

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ**  
**Федеральное государственное бюджетное образовательное учреждение**  
**высшего образования**

**«Нижегородский государственный  
лингвистический университет  
им. Н.А. Добролюбова»  
(НГЛУ)**

## **COME RAIN OR SHINE...**

**ПОГОДА. ВРЕМЕНА ГОДА**

**Учебно-методические материалы  
для студентов начального этапа обучения  
переводческого факультета**

**Издание 4-е, стереотипное**

**Нижний Новгород**

**2017**

Печатается по решению редакционно-издательского совета НГЛУ.  
Направление подготовки: 41.03.01 – *Зарубежное регионоведение*.  
Дисциплина: Практический курс английского языка.

УДК 811.111 (075.8)  
ББК 81.432.1 – 93=Англ.  
С 73

COME RAIN OR SHINE... = Погода. Времена года: Учебно-методические материалы для студентов начального этапа обучения переводческого факультета. Издание 4-е, стереотипное. – Н. Новгород: НГЛУ, 2017. – 74 с.

Настоящее пособие включает учебные материалы для аудиторной и самостоятельной работы студентов по теме «Погода. Времена года». Предлагаемые задания нацелены на формирование коммуникативных навыков и умений чтения, аудирования, монологической и диалогической речи, а также на развитие грамматических и орфографических навыков в объёме программных требований.

УДК 811.111 (075.8)  
ББК 81.432.1 – 93=Англ.

Составитель М.В. Сергеева, канд. филол. наук, доцент кафедры  
английского языка переводческого факультета

Рецензенты: Д.А. Борисов, канд. филол. наук, доцент кафедры  
английского языка переводческого факультета  
Н.П. Кудрявцева, канд. филол. наук, доцент

© НГЛУ, 2017  
© Сергеева М.В., 2017

## ПРЕДИСЛОВИЕ










Настоящее пособие предназначено для формирования языковой, речевой и социокультурной компетенции у студентов начального этапа обучения, изучающих английский язык как второй иностранный.

Пособие включает следующие разделы:

- тексты, диалоги и коммуникативные задания, направленные на усвоение лексического материала по теме «Погода. Времена года» и формирование коммуникативных навыков и умений чтения, аудирования, монологической и диалогической речи в рамках обозначенной тематики;
- упражнения, нацеленные на закрепление орфографических навыков, формируемых на протяжении младшего этапа обучения;
- грамматический раздел по темам *Past Perfect*, *Past Perfect Continuous*, *Reported Speech*, *Modal Verbs*, включающий правила и примеры употребления грамматических форм и структур, а также расположенные по возрастанию степени сложности упражнения, направленные на формирование и развитие соответствующих грамматических навыков;
- приложение, содержащее список разговорных формул (выражения мнения, (не)согласия, приглашения, вежливого отказа и пр.), соотносящихся с коммуникативными заданиями из первого раздела;
- список использованной литературы.

1. Does the weather influence your mood? How do you feel in spring / summer / autumn / winter? Try to use as many adjectives as you can.

2. Match the words and the symbols:

|   |   |   |   |   |  |   |   |   |
|---|---|---|---|---|--|---|---|---|
|  |  |  |  |  |  |  |  |  |
| 1   | 2   | 3   | 4   | 5   | 6  | 7   | 8   | 9   |
| sunshine  | hail  | sleet   | rain  | drizzle   | fog  | snow  | thunderstorm  | a cloud   |

3. What adjectives can you use to describe today's weather? Collect as many adjectives as you can and use them in the following structures:

It's a ... day today.

The weather is ... today.

What a ... day!

What ... weather!

NB: The word **weather** belongs to *uncountable* nouns and can never be used with the indefinite article:

e.g. *It's nice weather today.*

*Enjoy your holiday! I hope you have good weather.*

4. Notice that it is very common to form adjectives to describe weather by adding the suffix '-y' to the noun:

*cloud – cloudy, shower – showery, etc.*

Form the adjectives describing weather conditions from the given words by adding '-y':

*rain, fog, snow, wind, sun, storm, ice, frost.*

Underline the adjectives where you doubled the final consonant and explain the rule of doubling.

5. Look at the place names in the left column of the table below and say where you expect the weather to be the hottest.

|            | sun | wind | cloud | rain | fog | snow | temperature |
|------------|-----|------|-------|------|-----|------|-------------|
| Manchester |     |      | +     | +    |     |      | 10°         |
| Argentina  |     |      |       |      |     |      |             |
| Hong Kong  |     |      |       |      |     |      |             |
| New York   |     |      |       |      |     |      |             |
| Moscow     |     |      |       |      |     |      |             |

(a) Listen to the recording and complete the table.

(b) Act as a weather forecaster and present the weather report, looking at the table.

(c) Where would you like to be? Why?

6. Which of the adjectives from exercises 4-5 are typically used to describe the weather in winter / spring / summer / autumn in our country? Can you name any countries or regions where there are fewer seasons than four or no seasons at all?

## TEXT A

1. Read the text and decide what season is described in each paragraph. Fill in the gaps with the words *winter*, *spring*, *summer*, *autumn*.

### THE SEASONS

The year is divided into four seasons: spring, summer, autumn and winter. In \_\_\_\_\_ nature awakens from its long \_\_\_\_\_ sleep. New life fills the trees, the rays of the sun warm the earth and the weather gets gradually milder. The fields and the meadows are covered with fresh green grass. The songs of the birds fill the woods and the forests. The sky is blue and cloudless. At night, millions of stars shine in the darkness.

When \_\_\_\_\_ comes, the weather gets still warmer and usually it's very hot in June and July. It gets light early in the morning and it gets dark late in the evening. In \_\_\_\_\_ we have the longest days and the shortest nights. It often rains in \_\_\_\_\_, but the rain is warm and it does not last long. Sometimes the sky is overcast with heavy clouds. There are storms with thunder, lightning and hail.

\_\_\_\_\_ brings with it the harvest time, when the crops are gathered and the fruit is picked in the orchards. The days get shorter and the nights longer. The woods turn yellow and brown, leaves begin to fall from the trees, and the ground is covered with them. The sky is grey and very often it rains.

When \_\_\_\_\_ comes, we have to spend more time indoors, because out-of-doors it is cold. We may get fog, sleet and frost. Ponds, lakes, rivers and streams are frozen and the roads are sometimes covered with slippery ice or deep snow.

2. Listen to the recording. Intone the text and prepare it for good reading.

3. Work at the vocabulary of the text.

(a) Make four lists of words/expressions connected with each season (note that some vocabulary items can get into two lists or more).

(b) Work with your dictionary to look for more vocabulary to describe the four seasons (e.g. *hoar frost*; *to be in (full) bloom*, *to be in blossom*, *to bloom*, *to blossom*, *to burst into blossom/bloom* ...) and continue your lists.

4. (a) Find in the text English equivalents for the following:

- *пробуждаться от долгого зимнего сна*;
- *луг*;

- *гром;*
- *безоблачный;*
- *мокрый снег / снег с дождём;*
- *скользкий;*
- *собирать урожай;*
- *град;*
- *молния;*
- *фруктовый сад.*

(b) Recall the context in which these words and expressions were used in the text.

5. Make up true/false statements on the text (15 is the minimum). Be ready to comment on your partner's statements, using formulas of agreement/disagreement (see p. 71).

6. Write out of the text the words difficult for spelling. Dictate them to your partner.

## **TEXT B**

1. Read the text about English weather and say what role it plays in the lives of the British.

### **ENGLISH WEATHER**

The English are famous for their tea and their weather. And the English are always talking about their weather. But English weather is never the same two days running. So everyone notices it. 'Awful day, isn't it?' 'Did you have good weather?' 'What was the weather like?' 'Nice day!' 'Fine day today!' 'A beautiful day, isn't it?' 'Isn't the weather nasty?' 'What a dreadful day!' 'It's pouring outside – raining cats and dogs.'

The best time of the year in England is spring and early summer. The cold winds, and the fog, and the heavy rains are all gone, and the sun is warm for the first time. Of course, it rains sometimes, too, and it is often cloudy, but not so often as in winter. Anyhow, it rains quite often all the year round in England. That's why it is such a green country.

Autumn is sometimes a time of very good weather, when the sky is blue and the sun shines every day. But spring is better, because after spring comes summer, the short English summer, when people go to the seaside to bathe in the sea and lie in the sun. But in autumn, even when the sun shines, there is winter to follow.

Sometimes England has no snow at all in winter, but the North and Scotland have some after Christmas. If there is a long frost and the ice is hard

enough, then everyone who has skates gets them out and skates on the rivers and ponds.

England is a difficult country for people who work out-of-doors, people like farmers and postmen and police officers. In the morning it can be cold, in the afternoon warm and in the evening raining. One day it rains, the next day it may be sunny and the next it can be cold again.

But foggy weather is the worst. A thick fog covers London and the cities. It gets thicker and people cannot see their way, buses and cars move slowly with their lights on.

As the weather changes very often, it plays a big part in the lives of the British people. Every daily newspaper publishes a weather forecast. Both the radio and the television give the weather forecast each day.

**2.** Intone the text and prepare it for good reading.

**3.** Continue the four lists with the words to describe weather conditions in different seasons.

**4.** (a) Find in the text English equivalents for the following:

- *загорать;*
- *купаться в море;*
- *заморозки / мороз;*
- *ужасная /жуткая погода;*
- *быть знаменитым чем-либо;*
- *два дня подряд;*
- *сильный дождь;*
- *прогноз погоды;*
- *лёт как из ведра;*
- *после Рождества;*
- *круглый год;*
- *облачно;*
- *пруд;*
- *кататься на коньках;*
- *густой туман.*

(b) Recall the context in which these words and expressions were used in the text.

**5.** Make up questions to cover the text and be ready to give detailed answers.

**6.** (a) Write out the points of difference and similarity between the weather in England and in Russia.

(b) Discuss the differences and similarities with your partner.

**7. Compare English and Russian weather in different seasons in a well-prepared monologue.** Arrange the information logically, use various connectives (see p. 72).

### **8. Dialogue.**

You are going to spend a week's holiday in England. Interview someone (a friend who has recently visited England / an English friend / a travel agent) about English weather and the season to choose.

☀ Look through the two texts again and do the following exercises.

**1. Form adjectives from the given nouns:**

*sun, wind, cloud, fog, rain, storm, frost, ice.*

**2. Think of a word (or words) close in meaning to the following:**

*bloom, nasty, mist, wood, to pour, heavy rain, pond, to pick, garden, earth.*

If you feel that there is a difference in meaning, try to explain what each of the words means.

**3. Give opposites or logical counterparts:**

*to get colder, cloudless, to melt, above zero, to change suddenly, to change for the better, indoors, in the country.*

**4. Insert articles where necessary.**

1. I'd like to visit Prague in \_ spring, when \_ trees burst into \_ blossom.
2. \_ spring is my favourite season.
3. To my mind, \_ best part of \_ year is \_ late spring and \_ early autumn.
4. What's \_ weather like?
5. What \_ good weather we're having today!
6. I always feel depressed in \_ such weather.
7. \_ English weather is \_ very changeable: one day it's sunny, \_ next day it may rain heavily; in \_ morning \_ sky may be overcast, but in \_ afternoon \_ sun may shine again. That's why \_ England is such \_ difficult country for \_ people who work outdoors.
8. In \_ winter \_ nature seems to fall asleep.
9. When \_ summer comes, \_ weather gets warm enough for people to bathe in \_ sea.
10. \_ sun rises in \_ East.
11. I enjoy walking in \_ garden at \_ night: how romantic everything looks when \_ stars and \_ moon shine in \_ darkness and \_ nightingales sing their songs!
12. Is it true that in some parts of \_ Scotland and \_ Wales it rains or drizzles nearly every day all \_ year round?



13. I spent my childhood at \_ seaside and I was nearly 14 when I saw snow for \_ first time.
14. See you after \_ Christmas!

5. Insert prepositions or adverbs where necessary.

1. The Seychelles are famous \_ their mild climate, \_ the average temperature \_  $25^{\circ}$  \_ zero.
2. They say that lying \_ the sun can be dangerous \_ midday and \_ the afternoon.
3. Don't switch \_ the TV: I'd like to listen \_ the weather forecast \_ tomorrow. I wonder if the weather is going to change \_ the better \_ last.
4. February is going to be freezing cold \_ temperatures reaching \_  $30^{\circ}$  \_ zero.
5. The sky was overcast \_ clouds and it was obvious that the weather was changing \_ the worse.
6. God, what's happened \_ the weather?! If I don't have a shower this very minute, I'll die \_ sunstroke. The temperature must be nearly  $40^{\circ}$  \_ zero.
7. It was an unusually mild winter \_ temperatures \_  $0^{\circ}$  both \_ December and \_ January.

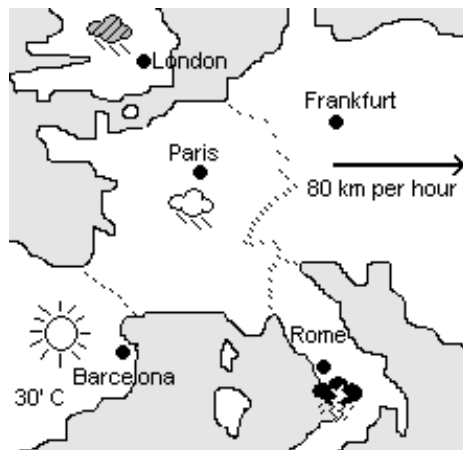
6. Classify the given verbs into regular and irregular and write their four forms: *awaken, bathe, cover, divide, fall, fill, follow, freeze, gather, last, lie (=lie in the sun), lie (=not to tell the truth), pick, pour, rain, shine, skate, spend.*

7. **Association game.** Think of as many words (nouns, adjectives, verbs) or word combinations that come into your mind by association with the following: *winter; ice; spring; summer; autumn; storm.*

8. Look at the weather map of Western Europe and complete the sentences with the words from the box:

|       |         |       |         |           |        |      |        |     |
|-------|---------|-------|---------|-----------|--------|------|--------|-----|
| sunny | thunder | windy | showers | lightning | storms | rain | cloudy | hot |
|-------|---------|-------|---------|-----------|--------|------|--------|-----|

1. Paris will be partly ..... with occasional .....
2. In London you can expect ..... throughout the day.
3. Barcelona should be very ..... and ..... all day.
4. It will be very ..... in Frankfurt.
5. You can expect to find ..... and ... in Rome during some heavy summer ...



**9.** Has the weather changed since yesterday / last week / last month? What exactly has become different? Mention the changes in as many aspects as you can (temperature / wind / sky / sun / clouds / snow / leaves / grass etc.).

**10.** What month is it now? Is today's weather characteristic of this month? Give a detailed description of today's weather and compare it with the weather typical for this month / season in our city.

### **11. The Weather-Telling Game**

- (a) Think over and present a detailed forecast for the day you are going to see your groupmates next (e.g. if your next English lesson is on Tuesday, prepare your weather forecast for Tuesday, etc.).
- (b) Listen to your groupmates' forecasts carefully and put down what each of the students predicts.
- (c) When you have a class next time, recall what each of you predicted and see which forecast is closer to reality. Use Reported Speech to speak of your groupmates' forecasts.



## Wet weather

This wet weather scale gets stronger from left to right:

damp → drizzle → pour down / downpour → torrential rain → flood

Autumn in London is usually chilly and *damp* with *rain* and *drizzle*.

It was absolutely *pouring down* / There was a *real downpour* / *It's pouring* / *It's pouring with rain*. (Such phrases are much more common than 'It's raining cats and dogs')

In the Tropics there is usually *torrential rain* most days, and the roads often *get flooded* / There are *floods* on the roads.

This rain won't last long; it's only *a shower* / We had several *showers* yesterday afternoon. [short duration]

The *storm* damaged several houses. [high winds and rain together]

*Hailstones* were battering the roof of our car. [small balls of ice falling from the sky; note also *hail* (uncountable)]

The sky is a bit *overcast*; I think it's going to rain. [very cloudy]

We had a *drought* [draut] last summer. It didn't rain for six weeks.

A spell [=period] of very hot weather often ends with a *thunderstorm*. First it becomes very humid, then you get *thunder* and *lightning*, and finally, very *heavy rain*. Afterwards, it is usually cooler and it feels fresher.

## Mist and fog

haze – light mist, usually caused by heat; adj. – hazy

mist – light fog, often on the sea, or caused by drizzle; adj. – misty

fog – quite thick, associated with cold weather; adj. – foggy

smog – a mixture of fog and pollution [smoke+fog]

## Wind

The first word here is very gentle; the last is more than 100 km per hour and can be very dangerous:

a breeze → a wind → a strong wind → a gale → a hurricane

It was a hot day but there was a lovely *breeze* / There was a gentle *breeze* on the beach, just enough to cool us.

There's a good *wind* today; fancy going sailing? / A sudden *gust of wind* blew my hat off.

It's a very *blustery* day; the umbrella will just blow away.

There's been a *gale* warning; it would be crazy to go sailing. People boarded up their windows when they heard there was a *hurricane* on the way / The *hurricane* in Florida destroyed trees and buildings.

## DIALOGUE

A young Californian and an Englishman have just met on a ski lift in the Swiss Alps.

*MIKE*: So, you are from sunny California. Tell me, is it really hot in Southern California all year round?

*BRAD*: No, it can get cold. But never freezing cold. It never snows in Los Angeles, for example. But it's chilly in winter, especially in the evenings.

*MIKE*: Does it ever rain?

*BRAD*: Not much. But in January and February we sometimes get really heavy rainstorms that last all day.

*MIKE*: And what's the summer like?

*BRAD*: It can be boiling hot in summer. Too warm for me. In Los Angeles, it gets smoggy, too. Your eyes hurt and you can't see the sun in the sky.

*MIKE*: How awful!

*BRAD*: Yes, it is. But what about English weather? Is it true that London is very foggy?

*MIKE*: No. People always think that. You see it all the time in films, but actually London hasn't had any thick fogs since the 1950s. The weather in England is bad, though.

*BRAD*: Yes, I've heard that, but how bad is it?

*MIKE*: Well, for one thing, it never gets really hot, even in summer. And for another, it rains a lot. Sometimes you can't even see the rain. It's just a little drizzle, but if you're outside you get soaking wet.

*BRAD*: Sort of like a sea mist?

*MIKE*: Yeah, that's right. Of course the weather in England is also very changeable. You know, one minute the sun is shining. Then the sun goes behind a cloud and it gets all dark and cloudy. Then there'll be a terrible storm with loud thunder and flashes of lightning. Then suddenly the sun is out again and it's lovely and bright. But just when you think it's safe to go out, along comes a quick shower and it's pouring with rain again.

*BRAD*: Sounds terrible. What do you think of the weather here?

*MIKE*: It's great. I love the snow. As long as there's no wind it's all right. Even a light breeze is unpleasant in the snow, don't you think?

*BRAD*: Yeah, I guess you're right. But every now and then we need a heavy snowstorm like that blizzard last night, so we can get some nice fresh snow to ski on. Well, here we are. Nice talking to you. Enjoy the skiing.

1. Look at the following weather descriptions and decide whether they are true of Los Angeles and/or London weather, according to the dialogue. Put crosses (x) in the right boxes:

|             | rains often | only chilly in winter | changeable | drizzles | sudden showers | smoggy | never snows | can be boiling |
|-------------|-------------|-----------------------|------------|----------|----------------|--------|-------------|----------------|
| London      |             |                       |            |          |                |        |             |                |
| Los Angeles |             |                       |            |          |                |        |             |                |

2. Make up true/false statements on the contents of the dialogue. Comment on your partner's statements using appropriate formulas of agreement/disagreement (see p. 71).

3. Give detailed answers to the following questions:

1. Where are Mike and Brad from? Where are they talking?
2. Does it ever get cold in Southern California?
3. Are there any snowstorms in Los Angeles?
4. What's the Californian summer like? Does Brad like such weather?
5. Is the weather really often foggy in London or is it no more than a stereotype?
6. What does Mike think about English weather? Why so? Enumerate the reasons.
7. How does Mike find the weather in the Swiss Alps? What about Brad?

4. Act out the dialogue with your partner.

5. *True or false?* Comment on the following statements about weather conditions, using appropriate formulas (p. 71):

1. It often pours with rain in the desert.
2. It gets quite chilly in the desert in the evening.
3. Thunder makes a noise.
4. Lightning can kill people.
5. A shower is a gentle breeze.
6. A spell of hot weather may end in a thunderstorm.
7. If it is humid, the air will be very dry.
8. Below zero, water turns to ice.
9. Heavy rain means that it is pouring with rain.
10. When it's foggy you need sunglasses.

6. The words in each of the following pairs have a similar meaning, but one word in each pair is stronger. Underline the word with the stronger meaning:

1. fog / mist
2. cold / freezing
3. chilly / cold
4. raining / pouring
5. breeze / wind
6. snowstorm / blizzard

**7. Complete these scales:**

..... → wind → strong wind → ..... → .....

..... → hot → warm → cool → ..... → cold → .....

damp → ..... → downpour → ..... → flood

**8.** Look back at the scale describing temperature. What temperatures do you think correspond to each of these adjectives when you speak about the weather in Nizhny Novgorod? (e.g. +25°C: hot or boiling? -5°C: chilly, or cold, or freezing? etc.) Express your opinion, using appropriate formulas (see p. 71).

**9. (a)** Match each word from the first column with a word from the second column to form a compound noun or a word combination describing weather conditions:

|            |         |
|------------|---------|
| thunder    | stones  |
| torrential | drift   |
| down       | storm   |
| heat       | warning |
| hail       | rain    |
| snow       | wave    |
| gale       | pour    |

(b) Make up sentences with the seven words / word combinations that you have formed.

**10.** Complete the text below with the appropriate form of the words in the box:

|      |       |       |      |      |       |     |
|------|-------|-------|------|------|-------|-----|
| wind | heavy | spell | blow | snow | humid | hot |
|------|-------|-------|------|------|-------|-----|

The single greatest influence on Japanese weather is the wind. During the summer it (1) ..... from the Pacific, causing (2) ..... and humid weather, but in winter, the north-westerly (3) ..... from Siberia are very cold and it (4) ..... heavily on the mountains of the north west. The south-eastern parts receive cold dry air. Between June and mid July, there is a (5) ..... of wet weather when the rice fields get the water vital for growth. After that, there is less (6) ..... rain, but the air is still (7) ..... . Autumn, however, is drier, and usually very pleasant.

**11.** Look through the vocabulary on pages 11-13 again and fill in each gap with one word:

My first experience of real winter weather was when I went to Northern Canada. I was used to the sort of snow that falls in London, which quickly turns into brown (1) ..... with all the people walking on it. In fact, most of the time I was in London, it didn't really snow properly, it was mostly (2) ..... . Apart from that, British winters meant a bit of white (3) ..... on my garden and occasionally having to drive very carefully on icy roads early in the morning. I had never experienced the (4) ..... and (5) ..... that can paralyse a whole city in less than an hour and close roads completely. However, when the earth finally (6) ..... and all the snow (7) ..... away in spring, everything comes to life again and looks more beautiful than ever.

**12.** Work in pairs. Dictate the texts from the previous two exercises (10, 11) to each other and then exchange your notebooks for spelling check.

**13.** What kinds of weather do you think caused the following to happen? Write a sentence which could go *before* each of these:

1. We had to sit in the shade every afternoon.
2. The sweat was pouring out of us.
3. I can hardly breathe; I wish it would rain to cool us down.
4. Cars were skidding out of control.
5. Even the postman had to use a boat to get around.
6. They had to close the airport; the snow was a metre deep.
7. We were able to sit in the garden in the middle of winter.
8. The earth became rock-hard and a lot of plants died.
9. It blew the newspaper clean out of my hands.
10. A row of big trees had been uprooted like matchsticks.
11. I could hardly see my hand in front of my face.

**14.** What types of weather are bad and good for doing these things?

*Example: Skiing – bad: mild weather which makes the snow melt;  
good: cold, clear days.*

1. Planting flowers in a garden
2. Having an evening barbecue
3. Going out in a small sailing boat
4. A day of sightseeing in a big city
5. Camping out in a tent
6. Looking at ships through binoculars

**15.** Imagine that you are a film director and you are thinking of how to create a particular atmosphere for various episodes from your film. What part of the day



and what weather conditions, in your opinion, would be ideal for the following scenes:

- the hero tells the heroine that he loves her;
- the villain is looking at the hero's house and making evil plans;
- the villain has just told the hero some terrible news (what news?) and the hero is walking blindly through the streets (empty or crowded?);
- the hero is fighting with the villain;
- the hero is rushing out into the street as he has just learnt that the heroine is at the airport and is going to leave for some distant place.

Do you think the weather will emphasize the personages' feelings or contrast with what is happening?

(a) Prepare different versions of each of the episodes above.

(b) Add a couple of more episodes to the film: describe what is happening and what the weather is like; comment on your choice of weather conditions for the given episode (what atmosphere is created).

**16. Interview** your partner using the questions below. Make notes and be ready to report your findings to the rest of the group.

1. Do you like the weather in your country?
2. When is the best weather in your region?
3. When is the worst weather in your region?
4. What place (city / country / region / etc.) do you personally find an ideal place from the point of view of weather conditions?
5. What's the worst weather you have ever experienced?

**17.** Prepare a well-constructed **monologue** about your favourite season (describe your favourite weather conditions and why you prefer this season to the rest).

### **18. Dialogue**

Mike and Brad are studying Russian at the Linguistic University in Nizhny Novgorod. It's winter, the weather is terrible and they have just met at a bus stop... The bus wouldn't come, so they have plenty of time to discuss the weather in California, in England and in Russia.

### **19. Listening**

(a) Read the following place names:

*Havana, Hong Kong, Cape Town, Geneva.*

Where are these cities located? What weather do you expect there?

(b) While listening to the weather forecast pay attention to the following adjectives to describe weather:

wintry (← *n.* winter);

breezy (← *n.* breeze);

sticky = (*informal*) hot and damp.

In which of the four cities do you think the weather is likely to be described as wintry / breezy / sticky?

(c) Listen to Gail Winters' forecast and say what the weather is like in Havana, in Hong Kong, in Cape Town and in Geneva.

(d) Is the forecast you've heard more or less the same as you expected or are there any facts which make you surprised?

(e) Imagine you are going to visit these cities: think of what items of clothing and other useful things you are going to pack (sunglasses, suntan lotion, a sunscreen, an umbrella, an insect repellent, etc.). Make a list of items and explain your decision.

**20.** Speak of a country you'd like to visit: what season would you choose for your trip and why?

**21.** (a) Complete the text below with the words from the box.

|   |
|---|
| snow showers temperature fog sleet sunny ice sunshine |
|---|

“...Good evening, my name is Ian Fish.

The good news today is that the weather will be better than yesterday, with less rain and more (1) ..... The (2) ..... will be a few degrees higher, but will drop again from the early evening onwards, getting as low as 2 degrees Celsius.

The weather tomorrow will continue to be unsettled, with (3) ..... throughout the day. There should be a few (4) ..... periods, but later in the afternoon the showers will be replaced with heavier, more prolonged rain, which will die out later in the evening.

Drivers on Sunday will be hampered by thick (5) ..... and very poor visibility. As the temperature drops, there may also be patches of black (6) ..... on the roads, and the AA advises against travelling unless it is absolutely necessary. Later, rain will turn to (7) ..... and possibly (8) ..... on higher ground.

Have a good weekend, whatever the weather, wherever you are!”

(b) Read the text again and analyse the way the forecaster structures his weather report.

(c) Now imagine you are a TV weather forecaster. Prepare the weather forecast for your region for the coming weekend saying that the weather will get worse. Follow the outline below:

*Greet viewers → Weather description → Advice → Salutation*

☀ **Give it another brush:**

**1. Insert articles where necessary:**

1. \_ day was boiling hot, but there was \_ gentle breeze blowing from \_ ocean.
2. In \_ far north \_ freezing weather continues until \_ May, when \_ ground finally starts to thaw again.
3. There was \_ real downpour, so there was no \_ hope of leaving \_ place till \_ following day.
4. It was such \_ blustery day that \_ wind blew my hat off.
5. \_ rain won't last long: it's only \_ shower.
6. \_ smog means \_ mixture of \_ smoke and \_ fog.
7. We had to stay at \_ home because of \_ gale warning.
8. \_ wet weather is \_ worst.
9. \_ hurricane in Oklahoma destroyed \_ trees and \_ buildings.
10. Have \_ nice weekend, whatever \_ weather!
11. It's quite chilly in \_ autumn here, especially in \_ evenings.
12. It was \_ early morning, but it was already obvious that \_ day would be scorching.
13. \_ spell of \_ close weather often ends with \_ thunderstorm, that is \_ heavy rain with \_ thunder and \_ lightning.
14. What about \_ English weather? Is it \_ same as you see it in \_ films?
15. There was just \_ little drizzle, but we soon got wet to \_ skin.
16. Every now and then we need \_ heavy snowstorm like \_ blizzard \_ last night.
17. It was \_ lovely summer afternoon, and we were sitting in \_ shade of \_ old oak-tree.
18. What's \_ worst weather you've ever experienced in \_ Russia?
19. \_ good news today is that \_ weather will be warmer than yesterday: \_ temperature will be \_ few degrees higher.
20. We had \_ heatwave \_ last month.
21. It was \_ unusually dark evening. \_ rain had stopped, but it was so damp that we preferred to stay indoors.

**2. Insert prepositions or adverbs where necessary:**

1. \_ first snow turned \_ slush \_ the streets, but then it settled \_ and we had real wintry weather \_ last.
2. +35° is boiling hot \_ Britain, but is quite common \_ parts \_ Spain \_ the summer.
3. "Where did you see him \_ the first time?" "Oh, we met \_ a ski lift \_ the Swiss Alps." "How romantic!"
4. The idiom 'it's raining \_ cats and dogs' means that it's pouring \_ rain.
5. We had a drought \_ last summer: it didn't rain \_ four weeks.
6. Smog is characteristic \_ big industrial cities.
7. It's too hot \_ me, I'll go and sit \_ the shade.
8. Autumn \_ London is usually chilly and damp, \_ drizzle and rain.

9. What do you think \_ the weather here?
10. Suddenly there was a terrible storm \_ thunder and flashes \_ lightning. Then the sun was \_ again. But just as we thought it was safe to go \_, a quick shower came \_ and it was pouring again.
11. \_ zero, water turns \_ ice.
12. \_ June and mid July there is usually a spell \_ wet weather.
13. We had to drive very slowly \_ icy roads early \_ the morning.
14. While listening \_ the weather forecaster, I paid attention \_ her peculiar accent.
15. \_ Tuesday drivers will be hampered \_ thick fog and poor visibility.
16. \_ less than an hour the snow paralysed \_ the whole city. \_ the evening they had closed the airport because the snow was nearly \_ a metre deep.
17. When I went out \_ the fog, I was amazed as I could hardly see my hand \_ \_ \_ my face.
18. What country do you personally find ideal \_ the point \_ view \_ weather conditions?
19. The weather tomorrow will continue to be unsettled, \_ showers \_ the day. Later \_ the afternoon the showers will be replaced \_ heavier rain.
20. It's so good to get \_ \_ the house \_ a change.
21. The blustery wind blew \_ the newspaper clean \_ \_ my hands.
22. How do you usually feel \_ a rainy day?

### 3. Render the following in English:

a)

1. Какая сегодня ужасная погода! Льёт как из ведра.
2. Весной природа пробуждается от долгого зимнего сна.
3. В мае часто бывают грозы с громом, молниями и градом.
4. Зимой приходится чаще проводить время дома, так как на улице становится холодно.
5. Всю ночь шёл сильный дождь, но когда я проснулся, небо было ясным.
6. Ветви деревьев были покрыты инеем, и парк был таким красивым, что я пожалел, что не взял с собой фотоаппарат.
7. Приезжайте к нам весной, когда зацветут сады.
8. Осторожно, здесь скользко!
9. Сквозь густой туман, как сквозь занавес, мы с Холмсом увидели сэра Генри, который бежал по тропе, преследуемый огромной собакой.
10. Сегодня в Британии облачно, местами дожди, температура около 10 градусов выше нуля. В Аргентине солнечно, температура воздуха поднимется до 24 градусов тепла.
11. Англичане часто говорят о погоде, так как погода в Великобритании очень переменчива.
12. Иногда у нас и весной бывает хорошая погода, но я всё-таки больше люблю лето, когда можно загорать и купаться.

**b)**

1. Обычно в этой области зимой вообще не бывает снега. Только ближе к северу иногда выпадает снег после Рождества.
2. Морозы держались так долго, что река замёрзла, и дети смогли кататься на коньках. Местные жители говорили, что такого не случилось с 1980 года.
3. Вы не слышали прогноз погоды на следующую неделю?
4. Всю неделю моросило, небо было покрыто тучами, а утром было трудно вести машину из-за тумана.
5. Побережье знаменито своим мягким климатом.
6. Интересно, погода, наконец, изменится к лучшему? Мне уже надоел этот бесконечный мокрый снег и слякоть.
7. Январь был очень холодным, температура упала до минус тридцати. Впервые в жизни я пожалел, что выбрал профессию полицейского.
8. Для жителей Бразилии минус пять – это уже очень холодно.
9. Из-за пурги мы решили задержаться до вечера.
10. Стояла жуткая жара, и все мечтали о ливне.
11. Осень стояла сырая и промозглая, небо было серое и затянутое тучами.
12. Из-за града все мои цветы погибли.

**c)**

1. Порывистый ветер постоянно выворачивал мой старенький зонтик наизнанку, и я промок до нитки.
2. Наконец, с моря подул лёгкий ветерок, и стало чуть-чуть прохладнее.
3. Знаменитый лондонский туман – не более чем стереотип: на самом деле в Лондоне не было густого тумана с 1950х годов.
4. В Калифорнии никогда не бывает снега.
5. Вдруг солнце скрыла туча. Вскоре началась сильная гроза со вспышками молнии и громом. Однако дождь прекратился так же неожиданно, как и начался.
6. – Как тебе здешняя погода? – Здесь очень влажный воздух. Когда нет ветра – это ещё ничего, но даже слабый ветерок кажется очень холодным.
7. Такой жаркий период часто заканчивается грозой.
8. На дорогах был гололёд, и ехать приходилось очень осторожно. Машину постоянно заносило.
9. Было очень душно, и мы перебрались на задний двор, чтобы немного посидеть в тени.
10. Вчера было штормовое предупреждение, так что на рыбалку поедem как-нибудь в другой раз.
11. Ночью были заморозки, и к утру лужи замёрзли.
12. Прошлым летом была настоящая засуха. Только представь: ни капли дождя за весь июль!

#### 4. Story writing

(a) Read the beginning of the story and state where the scene is set, who the main personages are, what they are doing and what the weather is like:

*“It was a lovely summer afternoon. Bill and Ann were having a picnic in the park with their dog, Snowy. They felt very relaxed. ‘It’s so good to get out of the house for a change,’ said Ann.”*

(b) Now read the ending and say how the characters are feeling and why:

*“Bill and Ann put their picnic blanket on the living room floor and sat down. They were relieved to be out of the rain and glad that their food was still dry. ‘Perhaps being in the house isn’t so bad after all,’ said Bill.”*

(c) Look through the beginning and the ending of the story again and write your version of the events which happened in the middle: start with a detailed description of the weather at the beginning of the picnic and go on to show how the weather changed. Do not forget to mention how it influenced the characters’ mood, how they reacted, what they said and did (minimum – 15 well-constructed sentences).

(d) Retell the story, using the given beginning and ending and the body of the story that you have written.

5. Has the weather ever ruined your plans (for the weekend, holiday, etc.)? Recall such an incident and tell your groupmates about it.

6. More **dialogues** for you (for formulas see p. 71):

1. You are meeting an English student at the airport. On the way to the hotel s/he asks you what weather to expect in Russia.
2. You are planning a holiday abroad. Discuss with your friend what country each of you would like to visit and try to convince each other by describing weather conditions there and things you could do there. Come to an agreement.
3. You don’t like today’s weather. Your friend is of a different opinion. Discuss the ways the weather influences your mood.
4. You prefer to have long holidays in winter. Your friend doesn’t share your opinion. Discuss the advantages and disadvantages of having your holidays in winter and in summer.
5. Your English friend is planning to spend a week in your country. You speak over the phone and discuss what season would be ideal for visiting Russia.

6. You are planning a weekend. You are having a spell of really good weather and would like to go on a picnic out of town. Discuss the details with your friend (where to go, how to get there, the forecast for tomorrow, what things to take, what to wear, etc.)

**7. Writing.** Describe your favourite place in different seasons.

😊 How do you usually feel on a rainy day? Do you know a lot of people who like rainy weather? Can you recall a day when you felt very happy in rainy weather?

Here is a song for you to enjoy and to sing. Be happy – whatever the weather!

### *Singing in the Rain*

I'm singing in the rain,  
 Just singing in the rain.  
 What a glorious feeling,  
 I'm happy again.  
     I'm laughing at clouds  
     So dark up above.  
     The sun's in my heart  
     And I'm ready for love.  
 Let the stormy clouds chase  
 Everyone from the place.  
 Come on with the rain,  
 I've a smile on my face.  
 I'll walk down the lane  
 With a happy refrain –  
 Just singing, singing in the rain.

## FOCUS ON GRAMMAR

### THE PAST PERFECT TENSE

1. We form the Past Perfect Tense with “**had**” and **the past participle** (=the 3<sup>rd</sup> form of the verb):

*He knew that he hadn't done anything wrong.*

*Karen didn't go to the theatre with us because she had already seen the film.*

2. We use the Past Perfect to express an action that had taken place before a definite moment in the past (a) or before another past action (b):

(a) *By 7 o'clock they had already got up and dressed.*

*By the end of March all the snow had melted.*

(b) *When Sarah arrived at the party, Paul had already gone home.*

*I had not been abroad before I went on a ski-trip to Austria.*

The Past Perfect is often used to explain the reason for events or actions:

*She was sad because she had failed the test.*

3. We often use the Past Perfect with such time expressions as **already, just, before, after, for, since, ever, never, yet, by, by the time, until/till**, etc. (a) and after expressions **it was the first time** and **it was (one of) the most** (b):

(a) *By noon the rain had stopped and it cleared up a little.*

*He had left by the time I got there.*

*I felt much better after I had drunk the water.*

*I was awfully hungry as I hadn't eaten since early morning.*

(b) *He was so nervous because it was the first time he had sung in public.*

*It was the best film she had ever seen.*

4. Note that the Past Perfect is the past equivalent of the Present Perfect:

*cf.: He can't find his watch. He has lost it.*

*He couldn't find his watch. He had lost it.*

### EXERCISES

**Ex. 1.** (a) Read the following example. The numbers show which action happened first and which happened later:

2

1

*When the police arrived, the thieves had left the building.*

- Did the police make any arrests? Why not?
- How will the meaning change if we use the Past Simple for both actions?
- Will the numbers change if we use the Past Simple for both actions?





1. You went back to your home town after many years. It wasn't the same as before. (*it/change/a lot*)
2. I invited Rachel to the party but she couldn't come. (*she/arrange/to do something else*)
3. You went to the cinema last night, but arrived at the cinema late. (*the/film/already begin*)
4. I was very pleased to see Tim again after such a long time. (*I/not/see/him for five years*)
5. I offered Sue something to eat but she wasn't hungry. (*she/just/have/breakfast*)
6. The man sitting next to me on the plane was very nervous as it was his first flight. (*he/never/fly before*)
7. A woman walked into the room. She was a complete stranger to me. (*I/never/see her before*)
8. Simon played tennis yesterday. He wasn't very good at it because it was his first game. (*he/not/play tennis before*)
9. Last year we went to Denmark. It was our first time there. (*we/not/be there before*)

**Ex. 4.** Use the sentences on the left to complete the paragraphs on the right: notice that the sentences on the left are in the order in which they happened, while the paragraphs on the right begin with the underlined sentence.

|  |   |
|--|---|
| (1) Somebody broke into the office during the night. | We arrived at work in the morning and found that somebody |
| (2) <u>We arrived at work in the morning.</u>        | ... .. into the office during the                         |
| (3) We called the police.                            | night. So we ... ..                                       |
| (1) Ann went out.                                    | I tried to phone Ann this morning                         |
| (2) <u>I tried to phone her this morning.</u>        | but ... .. no answer. She ... ..                          |
| (3) There was no answer.                             | out.  |

|  |   |
|--|---|
| <p>(1) Jim came back from holiday a few days ago.</p> <p>(2) <u>I met him the same day.</u></p> <p>(3) He looked very well.</p>  | <p>I met Jim a few days ago. He ... just ... . He ... .</p>                         |
| <p>(1) Kevin wrote to Sally many times.</p> <p>(2) She never replied to his letters.</p> <p>(3) <u>Yesterday he had a phone call from her.</u></p> <p>(4) He was very surprised.</p> | <p>Yesterday Kevin ... . He ... very surprised. He ... many times but she ... .</p> |

**Ex. 5.** Open the brackets, using Past Simple or Past Perfect.

1. "Was Tom at the party when you arrived?" "No, he (*go*) home."
2. "Was Tom at the party when you arrived?" "Yes, but he (*go*) home soon afterwards."
3. I felt very tired when I got home, so I (*go*) straight to bed.
4. The house was very quiet when I got home. Everybody (*go*) to bed.
5. Sorry I'm late. The car (*break*) down on my way here.
6. We were driving along the road when we (*see*) a car which (*break*) down, so we (*stop*) to see if we could help.

**Ex. 6.** State which action happened first and open the brackets, using Past Simple or Past Perfect.

1. When I (*leave*) the house, I (*realize*) I (*forget*) to take my keys.
2. After I (*finish*) digging the garden I (*decide*) to go for a walk.
3. I (*lend*) Fiona some money only after she (*promise*) to give it back the next day.
4. They kept arguing about the money their father (*leave*) them in his will when he (*die*).
5. Kate (*start*) cooking after John (*leave*).

6. I (*buy*) Beckie a plant yesterday because she (*sing*) so well in the concert the night before.
7. When I (*see*) Julie, I (*realize*) that I (*meet*) her before.

**Ex. 7.** Open the brackets, using Past Simple or Past Perfect.

*Conference report  
(Parkhouse Hotel 5<sup>th</sup> September)*

The conference was very successful. The seminars and talks (*be*) extremely interesting and it was obvious that the speakers (*prepare*) their material very thoroughly. Everyone (*agree*) that this should become an annual event.

There (*be*), however, a number of administrative problems. When we (*arrive*), we (*discover*) that the hotel manager (*reserve*) the wrong room for us and therefore we (*not/have*) enough space. Unfortunately he could not let us have the larger room because he (*give*) it to another group, even bigger than ours.

He also (*misunderstand*) the letter explaining what food we (*require*). In fact, we (*suspect*) that he (*lose*) the letter. We do not recommend using this hotel again.

**Ex. 8.** Open the brackets, using Past Simple, Past Continuous or Past Perfect.

(a)

Last Friday evening we (*decide*) to try out a new restaurant which recently (*open*) in the centre of town. It (*rain*) quite heavily, but luckily we (*manage*) to find a parking space right outside the restaurant.

The restaurant (*be*) quite busy, but we (*make*) a reservation, so the waiter (*take*) us straight to the table. We (*have*) a wonderful meal – the service (*be*) excellent and the food (*be*) delicious. After we (*finish*) our meal, we (*ask*) for the bill. It was then that I (*realize*) I (*leave*) my wallet in the car. My wife (*stay*) in the restaurant and I (*go*) outside to get my wallet. Imagine my surprise when I (*see*) that my car (*disappear*)!

**(b)**

Alex (*drop*) Lisa outside her house at eight. They (*spend*) the day at the beach and Lisa (*want*) a quick shower before they (*go out*) again for the evening.

However, as she (*walk*) towards the front door, she (*realize*) with horror that she (*leave*) her keys inside. Her parents (*go*) to visit her aunt and would not be back for days. What she (*be going*) to do? Alex (*tell*) her not to worry. “I can climb the ladder and get in that way,” he (*suggest*), pointing to the open bathroom window.

Unfortunately, just as he (*disappear*) inside, a policeman (*appear*). Given the circumstances, it understandably (*take*) some time to convince him that Alex (*not/be*) a burglar, but finally they (*do*) and he (*leave*).

Lisa (*say*) goodbye to Alex again and (*go*) towards the door when suddenly the wind (*blow*) it shut. Alex (*have*) to tell her there was a minor problem: he (*close*) the bathroom window before coming out. “What are we going to do now?” Lisa (*say*).

## THE PAST PERFECT CONTINUOUS TENSE

1. We form the Past Perfect Continuous Tense with the verb “**to be**” in the Past Perfect and **the present participle** (=the -ing form of the verb): *It was warm and sunny in the morning. But the ground was wet because it had been raining all night.*

2. We use the Past Perfect Continuous to express an action which was in progress up to or near the moment in the past we are talking about:

*They were wet because they had been walking in the rain.*

*I was very tired when I arrived home. I 'd been working hard all day.*

Note that the Past Perfect Continuous is the past equivalent of the Present Perfect Continuous:

*Cf: I hope the bus comes soon. I've been waiting for 20 minutes. (before now)*

*At last the bus came. I 'd been waiting for 20 minutes. (before the bus came)*

**NB:** Some verbs (*know, want, like, etc.*) are not used in the Continuous:

*We were good friends. We had known each other for years.*

## EXERCISES

**Ex. 1.** Read the situations and make up sentences from the words in brackets, using Past Perfect Continuous.

1. I was very tired when I arrived. (*I / work / hard all day*)
2. The two boys came into the house. They had a football and were both very tired. (*they / play / football*)
3. There was nobody in the room but there was a smell of cigarettes. (*somebody / smoke / in the room*)
4. Ann woke up in the middle of the night. She was frightened and didn't know where she was. (*she / dream*)
5. When I got home, Mike was sitting in front of the TV. He had just turned it off. (*he / watch / TV*)

**Ex. 2.** Open the brackets, using Past Perfect or Past Perfect Continuous.

When I entered the house something smelt awful. Someone (*cook*) and (*burn*) the meal. I (*visit*) the house once before and (*meet*) the family but I didn't know what (*happen*) since then. The house was a mess. The children (*play*) in the living-room and (*leave*) their toys all over the floor. Someone (*leave*) all the windows open. It (*rain*) for hours and all the curtains (*get*) wet and dirty. I asked the children where their parents were. They told me that their mother (*be*) in hospital for the past two weeks. Their father (*look after*) them since then. Obviously he (*do*) his best, but he couldn't do any better since he worked all morning and had to leave them all alone most of the day. I had to do something to help them.

**Ex. 3.** Open the brackets, using Past Continuous, Past Perfect or Past Perfect Continuous.

1. It was very noisy next door. Our neighbours (*have*) a party.
2. We were good friends. We (*know*) each other for a long time.
3. John and I went for a walk. I had difficulty keeping up with him because he (*walk*) so fast.
4. Mary was sitting on the ground. She was out of breath. She (*run*).
5. When I arrived, everybody was sitting round the table and talking. Their mouths were empty but their stomachs were full. They (*eat*).
6. Jim was on his hands and knees on the floor. He (*look*) for his contact lens.
7. When I arrived, Kate (*wait*) for me. She was rather annoyed with me because I was late and she (*wait*) for a very long time.
8. I was sad when I sold my car. I (*have*) it for a very long time.
9. We were extremely tired at the end of the journey. We (*travel*) for more than 24 hours.

## PAST TENSE REVISION

| Past Simple  | Past Continuous   | Past Perfect  | Past Perfect Continuous  |
|--|---|---|--|
| past actions which happened one after another in succession<br><i>She sealed the letter, put a stamp on it and posted it.</i>  | action in progress at a stated past time<br><i>He was playing tennis at 4.30 yesterday.</i>   | past action which occurred before another action or before a stated past time<br><i>He had left by the time I got there (or by 8.15).</i>                                   | action continuing over a period up to a specific time in the past<br><i>She had been working as a clerk for ten years before she resigned.</i>   |
| past habit or state<br><i>He went to school on foot (He used to go to school on foot).</i><br>complete action or event which happened at a stated past time<br><i>She called an hour ago (when?).</i>                      | past action in progress interrupted by another past action. The longer (background) action is in the Past Cont., the shorter action is in the Past Simple<br><i>When I was getting dressed the bell rang.</i> | complete past action which had visible results in the past<br><i>She was sad because she had failed the test</i>  | past action of certain duration which had visible results in the past<br><i>They were wet because they had been walking in the rain.</i>   |
| action which happened at a definite past time although the time is not mentioned; this action is not connected with the present<br><i>Shakespeare wrote a lot of plays (he is now dead – period of time now finished).</i> | two or more simultaneous (parallel) past actions<br><i>While I was sunbathing, Tim was swimming</i><br>background description to events in a story<br><i>She was flying to Paris. The sun was shining...</i>  | the Past Perfect is the past equivalent of the Present Perfect<br><i>(He can't find his watch – he has lost it.)</i><br><i>He couldn't find his watch – he had lost it.</i> | the Past Perfect Continuous is the past equivalent of the Present Perfect Continuous<br><i>(She is going to the doctor. Her leg has been aching for two days.)</i><br><i>She went to the doctor. Her leg had been aching for two days.</i> |

**Ex. 1.** Match the sentences and join them using *when, while, and, after* or *because*.

|  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. She cleaned the house</li> <li>2. Ted was making lunch</li> <li>3. She went home</li> <li>4. Jim was reading</li> <li>5. Sally went to the bank</li> <li>6. I was washing the dishes</li> <li>7. Mark went to the butcher's</li> <li>8. He was very depressed</li> </ol> | <ol style="list-style-type: none"> <li>A. Mary was laying the table</li> <li>B. she had finished her work</li> <li>C. bought some pork chops</li> <li>D. she was drying them</li> <li>E. all her guests had left</li> <li>F. he had lost his job</li> <li>G. withdrew some money</li> <li>H. the doorbell rang</li> </ol> |
|--|---|



**Ex. 2.** Match the sentences with the correct tense description:

|   |  |
|---|--|
| 1. <i>It was raining and the wind was blowing.</i>                                | a. past equivalent of the Present Perfect  |
| 2. <i>He was exhausted because he had been walking all day.</i>                   | b. action in the middle of happening at a stated past time   |
| 3. <i>There was no juice left because Jack had drunk it all.</i>                  | c. past actions which happened one after the other   |
| 4. <i>She had finished by 8 o'clock.</i>  | d. action which is not connected with the present and happened at a definite past time not mentioned |
| 5. <i>The storm broke out after we had been driving for four hours.</i>           | e. background description to events in a story   |
| 6. <i>He got into the plane, started the engine and flew off into the clouds.</i> | f. action continuing over a period up to a specific time in the past                                 |
| 7. <i>The party had already started by the time I arrived.</i>                    | g. past equivalent of the Present Perfect Continuous   |
| 8. <i>Elvis Presley died in 1977.</i>   | h. past action which occurred before another action  |
| 9. <i>I was cycling to work when I fell off the bike.</i>                         | i. past action in progress interrupted by another  |
| 10. <i>My grandfather met Winston Churchill</i>                                   | j. past action which occurred before a stated time in the past                                       |
| 11. <i>I was sleeping at 3 o'clock yesterday afternoon.</i>                       | k. event which happened at a stated past time  |
| 12. <i>She had been trying to find a job in Hollywood for years.</i>              | l. past action of certain duration which had visible results in the past                             |

**Ex. 3.** Open the brackets, using appropriate tense forms, and solve the detective puzzle.*THE DETECTIVE PUZZLE*

Trevor Stern was not a popular man, in spite of his wealth. He (*live*) in a large house about a mile outside the village of Prenton. When he (*be*) found dead in his study, no one (*cry*), not even his only daughter. It (*be*) soon clear that he (*be*) murdered. Detective Inspector Blackledge took statements from his widow, Dorothy, his seventeen-year-old daughter, Lucy, his business partner, Gerald Brook, and his doctor.

DOROTHY: I (*not/love*) my husband, he (*be*) a cold and selfish man. But I (*not/murder*) him, either. After dinner last night he (*say*) he (*want*) to check some business papers in his study. He (*have*) a meeting with Gerald, his business partner, the next morning. He (*ask*) for some tea. That was about 9 o'clock. I (*watch*) a rather exciting film on television, so I (*tell*) Lucy to take it to him. At a quarter past nine Doctor Emerson (*call*). I (*notice*) the time because

we (*expect*) him earlier. I (*answer*) the front door bell. Trevor still (*shout*) in his study. He and Lucy obviously (*have*) a serious row.<sup>1</sup> So I (*take*) the doctor into the sitting-room for a moment. Then Trevor (*stop*) shouting. I guessed Lucy (*go out*) by the back door. Doctor Emerson (*go*) to the study. I think he (*want*) to persuade Trevor to go to hospital for some tests, but Trevor (*not/want*) to go. I (*hear*) him shouting again several times over the next twenty minutes. He called him an ignorant country doctor, and later he (*say*) something like “There’s nothing you can do!” I think Lucy (*come*) into the house while the doctor still (*talk*) to Trevor. I (*hear*) the front door bang during a quiet few seconds when Trevor (*not/shout*). I (*be*) tired and fed up and (*go*) to my bedroom soon after that. My sister (*phone*) and we (*talk*) for ages. I (*tell*) her I (*decide*) to leave Trevor.

LUCY: Mum (*watch*) some stupid film after dinner, so she (*make*) me take Dad’s tea into his study. It was about nine o’clock. He (*be*) in a really mean mood. He shouted at me because I (*spill*) a few drops of tea on his desk while I (*pour*) it. I (*not/want*) to watch the film, so I (*creep*) out by the back door. I (*decide*) to go down to the village and use the public phone to call Alan. He’s my boyfriend. I never (*like*) Mum or Dad to be around when I (*talk*) to him. Especially yesterday, because Dad and I (*have*) a stupid argument about Alan the day before. It normally (*take*) a quarter of an hour to walk to the village. Perhaps it (*take*) less time last night. I can’t prove I (*go*) to the village. No one (*see*) me when I (*walk*) to the village. I (*see*) Gerald, that’s Dad’s business partner. He (*not/see*) me, though, because it was dark outside. He (*talk*) on the phone, I think. Alan (*not/answer*) the phone. Then I (*remember*) he (*tell*) me he (*play*) in a concert that evening. So I (*walk*) home again. I (*meet*) Gerald just before I (*reach*) our house. He (*look*) for his dog. That was about twenty to ten. I (*come in*) by the back door as quietly as possible and (*go*) to bed. I (*not/want*) to see my parents again that evening.

---

<sup>1</sup> row [rau] = scandal

DOCTOR EMERSON: I (*call*) at the Sterns' house at 9:15. I (*be*) rather later than I (*plan*) to be because I (*visit*) another patient. When Mrs. Stern (*let*) me into the house she (*seem*) rather embarrassed and (*show*) me into the sitting-room. I (*can*) hear Trevor Stern shouting at somebody in his study. Mrs. Stern said something about teenage girls and that they (*have*) problems with Lucy. Well, the shouting (*stop*) almost immediately, so I (*go*) to his study. Lucy already (*leave*) the room before I (*get*) there. I tried to explain to Trevor why he (*need*) those hospital tests, but he (*not/let*) me. He said I (*be*) an ignorant country doctor who (*not/know*) what he (*talk*) about. I (*realize*) it was no use arguing with him, so I (*leave*) after only a few minutes. I (*be*) quite angry, actually. I (*let*) myself out of the house without seeing Lucy or Mrs. Stern.

GERALD BROOK: Yes, Trevor was my business partner. We (*not/be*) really friends. Yes, my house (*be*) just round the corner from the Sterns'. I (*live*) here for two years now. I (*have*) a little cottage in the village. But I (*buy*) this house when I (*start*) to earn a lot of money. I can't really tell you very much about the night Trevor (*die*). I (*take*) my dog for a long walk that evening. I (*go*) up on the hills, away from the village. Then the stupid dog (*go*) after a rabbit or something and I (*lose*) him in the dark. I (*look*) for him when I (*meet*) Lucy, as a matter of fact. She (*walk*) up the road towards their house. She (*seem*) rather upset. I asked her if she (*see*) the dog, but she said she (*not*). She (*go*) into her house and I (*find*) him a few minutes afterwards. I was back home just after 9:45.

Detective Inspector Blackledge showed the statements to her colleague, Sergeant Ross:

- Well, Ross. What you (*think*)? Who killed Stern?
- I (*not/know*). It (*not/be*) his wife. She even (*not/go*) into the study.
- But she admits she (*not/love*) him. You (*think*) she is in love with the doctor?

- It's possible. And perhaps Trevor Stern (*find out*). But we know the doctor was at the hospital by 10 o'clock that night. And that's at least half an hour from the Sterns' house.

- But that (*mean*) he (*leave*) the Sterns' house by half past nine.

- Exactly.

- Anyway, Dorothy Stern told her sister she (*leave*) her husband. She (*not/need*) to murder him.

- But what about Lucy?

- Yes, there's something about Lucy's story which (*not/fit*). Let's see, what did Gerald Brook say?

- That's it! Lucy (*not/walk*) to the village and back, if he (*meet*) her at twenty to ten. Her father still (*shout*) at her at 9:15.

- But look at all the statements. The times (*not/fit*).

- Neither do the facts. Someone (*tell*) lies.

- I think it's time we made an arrest.

## REPORTED SPEECH

|   |   |
|---|---|
| <b>Direct speech</b> is the exact words someone said.                                     | <i>"I'll go to London," she said.</i>   |
| <b>Reported speech</b> is the exact meaning of what someone said but not the exact words. | <i>She said she would go to London.</i> |

We can report: - statements;  
 - questions;  
 - commands, requests, suggestions.

## REPORTED STATEMENTS

1. To report statements we use a reporting verb (*say, tell, explain* etc.) followed by a that-clause. In spoken English *that* can be omitted:

*He said, "I feel sick." → He said (that) he felt sick.*

2. Pronouns change according to the context:

*He said, "I'll lend you my car." → He said he would lend me his car.*

3. Time words and demonstrative pronouns change as follows:

| <b>Direct speech</b> | <b>Reported speech</b>                |
|----------------------|---------------------------------------|
| today, tonight       | that day, that night                  |
| this week/month/year | that week/month/year                  |
| now                  | then, at that time                    |
| yesterday            | the day before, the previous day      |
| last night           | the night before, the previous night  |
| last week/month/year | the previous week/month/year          |
| tomorrow             | the next day / (on) the following day |
| next week/month/year | the following week/month/year         |
| ago                  | before                                |
| this/these           | that/those                            |
| here                 | there                                 |

*She said, "I'm leaving for London tonight." → She said (that) she was leaving for London that night.*

*He said, "I saw them here about an hour ago." → He said he had seen them there about an hour before.*

*He said, "I'll phone you tomorrow." → He said he would phone me the next day / the following day.*

4. When the introductory verb is in the Present, there are no changes in the verb tenses: “Helen speaks Polish fluently,” she says. → She says that Helen speaks Polish fluently. He says, “I’ll send you a postcard.” → He says he’ll send me a postcard.

5. When the reporting verb is in the past, the verb tenses change as follows:

| Direct speech              | Reported speech            |
|----------------------------|----------------------------|
| Present Simple             | Past Simple                |
| Present Continuous         | Past Continuous            |
| Present Perfect            | Past Perfect               |
| Present Perfect Continuous | Past Perfect Continuous    |
| Past Simple                | Past Perfect               |
| Past Continuous            | Past (Perfect) Continuous* |
| Past Perfect               | Past Perfect               |
| Future                     | Future-in-the-Past         |

“He likes walking,” she said. → She said he liked walking.

“He is watching TV,” she said. → She said he was watching TV.

“He has just left,” she said. → She said he had just left.

“I’ve been typing since morning,” she said. → She said she had been typing since morning.

“He left an hour ago,” she said. → She said he had left an hour before.

“I wasn’t feeling well,” he said. → He said he hadn’t been feeling well.\*

“I had already written to him,” he said. → He said he had already written to him.

“He’ll be back in an hour,” she said. → She said he would be back in an hour.

\* Past Continuous sometimes remains the same in Reported speech:

“I was reading while my parents were watching TV,” she said. → She said she was reading while her parents were watching TV.

**NB:** There are no changes in the verb tenses in Reported speech if the direct sentence expresses a general truth:

“The earth is a planet,” he said. → He said the earth is a planet.

**NB:** The verb tenses can change or remain the same in Reported speech if a sentence expresses something which is up to date or still true:

“I like ice-cream,” he said. → He said he likes/liked ice-cream (=he still does).

But we *must* change the verb tense if there is a difference between what was said and what is really true:

Tom said, “New York is the capital of Great Britain.” → Tom said that New York was the capital of Great Britain (= which is certainly not true).

We use **tell** in Reported speech when this verb is followed by the person the words were spoken to (**tell sb sth**):

*She told me that she couldn't drive.*

We use **say** in Reported speech when this verb is not followed by the person the words were spoken to (**say that...**) or we use **say sth to sb**:

*She said that she couldn't drive.*

*He said to me that he was not feeling well.*

Here are a few set expressions with **say** and **tell**:

*say good morning/evening etc.*

*say hello/goodbye*

*say something*

*say one's prayers*

*say a few words*

*say so*

*tell the truth*

*tell a lie*

*tell sb the time*

*tell sb one's name*

*tell a story*

*tell a secret*

*tell sb the way*

*tell one from another*

## REPORTED QUESTIONS

1. In Reported questions we use direct word order and omit the question mark.

2. To introduce a reported question we use the verbs *ask*, *wonder*, *be interested to know* etc:

*He said, "Where did you stay?" → He asked where I had stayed.*

3. We use **wh-words** (*what, who, when, where, why, how*) for special questions and **if/whether** for general questions:

*He asked me, "Where has she gone?" → He asked me where she had gone.*

*He asked me, "How old is she?" → He asked me how old she was.*

*He asked me, "Did you have a nice time?" → He asked me if I had had a nice time, or He asked me whether I had had a nice time.*

4. Pronouns, time expressions and tenses change as in statements.

## REPORTED COMMANDS / REQUESTS / SUGGESTIONS

1. To report commands or requests we use such verbs as *ask*, *tell*, *order*, etc. followed by a *to*-infinitive:

*He said to me, "Phone me at eight, will you?" → He asked me to phone him at eight.*

*"Please don't tell anybody what happened," Ann said to me. → Ann asked me not to tell anybody what had happened.*

*"Stay in bed for a few days," the doctor said to me. → The doctor told me to stay in bed for a few days.*

*He said to me, "Don't lie to me." → He told me not to lie to him.*

2. To report suggestions we use the verb *suggest* followed by an *-ing*-form:

*He said, "Let's go out." → He suggested going out.*

## EXERCISES

**Ex. 1.** You met Judy yesterday. Here are some of the things she said to you:

1. "My parents are very well."
2. "I'm going to learn to drive."
3. "John has given up his job."
4. "I can't come to the party on Friday."
5. "I want to go away for a holiday but I don't know where to go."
6. "I'm going away for a few days."
7. "I'll phone you when I get back."

Later you tell somebody what Judy said: *Judy said that ...*

**Ex. 2.** Yesterday you met a friend of yours, Charlie. Here are some of the things he told you:

1. "I'm living in London now."
2. "My father isn't very well."
3. "Sharon and Paul are getting married next month."
4. "Margaret has had a baby."
5. "I don't know what Fred is doing."



6. "I saw Helen at a party in June and she seemed fine."
7. "I haven't seen Diane recently."
8. "I'm not enjoying my job very much."
9. "You can come and stay at my flat if you are ever in London."
10. "My car was stolen a few weeks ago."
11. "I want to go on holiday but I can't afford it."
12. "I'll tell Ann I saw you."

Later that day you tell another friend what Charlie said. Use reported speech.

**Ex. 3.** Report what the Jones family said when they came home from their holiday:

1. *Mr Jones*: "I had a brilliant time."
2. *Mrs Jones*: "I was getting bored of lying on the beach."
3. *Jimmy*: "I didn't like the food."
4. *Grandmother*: "The waiters were very rude."
5. *Judy*: "I'm not looking forward to going back to school."
6. *Paul*: "I've never had so much fun in my life."
7. *Patrick*: "I made so many new friends."
8. *Tracy*: "I hope we'll go to the same place next year."
9. *Danny*: "I'm going to get my photos developed tomorrow."
10. *Tina*: "I'm exhausted."

**Ex. 4.** Last week you had lunch with Rachel, a friend you hadn't seen for a long time. Look at the list of things she said to you, then tell another friend what she said. Use reported speech.

1. I'm going to work in Spain next year.
2. I work for a small publishing company.
3. I'm their marketing manager.
4. The company has opened an office in Barcelona.

5. It's been very successful.
6. I've been chosen to run a new office in Madrid.
7. I'm studying Spanish in the evenings.
8. I don't have much time to enjoy myself.
9. I haven't had lunch with a friend for ages.
10. I hope my friends will come and visit me in Madrid.
11. I went there last week with my secretary.
12. We didn't have much time for sightseeing.
13. I have to get back to work now.

**Ex. 5.** (a) Here are some things that Ann said to you:

*"I've never been to the United States."*

*"I can't drive."*

*"I'm working tomorrow evening."*

*"Jane is a friend of mine."*

*"I don't like fish."*

*"I haven't got any brothers or sisters."*

*"Dave is lazy."*

*"Jane has a very well-paid job."*

(b) But later Ann says something different to you:

1. "Dave works very hard."
2. "Let's have fish for dinner."
3. "I'm going to buy a car."
4. "Jane is always short of money."
5. "My sister lives in London."
6. "I think New York is a fantastic place."
7. "Let's go out tomorrow evening."
8. "I've never spoken to Jane."

You tell her, "*But you said...*" (Use the information from (a)).

**Ex. 6.** Report the following statements, watching the changes in the tense forms and place/time words, etc.:

1. "I work here on Saturdays," she said.
2. "I'm going to London tomorrow," he said.
3. "I've written a letter today," he said.
4. "I saw an old friend yesterday," she said.
5. "I'd forgotten to tell you," she said.
6. "I'll ring you up later this week," he said.
7. "I'm leaving for Washington tonight," she said.
8. "I'm terribly busy now so I'll call you next week," he said.
9. "We met Jennie with her new boyfriend last night," she said.
10. "These people came to our office a week ago and asked a lot of strange questions," she explained.
11. "I haven't seen this man since last Monday," she said.

**Ex. 7.** What were the speaker's exact words? Read the following reported statements and restore original remarks. Use direct speech.

1. A: Where is Ann? B: She's gone home. She said she wasn't feeling well.  
(*MODEL: Ann said, "I ... .."*)
2. A: Is Mike coming to the party tomorrow? B: He told me that he would come straight after work. (*Mike said, "..."*)
3. A: Are you going to the supermarket tonight? B: No, John said that he would do the shopping this week. (*John said, "..."*)
4. A: Sarah asked me to help her with her essay. B: Yes, she told me that she was having problems with it. (*Sarah said, "..."*)
5. A: When I saw Julie this morning she said that she was going into town.  
(*Julie said, "..."*) B: Yes, I bumped into her at the bus stop. She said that she was doing her Christmas shopping. (*She said, "..."*)

**Ex. 8.** Complete the sentences with the appropriate form of *say* or *tell*.

(a)

1. Can you \_ me what time the film starts?
2. She \_ she would never speak to him again.
3. I promise to \_ the truth, the whole truth and nothing but the truth.
4. She always \_ 'good morning' to her neighbours.
5. Ruth \_ her prayers and went to bed.
6. Sometimes it's hard to \_ one twin from another.
7. Who \_ you I was married?
8. I couldn't believe what he \_ to me.
9. Would you mind \_ me what you're doing?
10. "Go and tidy your room," she \_ to her son.

(b)

1. Ann \_ goodbye to me and left.
2. \_ us about your holiday. Did you have a nice time?
3. Don't just stand there! \_ something!
4. I wonder where Sue is. She \_ she would be here at 8 o'clock.
5. Jack \_ me that he was fed up with his job.
6. The doctor \_ that I should rest for at least a week.
7. Don't \_ anybody what I \_. It's a secret just between us.
8. "Didn't she \_ you what happened?" "No, she didn't \_ anything to me."
9. George couldn't help me. He \_ me to ask Kate.
10. George couldn't help me. He \_ to ask Kate.

**Ex. 9.** You had a job interview yesterday. Here are some of the things the interviewer asked you:

1. How old are you?
2. What university did you study at?
3. Where are you working at present?

4. How long have you been working in your present job?
5. Why did you apply for this job?
6. Can you speak any foreign languages?
7. Have you got a driving licence?
8. What do you do in your spare time?

Later you tell a friend what the interviewer asked you. Use reported speech: *She asked me ... / She wanted to know ...* etc.

**Ex. 10.** Lydia Chan interviewed her grandmother for a family history project at school. These are the questions she asked:

1. Can I talk to you about your life?
2. Could you show me some photos?
3. What's your full name?
4. Who chose your name?
5. Where were you born?
6. What country did your family come from?
7. What was your biggest adventure?
8. What are you most proud of?

The next day her grandmother told a friend about their talk. Write Lydia's questions as her grandmother reported them.

**Ex. 11.** You have been away for a while. Now that you are back in your home town you meet Gerry, a friend of yours, who asks you a lot of questions:

1. How are you?
2. Where have you been?
3. How long have you been back?
4. What are you doing now?
5. Where are you living?
6. Why did you come back?
7. Are you glad to be back?
8. Do you have any plans to go away again?

9. Can you lend me some money?

Later you tell another friend what Gerry asked you. Use reported speech.

**Ex. 12.** Report the tourists' questions to the tour guide:

1. *The boy in a cap*: "Where's the main tourist office?"
2. *The old man*: "Did you find my suitcase?"
3. *The woman in a hat*: "How long have you worked here?"
4. *The woman in sunglasses*: "What are we going to do today?"
5. *The tall man*: "What time do we leave tomorrow?"
6. *The Chinese boy*: "Who made the sculpture in the square?"
7. *The man with a moustache*: "What time do the shops open?"
8. *The boy with a camera*: "When is breakfast served in the hotel?"
9. *The old woman*: "Is there a shopping centre near here?"
10. *The bald man*: "Do you know where the nearest bank is?"

**Ex. 13. (a)** Last week a market researcher stopped Sid and asked him some questions:

1. How often do you buy new clothes?
2. When did you last buy an article of clothing?
3. Where do you usually buy your clothes?
4. What's the most you've ever spent on one article?
5. When are you next going to buy some clothes?
6. Have you ever visited Lennon's Fashion House?
7. Would you like a Lennon's credit card?
8. Can I show you round Lennon's for five minutes?

Complete the conversation Sid had with his wife Doris when he arrived back home. Use the information from the questions above.

*SID*: Hello, dear. I'm sorry I'm late, but I was stopped by a market researcher

*DORIS*: Oh really! What happened?

*SID:* Well, she just wanted to ask me some questions.

*DORIS:* Oh yes? What did she ask you?

*SID:* Well, first she asked me how often (1) ..... .

*DORIS:* Yes.

*SID:* Then she wanted to know when (2) ..... .

*DORIS:* Go on.

*SID:* After that she asked me where (3) ..... and what (4) ..... .

*DORIS:* Oh dear!

*SID:* Next she wanted to know when (5) ..... and if (6) ..... .

*DORIS:* Oh no. That's that expensive new shop.

*SID:* Finally she asked me if (7) ..... and whether (8) ..... .

*DORIS:* And of course you said yes. How much have you spent?

*SID:* How should I know? I used my new credit card.

**(b)** Act out the dialogue.

**(c)** Have you ever been stopped by a market researcher? Make up a dialogue by analogy and act it out.

**Ex. 14.** Complete the sentences with the appropriate form of *say*, *tell* or *ask*:

**(a)**

1. Alan told me to \_ you he can't come tonight. He's got a meeting.
2. Alan told me to \_ you he's going to be late.
3. Alan told me to \_ hello.
4. Alan told me to \_ you if you could call him.
5. Alan told me to \_ good luck with the exam.
6. Alan told me to \_ you if you could get some milk on the way home.
7. Alan told me to \_ thanks for the tickets.
8. Alan told me to \_ you not to be late. The film starts at eight.

**(b)**

1. He \_ me to wait outside.
2. He \_ that he liked it.

3. He \_ Jane that he was going to be late.
4. He \_ me if I could help him.
5. He \_ me not to speak so fast.

**Ex. 15.** Report Mrs Baxton's instructions to the cleaner (*She told her to ...*):

1. "Clean the bathroom."
2. "Make the beds."
3. "Don't forget to tidy the bedrooms."
4. "Feed the dogs."
5. "Sweep the kitchen floor."
6. "Don't leave the rubbish in the kitchen."
7. "Remember to water the plants."
8. "Do the washing-up."
9. "Hoover the sitting-room."
10. "Don't let anyone into the house."

**Ex. 16.** Complete the table below with direct and reported commands and requests:

| Direct speech:                          | Reported speech:                            |
|---|---|
| 1. "Turn left."                         | 1. ...                                      |
| 2. "Don't turn right."                  | 2. ...                                      |
| 3. ...                                  | 3. <i>She told me to slow down.</i>         |
| 4. ...                                  | 4. <i>She told me not to drive so fast.</i> |
| 5. "Will you please turn on the radio?" | 5. ...                                      |
| 6. ...                                  | 6. <i>She asked me to open the window.</i>  |



**Ex. 17.** Read the advice that a TV news commentator John Stossel gave the viewers about the common and very dangerous problem of feeling sleepy when driving. Rewrite his advice, using reported speech.

1. "Pull over and take a brief nap." → *He told the viewers ...*
2. "Don't take a long nap."
3. "Sing to yourself."
4. "Turn the radio to an annoying station."
5. "Open the window."
6. "Be careful where you take a nap."
7. "Don't stop on a deserted roadside."
8. "Don't drink and drive."

**Ex. 18.** Choose one of the remarks from (a) to complete each sentence in (b), using reported speech. See model in number 1 (b).

(a) "Don't wait for me if I'm late."

"Can you open your bag, please?"

"Please slow down!"

"Don't worry, Sue."

"Will you marry me?"

*"Hurry up!"*

"Mind your own business."

"Could you repeat what you said, please?"

"Do you think you could give me a hand, Tom?"

(b) 1. *MODEL:* Bill was taking a long time to get ready, so I *told him to hurry up.*

2. Sarah was driving too fast, so I asked ...
3. Sue was very pessimistic about the situation. I told ...
4. I couldn't move the piano alone, so I ...
5. The customs officer looked at me suspiciously and ...
6. I had difficulty understanding him, so I ...

7. I didn't want to delay Ann, so I ...
8. John was very much in love with Mary, so he ...
9. He started asking me personal questions, so ...

**Ex. 19.** Turn from direct speech into reported speech.

**(a)**

1. "I've finished my work at last," she said.
2. "Why are you looking at me like that?" she asked him.
3. "Don't play with matches," his mother said.
4. "I've forgotten to bring my lunch with me," he said.
5. "Will you be home soon?" she asked her husband.
6. "Go to bed!" Father said to the children.
7. "I'll clean the car tomorrow," Tim said to his father.
8. "Where have you been?" Gary asked his wife.
9. "I've been working for the same company since 1970," he said to me.
10. "Do you know Garfield?" she asked me.

**(b)**

1. *The Forecaster*: "The weather will be cloudy tomorrow and the temperature is going to drop to 5 degrees Centigrade."
2. *Helen*: "Have you heard the forecast for next week, Jack?"
3. *James to his wife*: "I hate driving in the fog."
4. *The wife to James*: "Please be careful and don't drive too fast."
5. *Kate*: "I have never visited France in spring."
6. *Ms O'Brian to the travel agent*: "What's the best season to visit Thailand?"
7. *The gardener to Mr Taylor*: "We'll plant these flowers when the weather gets warm enough."
8. *Mary to her friend*: "What was the weather like in the mountains?"
9. *Mike*: "Do you think it's going to snow again?"
10. *Mrs Brown*: "We had a heatwave last month."

11. *Tom to his mother*: “The wind blew my hat off so I’ll have to buy a new one.”
12. *Mike*: “Tell me about the weather in California.”

## MODAL VERBS

Modal verbs are used to express ability, possibility, probability, logical assumptions, permission, requests, offers, suggestions, advice, criticism, obligation, prohibition or necessity.

The modal verbs *can, may, must, need, should*

- are used with the Infinitives of other verbs without the particle *to* (*You should be more attentive at the lesson. You may go now*);
- form questions and negations without the auxiliary *do* (*May I help you, sir? I can't stay after classes. You needn't put on a jacket – it's rather warm*);
- do not take *-s* in the 3<sup>rd</sup> person singular (*He can speak Chinese fluently*);
- have no analytical forms – other expressions are used instead (*'I haven't been able to sleep recently'* – as the verb *can* has no perfect form);
- can be used to express both present and future without changing their form (*Sorry, I can't join you tonight. When you see him next week, you mustn't speak to him about it*),
- are used for short answers and question tags (*Yes, you can. No, you needn't // You can write, can't you?*).

Other modals include *to be able to, to have to, to be to* and a few others.

## CAN (COULD)

This verb is used to express ability or possibility.

**1.** If you say *you can do sth*, you mean there is nothing to stop you if you want to do it: you are strong enough, or you have learnt how to do it, or you have been given permission, or it is physically possible:

*Can you speak any foreign languages?*

*I can come and see you tomorrow if you like.*

The past form of *can* in this meaning is *could*. You say that *sb could do sth* if you mean that *sb* had the general ability or permission to do it:

*She spoke in a very low voice, but I could understand what she said.*

*We were completely free. We could do what we wanted. (=we were allowed to...)*

**2.** *Could* is used not only as a past form of *can*, but also to talk about possible actions now or in the future. If you say that *something could happen*, you mean that it is possible:

*The phone is ringing. It could be Tim. (=perhaps)*

*It could rain later.*

*I'm so angry with him. I could kill him! (=you don't really mean what you say)*

**3.** *Can* in questions or negations (*cannot, can't*) may also indicate that something is impossible to believe or take place:

*Can it be true?*

*It cannot be true! He can't really think so! (=that's not possible)*

**4.** *Can* and *could* are also used in informal situations when you are asking for permission; *could* is used when you are not sure that you will get permission, or you don't want to sound too sure:

*Can/could you open the door, please? (informal, cf. may/might 1)*

*Tom, can/could I borrow your umbrella? – Of course you can.*

*(on the phone) Hello, can I speak to Gerry, please?*

## MAY/MIGHT

**1.** *May/might* is sometimes used to ask for and give permission [cf. can/could 4.: *may* and *might* are more formal and less common]:

*May I use your phone? – Certainly you may. (formal)*

*I wonder if I might ask you something.*

**2.** *May/might* are often used to express possibility:

*I haven't decided yet where to spend my holidays. I may/might go to Ireland. (=perhaps I will go to Ireland)*

*Take an umbrella with you when you go out. It may/might rain later. (=it is possible, perhaps) [cf. could 2.]*

## MUST

**1.** *Must* is used to express obligation or necessity:

*The windows are very dirty. I must clean them.*

*It's a fantastic film – you must see it!*

Note that *must* is only used for present or future situations; it borrows the rest of the tenses from *have to*.

**2.** *Mustn't (must not)* is used to express prohibition, that is to tell people not to do sth:

*You must keep it a secret. You mustn't tell anybody else. (=don't tell anybody)*

*I mustn't forget to phone Julia – it's her birthday today. (=I must remember to do it)*

**3.** *Must* is also used to express probability and supposition, when you feel that something is true:

*You've been travelling all day. You must be tired. (=I'm sure you are tired) [cf. could 2, may/might 2.]*

## NEEDN'T

*Need* as a modal verb is used only in negative sentences (*needn't*) to express the absence of necessity and is similar in meaning to *don't have to*:

*We've got plenty of time, we needn't hurry* (=it is not necessary, we don't need to hurry).

*You can come with me if you like but you needn't come if you don't want to.* (=it is not necessary, you don't have to do it if you don't want to)

**NB:** *need* in the meaning *нуждаться, понадобиться* is a regular verb and therefore can take -s in the 3<sup>rd</sup> person sg and forms questions and negations with the help of auxiliary *do*: *He needs to get a new suit. We don't need to hurry.*

## SHOULD

We use *should* to give advice or to give an opinion:

*You look tired. You should go to bed.*

*You shouldn't believe everything you read in the newspapers.*

*Should we invite her to the party? – Yes, I think we should.*

Note that *should* is not as strong as *must*.

Cf: *You should apologise* (=it would be a good thing to do)

*You must apologise* (=you have no alternative)

## TO BE ABLE TO

*Be able to* is sometimes used instead of *can* to express ability:

*I'm afraid I can't come tonight = I'm afraid I won't be able to come tonight.*

As *can* has only two forms (*can* and *could*), it is sometimes necessary to use *be able to*:

*I haven't been able to sleep recently.* (←*can* has no perfect form)

*Tom might be able to join us tomorrow. I used to be able to sing well.* (←*can* has no Infinitive)

Note that we use *was/were able to* (not *could*) if we are talking about what happened in a particular situation (=managed to), while *could* is used for general ability:

Cf. *Jack was an excellent tennis player. He could beat anybody* (= he had the general ability to do so);

*Jack and Alf had a game of tennis yesterday. Alf played very well but in the end Jack was able to beat him* (=he managed to do it).

The negative form *couldn't* is possible in both cases (*Alf played well but he couldn't beat Jack*).

## TO HAVE TO

We use *have to* to say that it is necessary to do sth because of certain circumstances:

*You can't turn right here. You have to turn left.* (=because of the traffic system)

*We had to walk home last night as there were no buses.* (=we had no choice)

*Have you ever had to go to hospital?*

*What do I have to do to get a driving licence?*

*He's not working tomorrow, so he doesn't have to get up early* (= he doesn't need to do it, it is not necessary)

Note that *have to* forms questions and negations with the help of auxiliary *do*.

## TO BE TO

You say that *you are to do sth* when you mean that it is necessary to do it because it was previously agreed upon or arranged:

*We are to meet at five.* (=according to our agreement)

*You are to hand in your essays before the exam.* (=according to the programme)

*Every student was to attend the meeting.* (=according to the Dean's order/instruction)

## MODAL VERBS IN REPORTED SPEECH

| Direct speech:                            | Reported speech:                          |
|---|---|
| "I <i>can</i> go there at once," he said. | He said he <i>could</i> go there at once. |
| "It <i>may</i> rain," she said.           | She said it <i>might</i> rain.            |
| "You <i>must</i> leave me," she said.     | She told me I <i>had to</i> leave her.    |

*Mustn't, needn't, might, could, should* do not change in Reported speech.

## EXERCISES

**Ex. 1.** Write down questions to find out if your groupmates can do the following:

1. swim, 2. ski, 3. play chess, 4. run ten kilometres, 5. do the splits, 6. drive, 7. ride a horse, 8. cook, 9. play a musical instrument.

Answer these questions yourself and add three more things you can do and three things you can't do.

**Ex. 2.** Complete the sentences. Use *can*, *can't*, *could*, *couldn't* and one of the verbs from the box:

|  |
|--|
| come decide eat find find hear go go see speak sleep |
|--|

1. I'm sorry but we \_\_\_ \_\_\_ to your party next Saturday.
2. I like this hotel room. You \_\_\_ \_\_\_ the mountains from the window.
3. I was tired but I \_\_\_ \_\_\_.
4. You are speaking very quietly. I \_\_\_ \_\_\_ you.
5. I wasn't hungry yesterday. I \_\_\_ \_\_\_ my dinner.
6. Have you seen my bag? I \_\_\_ \_\_\_ it.
7. Catherine got the job because she \_\_\_ \_\_\_ five languages.
8. Ann doesn't know what to do. She \_\_\_ \_\_\_.
9. I wanted to speak to Martin yesterday but I \_\_\_ \_\_\_ him.
10. Jim \_\_\_ \_\_\_ to the concert next Saturday. He has to work.
11. Paula \_\_\_ \_\_\_ to the meeting last week. She was ill.

**Ex. 3.** What do you say when you ask people to open the door, to pass you the salt, to turn off the music, to borrow a pen, to give you their phone number? Use *can* or *could*.

**Ex. 4.** Fill in *can* or *be able to* in the appropriate form.

(a)

1. George has travelled a lot. He \_\_\_ speak four languages.
2. I haven't \_\_\_ sleep very well recently.
3. Sandra \_\_\_ drive but she hasn't got a car.



4. I can't understand Martin. I've never \_\_\_ understand him.
5. I used to \_\_\_ stand on my head but I can't do it now.
6. I can't see you on Friday but I \_\_\_ meet you on Saturday morning.
7. Ask Catherine about your problem. She might \_\_\_ help you.

**(b)**

1. I've been looking for your glasses but I \_\_\_ find them yet.
2. By the time Phillis was ten, she \_\_\_ speak three languages.
3. If you don't tell me what your problem is, I \_\_\_ help you.
4. I got home early last night so I \_\_\_ watch my favourite programme on TV.
5. I \_\_\_ eat anything when I was younger, but now I have to be more careful.
6. He \_\_\_ pass the exam because he had studied hard.

**Ex. 5.** Fill in *can* or *be able to* in the appropriate form. Add *not* where necessary.

1. My grandfather was a very clever man. He \_\_\_ speak five languages.
2. I looked everywhere for the book but I \_\_\_ find it.
3. They didn't want to come with us at first but we \_\_\_ persuade them.
4. Laura had hurt her leg and \_\_\_ walk very well.
5. Sue wasn't at home when I phoned her but I \_\_\_ contact her at her office.
6. The first shop I went to didn't have any tomatoes, but I \_\_\_ get some in the next shop.
7. My grandmother loved music. She \_\_\_ play the piano very well.
8. I had forgotten to take my camera so I \_\_\_ take any photographs.

**Ex. 6.** Complete the sentences. Use *must* and one of the verbs from the box.

|    |    |    |       |      |      |     |
|----|----|----|-------|------|------|-----|
| be | go | go | learn | meet | wash | win |
|----|----|----|-------|------|------|-----|

1. We \_\_\_ \_\_\_ to the bank today. We haven't got any money.
2. Marilyn is a very interesting person. You \_\_\_ \_\_\_ her.
3. My hands are dirty. I \_\_\_ \_\_\_ them.
4. You \_\_\_ \_\_\_ to drive. It will be very useful.

5. I \_\_\_ \_\_\_ to the post office. I need some stamps.
6. The game tomorrow is very important for us. We \_\_\_ \_\_\_ .
7. You can't always have things immediately. You \_\_\_ \_\_\_ patient.

**Ex. 7.** Complete the sentences. Use *have to* in the necessary form and one of the verbs from the box.

|        |     |        |    |    |      |       |        |      |      |
|--------|-----|--------|----|----|------|-------|--------|------|------|
| answer | buy | change | do | go | read | speak | travel | walk | wear |
|--------|-----|--------|----|----|------|-------|--------|------|------|

1. My eyes are not very good. I \_\_\_ glasses.
2. At the end of the course all the students \_\_\_ a test.
3. We \_\_\_ home last night. There were no buses.
4. It's late. I \_\_\_ now. I'll see you tomorrow.
5. Mary is studying literature. She \_\_\_ a lot of books.
6. I went to the supermarket after work yesterday. I \_\_\_ some food.
7. Albert doesn't understand much English. You \_\_\_ very slowly to him.
8. The train doesn't go all the way to London. You \_\_\_ at Bristol.
9. We did an exam yesterday. We \_\_\_ six questions out of ten.
10. Kate is not often at home. She \_\_\_ a lot in her job.

**Ex. 8.** Ask questions using *have to*. Do not forget the auxiliary *do*!

1. I have to get up early tomorrow. (At what time ...?)
2. George had to wait a long time. (How long ...?)
3. Liz had to go somewhere. (Where ...?)
4. We had to pay a lot of money. (How much ...?)
5. I have to do some work. (What exactly ...?)
6. I had to go to hospital last week. (Why ...?)
7. George had to pay a parking fine yesterday. (How much ...?)
8. I have to phone my sister now. (Why ...?)

**Ex. 9.** Insert *I must* or *I had to*.

1. I \_\_\_ go to the bank yesterday to get some money.
2. It's late. \_\_\_ go now.
3. I don't usually work on Saturdays but last Saturday \_\_\_ to work.
4. \_\_\_ get up early tomorrow. I've got a lot to do.
5. I went to London by train last week. The train was full and \_\_\_ stand all the way.
6. I was nearly late for my appointment this morning. \_\_\_ run to get there on time.
7. I forgot to phone David yesterday. \_\_\_ phone him later today.

**Ex. 10.** Insert *must* or the appropriate form of *have to* (note that sometimes it is possible to use either).

1. It's a great film. You \_\_\_ see it.
2. In many countries, men \_\_\_ do military service.
3. Last night Don became ill suddenly. We \_\_\_ call a doctor.
4. You can't park your car here for nothing. You \_\_\_ pay.
5. I didn't have any money with me last time, so I \_\_\_ borrow some.
6. I eat too much chocolate. I really \_\_\_ stop.
7. "Why is Paula going now?" "She \_\_\_ meet somebody."
8. What's wrong? You \_\_\_ tell me. I want to help you.
9. It's later than I thought. I \_\_\_ go now.
10. Jack left before the end of the meeting. He \_\_\_ go home early.
11. In Britain many children \_\_\_ wear a uniform when they go to school.
12. When you come to London again, you \_\_\_ come and see us.
13. You really \_\_\_ work harder if you want to pass the examination.
14. Paul doesn't like his new job. Sometimes he \_\_\_ work at weekends.
15. Caroline may \_\_\_ go away next week.
16. Julia wears glasses. She \_\_\_ wear glasses since she was very young.

**Ex. 11.** Complete the sentences with *mustn't* or *don't/doesn't have to*.

1. I don't want anyone to know. You \_\_\_ tell anyone.
2. He \_\_\_ wear a suit to work but he usually does.
3. I can stay in bed tomorrow morning because I \_\_\_ go to work.
4. Whatever you do, you \_\_\_ touch that switch. It's very dangerous.
5. There's a lift in the building, so we \_\_\_ climb the stairs.
6. You \_\_\_ forget what I told you. It's very important.
7. Sue \_\_\_ get up early. She gets up early because she wants to.
8. Don't make so much noise. We \_\_\_ wake the baby.
9. I \_\_\_ eat too much. I'm supposed to be on a diet.
10. You \_\_\_ be a good player to enjoy a game of tennis.

**Ex. 12.** Complete the sentences. Use *mustn't* or *needn't* and one of the verbs from the box.

|  |
|--|
| clean   forget   hurry   lose   wait   write |
|--|

1. The windows aren't very dirty. You \_\_\_ \_\_\_ them.
2. We have a lot of time. We \_\_\_ \_\_\_ .
3. Keep these documents in a safe place. You \_\_\_ \_\_\_ them.
4. I'm not ready yet but you \_\_\_ \_\_\_ for me. You can go now and I'll come later.
5. We \_\_\_ \_\_\_ to turn off the lights before we leave.
6. I \_\_\_ \_\_\_ the letter now. I can do it tomorrow.

**Ex. 13.** Complete the sentences with *must*, *mustn't* or *needn't*.

1. We haven't got much time. We \_\_\_ hurry.
2. We've got plenty of time. We \_\_\_ hurry.
3. We have enough food at home so we \_\_\_ go shopping today.
4. Jim gave me a letter to post. I \_\_\_ remember to post it.
5. Jim gave me a letter to post. I \_\_\_ forget to post it.

6. There's plenty of time for you to make up your mind. You \_\_\_ decide now.
7. You \_\_\_ wash those tomatoes. I've already washed them.
8. This is a valuable book. You \_\_\_ look after it carefully and you \_\_\_ lose it.
9. "What sort of house do you want to buy?" "Well, it \_\_\_ be big – that's not important. But it \_\_\_ have a nice garden – that's essential."

**Ex. 14.** Match the sentences with the same meaning:

|  |                                    |
|--|------------------------------------|
| 1. We can leave the meeting early.     | A. We must stay until the end.     |
| 2. We must leave the meeting early.    | B. We couldn't stay until the end. |
| 3. We mustn't leave the meeting early. | C. We can't stay until the end.    |
| 4. We needn't leave the meeting early. | D. We needn't stay until the end.  |
| 5. We had to leave the meeting early.  | E. We can stay until the end.      |

**Ex. 15.** Insert *must*, *have to*, *mustn't*, *needn't*.

1. You \_\_\_ go. You can stay here if you want to.
2. It's a great film. You really \_\_\_ see it.
3. We've got enough food so we \_\_\_ go shopping.
4. We didn't have any food yesterday, so we \_\_\_ go shopping.
5. I want to know what happened. You \_\_\_ to tell me.
6. You \_\_\_ tell Sue what happened. I don't want her to know.
7. I \_\_\_ hurry or I'll be late.
8. "Why were you so late?" "I \_\_\_ wait half an hour for a bus."
9. We \_\_\_ decide now. We can decide later.

**Ex. 16.** Insert *must*, *have to* or *can* in the appropriate form (positive or negative).

1. I'm afraid you \_\_\_ come in here if you're under 18. It's against the law.
2. I \_\_\_ remember to phone Sue. It's her birthday.
3. \_\_\_ we pay our phone bill this week? Isn't it possible to pay next week?
4. You \_\_\_ take this medicine, but you'll feel better if you do.

5. You \_\_\_ smoke in the corridors but not in the classrooms.
6. I've told you a hundred times! You \_\_\_ cross the road without looking. You'll have an accident.

**Ex. 17.** Someone is asking you about your plans. You have some ideas but you are not sure. Choose the words from the box and write sentences with *I might*.

|      |         |       |        |         |      |
|------|---------|-------|--------|---------|------|
| fish | go away | Italy | Monday | new car | taxi |
|------|---------|-------|--------|---------|------|

1. "Where are you going for your holidays?" "I'm not sure. I ..."
2. "What are you doing at the weekend?" "I don't know. ..."
3. "When will you see Ann again?" "I'm not sure. ..."
4. "What are you going to have for dinner?" "I don't know. ..."
5. "How are you going to get home tonight?" "I'm not sure. ..."
6. "I hear you won some money. What are you going to do with it?" "I haven't decided yet. ..."

**Ex. 18.** Complete the sentences with *you should* and one of the verbs from the box.

|       |    |      |       |       |      |
|-------|----|------|-------|-------|------|
| clean | go | take | visit | watch | wear |
|-------|----|------|-------|-------|------|

1. When you play tennis, \_\_\_ \_\_\_ the ball.
2. It's late and you're very tired. \_\_\_ \_\_\_ to bed.
3. \_\_\_ \_\_\_ your teeth twice a day.
4. If you have time, \_\_\_ \_\_\_ the Science Museum. It's very interesting.
5. When you're driving, \_\_\_ \_\_\_ a seat belt.
6. It's too far to walk from here to the station. \_\_\_ \_\_\_ a taxi.

**Ex. 19.** Write sentences with *I think ... should* or *I don't think ... should ...*

1. It's late. (*you/go home now*)
2. That coat is too big for you. (*you/buy it*)
3. You don't need your car. (*sell it*)

4. Diane needs a rest. (*have a holiday*)
5. Sally and Colin are too young. (*get married*)
6. You're not well this morning. (*go to work*)
7. James isn't well today. (*go to the doctor*)
8. The hotel is too expensive for us. (*stay there*)

**Ex. 20.**

(a) Karen has found an advertisement for a skiing holiday. She's phoning her brother, Sam, to tell him about it. Read their conversation and replace the words in italics with the appropriate form of a modal verb.

1. SAM: *Is it necessary for us to* take our own equipment?

KAREN: No, *it's possible for us to* hire it there.

2. SAM: How much *is it necessary for us to* pay for the children?

KAREN: *It's not necessary for you to* pay for Louise because she is under two.

3. SAM: When are the ski classes?

KAREN: *It's possible for us to* have classes every morning.

4. SAM: *Is it possible for us to* walk to the ski slopes?

KAREN: Well, *it's possible for you to* walk, but it's four kilometres.

5. SAM: *Is it necessary for us to* have all meals at the hotel?

KAREN: No, but *it's possible* if you want to.

(b) Before Karen and Sam went skiing, people had given them lots of advice. Write down the pieces of advice using the words below and *must*, *mustn't*, *should* or *shouldn't*.

1. have health insurance
2. take your own skis if possible – expensive to hire them
3. go later than March – no snow
4. protect yourself from the sun – very hot
5. not eat at the hotel – food awful
6. buy traveller's cheques – difficult to change money

7. not take young children skiing – too dangerous
8. remember to take your camera – mountains fantastic
9. not pack formal clothes – very casual there

**Ex. 21.** Complete the sentences with the appropriate form of a modal verb (add *not* where necessary).

1. You make a lot of grammar mistakes. You \_\_\_ work harder.
2. I see that you \_\_\_ cook well. The cake is delicious.
3. \_\_\_ I open the window? It's a bit stuffy here.
4. \_\_\_ we use a dictionary? – No, you \_\_\_.
5. \_\_\_ you swim when you were five?
6. How \_\_\_ we dress in winter not to catch cold? – We \_\_\_ put on warm clothes.
7. \_\_\_ we learn all the texts by heart? – No, you \_\_\_ .
8. I feel homesick very often but I \_\_\_ go home every week. I \_\_\_ work very hard not to fall behind the group.

**Ex. 22.** Complete the sentences with the appropriate form of a modal verb (add *not* where necessary).

DAVID: \_\_\_ I go to the cinema tonight?

MRS STONE: You know you \_\_\_ go out during the week.

DAVID: But I \_\_\_ go out last Saturday either. I think Dad is too strict.

MRS STONE: You \_\_\_ speak about your father like that. He's doing what he thinks is best.

DAVID: \_\_\_ I have some friends over, then?

MRS STONE: I'm afraid you \_\_\_\_. We're having some friends to dinner.

DAVID: \_\_\_ I at least watch TV for a while?

MRS STONE: Yes, you \_\_\_\_, but only after you've done your homework.

DAVID: But I haven't got any homework!



MRS STONE: Oh! Well, in that case, you \_\_\_ go out, but you \_\_\_ be home late.

DAVID: I'll be home by eleven, I promise.

**Ex. 23.** Complete the sentences with the appropriate form of a modal verb (add *not* where necessary).

Yesterday when I was at the museum a fire broke out. We \_\_\_ leave the building. We were told that we \_\_\_ panic as it was a small fire, but that we \_\_\_ all go outside. In the end they \_\_\_ to put down the fire and they \_\_\_ call the fire brigade. The police said that the museum \_\_\_ have better security and that all visitors \_\_\_ make sure they know where the fire exits are.

**Ex. 24.** Complete the sentences with the appropriate form of a modal verb (add *not* where necessary).

1. Excuse me, \_\_\_ you tell me how to get to Oxford street, please?
2. You \_\_\_ pick up the children from school, I'm leaving the work early today so I \_\_\_ do it.
3. The doctor said I \_\_\_ eat too much red meat.
4. He's got a terrible toothache. He really \_\_\_ go to the dentist.
5. I \_\_\_ go out tonight, if I finish this project.
6. You \_\_\_ eat at least three pieces of fruit each day.
7. You \_\_\_ forget to pay the phone bill today.
8. You \_\_\_ wear a helmet when you ride a motorbike, it's against the law not to.
9. You \_\_\_ borrow my new earrings, as long as you don't lose them.
10. You \_\_\_ eat so many sweets. No wonder you've got stomach ache!

**Ex. 25. Error correction**

Each of the sentences below contains one word which should not be there. Cross it out to make the sentences correct.

1. I must to go to the bank at lunchtime to get some money.

2. You should to stop eating junk food.
3. They didn't have been to work because it was their day off.
4. I wasn't be able to call you because your phone was engaged.
5. Don't let me forget, I must have to phone my parents tonight.
6. I am used to be able to play the piano when I was younger.
7. We might to catch the train if Joan is ready on time.
8. He didn't need to have clean the kitchen because Rick had already done it.
9. Need I to go with them?
10. We don't should have to go if you don't want to.

## FOCUS ON SPELLING

**1.** Revise the rules on the **final -e**. Open the brackets, adding suffixes to the given words ending in mute *-e*. Explain the rules of keeping or dropping the final *-e*.

1. The English are (*fame, -ous*) for their (*change, -able*) weather.
2. February is going to be (*freeze, -ing*) cold.
3. It was (*absolute, -ly*) pouring down.
4. The weather was dry and not too hot – an ideal day for (*sightsee, -ing*).
5. It was a (*love, -ly*) summer afternoon.
6. (*Be, -ing*) in the house isn't so bad, after all, when it's raining cats and dogs.
7. At the seaside you can enjoy (*bathe, -ing*) and (*lie, -ing*) in the sun.

**2.** Complete the sentences with words, built by means of adding suffixes *-able, -ing, -ly, -ment, -ous, -tion* to the roots in brackets. Consult the dictionary if necessary.

1. The weather in Britain is very (*change*).
2. Only very (*courage*) people leave their umbrellas at home.
3. Everyone looks forward to (*see*) the sun.
4. However, there is (*disagree*) among the experts about how good the sun is for you.
5. Some (*knowledge*) people say the sun is good for your health.
6. Others say it speeds up the (*age*) process.
7. It is (*like*) that they are both right.
8. Their (*calculate*) just support their own theories.

Comment on the way you spell these words: why do you keep/drop the final *-e*?

**3.** Revise the rules on the **final -y**. Open the brackets, adding suffixes to the given words ending in *-y*. Change the final *-y* into *-i-* where necessary and explain these cases.

1. Autumn in Japan is (*dry, -er*) than summer and is usually very pleasant.
2. Every (*day, -ly*) newspaper publishes a weather forecast.
3. A thick fog covered the (*city, -s*) in the morning. Later in the afternoon it began to rain (*heavy, -ly*).
4. Jane (*try, -ed*) to convince me that I should visit India in March or April.
5. Snowdrifts paralysed the roads in a few European (*country, -s*).
6. At present I'm (*study, -ing*) English at a language school in the very centre of London and I'm really happy. The only thing I dislike here is the constant drizzle. (*Lucky, -ly*) I've got a fashionable raincoat and a good umbrella, too!
7. She was smiling (*happy, -ly*) in spite of the rain. "What a (*glory, -ous*) feeling..." she sang to herself.
8. 'I have nothing to say to you,' she *say(-ed) icy(-ly)*.
9. I was (*hurry, -ing*) home as the sky was overcast with heavy clouds, and I had left my umbrella in the office.

**4.** Revise the rules of **doubling the final consonant** of the root. Open the brackets, doubling the final consonant where necessary and commenting on each case.

1. I am *plan(-ing)* a holiday in Egypt. Do you know what month is the best for *visit(-ing)* this country?
2. Autumn is the time when the crops are *gather(-ed)*. The days get *short(-er)*, and the ground is *cover(-ed)* with dry leaves.
3. English weather is never the same two days *run(-ing)*.
4. He *prefer(-ed) travel(-ing)* to the South as he enjoyed *sun(-y)* weather.
5. *Fog(-y)* weather is the worst, to my mind.
6. What's *happen(-ed)*? You are wet to the skin! – No wonder. It's *rain(-ing)* outside – *pour(-ing)* down, to be more exact.
7. +35° is *boil(-ing)* and very unusual for Britain.
8. The roads got *flood(-ed)* after the rain.

9. Fancy going *sail(-ing)*? There's a good wind today.
10. In Los Angeles it sometimes gets *smog(-y)*.
11. There was just a little drizzle, but we got *soak(-ing)* wet.
12. On Sunday drivers will be *hamper(-ed)* by thick fog, so we advise against *travel(-ing)* unless it's really necessary.
13. Look! The cherry trees are *blossom(-ing)*!

5. Classify the words into three groups according to the reason for doubling the consonant:

- 1) words where the doubling occurs in the root;
- 2) words where one consonant belongs to the stem, and the other – to the suffix;
- 3) words where we double the final consonant before adding a suffix to preserve the short root vowel.

*running, filling, better, gradually, blizzard, smoggy, beautifully, common, chilly, occasionally, really, million, settle, drizzle, carefully, sunny, happen, yellow, foggy, summer.*

6. Spell the words given in transcription; underline the **silent letters**:

1. It often drizzles or rains in ['ɔ:təm].
2. I wondered ['weðə] it ever snowed in California.
3. See you after ['krisməs]!
4. Though the [nart] was over, we had to drive slowly with the [larts] on because of the thick fog.
5. Later, rain will turn to sleet on ['harə] grounds.
6. The weather here is never the same [tu:] days running.
7. I'll go for a [wɔ:k] unless it rains.

7. Spell the **homonyms** given in transcription.

1. a) Look [θru:] the chapter once again and answer the questions below.
- b) The naughty child [θru:] the toy on the floor and burst into tears.

2. a) Please [weɪt] for me if I'm late tonight.  
 b) I've lost a bit of [weɪt] recently so these jeans don't fit me any more.
3. a) He is a little above medium height, broad at the shoulders and thin at the [weɪst].  
 b) Watching this programme is such a [weɪst] of time.
4. a) He has always been heart and [saʊl] of the company.  
 b) Oh no, there is a hole in the [saʊl] of my shoe!
5. a) You are not [ə'laʊd] to talk during the test.  
 b) Read the text [ə'laʊd] first, then answer the questions.
6. a) Let's ['præktɪs] our swimming together this evening.  
 b) The doctor's ['præktɪs] has increased considerably since last year.
7. a) Let's go to the country and enjoy the fresh [ɛə].  
 b) Is he the only [ɛə] of his uncle?
8. a) Suddenly we heard a low [graʊn] from behind the door.  
 b) Look at the houseplant! It has [graʊn] nearly two inches since last Monday.
9. a) The patient is still too [wi:k] to go back to work.  
 b) I haven't seen her for two [wi:ks].
10. a) Spring is the time when the [reɪz] of the sun warm the earth and the ['weðə] gets gradually milder.  
 b) She told us to [reɪz] our hands if we had any questions and then asked us ['weðə] we could see the screen well enough.

## CONVERSATIONAL FORMULAS

|   |   |
|---|---|
| <p><b>Expressing agreement</b></p> <p><i>That's (quite/absolutely) right.</i><br/> <i>That's true.</i><br/> <i>Exactly (so).</i><br/> <i>I (quite) agree with you (here).</i><br/> <i>This is really so.</i><br/> <i>I believe/think you're right.</i><br/> <i>That's it.</i></p> <p><i>(reluctantly):</i><br/> <i>Well, perhaps.</i></p> | <p><b>Expressing disagreement</b></p> <p><i>I'm afraid you're wrong.</i><br/> <i>I'm afraid you're not quite right (here).</i><br/> <i>You're not right here, (I'm afraid).</i><br/> <i>I don't agree with you here/ I disagree.</i><br/> <i>That's not quite right/true, (I'm afraid).</i><br/> <i>That's not really so.</i><br/> <i>On the contrary, ...</i><br/> <i>Do you really think so?</i><br/> <i>I'm not sure you're right.</i><br/> <i>I wouldn't say that.</i><br/> <i>Well, not exactly.</i></p> |
| <p><b>Likes</b></p> <p><i>I really enjoy/like/love such weather.</i><br/> <i>I find rainy weather relaxing.</i></p>   | <p><b>Dislikes</b></p> <p><i>I don't (really) like this climate.</i><br/> <i>I don't like it at all.</i><br/> <i>I (just) hate foggy weather!</i><br/> <i>I can't stand the heat.</i></p>   |
| <p><b>Expressing opinion</b></p> <p><i>I think/believe/feel that...</i><br/> <i>I don't think (it's a good idea)</i><br/> <i>In my opinion...</i><br/> <i>To my mind...</i><br/> <i>As far as I can judge...</i><br/> <i>It seems to me...</i></p>  | <p><b>Invitations</b></p> <p><i>Would you like to go canoeing with us?</i><br/> <i>Let's have a picnic on Sunday.</i><br/> <i>Shall we have a picnic at the weekend?</i><br/> <i>Why don't we go fishing on Sunday?</i><br/> <i>How/what about going skiing next week?</i><br/> <i>I think it would be a good idea to go skiing.</i><br/> <i>Can you join us? You really should join us!</i><br/> <i>We can/could go fishing if you like.</i></p>   |
| <p><b>Thanks/accepting an invitation</b></p> <p><i>That sounds good/great/etc., I'd love to.</i><br/> <i>Thank you, I'll come with pleasure.</i><br/> <i>What a good idea! / That's a good idea!</i><br/> <i>Good/great idea!</i><br/> <i>That would be great/fantastic/etc.</i><br/> <i>Why not?</i><br/> <i>Thanks a lot.</i></p>       | <p><b>Refusals</b></p> <p><i>(I'm sorry but) I'm afraid I can't (because...)</i><br/> <i>I'd love to, but I can't.</i><br/> <i>Unfortunately, (I'm busy, I have/'ve got to...)</i><br/> <i>...but thank you, anyway.</i><br/> <i>What a pity I can't join you. What about/How about next Friday?</i><br/> <i>Thanks for inviting me, but...</i><br/> <i>Another time, perhaps.</i></p>  |

## CONNECTING AND LINKING

### **Listing**

*To begin with ...*

*To start with ...*

*Firstly ... Secondly ...*

*Then ... / Besides ... / In addition to this ...*

*Finally ...*

*As for ... / When it comes to ...*

*Moreover ... / What's more ...*

### **Comparing**

*On the other hand ...*

*At the same time ...*

*However ...*

*By contrast ...*

*Unlike ...*

*As well as ...*

*... while ...*

*... whereas ...*

*Although ... / Though ...*

*In spite of ...*

### **Concluding**

*To sum up ...*

*In brief ...*

*In conclusion ...*

*Let's face it ...*



**Source materials:**

1. *Bell J., Gower R.* Matters Elementary: Student's Book. – Longman, 2000.
2. *Bell J., Gower R.* Matters Pre-Intermediate: Student's Book. – Longman, 1999.
3. *Dellar H., Walkley A.* Innovations Pre-Intermediate: Coursebook. – Thomson, 2003.
4. *Digby C., Myers J.* Making Sense of Spelling and Pronunciation. – Prentice Hall, 1993.
5. *Evans V.* Round-Up: English Grammar Practice 5. – Longman, 2002.
6. *Evans V., Dooley J.* Mission 1: Coursebook. – Express Publishing, 2003.
7. *Evans V., Dooley J.* Upstream Elementary: Student's Book. – Express Publishing, 2005.
8. *Evans V., Dooley J.* Upstream Pre-Intermediate: Student's Book. – Express Publishing, 2004.
9. *Evans V., Dooley J.* Upstream Intermediate: Teacher's Book, Workbook. – Express Publishing, 2002.
10. *Evans V., O'Sullivan N.* Click On 4: Student's Book. – Express Publishing, 2002.
11. *Fuchs M., Bonner M.* Focus on Grammar Workbook: an Intermediate Course for Reference and Practice. 2<sup>nd</sup> edition. – Longman, 2000.
12. *Hashemi L., Murphy R.* English Grammar in Use: Supplementary Exercises. – Cambridge University Press, 1996.
13. *McCarthy M., O'Dell F.* English Vocabulary in Use, Upper-Intermediate and Advanced. – Cambridge University Press, 1997.
14. *Murphy R.* English Grammar in Use: a Self Study Reference and Practice Book for Intermediate Students. 2<sup>nd</sup> edition. – Cambridge University Press, 1998.
15. *Murphy R.* Essential Grammar in Use: a Self Study Reference and Practice Book for Elementary Students of English. 2<sup>nd</sup> edition. – Cambridge University Press, 2001.
16. *O'Connell S.* Focus on First Certificate for the Revised Exam. – Longman, 1996.
17. *Redman S.* English Vocabulary in Use, Pre-Intermediate and Intermediate. – Cambridge University Press, 2000.
18. *Seal B.* Vocabulary Builder 1. – Longman, 1987.
19. *Walton R.* Focus on First Certificate: Grammar Practice for the Revised Exam. – Longman, 1997.
20. *Михайлюкова Т.Т., Ерофеева Н.М., Каширникова Л.Д. и др.* A Graded English Course, 1<sup>st</sup> year. – М., Высшая школа, 1994.
21. *Максименко Е.А.* A Graded English Course, 1<sup>st</sup> year. Weather. Seasons. Holidays. – Нижний Новгород, 2003.

МАРИНА ВЛАДИМИРОВНА СЕРГЕЕВА

COME RAIN OR SHINE...

ПОГОДА. ВРЕМЕНА ГОДА

Учебно-методические материалы  
для студентов начального этапа обучения  
переводческого факультета

Издание 4-е, стереотипное

Редакторы: Н.С. Чистякова  
А.С. Паршаков  
Д.В. Носикова

Лицензия ПД № 18-0062 от 20.12.2000

---

Подписано в печать  
Печ. л. 4,625  
Цена договорная

Формат 60x90 1/16  
Заказ  
Тираж 100 экз.

---

Типография НГЛУ  
603155 Н. Новгород, ул. Минина, 31а