skies clear as drops. In Venice, the canal water is clear enough to see fish, and dolphins are returning. What would the world be like if we decided to pursue this trend?

Less asthma and cancer, fewer lung and heart diseases, fewer deaths. More beauty in our lives. A slowing of global emissions.

Coronavirus is catastrophic, but it opens a new path. What if the frantic rush hours, relentless production of often unneeded or quickly obsolete items, and nonstop consumer spending were to calm? If we invested in renewable energy, electric cars and public transportation, and stopped funding fossil fuels, would we create good jobs and improve health for ourselves and the planet?

Before, it was hard to envision such a change, but now we can see glimpses of what it might offer. Any new stimulus bill in the United States should include funds for a transition to a more sustainable world. We owe it to our children and grandchildren.

Mary Makofske

Warwick, N.Y.

Find examples of unreal conditionals in the present and future. What do they express? You can find the original text at

<https://www.nytimes.com/2020/04/05/opinion/letters/coronavirus-climate.html>

II. Notes

The second conditional has two main uses:

- To talk about an unlikely future event or situation:

If the result of the test were positive, we would call you within two days. (We expect the results to be negative)

- To talk about an unreal current event or situation, i.e. one which is contrary to the known facts. It is therefore impossible to fulfill the condition:

If the police were confident of their case against Sykes, surely they would take him into custody? (The police aren't confident of their case)

We don't use *unless* with these unreal conditions.

We can also use the second conditional for:

- Giving advice (with *were*): *If I were you, I'd take her out of that school.*
- Polite requests: *If you could deal with this matter, I'd be very grateful.*
- Desires/regrets: *If we didn't have to work so hard, we could spend more time together.*

Things to remember about the second conditional:

If you use the verb '*to be*' in the condition, you should use the form '*were*' for every subject. In modern **conversational English**, however, it is considered acceptable to conjugate the verb according to the subject.

If I were you, I would stay in Canada. (considered traditionally correct)

If I was you, I would stay in Canada. (common)

If Ian were here, he would help us. (considered traditionally correct)

If Ian was here, he would help us. (common)

There are two ways to make the 2nd conditional more **formal**:

- By using '*were*', not '*was*' after I/he/she/it in the if-clause
- By placing '*were*'/'*was*'(to) or '*should*' before the subject

You can remove the conjunction '*if*' from the structure – however, you must change the word order in the 'cause' part to question word order:

If I were you, I would go to Montreal.

Were I you, I would go to Montreal.

The choice of the first or second conditional often depends on the speaker's view of the situation.

If I win, I'll give up my job. (1st conditional, he thinks he can win)

If I won, I'd move to another country. (2nd conditional, he thinks it's unlikely he'll win)

'*If only*' can be used in the same way as '*wish*' (both present and past). It is slightly stronger and more dramatic.

If only I could drive. (I can't drive)

If only I had seen you earlier. I could've warned you about the traffic. (I didn't see you earlier)

We use '*would*' and '*wouldn't*' for polite requests and to express strong wishes that someone would do something:

If you would be kind enough to help me, we could manage much faster.

If you would just calm down for a moment, you'd understand what I'm talking about.

We can use '*should*' in if-clauses instead of a present or unreal past. It will mean that the condition is possible, but unlikely. '*Will*', '*would*' or other modals will be used in the main clause. This structure is **formal** and roughly equivalent to the phrase '*by any chance*'. In **more formal** contexts we can omit '*if*' or other conditional words and start the sentence with '*should*'.

If they should agree the contract, we'd have to work twice as hard.

If by any chance they do agree, we'd better be prepared.

Should they agree, please let us know immediately.

We use '*be to*' in a somewhat **formal** way to express conditions. It suggests that the speaker has no influence over whether the condition will be fulfilled. '*Are to*', '*am to*' and '*is to*' suggest that the condition may be fulfilled. '*Were to*' (or, **informally**, '*was to*') emphasizes that the condition is very unlikely.

If we are to get rid of him, who will be responsible for it?

Supposing you were to win the lottery, how would you spend the money?

III. Practice

Ex. 1. Choose the correct variant. Explain your choice.

1. In conversational English we should use 'were' for every subject.
a) True; b) False.
2. The second conditional is used for ...
a) giving advice; b) criticizing; c) expressing regrets.
3. The sentence '*Should they win the case, we would accept the merger.*' sounds
a) informal; b) formal; c) American.
4. We use _____ for polite requests and to express strong wishes.
a) were; b) should; c) would.
5. '*Unless*' can be used in unreal conditional sentences.
a) True; b) False.
6. The sentence '*Were if I you, I would move to Italy right away*' is ...
a) emphatic; b) incorrect; c) formal.
7. '*Were to*' emphasizes that ...
a) the condition is probable; b) the condition is unlikely.
8. The sentence '*If you would be kind enough to help me, we could manage much faster*' expresses ...
a) a polite request; b) insistence; c) implication of criticism.
9. The sentence '*Weren't you so kind to lend me a hand, we could finish the task quickly*' is ...
a) correct; b) incorrect.
10. The forms '*are to/ am to/ is to*' suggest that the condition ...
a) may be fulfilled; b) is unlikely to be fulfilled; c) depends on the speaker's opinion.

Ex. 2. Match the following parts of the conditional sentences and explain the use of mood forms in them. Think of your own continuations of the sentences.

1. If I had their address...	a) it would cost \$650.
2. If you saw her now...	b) you might earn a bit more money.

3. If you took more exercise...	c) we could go for a swim.
4. If you got a new job...	d) I could probably stay with Magomet.
5. If you asked Julia...	e) you could try calling her another time.
6. If I travelled first class...	f) she would probably give you a lift.
7. If it were a little warmer...	g) he would give you a certificate.
8. If she didn't answer the phone...	h) you might lose a bit of weight.
9. If I stopped off in Ankara...	i) I could write and ask them.
10. If you went to the doctor...	j) you would hardly recognize her.

Ex. 3. Put the verbs in brackets into the correct form. Use unreal conditionals referring to the present or future. Change the sentences so that they are true for you.

- 1) If you _____ (to sell) more products now, you _____ (to earn) more money.
- 2) If you _____ (to drive) more carefully, you _____ (not to have) so many accidents.
- 3) What _____ (we/ to do) now, if we _____ (not/ to lie) on this beach?
- 4) Where _____ (you/ to like) to live, if you _____ (not to live) in Paris?
- 5) What _____ (you/ to do) if you suddenly _____ (to lose) your passport?
- 6) If you _____ (to take) more exercise, you _____ (probably/ to feel) much healthier.
- 7) If we all _____ (to work) together now, we _____ (to finish) our work sooner.
- 8) We _____ (to buy) this house if it _____ (not to be) so expensive.
- 9) If you _____ (to complain) to the manager, I think he _____ (to help) you.
- 10) If Tom _____ (to be good at) maths, he _____ (to become) an accountant.
- 11) If your father _____ (to be) alive, he _____ (to be shocked) to see what you're doing.
- 12) If I _____ (not to go) to work, I _____ (not to have) such a big house.

Ex. 4. Read the article and open the brackets using the correct forms of the verb. What do you think about the author's opinion? Imagine, that you have decided to become super fit and healthy. What are you ready to do to reach your goal?

No pain, no gain

It's January 1st. You're on the bathroom scales, groaning. If you (1) ____ (eat) that last part of Christmas pud, perhaps you wouldn't have put on that extra kilo. Never mind, you can lose it and get fit at the gym.

Or is that the right thing to do? If you are unfit, you (2) ____ (stand) a huge chance of injuring yourself in the gym or on the squash court. You must take care before launching yourself into a vigorous exercise routine: if you don't treat your body with respect, it (3) ____ (not/function) as you want it to. The knee, in particular, can cause untold problems. We (4) ____ (not/have) problems with our knees if we still (5) ____ (walk) on all fours, but they're not up to a vertical pounding on the treadmill for an hour a day. All our joints can cause problems; if you (6) ____ (want) to play football safely, make sure you wear the right boots to protect your ankles. Decent coaching (7) ____ (be) essential if you're going to take up a racket sport: something as simple as a wrong-size grip can cause tennis elbow.

Many sports injuries are caused by insufficient warm-ups. If everyone spent a few minutes stretching their muscles before exercising, the (8) ____ (experience) much less pain during exercise itself. But people can be stubborn about pain when exercising. The phrase 'no pain, no gain' is rubbish. Should you feel pain when you're exercising, you (9) ____ (stop) at once!

Sport has so many other hazards, though. Golf, you would think, is relatively harmless. Not so for Anthony Phua, a Malaysian golfer who was killed by getting in the way of his partner's swing. Now, if he hadn't taken up that particular form of exercise in the first place, it (10) ____ (happen).

What can you do if you (11) ____ (not/want) to risk sport, but you still want to lose weight? Well, it's not all bad news for couch potatoes. If you are happy to lose calories steadily but slowly, just (12) ____ (stay) at home: sleeping burns 60 calories an hour, ironing 132 and cooking 190. Just don't eat what you cook!

Ex. 5. You are going to read four reviews from a website in which different writers give their views on a book about what the Earth would be like if people disappeared from it. While reading, jot down examples of unreal conditionals in the present and future. What do you think the world would be like without us?

The World Without Us

Four reviewers comment on author Alan Weisman's book called "The World Without Us".

Alan Weisman imagines what the Earth would be like if humans were suddenly and completely wiped out. This starting point ignores the fact that nothing is likely to kill us off completely, at least not without taking a large part of the rest of life with us. Even if a virus appeared with a 99.99 percent kill rate, it would still leave more than enough naturally immune survivors to repopulate the Earth to current levels in 50,000 years. This said, Weisman's book is fascinating, readable and thought provoking. The mass of scientific evidence of human impact that he compiles is mind-boggling. I did not know, for instance, that there are one billion annual bird deaths from flying into glass in the United States alone; or that graphic designers have been called in to imagine what warnings against approaching nuclear waste containers will be comprehensible 10,000 or more years from now. His solution is a mandatory one-child limit for all families worldwide. Radical, but undoubtedly necessary, as he convincingly argues.

Alan Weisman's 'thought experiment' in *The World Without Us* is to imagine what the world would be like if every human vanished tomorrow. But he offers no real context for the book, no rationale for exploring this fantasy other than his unsubstantiated belief that people find it fascinating. Perhaps they do, and we might guess their reasons. But none emerges in any compelling way to explain why it is important to know, for instance, that the Great Wall of China will crumble in a few centuries. Much of the book comprises revelation; of this kind, but there is little information here that is all that *new*. If you follow environmental issues, nothing in *The World Without Us* is likely to shock or astound you. The way to avoid the apocalypse, so Weisman believes, is to limit to one child every human female on

Earth. However, his draconian solution is only briefly described and comes much too late in the book to be convincing.

What Alan Weisman does is imagine what would happen to the world if we were all wiped out. And it is quite understandable, as we learn during the course of this book, to take this as a realistic prospect as we are very, very bad for our own environment. What starts out with promise continues disappointingly. For those well versed in the science of environmental degradation, the book provides numerous anecdotes about our appalling impact on the Earth that sound all too familiar. Personally, I found Weisman's journalistic style increasingly irritating as the book progressed. Is it really necessary to know that his interviewees include a 'curly-haired young director' or someone 'trim and youthful in their early fifties'? His most extreme solution, to limit families to one child, is unrealistic. Although readers might agree that there are too many of us, few will share Weisman's certainty that to trade a child for more birdsong is a good bargain.

What would the Earth be like if everyone was killed off by an astronomical event or disease? Such thought experiments are the stuff of Alan Weisman's new book *The World Without Us*. Weisman's argument would be an interesting read if it weren't for the nagging suspicion that there is something rather ludicrous about its very premise: that a world without human beings could possibly matter to us. The themes in Weisman's interviews with people from around the world are familiar. Overharvesting, over-farming and overindustrialisation are destroying the planet. Unless we change our ways, we are doomed. But there isn't much new evidence to throw into the debate. The book is saved, however, by Weisman's writing. His engaging journalism makes for a gripping fantasy that will make most readers hope that at least some of us can stick around long enough to see how the journey of the human race on our planet turns out.

Ex. 6. Read about some possible new forms of public transport and answer these questions. Make sure to use your active grammar when answering.

1. Which of the forms of transport would you like to use? Why?

2. Which do you think would be sensible transport solutions for your local area? Why?
3. Which ideas are unrealistic? Why?

Driverless pods

These vehicles seat four people and run along guideways like miniature trams. The service will not be timetabled, and will resemble a taxi service as a means of getting from A to B. Users will have the advantage of avoiding congested roads and will be able to travel at speeds of up to 32 km/h. Energy consumption per passenger is one quarter that of a car.

Zeppelins

A greener alternative to planes, these flying machines are finally making a comeback. Environmentalists praise the fact that they fly at lower altitudes than planes and use a fraction of the fuel. Another key advantage is that zeppelins do not need a runway to take off.

Backpack helicopter

Strap on a motor attached to a rotor and take to the skies with your very own backpack helicopter. Popular use of this personal flying machine would require individuals to undergo significant training in navigation and safety. Jet-packs, as seen in science-fiction films, seem an even less realistic prospect.

Segway

Powered by electricity, these clean-running, two-wheeled machines allow individuals to travel at speeds of up to 20 km/h. However, they cannot currently be used on most roads. Confined to pavements, users' speeds are restricted.

Slidewalks

Keep moving even while you're standing still when slidewalks replace conventional pavements. In tests, these devices allowed walkers to move at speeds of up to 9 km/h. Airports have long used similar systems in the form of travelators. However, equipping our city streets with slidewalks would be a costly business.

Maglev Trains

These trains use the force of magnetism to drive them, slashing CO2 emissions and significantly reducing noise pollution in the process. They're even faster than conventional trains, with a potential top speed of 6,4430 km/h. The only downside is that maglev trains are incompatible with the existent rail tracks and these would have to be replaced.

Ex. 7. Continue the following sentences so that they are true for you. In pairs discuss your answers. Would you do the same? Think of some more questions you would like to ask your groupmates.

1. If you could fly
2. If you won the lottery
3. If you could anticipate the future
4. If you were a President
5. If you were a teacher
6. If you had time and money to travel
7. If some of your friends were terminally ill
8. If you were in my shoes now
9. If you had a ticket to Mars
10. If you were an actor manqué
11. If you had a proof positive of any theory
12. If you were the heir apparent of the UK
13. If you had the last desire
14. If you were a child now
15. If your friend betrayed you
16. If you had the ability to manage the time

IV. Production

Ex. 1. Write a letter to the editor about the town where you live/work. Speak about its disadvantages/shortcomings and suggestions for future projects. Don't forget to use unreal conditionals in the present and future and comment on their use. You can find the tips on how to write a letter in Appendix to Unit 13.

**Ex. 2. Imagine you have won the lottery. What would you do with the money?
Choose from the pictures or use your own ideas.**



V. Self-study tasks

Ex. 1. Find 3 reviews on any film you like and base your own review on them. Say what moments you agree with, and with which ones you don't. In your review make sure to use at least 10 examples of unreal conditionals in the present and future.

UNIT 14

UNREAL PAST CONDITIONALS

I. Presentation

Ex. 1. Read the extract from Steve Jobs' speech. Is he an outstanding person? Is this speech motivational?

Steve Jobs: How to Live Before You Die 2005 Speech

The first story is about connecting the dots. I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit.

The minute I dropped out I could stop taking the required classes that didn't interest me and begin dropping in on the ones that looked far more interesting. It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the \$0.05 deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on.

Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. None of this had even a hope of any practical application in my life.

But 10 years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography.

If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do.

Of course, it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards 10 years later. So, you have to trust that the dots will somehow connect in your future. You have to trust in something – your gut, destiny, life, karma, whatever.

Scan through the extract once again and find examples of unreal past conditionals. What do they express?

II. Notes

In order to learn from past events, it is important to be able to discuss them in such a way as to keep them hypothetical.

When we speculate about how things might have been, we use an Unreal Past Perfect in the if-clause. This is sometimes called the 3rd conditional.

The events in this conditional must be untrue:

If they had been on time, they would've seen the beginning. (means in reality they were not on time, and they missed the beginning.)

This conditional is used to speculate about the past. If the events in the past did take place, simply state them.

However, to imagine different possible outcomes, you need to change the condition; because if you change the condition, the result will also change. Therefore, both the condition and the result must be not true.

The word ‘*if*’ can be taken out of the sentence, if you move ‘*had*’ to the beginning of the sentence, and put the rest of the sentence into question word order:

Had I known you wanted juice, I would've saved you some.

Had he asked for help, I would've helped him.

‘*Had*’ before the subject is typically used in a more **formal, literary** style.

Sometimes we can talk about events or ideas that are generally true, now and in the past, but which had results only in the past.

If I wasn't/weren't so lazy, I wouldn't have failed that test.

When we need to say that something wouldn't have happened without somebody's interference, help, we use the constructions '*If it hadn't been for...*'/ '*Had it not been for...*'.

If it hadn't been for you, we would never have repaired that car.

Had it not been for Wagner, modern classical music would sound very different.

The phrases '*If it weren't for...*'/ '*If it wasn't for...*' can be used to refer to the present, though if the time reference is clear, it can occasionally refer to the past.

If it wasn't for the traffic jams, I'd drive to work.

If it wasn't for/ hadn't been for the delay of the flight, we would never have missed the wedding.

The construction *were* + *perfect infinitive* can start a sentence in **formal English**:

Were you to have stopped and considered, you'd have seen the error of your ways.

Speaking about the main clause, when the past conditional has results in the past, we use modal perfects in the main clause; when the results are in the present or future we commonly use '*would*', '*could*' or '*might*'.

Had you told me earlier, I could've done something about it.

If you had listened more carefully, you wouldn't be lost now.

The use of '*would*' in both parts of the sentence is becoming very common in **spoken** and even **written English**, though not everybody considers such use correct. It is possible in **American English**, but not in **British English**. In **American English** it is possible to use '*would have*' in the if-clause. This is becoming more common in **British English**, although many people consider it incorrect.

If I'd have known how expensive it was, I wouldn't have gone.

Sometimes past conditionals can be used without condition words.

But for your help, we'd never have managed.

We'd have been completely lost without you.

You should've come. You'd have loved it.

The film would've been just as effective in black and white.

We can use the 3rd conditional to express criticism or regret, often with 'could have':

If you had been driving more slowly, you could have stopped in time.

I could have got the job if I had performed better in the interview.

III. Practice

Ex. 1 Choose the correct variant. Explain your choice.

1. The sentence *Had I believed her for one moment, I would have agreed to leave* is an example of an unreal past conditional.
a) True; b) False.
2. The sentence *'I wish the cars weren't so expensive'* is an example of an unreal past conditional.
a) True; b) False.
3. The sentence *'Had I known that earlier, I would've fired him'* is ...
a) informal; b) formal; c) incorrect.
4. The sentence *'If I'd have known how expensive it was, I wouldn't have gone'* is common for ...
a) spoken B.E.; b) literary A.E.; c) spoken A.E.
5. *'Could've'* is used in unreal conditional sentences to express ...
a) polite request; b) criticism; c) strong desire.
6. The sentence *'If I could have phoned you, I would tell you what was happening'* is ...
a) correct; b) incorrect; b) common.
7. The sentence *'Were you to have finished the project on time, you would have received a higher mark'* is ...
a) literary; b) informal; c) formal.
8. In B.E. it is considered incorrect to use *would* in both parts of the sentence.
a) True; b) False.

9. In which sentence/sentences do we say that something wouldn't have happened without somebody's interference or help?
- a) If it weren't for my health, I would've become a pilot.
 - b) If it hadn't been for our neighbors, we would never have found our dog.
 - c) We'd have failed at the exam without your help.
10. The sentence '*Suppose the gun had been fired at me?*' is ...
- a) an unreal past conditional;
 - b) an unreal present conditional.

Ex. 2. Open the brackets using the unreal past conditional. Comment on the use of the grammar phenomena.

- 1) If I _____ (to know) that Andrew was in hospital, I _____ (to visit) him.
- 2) If you _____ (to ask) calmly yesterday, she _____ (to support) you.
- 3) We _____ (not to be) at the airport for 5 hours, if we _____ (to know) that the flight was delayed.
- 4) I _____ (to ruin) the new coffee machine, if _____ (not to read) the instruction.
- 5) We _____ (not to get) in a car accident, if you _____ (to be) more attentive.
- 6) If Caren _____ (to fasten) her seatbelt, she _____ (not to get) a concussion.
- 7) She _____ (not to find out) the latest news, if she _____ (not to go) to the PTA meeting.
- 8) They _____ (to perform) better at competitions, if they _____ (to dedicate) more time to practice.
- 9) If you _____ (to tell) you were short, I _____ (to lend) you some money.
- 10) I _____ (to order) take-away if I _____ (to know) the cooker was broken.

Ex. 3. Complete the following sentences using your own ideas.

- 1) We would have flown to Vegas if
- 2) The flight wouldn't have been delayed if
- 3) He wouldn't have signed the contract if
- 4) We wouldn't have spent all our money if
- 5) If I had seen an accident,

- 6) If I had read more,
- 7) We would have stayed on vacation longer if
- 8) If you hadn't overfed the cat,
- 9) The row wouldn't have started if
- 10) You wouldn't have had so much trouble if
- 11) If I had known everything,
- 12) If you had managed to escape,

Ex. 4. Read the articles about lucky rescues and choose the correct sentence a) or b) to finish each article. Have you heard about any other cases of lucky rescues? Have you ever been in a dangerous situation?

- a) 'I don't know what would have happened to me if he hadn't heard me.'
- b) 'If rescuers had delayed another 24 hours, he would have used up his supply of oxygen.'

ALIVE – after four days under a boat

IT WAS, he said, like heaven. Four days after his yacht capsized in the icy Southern Ocean, Tony Bullimore was finally rescued yesterday. He had spent four days under his yacht in one of the world's most dangerous seas. Waiting in complete darkness, he survived through determination and bits of chocolate. Two days ago, he ran out of water...

Talking parrot saves trapped van driver by crying out 'help'

A parrot rescued a man who was trapped under the wheels of a van by copying his calls for help. 'I thought I was going to be stuck under the van all night long,' Mr. Stone, 58, said. 'Although I cried and shouted for help, no one seemed to be able to hear me'. But 100 meters away, at the Broadway Caravan park, Sonny, the parrot, heard him and repeated his shouts which alerted two men who work at the park. 'Sonny is a real life-saver,' said Mr. Stone...

Ex. 5. Using the following prompts write sentences using your active grammar as in the example. Recall an awkward situation that occurred during any of your vacations. What happened? Do you wish you had done something differently?

Example: *I didn't request an air-conditioned room, so they didn't give me one.* →

If I had asked for an air-conditioned room, they would have given me one.

1. I didn't check the price online, so I was surprised at the bill.
2. They didn't tell me checkout was at 9:00, so I was late.
3. I didn't ask about the weather, so I didn't bring the correct clothes.
4. I got shots before I went, so I was not worried about getting sick.
5. I did a lot of research about the local history, so I knew exactly where I wanted to go.
6. I didn't ask anybody about the food, so I wasn't prepared for it.
7. I only took one suitcase, so it was easy for me to travel.
8. I lost my camera, so I had a bad time.
9. I lost my bank card, so I didn't buy you any presents.
10. I ran out of time, so I didn't go everywhere I wanted to go.

Ex. 6. Read the amusing article below about a robbery that went wrong. Work in teams of 3–4 people. In 5 minutes write as many 3rd conditional sentences about the story as possible. The group with the most examples wins. Do you know any other funny criminal stories?

Two men drove into a petrol station in Vancouver, Canada, pointed guns at the cashier, and drove away with \$100. But 20 minutes later, they realized they were lost. They decided to ask for directions, so they pulled into another petrol station.

Somehow, they didn't realize that they were at the same station they had robbed earlier, and they asked directions from the same cashier. He stayed cool, gave them directions, and, as soon as they left, he began calling the police.

Then the robbers returned yet another time. This time their car wouldn't start, and they needed a mechanic. When they learned that there was no mechanic available until 8 the following morning, they kept trying to start the car themselves. The police finally arrived, and the men were still there. This time they were on the phone, trying to call a breakdown service. Their car battery was flat.

Ex. 7. Read the text about poor old Marge and then complete the third conditional sentences about her day using the prompts provided. Have you ever had such unlucky days?

Marge is a woman of 55 who lives on her own in a small house in Scotland. She did not have a very nice day yesterday!

As she was leaving the house, she forgot her bus ticket. Only when she got to the bus stop did she realize this, so she had to hurry back to the house. She opened the door, put the keys on the telephone table, went into the kitchen to get her bus ticket and left again without her keys.

She caught the 8.42 a.m. bus instead of her usual 8.30 a.m. bus and arrived at work about ten minutes late. Mr. Jones, her boss, was in a bad mood yesterday and shouted at her when she arrived late. As a result, they had an argument in front of all the other people in the office. Mr. Jones told her she would have to stay behind for fifteen minutes at lunch to finish some important work.

At lunch, Marge only had time for a quick sandwich and didn't go to the office cafeteria with the others as normal. Everyone returned from lunch very happy because they had met a new employee who had told some very funny jokes. Marge was not happy. She was hungry and tired.

She was so hungry as she left the office at 5 o'clock that she bought a hot dog from the man on the street corner. Within an hour, she didn't feel very well and had a pain in her stomach. It was not her day!

She arrived home and realized she didn't have her keys, so had to walk two miles to her sister's house to get a spare set of keys. She went into her house, closed the door and went straight to bed.

1. if\|not\|forget\|bus ticket\|not\|have to\|return home

2. if\|not\|put\|keys on table\|not\|forget them

3. she\|not late\|if\|catch\|an earlier bus

4. her boss\not\shout at her\not\be\bad mood

5. if\Marge\not late\they\not argue\ in office

6. Marge\meet\new worker\not\go\to canteen

7. if\not buy\hot dog\not\feel unwell

8. she\have\better day\not\stay\nin bed all day!!!

Ex. 8. Backwards Disaster Story: All you have is the final line of the story: 'As Peter sat on the side of the street with no money, no home and no shoes, he realized what terrible mistakes he'd made'. Your task is to recreate the events that led up to this situation using the third conditional.

Ex. 9. Read one of the opinions about Chernobyl and what would've happened if it hadn't occurred. Do you agree with the author? What do you think could've been different? Share your view using unreal past conditionals.

If Chernobyl disaster had never taken place, history would have been way different.

USSR put all its resources and manpower (mostly soldiers) to control the situation in Chernobyl and every human in Chernobyl perished. At the same time USSR was invading Afghanistan and was at the peak of its power.

If Chernobyl had never happened then-

- The Golden age of USSR would have continued.
- Population demographic would have boomed.
- USSR would not have destroyed its nuclear weapons to cool down cold war.
- An economic boom would have been observed.
- It can also be said that the cold war would have ended way later and on very different terms.

- The world would still have two superpowers acting as opposite poles due to which under developed and developing nations would not get exploited by international organizations.
- Two powers who never worked together means that there will be very different technology to do the same thing which means that there will not only be completion but two ways to look at the same task and two tries to every think with unique approach.

Of course, this highly debatable and there are infinite variables but what is constant is that the world would have been way different from what it is now.

Ex. 10. Are you influenced by advertising? Think of the commercials you have seen and the things you have bought recently. Think if something you bought because you had seen a commercial on TV or an advertisement in a magazine. If you hadn't seen the products advertised, would you have bought them anyway? Discuss in pairs, then share with the rest of the group.

IV. Production

Ex. 1. Imagine that you are a famous blogger. Write about a time when you ignored your intuition and inner 'gut' feelings and opted for a rational decision that turned out unsuccessful. Describe your original intuitive feelings, explain why you ignored them, and speculate on what would've happened if you had acted intuitively. Use your active grammar.

Ex. 2. Take a look at the people in the pictures. Think about their regrets. Make sure to use 10 examples of active grammar. Comment on their use.



V. Self-study tasks

Ex. 1 Find quotes of famous people that contain your active grammar phenomena. Comment on the use of unreal past conditionals and say whether you agree or disagree with the quotes. There should be at least 5 quotes.

Ex. 2. Revise Units 11–14 and complete the test. Choose the correct variant.

1. a) I wish cars weren't so expensive.
b) I wish cars wouldn't be so expensive.
c) I wish cars were so expensive.
d) I wish cars wasn't so expensive.
2. a) But for your help we wouldn't cope with the task.
b) But for your help we would cope with the task.
c) But for your help we coped with the task.
d) But for your help we didn't cope with the task.
3. If you hadn't watched this horror film, you nightmares.
a) would have had;
b) wouldn't have had;
c) hadn't had.
4. a) I wish I could fly.
b) I wish I would fly.
c) I wish I would have flown.
d) I wish I fly.
5. After the accident they are acting as if nothing
a) has happened;
b) happens;
c) were to happen;
d) had happened.
6. We require that all receipts to the committee for approval.
a) be submitted;
b) submitted;

- c) submit;
 - d) to submit.
7. a) Supposing had you won the lottery, how would you spend the money?
- b) Had you won the lottery, how would you spend the money?
 - c) If by any chance had you won the lottery, how would you spend the money?
 - d) If you win the lottery, how would you spend the money?
8. If I ... you, I would call him.
- a) had been;
 - b) were;
 - c) was;
 - d) would be.
9. She would write to him if she ... his address. Do you know his address?
- a) knew;
 - b) had known;
 - c) knows;
 - d) would know.
10. Who was the first to suggest ... the research, I cannot well remember.
- a) him to do
 - b) that he do
 - c) that he shall do
 - d) that he would do

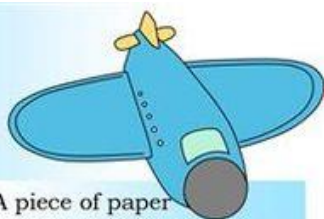
Differences between spoken and written speech

In English there are many differences of vocabulary between formal and informal language. Much of the vocabulary of formal English is of French, Latin, or Greek origin. In contrast, informal language is characterized by vocabulary of Anglo-Saxon origin. Compare formal *aid*, *commence*, *continue* and less formal *help*, *begin*, *keep on*. Several features typical of informal talk are silent pauses, pauses indicating hesitation, repetition, false starts, discourse markers (like *you know*, *you see*, *I mean*, *kind of*, *sort of*, *like*, *well*, *now*) that indicate our involvement in the discourse, and how we want it to continue, short forms (*didn't*, *I'm*, *I'd*, *they've*, *cos for because*), non-verbal feedback. In a conversation, the speaker can check if the listener has understood by asking '*Do you see what I mean?*', and the listener can ask the speaker for clarification: '*What did you mean by that?*', etc.

In spoken English we can meet the form *gotta* instead of *got to* or *have got to*, *gonna* instead of *(be) going to*. One case of participants' cooperation is turn-taking, which means sharing out the role of speaker in the conversation, as one speaker takes a turn, then another. A smooth conversation is characterized by a general atmosphere of cooperation and harmony. Little expressions such as *you know* and *I mean* appeal for understanding and sympathy, and *yes* and *mm* express interest and support the speaker. A highly typical feature of speech is tag questions, ellipsis. In some cases part of a sentence can be omitted. The grammar of spoken sentences is, in general, simpler and less strictly constructed than the grammar of written sentences. In writing we often indicate the structure of paragraphs by linking means (*firstly*, *secondly*, *finally*, *hence*, *to conclude*, *to summarize*, etc.).

Appendix to Unit 2

A crossword



Traveling

1. A piece of paper that allows you to travel on a vehicle.

2. A special piece of paper that you must have in order to be allowed to get onto an airplane.

3. An arrangement to have something (a room, a seat, a table) held for your use at a later time.

4. A person whose job is to help people who want to travel by buying tickets, making hotel reservations etc.

5. Another word for carry-on-luggage.

6. An official document issued by the government of a country that identifies someone as a citizen of a country and that is necessary when entering or leaving a country.

7. A place travelers can sleep and find other services.

8. Another word for make reservations.

9. Non-taxed.

10. A small thin book or magazine that usually has many pictures and information.

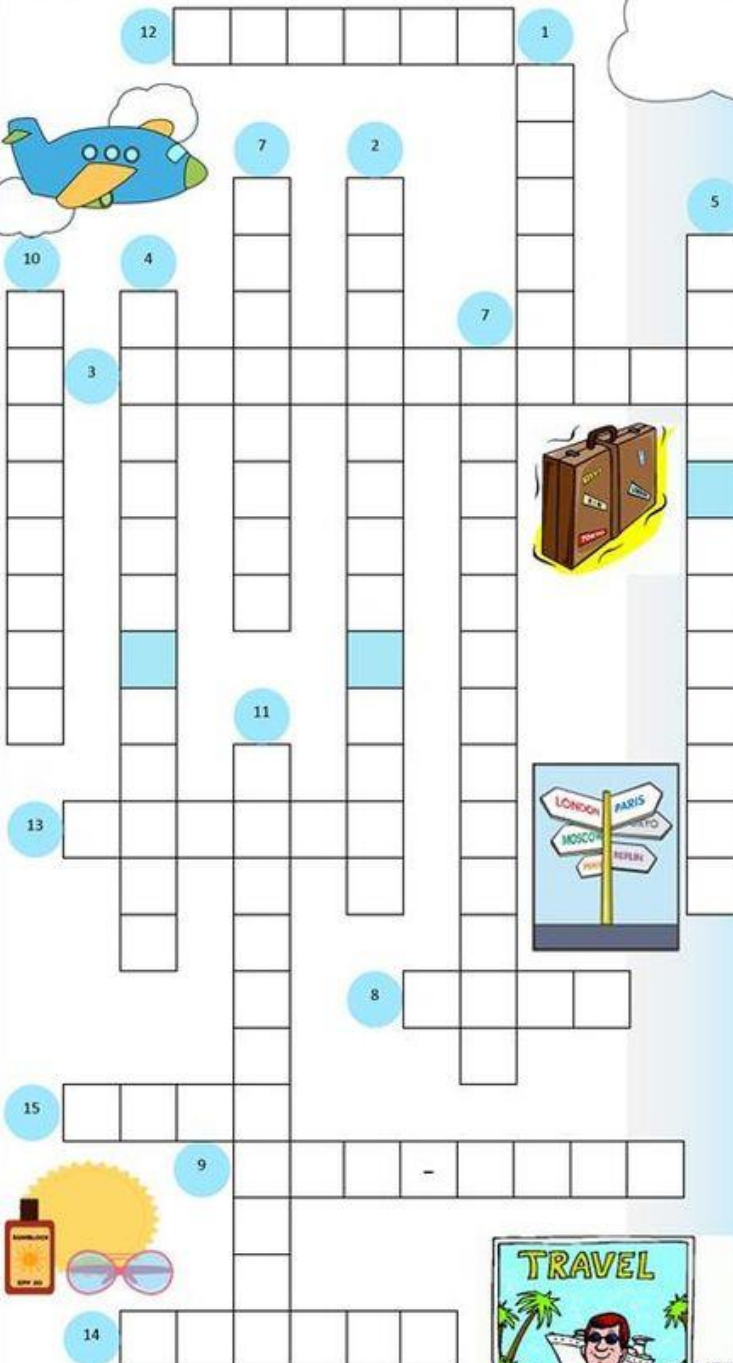
11. A shot given by a doctor to prevent infection.

12. What you do when you receive dollars for your kroner!

13. Situations in which something happens later than it should.

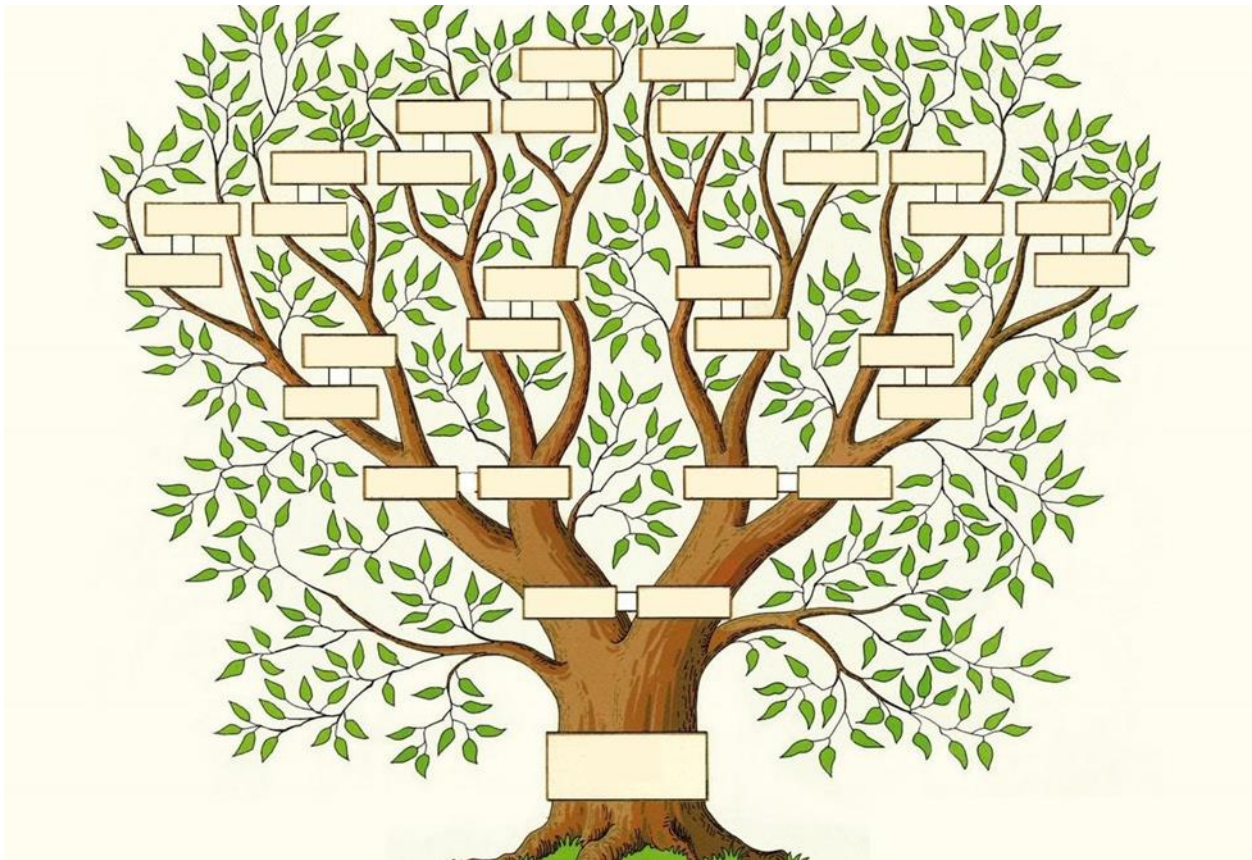
14. To decide that something will not happen.

15. A mark or stamp on a passport that allows someone to stay in a country.



isLCollective.com

Appendix to Unit 3
A family tree



Appendix to Unit 4

The Queen's arrival was rather unexpected whereas ...	When in New York I adore shopping at ...	May I have a pound's worth ...?
The characters of ... are pretty alike.	The magazine is at an arm's ... from you.	Britain's main imports are ...
My dog's name is obstinacy irritates me a bit.	The Princess of ... is famous for her portraits seem quite striking.

The President of ... seems to be ...	It was the ship's ... that turned to be the cause of the accident.	The ... of 2020 will be remembered for ...
Could you walk faster? You are moving at a	There's always fresh bread at the	Our country's main exports are ...
The courage of ... impressed me greatly.	The author of ... is also well-known as aThe University of ... is considered to be .

Appendix to Unit 5

Useful phrases for writing a covering letter

Useful phrases for the beginning

I am inquiring into the possibility of a part-time job at _____(company name).

I would like to learn about employment opportunities in the marketing department mentioned on your website. Please find attached my resume for your review.

I am writing at the suggestion of my former employer _____(employer name), who thought that your company might need an intern.

In response to your advertisement for an English native speaker interpreter which appeared in the June 6 edition of _____(source name) please find enclosed a copy of my resume for your consideration.

As a recent graduate in International Economics from the _____(university name) with trading experience, I feel my profile may be of interest to you.

I learned about your vacancy at a recent trade fair in _____(city name). Your advertisement attracted my attention because the goods on display seemed particularly innovative. I have learnt that _____(company name) is expanding, and would be glad to be part of your team.

Useful phrases for the main part

With my educational background and a strong interest in business I think I will be a great asset to your company. I speak _____(languages you know) and am at ease in a multicultural environment, having lived in _____(countabilities you have lived in). My career aim is to work in HR department.

•*As you may observe from my attached resume, I have experience in teaching both adults and children. I have an enterprising personality and enjoy arranging classroom activities. I also know how to use my knowledge of various cultures in teaching country survey subjects, because I lived in many countabilities.*

•*I have learnt on your company website that you are looking for dynamic individuals who can adjust quickly to new surroundings. I suppose that my background would make me well suited to a position in _____(position name).*

Useful phrases for the conclusion

•*I believe that my profile and aspirations make me a good match for a dynamic company such as _____(company name). I am available for full-time work from April 4.*

You can contact me by email or by phone _____(email address and phone number). I look forward to hearing from you. Thank you for your consideration.

•*Taking into account my international background, working experience, and strong*

leadership skills, I am sure that I would make an excellent addition to your team. I am available to visit _____(company name) for an interview on _____(available time and date).

•I will be glad to discuss my experiences and training during the job interview with you. If you need any additional information, please contact me _____(contact information).

Tips on successful persuasive presentations

Persuasion is the process of creating, reinforcing, or changing people's beliefs or actions. The ability to speak (and write) persuasively will benefit you in every part of your life, from personal relations to community activities to career aspirations. When you speak to persuade, you act as an advocate. Your job is to get listeners to agree with you and, perhaps, to act on that belief. Your goal may be to defend an idea, to refute an opponent, to sell a program, or to inspire people to action. There are many elements that go into a successful persuasive speech. But, with some preparation and practice, you can deliver a powerful speech.

- 1. Learn about your topic.** It is important to know as much as you can about the topic you'll be speaking on. If you aren't already well-versed in the subject (e.g. because it has been assigned to you), do some research and learn as much as you can.
- 2. Understand your audience.** It is also important to understand your audience and their views and knowledge about the topic. This will also influence the content of your speech.
- 3. Choose the right persuasive approach.** Depending on your topic and your audience, there are several ways you might try to convince people of your point of view. Since the days of ancient Greece, speakers have relied on three main persuasive approaches.
 - **Ethos.** These are appeals to the audience's ethics or morals. For example: "Recycling is the right thing to do. Wasting our limited resources steals from future generations, which is immoral."
 - **Pathos.** These are appeals to the audience's emotions. For example: "Think of the animals that lose their homes every day because of trees being chopped down. If we recycled more, we could save these beautiful forests."
 - **Logos.** These are appeals to the audience's logic or intellect. For example: "We know that there is a limited supply of natural resources. We can make this supply last longer by recycling."

- You can rely on any one or some combination.
4. **Outline your main points.** Once you've chosen the best persuasive approach for your audience, brainstorm the main points you'll make during the speech.
 - As a rule of thumb, three to four supporting points is usually a good number.
 5. **Start with a strong opening.** Before you can begin persuading your audience, you need to open the speech in a way that will make them want to pay attention. A strong opening has five main elements:
 - An attention grabber.
 - A link to the audience. This is a means of showing that you have something in common with the audience.
 - Your credentials. This is a means of showing that you are knowledgeable or an authority on the topic of the speech.
 - Your goal. Explain to the audience what you hope the speech will accomplish. For example: "I hope by the end of my talk that you will agree that we need a city wide recycling program."
 - A road map. Finally, tell the audience what the main points of the speech will be.
 6. **Offer persuasive evidence.** The main body of your speech should contain the points you outlined in Part 1. It should provide the audience with several convincing reasons to support your viewpoint.
 7. **Conclude with a call to action.** The conclusion of your speech should remind your audience of what you have told them. It should also make it clear exactly what you hope they will do next.

Appendix to Unit 8

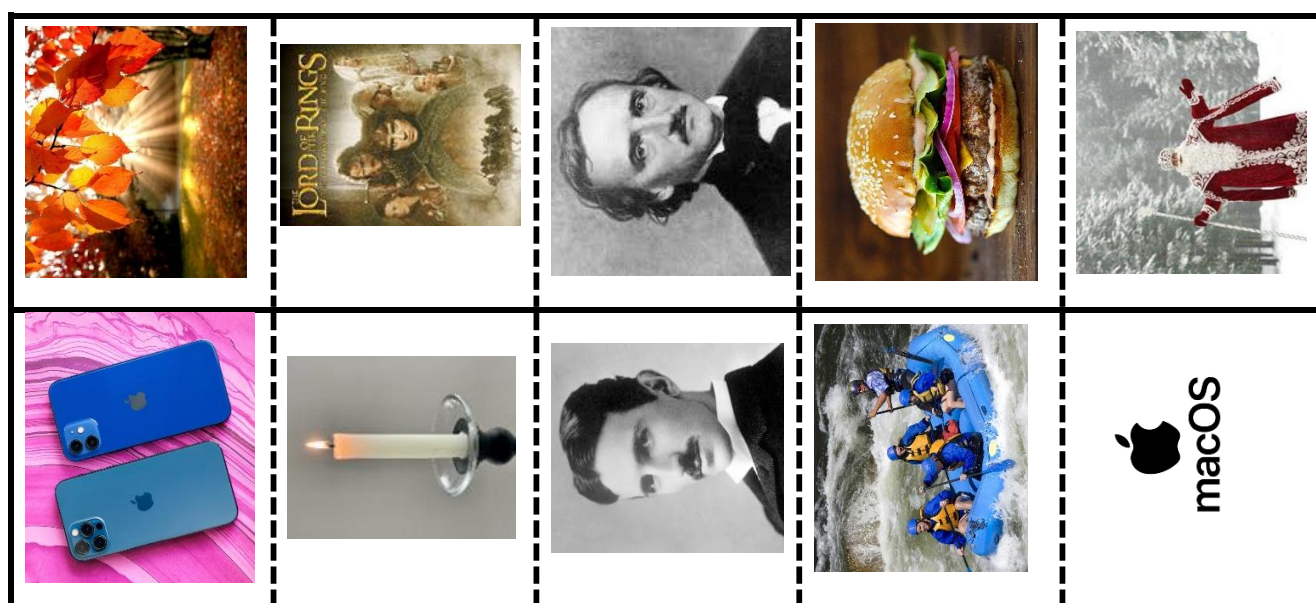
“How do they compare?” dominoes

The class divides into small groups and each student receives the “dominoes”. The remaining dominoes are piled face down except one which is turned face up to begin the game with. In turns players discard their dominoes by placing them next to one of the two ends of the domino on the table, provided they can either find a plausible comparison for the items on the dominoes or express the comparison in a correct sentence (in both cases using the structures provided below). It is the group who decides whether the sentence is acceptable or not. Peer correction and group discussions are encouraged. The first player to discard all his or her dominoes wins the game.

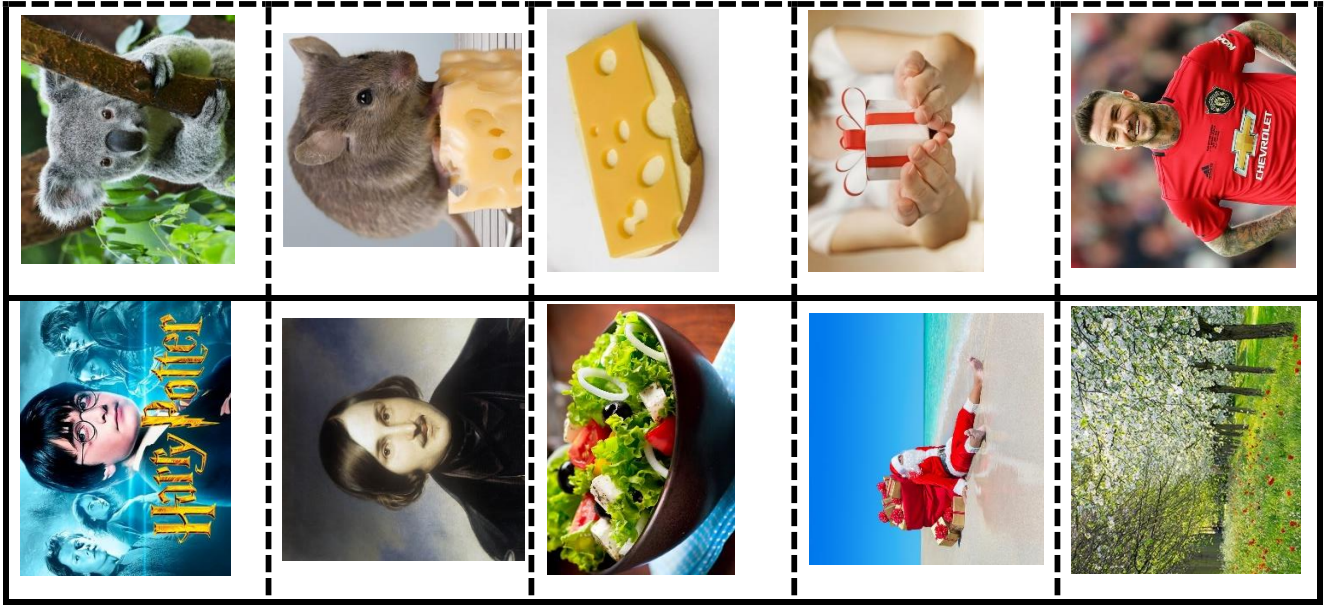
as... as/ just as ... as/ not nearly as ... as/ not quite as... as/ nothing like as... as/
nowhere near as... as/ almost as ... as/ not any + adj in comparative degree + than

For the teacher:

- Before the class, cut out the dominoes along the dotted lines as indicated, prepare a set for each group.
- Review with the students the comparison of adjectives using the structures provided above, elicit some examples from your class. Include some examples with gerunds as students may want to use this type of constructions during the game, e.g.: *Watching TV is not nearly as exciting as reading a book.*
- Tell the students to shuffle the dominoes and deal them out as follows: 2 players – 7 dominoes each, 3 players – 5 dominoes each, 4 players – 4 dominoes each, 5 players – 3 dominoes each.
-







•

Appendix to Unit 9

Read the tips on how to write a review. The example provided with the tips is a review on the book “Sonny’s Blues” by James Baldwin.

1. A hook.

A “hook” is a line that catches your audience’s attention and piques their interest, so they’ll continue reading your review instead of scrolling past it. Your hook could be a question or a compelling or provocative statement:

I guess “Sonny’s Blues” is OK if you like that sort of thing. In this case, that sort of thing being nearly perfectly crafted fiction. That sort of thing being a story that’s so universal and so timeless that it can be felt by any and everybody on the face of the earth.

2. Essential information.

Share any general information about the book/film that is important for readers/viewers to know. The title and author/director are an obvious choice. Be sure to mention if the book/film is part of a series and whether it’s necessary to have read/watched other parts in the series.

3. Basic plot summary.

Share a high-level synopsis of the plot so your audience gets the gist of what the story is about. Best practice is to leave out the climax or ending of the book/film and avoid giving away spoilers, so you don’t ruin the story for your audience. For example, you can say that the plot has an “unexpected twist”.

Again, as with “Giovanni’s Room”, the story itself is completely secondary and deceptively simple. It’s about two brothers and the manner, in which they lose touch due to the younger brother’s drug addiction and then reconnect and gain mutual understanding through Jazz. It’s this last element that makes “Sonny’s Blues” so wonderfully transcendent because Baldwin understands Jazz in a manner that I don’t think anyone else in the world ever has. At the very least, he explains it in a manner that will leave no one confused as to the art form’s meaning and purpose. Jazz is pain and suffering given rhythm and sound; Jazz is life given melody. Baldwin writes of the experience of listening to his brother play

in a manner that leaves you feeling like you could be in a Jazz bar yourself, or at a poetry slam, or sitting in the audience of the most passionate one man show in existence.

4. Your praise and critique.

This section is the most important part of your review. Anyone can summarize a plot, but what is your unique take on this book/film? Simply saying it was “good” or “bad”, or that you liked it or didn’t, isn’t helpful. Let your audience know *why* you think it’s great, or *why* you found it disappointing. Sharing these details will help your audience form their own opinion of whether they would enjoy it.

His writing is poetic, moving, and magical. Of course, there’s more to the story than even just that. There are themes about how irrevocably we are changed by the places in which we’ve grown up and the places we’ve been (both physically and mentally). Themes about how things never really change in this world and in this country especially. It’s the question about whether or not things ever fully change that I find to be most interesting. Living in this 2013 world in which a young black man was recently murdered for wearing a hoodie and walking down the street and his white murderer gets away with it facing no punishment whatsoever leaves me wondering if we’ve actually changed at all from the 1957 world in which the story was published. What Sonny said about himself applies to us as a nation: “nothing had changed, I hadn’t changed, I was just older.”

5. Recommendation.






After sharing your praise and critique, let your audience know your conclusions. Who do you think would enjoy this book/ film?

This is a short story that would have made Anton Chekhov proud with its depth and feel for humanity as represented by the two brothers.

Appendix to Unit 10

Boardgame "Race to the Finish"

Each player needs to throw the dice and move the token to a space on the board at the same time making up a correct sentence. If the sentence was not correct, the player has to repeat it and misses the turn to throw the dice. Peer correction and discussions are encouraged. If the player stops on the green space, he or she gets one additional point when throwing the dice next time (e.g. the dice shows 4, +1 additional point, so the player can move forward for 5 spaces). The player who finishes first is the winner.

<p>Start</p> 	<p>1) It was better to approach Ken (<i>direct/directly</i>) and not through his secretary.</p>	<p>2) His secretary laughed out (<i>loud/loudly</i>) at my remark.</p>	<p>3) I think she was (<i>deep/deeply</i>) offended by what I've said.</p>
<p>6) Somewhere in the house a horse neighed (<i>loud/loudly</i>).</p>	<p>Go back 2 spaces</p> 	<p>5) Her eyes opened (<i>wide/widely</i>) with amazement.</p>	<p>4) Georgina was about to say something but stopped (<i>short/shortly</i>).</p>
<p>7) He told me to turn (<i>sharp/sharply</i>) left just past the station.</p>	<p>8) "If he told you that, he told you (<i>wrong/wrongly</i>)".</p>	<p>9) "But you got here in the end even though you were (<i>wrong/wrongly</i>) directed".</p>	<p>10) The soldier (<i>near/nearly</i>) died as a result of being hit (<i>full/fully</i>) in the chest by a bullet.</p>
<p>13) He was (<i>deep/deeply</i>) embarrassed when he came (<i>last/lastly</i>) in the class with 20%.</p>	<p>12) Simon told everyone he would pass the exam (<i>easy/easily</i>).</p>	<p>Go back 2 spaces</p> 	<p>11) The bullet penetrated (<i>deep/deeply</i>) inside him.</p>
<p>14) The struggles my parents brought them (<i>closer/ more closely</i>) together.</p>	<p>15) Things often went (<i>bad/badly</i>) for them in those days but look at them now!</p>	<p>16) Things turned out (<i>right/rightly</i>) in the end.</p>	<p>17) Marilyn's leaving (<i>short/shortly</i>) for the US on a business trip.</p>
<p>20) She refuses to take two suitcases because she wants to travel (<i>light/lightly</i>).</p>	<p>Go back 2 spaces</p> 	<p>19) Her suitcase is so (<i>tight/tightly</i>) packed with samples, there's not even room for a toothbrush.</p>	<p>18) As she (<i>right/rightly</i>) says, there's nothing like personal meeting for promoting one's product.</p>
<p>21) There's a lot more to Willie than one would think: still waters run (<i>deep/deeply</i>), as they say.</p>	<p>22) I've been following his career (<i>close/closely</i>).</p>	<p>23) I think (<i>high/highly</i>) of his ability as an architect.</p>	<p>Finish!</p> 

Appendix to Unit 13

Tips on how to write a letter to the editor

Now more than ever, people are looking for ways to stay engaged in the issues that matter most to them. And with public forums like town hall meetings with our elected officials, civic demonstrations, and neighborhood gatherings currently on pause, it's even more important to rely on digital communications tools to make our voices heard. One such tool is a letter to the editor (LTE)—a brief piece, usually less than 300 words, that anyone can write and submit to a newspaper. Such a letter can be written in response to a piece that's already been published by a given media outlet, or it can be a proactive statement of support for or opposition against a particular issue that affects the publication's readers. Here are five tips to produce a successful LTE.

Personalize it.

“Newspaper editors typically select letters to the editor that are authentic and personalized,” Michalos says, so don't be afraid to open up and use your own voice as you draft your LTE. For example, say you want to write a letter expressing support for the Transportation and Climate Initiative (TCI), which would directly improve transportation in your community. (Through TCI, a dozen eastern states and Washington, D.C., are proposing a policy that sets limits on transportation-related emissions, requires major industrial suppliers of fuels like gasoline and diesel to pay for the pollution their products cause, and invest those payments in cleaner transportation solutions that benefit everyone.)

To start off her own LTE on the topic, Michalos says, she'd open this way: *“Growing up on Long Island and now living in New York City, I know firsthand that this antiquated transportation system needs help, from delayed buses and trains to congested roads.”* Making personal opening statements helps establish the writer's credibility as someone with firsthand knowledge of the given issue and grabs the reader's attention.

If you're responding to a published piece in the newspaper, make that clear.

In this case, your first sentence should directly reference the other article. This could help you build a point/counterpoint narrative for your letter, where you respond to specific statements from the piece with your own perspective, using data to back up your argument. It also shows you're open to engaging other points of view on the topic, an important foundation for persuasive writing.

Be authoritative and stick to the facts.

You'll be able to state your case in a convincing way if you avoid opining; even better, mention your expertise where applicable. You may write from the perspective of your occupation, your own experience with the given topic, or as a long-standing member of the local community. For example, as a member of NRDC and as a lifelong New Yorker, Michalos knows that transportation in New York is a major source of air pollution that can worsen asthma attacks and heart and lung diseases, as well as accelerate the climate crisis. She can state these facts in a supporting paragraph, then move on to say that her state's participation in a regional policy called the Transportation and Climate Initiative offers a groundbreaking opportunity to fix its transportation woes and fight the climate crisis at the same time. Even if you use materials from other organizations to write your letter, avoid any copying and pasting of talking points so that your LTE remains authentic.

End with a call to action.

Keeping in mind that the piece shouldn't run any longer than 300 words (and that some publications have guidelines limiting letters to 150 words), wrap up with a line that lets readers know how to get involved or learn more. Then conclude the piece with a bold, final statement of your case. For Michalos's piece, she'd write, *"The Transportation and Climate Initiative would cut pollution; improve transportation, access, and equity; and enhance public health. It's a no-brainer that New York should support and get behind this groundbreaking initiative."*

Submit the letter.

Now that you've written your LTE, don't be shy: It's time to send it off. Draw up a list of local newspapers serving your community and look online for each publication's instructions on how to reach their editors. But keep in mind that every

letter to the editor should be unique. It's best not to submit the same piece to multiple papers; instead, just select one paper to contact, and if your letter doesn't get accepted by the first outlet, continue to move down your list.