

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

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

EARLY TO BED, EARLY TO RISE...

РАСПОРЯДОК ДНЯ

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

Издание 3-е, стереотипное

**Нижний Новгород
2018**

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.
 Е 11

EARLY TO BED, EARLY TO RISE... = Распорядок дня: Учебно-методические материалы для студентов начального этапа обучения переводческого факультета. Издание 3-е, стереотипное. – Н. Новгород: НГЛУ, 2018. – 66 с.

Настоящие материалы предназначены для аудиторной и самостоятельной работы студентов начального этапа обучения над темой «Распорядок дня». 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: О.П. Королёва, канд. филол. наук, доцент кафедры
 английского языка переводческого факультета
 Е.А. Тарлаковская, канд. пед. наук, доцент кафедры
 английского языка переводческого факультета

© НГЛУ, 2018

© Сергеева М.В., 2018

ПРЕДИСЛОВИЕ

Настоящее пособие предназначено для формирования языковой, речевой и социокультурной компетенции у студентов начального этапа обучения.

Пособие включает следующие разделы:

- тексты, диалоги и коммуникативные задания, направленные на усвоение лексического материала по теме «Распорядок дня» и формирование коммуникативных навыков и умений чтения, аудирования, монологической и диалогической речи в рамках обозначенной тематики;
- грамматический раздел по темам «Способы выражения будущего действия (*Present Simple, Present Continuous, Going To, Future Simple*)», «Придаточные времени/условия» и «Артикли с названиями времён суток», 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;
- упражнения, нацеленные на формирование и закрепление орфографических навыков (правила удвоения конечной согласной перед различными суффиксами);
- приложение, содержащее список разговорных формул (выражения мнения, совета, согласия/несогласия, извинения, сочувствия и пр.), соотносящихся с коммуникативными заданиями из первого раздела;
- список использованной литературы.

LEAD-IN

1. Look at the title of the manual. The title is from a well-known proverb. Can you complete it? What does it mean?
2. Do you have a strict daily routine? Make a list of things you do every day.
3. Imagine the daily routine of a pre-school child, a student, an office worker, a theatre actor, a housewife. What are the differences in the way they spend the day?
4. Think of : - three things you do every morning;
 - three things you don't like doing but have to do every day;
 - three jobs you most often do about the house;
 - three things that you can only do at weekends but which you are too busy to do during the rest of the week.
5. How do you feel about your lifestyle? What would you like to change? Why?

TEXT A

1. Read the text and match the paragraphs A – F with the following subtitles:

Work ____ . Housework ____ . Evenings ____ . Food ____ . Keeping clean ____ . Sleep ____ .

- A. *During the week I usually wake up at 6.30 a.m. I sometimes lie in bed for five minutes but then I have to get up. Most evenings, I go to bed at about 11.30 p.m. I'm usually very tired, so I fall asleep very quickly. Occasionally though, I can't get to sleep. When that happens, I sometimes manage to fall asleep about 3 a.m., then I oversleep in the morning. If I have a late night, I try to have a nap in the afternoon. The weekends are different. On Saturday and Sunday I have a lie-in.*
- B. *In the week I have breakfast at 7.30 a.m., lunch at 1.00 p.m., and dinner around 7 p.m. I also have one or two snacks, e.g. cakes, biscuits or fruit, during the day at work. As I live by myself, I also have to make my own breakfast and dinner, but during the week I don't bother to cook very much. I also have to feed my two cats twice a day as well.*
- C. *In summer I have a shower in the morning, but in winter I often have a bath instead. Sometimes I have a shave at the same time, or I shave when I have a wash and brush my teeth after breakfast. I wash my hair two or three times a week.*
- D. *In the morning I leave home about 8.15 a.m. and get to work by 9 a.m. I have a lunch break from 1 to 2 p.m., and a couple of short breaks during the day. I leave work around 5.30 p.m. and get home*

about 6.15 p.m.

- E. During the week I usually stay in and have a rest. At the weekend I often go out, but quite often I also have friends for dinner, or friends just come round for a chat, or we watch films or football matches.
- F. I do the shopping on Saturday. Fortunately I have a cleaner and she does most of the housework: she does my washing, the washing-up and does most of the ironing.

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

- to sleep too long;
- on weekdays;
- on Saturday and/or Sunday;
- to eat a small amount of food between meals;
- to live alone / on one's own;
- to prepare breakfast for oneself;
- to give food to sb;
- in place of sth;
- to clean one's teeth;
- to stop work for lunch;
- to leave the house for social reasons, e.g. go to the cinema or disco;
- to visit sb at the house;
- luckily;
- a person who cleans your house for you;
- to wash the clothes;
- to wash the dishes.

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

3. Paraphrase the following expressions from the text.

- If I have a late night, I try to have a nap in the afternoon.
- Occasionally though, I can't get to sleep.
- On Saturday and Sunday I have a lie-in.
- During the week I don't bother to cook very much.
- During the week I usually stay in and have a rest.
- Quite often I have friends for dinner.

4. Find in the text set expressions with "have + noun". Use them in sentences of your own.

5. Classify the verbs into regular and irregular and write their four forms:

live, leave, lie (=lie in bed), lie (=tell a lie), lay, get, go, come, fall, feel, make, manage, oversleep, feed, cook, shave, stay, rest, relax, wake, wash, watch.

6. Match each word from the first column with a word from the second column

to form a word combination describing someone's daily routine. Then use these expressions in sentences of your own.

fall	a rest
do	one's teeth
have	the dog
go	asleep
clean	the ironing
feed	early
get up	to bed

7. Are the statements true or false? Prove each point using the facts of the text. When commenting on the statements use formulas of expressing opinion, agreement or disagreement on p. 63.

1. The narrator is a man.
2. The narrator is a student.
3. The narrator is not a sociable person.
4. The narrator is a night owl.
5. The narrator is not very busy at the weekend.
6. The narrator does most of the work about the house.
7. The narrator enjoys cooking.

8. Make up 15 questions on the text and be ready to give detailed answers.

9. Intone the text and prepare it for good reading.

10. Is your day similar to the one described in the text? Compare each fact of the text with your daily programme in a well prepared monologue. For the list of connectives see p. 64.

11. Speak in the name of the narrator. You are at the police station and you have to prove that you are not the person who committed a crime in your neighbourhood last Monday. Present an alibi by describing in detail what you did on that day.

TEXT B

1. Read the description of a student's day and fill in the appropriate form of the verbs from the box.

arrive	become	begin	do	enter	feel	get
have	hurry	jump	promise	wake	watch	work

Last year I _____ the Linguistic University and so my dream came true.

Every day _____ many interesting things to learn, new people to meet, concerts and films to enjoy. But it was no easy matter to cram everything into one day and the daily programme _____ a question of winning or losing.

A wise saying advises us to get up early: "The more a man of wisdom grows, the less of morning sleep he knows." So my day _____ with the ringing of the alarm-clock at my bedside which _____ me as well as my room-mates up at half past six. Wasn't it fun to _____ out of bed with noise and jokes, to do morning exercises to music with the window open and after washing, cleaning our teeth, doing our hair, dressing and having breakfast to _____ to the University? We went there by bus and it took us forty minutes to _____ there.

As our classes began at 8.15, the cloak-room at that time was overcrowded with the students who tried to _____ at the University before the bell.

After classes I went to the snack-bar or canteen to _____ dinner and then to the library or reading room for books or to the language laboratory to _____ at my sounds and speech.

In the evening, after a short quiet rest I _____ my homework and it took time, you know. Before I went to bed I could _____ a TV programme, read a book for pleasure, have a walk with my friend chatting about the latest news.

When already in bed, the events of the day passed in my mind's eye and I saw that it was a day of hard work. But I didn't _____ sorry because I knew: "There is no royal road to learning."

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

- поступить в университет;
- моя мечта сбылась;
- распорядок дня;
- под музыку;
- причёсываться;
- на автобусе;
- дорога занимала 40 минут;
- приехать в университет до звонка;
- после занятий;
- столовая;
- читальный зал;
- аудиолaborатория;
- работать над произношением.

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

3. Paraphrase the following expressions from the text:

- it was no easy matter to cram everything into one day;
- the cloak-room was overcrowded with the students;
- a question of winning or losing;
- to chat about the latest news;

- *the events of the day passed in my mind's eye.*

4. Classify the verbs into regular and irregular and give their four forms:

advise, arrive, become, begin, chat, cram, enjoy, enter, feel, grow, hurry, know, meet, learn, lose, pass, promise, ring, see, sleep, take, try, wake, win, walk, watch.

5. Explain the absence of the article in the following phrases.

- Wasn't it *fun* to jump out of *bed* with *noise* and jokes?
- I saw that it was a day of hard *work*.
- It was no easy *matter*.

6. Group the verbs into three columns according to the part of the day when we normally do these things. (Note that some of the expressions may go into two columns.)

in the morning	in the afternoon	in the evening
...

to wake up, to arrive, to watch TV, to read a book for pleasure, to hurry, to jump out of bed, to clean one's teeth, to go to the snack-bar, to go to the library, to have a walk, to chat, to do morning exercises.

7. Match the parts of the phrase and use each word combination in a sentence of your own.

to have	the University
to go	in the language laboratory
to work	to the reading room
to do	dinner
to arrive	new people
to learn	out of bed
to meet	at the University
to jump	interesting things
to hurry	homework
to enter	to the University

8. Explain the meaning of the following proverbs.

- *The more a man of wisdom grows, the less of morning sleep he knows.*
- *An hour in the morning is worth two in the evening.*
- *Early to bed, early to rise makes a man healthy, wealthy and wise.*
- *There is no royal road to learning.*
- *Never put off till tomorrow what you can do today.*
- *All work and no play makes Jack a dull boy.*

Which of these proverbs are used in the text above? Recall the context in which they are used.

9. Intone the text and prepare it for good reading.

10. A journalist is visiting a students' summer camp to interview a few students about their daily routine. Act as the author of the text above and answer the journalist's questions in as much detail as you can.

1. When did you become a student and how did you feel about it?
2. What is very important when you want to combine studies and entertainments?
3. When is it advisable to get up?
4. How did your day begin? What did you do after waking up?
5. How did you get to the University? How long did it take you to get there?
6. When did your classes start?
7. What did you typically do after the lessons?
8. When did you do your homework? Did it take you long?
9. What did you do before going to bed?
10. Didn't you feel sorry that you had to work so hard?

11. Describe the student's daily programme.

12. Compare the student's day described in the text with your typical day. Write out of the text the points which are similar to your day and the points of difference; speak about each point in a well-prepared monologue, using appropriate connectives (see p. 64).

13. Interview your partner about his/her typical day. When asking the questions, make them indirect: start with *'I wonder...'*, *'I'm interested to know...'*, *'I'd like to know ...'* and pay attention to the changes in the word order. Make notes and be ready to report your findings to the group.

1. Are you an early riser or a night owl? Do you find it easy to get up early? When do you usually wake up on weekdays / at the weekend? Who wakes you up? Do you jump out of bed at once?
2. Do you hurry to the university? How early do you leave for the university? How do you get there? How long does it usually take you to get to the university? How long did it take you this morning?
3. How much time before the bell did you arrive at the university? Do you like to come to the university in good time? Are you ever late for classes?
4. Do you ever do morning exercises? Do you think it is fun to do morning exercises to music?
5. Do you have breakfast in the morning? What do you normally have for breakfast? Do you have a light or a substantial breakfast?
6. Do you have a snack at the university? Do you have enough time for having

a bite?

7. Do you sometimes go to the reading hall / to the library / to the language laboratory after classes? What do you do there?
8. Do you study a lot at the weekend? Are you going to have a busy weekend this time?
9. Who does most of the work about the house in your family? What jobs do you do?
10. Do you have time to watch TV on weekdays / at weekends?
11. Do you read a book for pleasure in the evening?
12. Do you regularly go for a walk?
13. Do you spend much time talking over the phone?
14. Do you often go out with friends? What do you do? Are you going out this Saturday or are you going to have a quiet night in?
15. Do you often sit up late? What is the usual time for you to go to bed on weekdays / at weekends?

14. Compare your daily programme when you were at school with your working day now.

15. Insert articles where necessary.

(a)

1. 'Then it's settled: I'll do _ shopping while you do _ cooking.' 'Good. But who'll do _ washing and _ ironing?'
2. I always lie in _ bed for _ few minutes before getting up.
3. 'Sorry I'm so sleepy today. I had _ late night yesterday.' 'Poor thing. Try to have _ nap in _ afternoon, then.' 'I wish I could, but I'm too busy. Thank God it's _ Friday, so I'll have _ lie-in at _ weekend!'
4. She leaves _ home very early, so she always has _ few snacks during _ day at _ work.
5. I am generally too busy to cook during _ week, but I enjoy _ cooking and I always have _ friends for _ dinner at _ weekends..
6. Do you have _ idea where to get _ cleaner who would help me with _ housework?

(b)

1. Working out _ effective daily programme is no _ easy matter / is not _ easy matter. For _ student _ daily programme is _ question of _ winning or _ losing.
2. Will you wake me up at _ half past _ five? No, better at _ quarter to _ five, OK?
3. I always do _ morning exercises with _ window open.
4. He never has _ substantial breakfast; sometimes he doesn't have _ breakfast at all. No wonder he is so hungry at _ lunchtime.
5. Shall I help you with your grammar exercises after _ classes?

6. I'll have to rush to _ library after _ lessons. They say there are _ few items of Murphy left!
7. After _ short quiet rest I do my homework, and it takes _ time, you know.
8. Before going to _ bed I sometimes read _ book for pleasure or have _ walk with my friend and discuss _ latest news.
9. When I am already in _ bed, _ events of _ day pass in my mind's eye and I realize that it was _ day of _ hard work.

16. Insert prepositions or adverbs where necessary.

(a)

1. 'I normally wake _ _ 8 a.m. _ the week.' 'Lucky you are, I have to get _ much earlier _ weekdays.'
2. _ some reason I couldn't fall _ asleep till 4 a.m. No wonder I overslept _ the morning and was late _ classes.
3. If you live _ yourself, you have to do a lot _ housework.
4. Can you look _ my cat Fluffy while I am away _ business? She's no trouble, I assure you, you only have to feed _ her twice _ a day.
5. When I entered _ the kitchen, I saw her washing _ and listening _ her French CD _ the same time. She was saying something _ French _ the speaker and didn't pay any attention _ me.
6. Hurry _ , we've got to get _ the place _ 9 o'clock.
7. Please try to remember the exact time when you left _ the office. Did anybody see you _ that time? Did you go _ bus or _ foot? And, besides, when did you get _ home?

(b)

1. Last year I entered _ the Linguistic University and now I understand that there is no royal road _ learning.
2. When one studies _ university, the daily programme becomes a question _ winning or losing as it is impossible to cram everything _ one day.
3. A wise saying advises _ us to get up early: 'The more a man _ wisdom grows, the less _ morning sleep he knows'.
4. My day starts _ the ringing _ the alarm-clock _ my bedside. When I switch it _ , I stay _ bed _ about five more minutes: it's very difficult _ me to get _ _ once, and I always envy _ early risers who can jump _ _ bed immediately and start doing _ morning exercises _ music _ the window open.
5. My mother gets _ _ _ six. _ half an hour she wakes me _ as well.
6. Hush, don't wake _ the baby! She has just fallen _ asleep. After all, you can chat _ the phone later _ the evening, can't you?
7. I hate to be late _ the lessons. I prefer to arrive _ the university _ good time, _ least ten minutes _ the bell. You see, when you arrive later, the cloak-room _ that time is overcrowded _ people.
8. She wants to improve _ her pronunciation, so _ every day _ classes she goes _ the language laboratory to work _ her sounds and intonation.

9. He's so punctual, he always comes _ time.

10. Hey, you're just _ time, we're having a little party here, do join us!

17. ☺ Can you say that your working days are more or less predictable? Now work in pairs and play the **fortune-telling game**.

1) Student A predicts his/her partner's daily programme for tomorrow in minimum 15 sentences, using *You will ...* and the active vocabulary of the topic. Student B listens in silence and writes down points 1-15.

2) Student B speaks about each point and says if s/he thinks the "fortune-teller" was right or not. Use the following expressions in your speech:

- *You say I'll ... , which is actually/quite true. I'm really going to ...*

I'm really [doing sth] ...

- *You say I'll ... , but in fact I'm going to ...*

but I don't think I'll ... , I'll probably ... / I think I'll

3) Share your impressions with the group: who was the most accurate fortune-teller? Whose predictions were the most unusual?

18. Think over your plans for the weekend and speak about them, using appropriate ways of expressing the future. Include in your monologue clauses of time and condition with *if, when, as soon as, before, after, till, until, unless*.

19. Dialogue. Your friend suggests going out next week. The problem is that both of you are very busy and it's not so easy to find the time for your meeting. Discuss your plans for the week. Use the following expressions in your dialogue:

Would you like ... ?

Let me see.

How about ... ?

I'd love to, but ...

Are you doing anything

I think I've already got something.

[on Tuesday evening]?

I'm afraid I can't make it on ...

Are you free ... ?

Unfortunately, I'm tied up on ...

I'm supposed / I'm expected ...

I don't think there is any way to get out of it.

For more formulas see pp.63-64.

TEXT C

1. Make up a list of things that working mothers have to do during the day. Compare your list with those of your groupmates. Which of these things do you do every day, which of them do you rarely or never have to do?

(A) Read about Bobbi Brown's daily routine, filling in the appropriate forms of the verbs from the box, and comment on the title of the text. Listen to the

recording to check your answers.

love	relax	like	go	live	start	come	visit	visit
go shopping	pick up	go out	get up	take	buy	make	cook	

What Is Free Time?

“What *is* free time?” This is what Bobbi Brown says with a smile when asked about her leisure time. Bobbi lives in New Jersey. She is thirty-four and works for SKY TV in New York City. But she doesn’t work on weekdays, she only works at weekends. She interviews famous people for an early morning news programme called *The World This Weekend*. On Saturdays and Sundays she gets up at 3.00 in the morning because she starts work at 6.30! She loves her job because it is exciting. This is what she says about her weekdays.

“My weekends are fast and exciting. My weekdays are fast and domestic! I have two sons, Dylan, 7, and Dakota, 5. Every morning I ____ one hour before them, at 6.00, and I ____ to the gym. I ____ home and I ____ breakfast, then I ____ them to school. On Mondays I always ____ . I ____ all the food for the week. I often ____ dinner in the evenings, but not every day because I don’t ____ cooking. Fortunately, my husband, Don, ____ cooking. On Tuesdays and Thursdays I ____ my father. He ____ on the next block. Every afternoon I ____ the kids from school. In the evenings Don and I usually ____ but sometimes we ____ friends. We never ____ on Friday evenings because I ____ work so early on Saturdays.”

(B) Now read about a typical day from the life of Linda McCartney and comment on the title of the text.

A Life in the Day

We live in a two-bedroom house, so as soon as James starts calling “Mummy, Mummy” around seven every morning he wakes everyone up. Being his mother I like to be the first to greet him, so up I get.

I take him downstairs and start getting breakfast ready. Before long the other kids, Mary and Stella, are also down. I drive the girls to school.

Because we have a big breakfast and a big dinner about six we don’t have lunch. So about that time I’m doing jobs around the house. My husband never helps me. He likes tidiness but is not too tidy himself. If I am working or going out I have a woman in to do the cleaning. But I always do the cooking because I enjoy it. I cook for six people every day. If I’m lucky during the day I go for a ride. Riding is a marvellous form of exercise, both physically and spiritually. If I can’t get a baby-sitter I sometimes sit James on the horse and off we go.

One interest we share closely is football. We seldom see matches but we always watch them on television.

Before I go to bed for the night I always go to the kids’ bedroom and give

them each a kiss.

2. (a) Find in the texts above synonyms for the following:

- *free time*;
- *in the week*;
- *luckily*;
- *soon*;
- *rarely*;
- *wonderful*;
- *to take the children from school*;
- *to make breakfast*;
- *to have a cleaner*;
- *to cook meals*;
- *to have the same hobby*.

(b) Recall the context in which the synonyms for the expressions above were used in texts (A) and (B).

3. Read the following statements and decide whether they refer to Bobbi Brown, to Linda McCartney, to both or to neither of them. Prove each point by the facts of the two texts.

1. She is a working mother.
2. She has two children.
3. She has no son.
4. She works on weekdays.
5. She gets up very early at weekends.
6. She normally gets up at about 7 a.m.
7. She takes the children to school.
8. She is fond of physical exercise.
9. She enjoys cooking.
10. Her husband gives her a helping hand with the housework.
11. She spends her leisure time with the family.
12. She has a cleaner and a baby-sitter when she is working.
13. Her family is very important for her.

4. Compare Bobbi's typical day with Linda's in a well prepared monologue. What is different and what is similar in their daily programme?

5. Do you agree that every day of our mothers is a day of hard work? Express your opinion in a brief monologue. For formulas and connectives see pp. 63-64.

6. Describe your mother's (father's etc.) working day.

7. (a) Read the questionnaire below and say which of these activities you never / occasionally / sometimes / quite often / usually / always do.

How do you spend the weekends?

At the weekend, do you ever: - work or study?

- do the housework or the shopping?

- stay in bed until lunchtime?

- stay at home and just relax?

How often do you: - go to the gym or go swimming?

- go for a long walk?

- play football or another game?

- watch sport on TV?

How often do you: - go out for a meal?

- see relatives?

- have a party or a barbecue at your house?

- go out with a group of friends to a bar or a club?

Do you ever: - go to a concert?

- go to an exhibition or a museum?

- go to the cinema or the theatre?

- read a book for pleasure?

Do you ever: - go to the country or to the beach for the weekend?

- spend the weekend in another city?

(b) Match the words from the first column with the words from the second column. Use the questionnaire to check.

stay

a walk

stay

for the weekend

do

at home

have

swimming

go

the country

go to

the gym

go to

with friends

go for

in bed

go out

the housework

go away

a party

(c) What is your idea of a perfect weekend? Which of the activities above does it include?

(d) What did you do last weekend? Was it busy or quiet? tiring or relaxing? boring or fun?

(e) Describe the way your family usually spends the weekend.

8. Pair Work

(a) Let your partner ask you the questions of the test below. When answering, speak in as much detail as you can, giving examples. If you feel that neither of the suggested answers fully applies to you, explain it to your partner.

(b) Interview your partner, asking the same questions and take down his/her answers (e.g. *1b*, *2a* etc.). Make notes and be ready to report your findings to the group.

ARE YOU A WORKAHOLIC?

- 1 Do you get up early, even if you go to bed late?
a) always b) sometimes c) never
- 2 Are you usually the first person to arrive at university/work etc.?
a) always b) usually c) sometimes d) never
- 3 Are you usually the most energetic person in a group of people?
a) yes b) no
- 4 Do you think about work on holiday?
a) very often b) sometimes c) no
- 5 If you are eating lunch alone, do you read or work while you're eating?
a) often b) sometimes c) never
- 6 Do you find it difficult to 'do nothing'?
a) yes, definitely b) never c) it depends
- 7 Do you make daily lists of 'things to do'?
a) always b) sometimes c) never
- 8 Has a doctor ever advised you to slow down?
a) yes b) no
- 9 Do you find work more fun than fun?
a) yes b) no

(c) Now check your partner's score on page 29. Speak about your partner's answers to the questions above and say if you agree with the results of the test.

9. Give advice to a person who seems to work all day long but a lot of things are always left undone: speak about how to plan your working day effectively. For formulas of giving advice and connectives see pp. 63-64.

TELLING THE TIME

1. Listen to the dialogues and act them out.

1) – Excuse me. Can you tell me the time, please?

– Yes, of course. It's about six o'clock.

– Thanks.

2) – Excuse me. Can you tell me the time, please?

– I'm sorry, I don't know. I don't have a watch.

– Never mind.

2. Match the sentences below with the figures from the box.

(a)

12.45	1.00	1.10	1.15	1.30	1.50	2.00	2.10	2.50
-------	------	------	------	------	------	------	------	------

1. It's ten minutes past one.

2. It's ten minutes past two.

3. It's ten minutes to two.

4. It's ten minutes to three.

5. It's one o'clock.

6. It's a quarter past one.

7. It's a quarter to one.

8. It's half past one.

9. It's two sharp.

(b)

14.57	4.05	5.00	14.30	15.02	18.17	1.30	5.45
-------	------	------	-------	-------	-------	------	------

1. It's just gone three.

2. It's five o'clock exactly.

3. It's half past two.

4. It's almost three o'clock.

5. It's one thirty.

6. I don't know exactly, but it must be around four.

7. It's a quarter to six.

8. It's just gone a quarter past six.

3. (a) Fill in the empty columns of the table, spelling the numerals (the first line

is done for you as a model). Listen to the recording and check your answers.

17.00	<i>It's five o'clock.</i>	20.00	
17.30		11.30	
17.15		14.15	
17.45		20.45	
17.05		17.10	
17.20		17.25	
17.35		17.40	
17.50		17.55	

(b) Listen to another recording and write down the times in digits in the first column. Then fill in the second column like in the table above. Listen again and check.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

4. Write down the time when each class at the university begins and finishes (8.15 – 9.45 etc.). Now read out your sentences according to the model: *The first class at the university starts at a quarter past eight and finishes at ...* , etc.

5. Pay attention to the use of articles and prepositions in the following dialogues. Act out these conversations.

1) – What's the date today?

– It's the twenty-fifth of October. It's my birthday.

– Many happy returns of the day!

2) – I say, Alice, when is your birthday?

– It's on the twenty-fifth of October.

– I see.

3) – My watch never keeps time. Sometimes it is fast, sometimes it is slow.
What's the time by your watch, by the way?

– It's half past two.

– I thought as much. My watch is wrong again.

4) – By the way, what time is it?

– It's about 1.30.

– 1.30? Already? I didn't realise it was so late.

– I didn't either.

– I've already got to go now. I've got to get to my English class.

– Oh. You'd better hurry! See you soon.

– So long!

– Bye!

5) – I apologise for being late.

– That's OK.

– You know this is the first time I've ever been late. I am really sorry.

– Don't worry about it. These things happen.

6. Match the words in the box with the definitions below:

<i>a clock</i>	<i>a watch</i>	<i>an alarm-clock</i>	<i>a face</i>	<i>a hand</i>	<i>a clock-radio</i>
<i>a digital clock/watch</i>	<i>a grandfather clock</i>	<i>a watchstrap</i>	<i>a watchmaker</i>		
<i>to set the clock by sth</i>	<i>to set the clock for [a certain time]</i>	<i>to live by the clock</i>			
<i>to wind (up) the clock/watch</i>	<i>to put the clock back/forward</i>	<i>to gain/lose</i>			

1. an instrument in a room or in a public building that shows what time it is;
2. to turn a key in a clock so that it keeps working;
3. to change the time on a clock according to the time on the television, radio, etc.;
4. to turn a screw at the back of a clock so that it will ring at a certain time;
5. the front part of a clock/watch with numbers on it;
6. to change the time shown on the clock to an earlier / a later time, when the time changes officially;
7. to organize your life so that you always do the same things at the same time and are never late;
8. a clock that can be set to turn on a radio in order to wake someone up;
9. a small clock that you wear on your wrist or carry in your pocket;
10. a person who makes or repairs watches and clocks;
11. a piece of leather or metal for fastening your watch to your wrist;
12. a long, thin piece of metal that points at the numbers on a clock/watch;
13. a clock that will make a noise at a particular time to wake you up;
14. a clock/watch giving information in the form of numbers;
15. an old-fashioned tall clock which stands on the floor;
16. to go too fast / too slow.

7. Answer the following questions.

1. What's the day today? What's the date today? What time is it by your watch?
2. Are you sure your watch is telling the right time? If it's not telling the right time, is it fast or slow?
3. Does your watch always keep time? Does it ever gain or lose? What do we have to do if a watch doesn't keep time?
4. When did you set your watch? Did you set it by the radio? Do you wind it up regularly? Have you wound it up today?
5. Describe your watch in as much detail as you can.
6. When did you learn to tell the time? What was your first watch like?
7. What is the difference between a clock and a watch? What kinds of clocks do you know? What kind of clock have you got in your study?
8. Have you ever seen or had very unusual or funny alarm-clocks?
9. Did you set your alarm-clock yesterday before going to bed? What time did you set it for? When did your alarm-clock go off?
10. Why is it important to have the right time? Do you like to come to the university in good time? Do you live by the clock?

8. Give English equivalents for the expressions below and use them in sentences of your own:

- *показывать точное время;*
- *определять время по часам;*
- *поставить время на часах по радио;*
- *завести будильник на 6.30;*
- *часы спешат на 5 минут;*
- *часы спешат на одну минуту в сутки;*
- *перевести часы на час вперёд;*
- *циферблат;*
- *стрелки;*
- *часовщик;*
- *заводить часы;*
- *часы пробили час.*

9. Dialogue. You are late for classes because your watch is wrong again. Your friend advises you to go to a watchmaker or to buy a new watch.

10. Pair or group discussion: Are you organised?

1. Do you wear a watch? Why?
2. Are you often late for appointments? For classes? Why?
3. Do you use an alarm clock every morning? Why?

4. Do you use a diary to arrange your social life? Why?

5. Do you think you are an organised person?

11. When is your birthday? Do you know the birthdays of all your groupmates? Play a birthday snowball, paying attention to the use of articles and prepositions.

MODEL:

Student A: *My birthday is on the 27th of December.*

Student B: *Student A's birthday is on the 27th of December, and my birthday is on the 31st of August.*

Student C: *Student A's birthday is ..., Student B's birthday is ... and mine is ... etc.*

12. (a) Insert articles where necessary. Listen to the recording and check.

ROWENA

I teach _ piano to _ young children. In _ week I get up at 7 a.m., I have _ toast and _ coffee for _ breakfast and I leave _ house at 8 a.m. I walk to _ school. It's only _ ten-minute walk from my home. I start _ teaching at 9 a.m. I really like my work and _ children like their music lessons very much. On _ Saturday and _ Sunday I don't get up before 9 a.m. and I have _ big breakfast about 10 a.m. I play _ tennis or _ football on _ Saturday afternoon and in _ evening I go to _ cinema or _ club with my friends.

DENNIS

I'm _ student and I study _ music at _ Oxford University. In _ week I get up at 6 a.m. and I play _ piano for two hours before _ breakfast. I have _ egg and _ bacon, _ toast and _ marmalade for _ breakfast at 8.30 a.m., then I play for another two hours. I go to _ lectures or study in _ library. At four or five p.m. I go into _ town with _ friends and we go to _ café. We drink _ coffee and we talk about _ music. In _ evening I play _ piano again for about two hours or I go to _ concerts in _ Oxford or _ London. On _ Saturday and _ Sunday I don't play _ piano before 10 a.m. but I still practise for six hours.

(b) Reread the texts and say in what way your daily programme is similar to or different from Rowena's / Dennis's.

AT, IN or ON?

AT	ON	IN
<i>at 6 o'clock, at 1.30 p.m. at Christmas, at Easter at night, at midnight at noon, at midday at sunset at the weekend, at weekends at lunchtime, at dinner time</i>	<i>on Monday, on Saturdays on Tuesday evening, on Thursday mornings etc. on the 6th of July on Christmas Eve/Day, on New Year's Day, on my birthday, on that day, on a</i>	<i>in the 15th century, in the 21st century in 2004, in 1561 in the 1970s in spring, in summer in January, in August in the morning(s), in the</i>

<i>at the moment, at present</i> <i>at the same time</i>	<i>warm day etc.</i> <i>on weekdays</i>	<i>afternoon(s), in the evening(s)</i> <i>in the past, in (the) future</i>
---	--	---

13. Insert prepositions where necessary.

1. I'll see you _ Friday.
2. I'll see you _ next Friday.
3. What are you doing _ Saturday?
4. What are you doing _ the weekend?
5. They often go out _ the evenings.
6. They often go out _ Sunday evenings.
7. Do you work _ Wednesdays?
8. Do you work _ every Wednesday?
9. We usually have a holiday _ summer.
10. We often have a short holiday _ Christmas.
11. Pauline got married _ 2007.

14. (a) Insert prepositions where necessary and guess the jobs described in the paragraphs below. Listen to the recording and check your answers.

KAREN

I have to get _ the garage before 8 a.m. We usually have to work on _ six or seven cars _ each day. We don't have to work _ Saturday afternoons or Sundays. Sometimes we have to work _ the evenings if the person has to have their car back _ the same day.

MANDY

I work _ business offices _ London. I work before the offices open _ the morning and again _ the evening when they close. It's not easy because I have to get _ the offices _ 5 a.m. and I finish _ 8.30 a.m. Then I have to start my evening work _ 6.30 p.m. and I don't usually finish _ 11 p.m. I don't see my friends _ the week, but we go _ _ the weekend because I don't have to work _ Saturdays or Sundays.

VANESSA

My working hours are different _ every day. Sometimes I only go _ France and back but _ other days I work _ a twelve or fourteen-hour flight _ Japan or Latin America. I have to wear _ a uniform and I have to look good all _ the time. There are usually eight or nine _ us _ a long flight and we have to serve _ three different meals. We have to sleep when we can but someone always wants a drink or something to eat so we don't get much _ sleep _ the plane.

BETTY

I have to work _ the evenings and _ weekends but I like my job so it's not a problem. I don't have to get _ work _ 4 p.m. so I do my shopping and have lunch _ my friends before I go _ work. I have to meet _ all _ the guests when they arrive. I have to check _ their passports and give _ them their room keys. Guests often phone to ask _ drinks or food so I have to call _ the kitchen and get someone to take it up _ their rooms. Most _ people are really nice but sometimes

we get difficult guests. I have to be very polite all _ the time and that's not always easy.

(b) Look through the four monologues above and decide, whose daily programme would be the most/the least convenient for you, whose working day is the most difficult and which of the four jobs you would like to do.

15. Insert prepositions where necessary.

(a)

1. Columbus made his first voyage _ Europe _ America _ 1492.
2. _ Britain most _ people do not work _ Sundays.
3. If the sky is clear, you can see the stars _ night.
4. After working hard _ the day, I like to relax _ the evening.
5. The first man walked _ the moon _ the 21st _ July _ 1969.
6. It's difficult to listen if everyone is speaking _ the same time.
7. Jazz became popular _ the United States _ the 1920s.
8. I'm just going out _ the shop. I'll be back _ about 20 minutes.
9. (on the phone) 'Can I speak to Claire?' 'I'm afraid she's not here _ the moment.'
10. _ Britain people send _ each other cards _ Christmas.
11. Bob is a very fast runner. He can run 100 metres _ 11 seconds.
12. Henry is 63. He'll retire _ his job _ two years' time.

(b)

1. Mozart was born _ Salzburg _ 1756.
2. I haven't seen Kate for a few days. I last saw her _ Tuesday.
3. The price of electricity is going up _ October.
4. I've been invited _ a wedding _ 14 February.
5. Hurry up! We've got to go _ five minutes.
6. I'm busy just now but I'll be with you _ a moment.
7. Jenny's brother is an engineer but he's out of work _ the moment.
8. There are usually a lot _ parties _ New Year's Eve.
9. I hope the weather will be nice _ the weekend.
10. _ Saturday night I went _ bed _ 11 o'clock.
11. I don't like travelling _ night.
12. We travelled overnight to Paris and arrived _ 5 o'clock _ the morning.
13. The course begins _ 7 January and ends sometime _ April.
14. It was quite a short book and easy to read. I read it _ a day.
15. I might not be _ home _ Tuesday morning but I'll probably be there _ the afternoon.
16. My car is being repaired _ the garage. It will be ready _ two hours.
17. The telephone and the doorbell rang _ the same time.
18. Mary and Henry always go out _ a meal _ their wedding anniversary.

16. Insert prepositions or adverbs where necessary.

1. 'What time do you usually wake _ ?' ' _ seven _ weekdays, _ a quarter _ eight _ Sunday, _ half _ seven _ summer.'
2. I got _ early _ the morning and felt sleepy _ the daytime but when my friend called me _ the evening I felt excited and could not fall _ asleep _ night.
3. When the alarm-clock rang _ , I jumped _ _ bed, switched _ the radio and began to do my morning exercises _ the music.
4. He arrived _ the station _ ten minutes _ seven.
5. She prefers to go _ a walk _ the morning, when the air is so fresh.
6. She does not live very far _ her work. It takes _ her half _ an hour to get _ the office but she goes there _ bus and not _ foot.
7. He invited his friends _ his birthday party _ the 17th _ February.
8. My mother was born _ the 4th _ October _ 1970.
9. Pauline got married _ 18 May 2007.
10. Chris is getting married _ this year.

ON TIME or IN TIME?

on time = punctual, not late, at the time which was planned. Opp.: late.

[вовремя, по расписанию]

The 11.45 train left on time.

'I'll meet you at 7.30.' 'OK, but please be on time.' [=don't be late]

The conference was very well organized. Everything began and finished on time.

in time (for sth, to do sth) = soon enough. Opp.: too late.

[вовремя, кстати, в подходящий момент]

Will you be home in time for dinner? [=soon enough for dinner]

I've sent Jill her birthday present. I hope it arrives in time.

I must hurry. I want to get home in time to see the football match on TV.

17. Complete the sentences with *on time* or *in time*.

1. The bus was late this morning but it's usually ____ .
2. The film was supposed to start at 8.30 but it didn't begin ____ .
3. I like to get up ____ to have a big breakfast before going to work.
4. We want to start the meeting ____ , so please don't be late.
5. I've just washed this shirt. I want to wear it this evening, so I hope it will be dry ____ .
6. The train service isn't very good. The trains are rarely ____ .
7. I nearly missed my flight this morning. I got to the airport just ____ .

8. I nearly forgot that it was Joe's birthday. Fortunately I remembered ____ .
9. Why are you never ____ ? You always keep everybody waiting.

AT THE END or IN THE END?

at the end (of sth) = at the time when sth ends. Opp.: at the beginning (of sth).

[в конце чего-л.]

at the end of the month / of the film / of January etc.

in the end = finally; used to say what the final result of the situation was.

Opp.: at first.

[наконец, в конце концов]

He couldn't decide where to go for holidays. He didn't go anywhere in the end.

At first we didn't like each other, but in the end we became good friends.

18. Complete the sentences with *at the end* or *in the end*.

1. All the players shook hands ____ of the match.
2. We had a lot of problems with our car. ____ we sold it.
3. I normally get paid ____ of the month.
4. The students had a party ____ of the course.
5. Judy got more and more fed up with her job. ____ she resigned.
6. Two of the runners collapsed ____ of the race.
7. I tried to learn German but I found it too difficult. ____ I gave up.
8. We couldn't decide whether to go to the party or not. ____ we didn't go.
9. To my surprise I was offered the job ____ of the interview.

19. Insert prepositions where necessary.

1. I'm going away _ the end _ the month.
2. It took _ me a long time to find a job. _ the end I got a job _ a hotel.
3. Are you going away _ the beginning _ August or _ the end?
4. I couldn't decide what to buy _ Mary _ her birthday. I didn't buy her anything _ the end.
5. We waited ages _ a taxi. We gave up _ the end and walked _ home.
6. I'll be moving _ a new address _ the end _ September.
7. _ first Helen didn't want to go _ the theatre but she came with us _ the end.
8. 'I didn't know what to do.' 'Yes, you were _ a difficult position. What did you do _ the end?'

Give it another brush

1. Give synonyms for the following:

free time, during the week, on Saturday and Sunday, occasionally, often, seldom, luckily, to live alone, to clean one's teeth, to drop in, to do the housework, to have a bite, to go to bed early, to get to sleep, to give food, to cook meals, to make breakfast, to turn sth on, two times, to get to work, to wash the dishes, a very important question, on a bus, after the lessons, at the lesson, wonderful.

2. Give opposites or logical counterparts:

to wake up, to have a late night, to come home, to stay in, to gain a minute a day, to be five minutes fast, to put the clock back, to switch on, on weekdays, an early riser, quickly, fortunately, upstairs, tidy, frequently.

3. Insert articles where necessary.

1. I never have _ big breakfast – just _ sandwich and _ coffee. Sometimes I don't have _ breakfast at all.
2. On _ Saturday we usually buy all _ food for _ week as we are too busy on _ weekdays.
3. I like to be _ first to wake up. I go to _ kitchen and start getting _ breakfast ready while everyone in _ family is still asleep.
4. I'm getting fed up with my room-mate! She likes _ tidiness, but she never does _ cleaning! She never even gives me _ helping hand with _ washing-up.
5. If I am lucky during _ day I go for _ ride. _ riding is _ marvellous form of exercise, to my mind.
6. Are you _ early riser or _ night owl?
7. I always take _ children to _ school before going to _ work.
8. He is always _ most energetic person in _ group of _ people.
9. What is _ date today?
10. My watch never keeps _ time.
11. He learnt to tell _ time at _ age of 5.
12. What's _ time? – It's _ half past two.
13. _ clock was ticking on _ mantelpiece.
14. _ church clock struck _ midnight.

4. Insert prepositions or adverbs where necessary.

1. He works too much and keeps thinking _ work even _ holiday. No wonder

- the doctor has advised _ him to slow _ .
2. I'll phone _ you _ _ half _ three, as soon as I pick _ the kids _ school.
 3. My Mum cooks _ seven people _ every day.
 4. She always gets _ an hour _ her children and does jobs _ the house.
 5. He is always the first to arrive _ work.
 6. I have no idea when he will arrive _ Madrid.
 7. 'I apologise _ being late.' 'Don't worry _ that.'
 8. My watch gains a minute _ a day.
 9. _ six sharp the alarm-clock went _ and he awoke with a start.
 10. It's 4.30 _ the kitchen clock.
 11. How strange! I set my watch _ the radio only an hour ago and it is already _ five minutes fast!
 12. Before going _ bed Mary wound _ her watch and set her alarm-clock _ 6.30 a.m.

5. Render the following in English.

(a)

1. Он всегда заводит будильник на шесть часов, но никогда не поднимается сразу, а лежит в постели ещё минут десять. Иногда он снова засыпает и из-за этого опаздывает на работу.
2. Так как я «сова», в выходные я редко просыпаюсь раньше восьми утра.
3. Вчера моя соседка по комнате снова проспала, потому что очень поздно легла накануне.
4. Ты слишком много работаешь на этой неделе. Ты забыл, что даже врач посоветовал тебе сбавить темп? – Ничего, в выходные отосплюсь.
5. На неделе я не так уж много времени трачу на приготовление еды, так как живу один. Но вообще я люблю готовить, поэтому по воскресеньям я всегда готовлю что-нибудь вкусное и приглашаю друзей на ужин.
6. Мы не часто куда-то выбираемся по вечерам, потому что очень устаём на работе. Обычно просто остаёмся дома и отдыхаем.
7. Во сколько ты завтра вернешься? – Если расписание не изменится, то я выйду из университета в три часа, и если не попаду в пробку, к четырём буду дома.
8. Ты не занята сегодня? – После обеда надо купить продукты на неделю. Потом буду убирать квартиру. А вечером хочу лечь пораньше, а то мне завтра рано вставать.
9. Моя старшая сестра выполняет бóльшую часть работы по дому: стирает, гладит, ездит за покупками, готовит. Зато я всегда мою посуду!
10. Обычно я успеваю только принять душ, а на ванну времени не хватает.
11. Давай немного перекусим, а то я утром не успел позавтракать.
12. Не так-то просто всё успеть за день, поэтому я всегда составляю список дел, которые нужно сделать в течение дня.

(b)

1. Мой рабочий день начинается без двадцати семь со звонка будильника.
2. Сколько времени у тебя уходит на дорогу в университет? – Пять минут на автобусе, полчаса пешком.
3. К сожалению, в столовой была толпа студентов, которые тоже хотели перекусить в эту перемену.
4. Уже лёжа в постели, он вспоминал события прошедшего дня.
5. Я люблю приезжать в университет с запасом времени. Терпеть не могу опаздывать на занятия.
6. Если вы хотите быть здоровым и всё успевать, то вы должны понимать, что правильный распорядок дня исключительно важен.
7. Ничего, если я зайду к тебе через десять минут? Ты будешь готова? – Думаю, да. Мне только зубы почистить и причесаться.
8. Мама ежедневно готовит на пятерых.
9. Ты меня не разбудишь через полчаса? Я немного вздремну.
10. Тебе не кажется, что это несколько несправедливо? Чистоту ты любишь, но сам не особенно аккуратен!
11. Мне придётся сегодня задержаться на работе. Ты не заберёшь детей из школы?
12. Не шуми, ребёнка разбудишь!

(c)

1. Придётся сдать часы в ремонт. Они отстают на пять минут в сутки, а я люблю приходить вовремя.
2. По-моему, йога – замечательный вид упражнений, как духовно, так и физически. Упражнения можно выполнять под музыку, и не нужно ездить в тренажёрный зал.
3. Наше общее увлечение – садоводство.
4. Он вечно читает во время еды.
5. Жаль, что не смогу присоединиться к вам в воскресенье, я уезжаю в конце недели.
6. Почему бы нам не встретиться сегодня вечером, скажем, в половине восьмого?
7. Часы пробили полночь.
8. Не забудь завтра перевести часы на час вперёд.
9. Как-то у меня часы странно ходят. Сколько сейчас времени на твоих часах? – Без четверти четыре. – Уже?! Ну вот, опять отстали на десять минут. А ведь я только утром их по радио поставил!
10. Ты сегодня не подводил часы? Кажется, они спешат минуты на три.
11. Пожалуйста, извините за опоздание. Такое со мной впервые! – Ничего страшного.

12. Вам необходимо научиться сочетать учёбу с развлечениями.

6. More **dialogues** for you (for formulas see pp.63-64).

1. You think you study all day long, but each time the most important thing is not done, and it ends in bad luck and bad mood. Your friend helps you to find out what is wrong.
2. You often have a headache and feel unwell. The doctor helps you to find out the reason for your troubles. The point is that you neglect your daily programme.
3. You are late for the lesson again. After classes you have to apologise to the teacher, explaining that you had a late night yesterday and forgot to wind the alarm-clock before going to bed.
4. You decide to ring up your nephew every hour to find out what he is busy with because his progress at school has become worse.

7. Writing: 'A Day That Went Wrong'

Have you ever had to live through a day when everything seemed to go wrong? Describe such a day (real or imaginary) in detail, using as much of the active vocabulary of the topic as you can.

☺ **Are you a workaholic?** Check your score!

- 1 (a) 2 (b) 1 (c) 0
- 2 (a) 3 (b) 2 (c) 1 (d) 0
- 3 (a) 2 (b) 0
- 4 (a) 2 (b) 1 (c) 0
- 5 (a) 2 (b) 1 (c) 0
- 6 (a) 2 (b) 0 (c) 1
- 7 (a) 2 (b) 1 (c) 0
- 8 (a) 2 (b) 0
- 9 (a) 2 (b) 0

What your score means...

0-2 You obviously hate work!

3-6 You take things very easily.

7-10 You have a good balance between work and fun.

11-14 You work hard. Make sure your health doesn't suffer.

15-19 You are very ambitious. Remember – all work and no play makes Jack a dull boy!

FOCUS ON GRAMMAR

PRESENT TENSES WITH A FUTURE MEANING

1. We use the **present continuous** to say what we have already arranged to do:
'What are you doing on Saturday evening?' 'I'm going to the theatre.'
'What time is Cathy arriving tomorrow?' 'At 10.30. I'm meeting her at the station.'
We're having a party next weekend.
I'm not working tomorrow, so we can go out somewhere.

2. We use the **present simple** when we talk about timetables, programmes etc. (e.g. for public transport, cinemas, etc.):
The train leaves Plymouth at 11.30 and arrives in London at 14.45.
What time does the film begin?
It's Wednesday tomorrow.

3. You can use the **present simple** for people if their plans are fixed like a timetable:
I start my new job on Monday. What time do you finish work tomorrow?
 But the **continuous** is more usual for personal arrangements:
What time are you meeting Ann tomorrow?

Compare the use of the Present Continuous and the Present Simple:

Present Continuous (fixed personal arrangements):	Present Simple (timetables, programmes etc.):
- I'm <u>going</u> to a concert this evening.	- The concert <u>starts</u> at 7.30 (this evening).
- What time <u>are</u> you <u>leaving</u> ?	- What time <u>does</u> the train <u>leave</u> tomorrow?

EXERCISES

Ex. 1. Your friend Jane is planning to go on holiday soon. You ask her about her plans. Write questions using the present continuous and the words in brackets.

<i>questions</i>	<i>answers</i>
1. (where / go?)	Scotland.
2. (how long / stay?)	Ten days.
3. (when / go?)	Next Friday.

4. (go / alone?)	No, with a friend of mine.
5. (travel / by car?)	No, by train.
6. (where / stay?)	In a hotel.

Ex. 2. Tom wants you to visit him but you are very busy. Look at your diary for the next few days and explain to him why you can't come using the present continuous.

MONDAY	<i>volleyball 7.30 p.m.</i>
TUESDAY	<i>work late (till 9 p.m.)</i>
WEDNESDAY	<i>theatre (with Mother)</i>
THURSDAY	<i>meet Julia 8 p.m.</i>

TOM: Can you come on Monday evening?

YOU: Sorry but

TOM: What about Tuesday evening then?

YOU: No, not Tuesday. I

TOM: And Wednesday evening?

YOU:

TOM: Well, are you free on Thursday?

YOU: I'm afraid not.

Ex. 3. Have you arranged to do anything at these times? Write sentences about yourself.

MODEL: (this evening) *I'm going out this evening.*
or I'm not doing anything this evening etc.

1. tomorrow morning
2. tomorrow evening
3. the day after tomorrow
4. next Sunday
5. tonight
6. (choose another day or time and write three more sentences)

Ex. 4. Open the brackets using the present continuous or the present simple.

(a)

1. 'You (*go*) out this evening?' 'No, I'm too tired.'
2. We (*go*) to a concert this evening. It (*start*) at 6.30.
3. Do you know about Sally? She (*get*) married next month!
4. 'My parents (*go*) on holiday next week.' 'Oh, that's nice. Where they (*go*)?'
5. Silvia is doing an English course at the moment. The course (*finish*) on Friday.
6. There's a football match tomorrow but I (*not/go*).
7. I (*go*) out with some friends tonight. Why don't you come too? We (*meet*) at John's house at 8 o'clock.
8. 'How you (*get*) home after the party tomorrow? By taxi?' 'No, I can go by bus. The last bus (*leave*) at midnight.'
9. 'Do you want to go to the cinema tonight?' 'Yes, what time the film (*begin*)?'
10. 'What you (*do*) next Monday afternoon?' 'I (*work*).'

(b)

1. I (*go*) to the theatre this evening.
2. The film (*begin*) at 3.30 or 4.30?
3. We (*have*) a party next Saturday. Would you like to come?
4. The art exhibition (*open*) on 3 May and (*finish*) on 15 July.
5. I (*not/go*) out this evening. I (*stay*) at home.
6. 'You (*do*) anything tomorrow morning?' 'No, I'm free. Why?'
7. We (*go*) to a concert tonight. It (*start*) at 7.30.
8. *You are on a train to London and you ask another passenger:*
'Excuse me. What time this train (*get*) to London?'
9. 'Ann, I (*go*) to town. You (*come*) with me?'
10. Sue (*come*) to see us tomorrow. She (*travel*) by train and her train (*arrive*) at

10.15. I (*meet*) her at the station.

11. *You and a friend are watching television. You say:*

*'I'm bored with this programme. When it (*finish*)?'*

TO BE GOING TO DO STH

1. "I am going to do something" = I have already decided to do it, I intend to do it:

'I hear Ruth has won some money. What is she going to do with it?' 'She is going to buy a new car.'

'There's a film on TV tonight. Are you going to watch it?' 'No, I'm tired. I'm going to have an early night.'

This food looks horrible. I'm not going to eat it.

2. "Something is going to happen" = it is clear *now* that it is sure to happen:

Look at those black clouds! It's going to rain.

Oh dear! It's 9 o'clock and I'm not ready. I'm going to be late.

Look! That man with the heavy box can't see where he is walking. He is going to fall into that hole!

3. Compare the use of the Present Continuous and the structure "to be going to do sth":

<p>Present Continuous (things you have <i>arranged</i> to do – e.g. to meet sb, to go somewhere etc.):</p> <ul style="list-style-type: none"> - <i>They <u>are having</u> a party next week. (=It's all arranged, invitations have already been sent.)</i> - <i>I'm <u>leaving</u> tomorrow. I've got my plane ticket.</i> 	<p>to be going to do sth (things you have <i>decided</i> to do, but perhaps <i>not arranged</i> to do):</p> <ul style="list-style-type: none"> - <i>They <u>are going to have</u> a party in 2 weeks. (=They've decided it but it hasn't been arranged yet.)</i> - <i>'The windows are dirty.' 'Yes, I know. I'm <u>going to clean</u> them later.' (=I've decided to clean them, but not <i>arranged</i> to clean them.)</i>
---	--

Sometimes the difference is very small and either form is possible.

Note that with the verbs *go* and *come* we use the Present Continuous rather than *going to*:

I'm going out tonight. [RATHER THAN I'm ~~going to go~~ out tonight]

EXERCISES

Ex. 1. Complete the sentences using *going to* and one of the verbs from the box.

do eat give lie down stay walk wash watch wear

1. My hands are dirty. them.
2. What to the party tonight?
3. I don't want to go home by bus. I
4. John is going to London next week. He with some friends.
5. I'm hungry. I this sandwich.
6. It's Sharon's birthday next week. We her a present.
7. Sue says she's feeling very tired. She for an hour.
8. There's a good film on TV this evening. you it?
9. What Rachel when she leaves school?

Ex. 2. Answer the questions using *going to* and one of the word(s) in brackets.

1. Have you cleaned the car? – (*tomorrow*) Not yet. I
2. Have you phoned Sally? – (*later*) Not yet.
3. Have you done the shopping? – (*this afternoon*) Not yet.
4. Have you read the paper? – (*after dinner*) Not yet.
5. Have you had dinner? – (*just*) Not yet.

Ex. 3. What is going to happen in these situations? Use the words in brackets.

1. There are a lot of black clouds in the sky. (*rain*)
2. It's 10.30 and Jack is leaving his house. He has to be at work at 8.45 but the journey takes 30 minutes. (*late*)
3. There is a hole in the bottom of the boat. (*sink*)
4. Emma is driving. There is very little petrol left in the tank but the nearest petrol station is a long way away. (*run out*) She

5. 'Oh dear. (*sneeze*) Aaattishooo!' 'Bless you!'
6. Anna is running very fast. (*win the race*) She

Ex. 4. Open the brackets using the present continuous, present simple or *going to*.

1. John is a student. He usually (*study*) very hard. He (*study*) Ancient History now. He (*study*) Modern History next year.
2. Julie and Ted often (*climb*) mountains. They (*climb*) Snowdon at the moment. They (*climb*) the Eiger next summer.
3. Mother (*work*) in the garden now. She (*work*) in the garden every Saturday. Next Saturday she (*plant*) a beautiful new fruit tree.
4. The last ferry (*leave*) at 6.40 tonight.
5. Have you heard the news? They (*have*) a baby! It's due next month.
6. 'What you (*do*) this summer?' 'We (*spend*) a week with friends in Greece.'

Ex. 5. Listening

(a) Rosie, aged 11, and her teacher Miss Bishop, aged 59, both have plans for the future. Read their future plans: which do you think are Rosie's and which are Miss Bishop's?

1. *I'm going to be a ballet dancer.*
2. *I'm going to travel all over the world.*
3. *I'm going to learn Russian.*
4. *I'm going to learn to drive.*
5. *I'm going to open a school.*
6. *I'm not going to marry until I'm thirty-five.*
7. *I'm not going to wear skirts and blouses.*
8. *I'm going to wear jeans and T-shirts all the time.*
9. *I'm going to write a book.*
10. *I'm going to become a TV star.*

Listen to the recording and find out if you were correct.

(b) Speak about what Rosie is going to do when she grows up.

(c) Speak about what Miss Bishop is going to do when she retires.

FUTURE SIMPLE

1. We form the future simple with the auxiliary verb “**will**” (**’ll**) and the infinitive of the notional verb: *I don’t think it will rain this afternoon. Do you think the exam will be difficult? Will you shut the door? We ’ll probably go to Scotland for our holiday.*

The negative of “will” in spoken English is usually “**won’t**” (=will not):

I can see you are busy, so I won’t stay long.

“**Shall**” as well as “will” can be used for the 1st person: you can say **I shall** or **I will (I’ll)**, **we shall** or **we will (we’ll)**:

I think I will be late (I’ll be late) = I think I shall be late.

I am sure we will win (we’ll win) = I’m sure we shall win.

The negative of “shall” is “shall not” or “**shan’t**”:

I shan’t be here tomorrow (=I won’t be here)

“**Shall**” is used mostly in the questions **shall I...? / shall we ...?** (=Do you think this is a good thing to do? Do you think it’s a good idea?):

It’s very warm in this room. Shall I open the window?

It’s a nice day. Shall we go for a walk?

Where shall we go for holiday this year?

2. We use the future simple in these situations:

- when we decide to do sth at the time of speaking: *Oh, I’ve left the door open. I ’ll go and shut it. / ‘What would you like to drink?’ ‘I ’ll have an orange juice, please.’ / ‘Did you phone Ruth?’ ‘Oh no, I forgot. I ’ll phone her now.’*
- when we offer to do sth: *That bag looks heavy. I ’ll help you with it.*
- when we agree to do sth: *‘Can I have my book back if you’ve finished with it?’ ‘Of course. I ’ll give it to you this afternoon.’*
- when we promise to do sth: *Thanks for lending me the money. I ’ll pay you back on Friday. / I won’t tell anyone what happened, I promise.*
- when we ask sb to do sth: *Will you please be quiet? I’m trying to concentrate.*
- when we refuse to do sth: *No, I won’t stay here a minute! / I’ve tried to advise her but she won’t listen. (=she refuses to listen)*
- when we ask sb’s opinion (especially in offers or suggestions): *Shall I open the window? (=do you want me to do it?) / I’ve got no money. What shall I do? (=what do you suggest?) / ‘Shall we go?’ ‘Just a minute. I’m not ready yet.’*
- when we predict the future: *Leave the old bread in the garden, the birds will*

eat it. / *This plate is very hot. If you touch it, you'll burn yourself.* / *Tom won't pass the exam, he hasn't worked hard enough.*

3. We often use “**will**” (**'ll**) with the words ***probably, I expect, I'm sure, I think, I don't think, I wonder:***

I'll probably be home late this evening.

I feel a bit hungry. I think I'll have something to eat.

I don't think I'll go out tonight. I'm too tired.

I wonder what will happen.

I expect she'll phone this evening.

4. Note that we do not use the future simple to talk about what we have *already* decided or arranged to do:

Alex is getting married next month. [NOT ~~will get~~]

Are you going to watch television this evening? [NOT ~~Will you watch~~]

Compare the use of the future simple and “going to”:

Future Simple (to talk about things you decide to do <i>at the time of speaking</i> , about a new idea):	to be going to do sth (things you have <i>already</i> decided to do, <i>before</i> the moment of speaking):
- ‘George <i>phoned</i> while you were out.’ ‘OK. <u>I'll phone</u> him back.’	- ‘George <i>phoned</i> while you were out.’ ‘Yes, I know. <u>I'm going to phone</u> him back.’
- ‘Ann <i>is in</i> hospital.’ ‘Oh really? I <i>didn't</i> know. <u>I'll go</u> and visit her.’	- ‘Ann <i>is in</i> hospital.’ ‘Yes, I know. <u>I'm going to visit</u> her tomorrow.’
- ‘Let's have a party.’ ‘That's a great idea. <u>We'll</u> invite lots of friends.’	- Sue and I have decided to have a party. <u>We're going to</u> invite lots of friends.

EXERCISES

Ex. 1. Complete the sentences with *I'll* and a suitable verb. State the function of the future simple.

- I'm too tired to walk home. I think a taxi.
- ‘It's a bit cold in this room.’ ‘Is it? on the heating then.’
- ‘We haven't got any milk.’ ‘Oh, haven't we? and get some.’
- ‘Do you want me to do the washing-up?’ ‘No, it's all right. it.’
- ‘I don't know how to use this computer.’ ‘OK, you.’
- ‘Would you like tea or coffee?’ ‘ coffee, please.’
- ‘Goodbye! Have a nice holiday.’ ‘Thanks. you a postcard.’

8. Thank you for lending me your camera. it back to you on Monday, OK?’
9. ‘Are you coming with us?’ ‘No, I think here.’

Ex. 2. Complete the sentences using the future simple and one of the verbs from the box.

(a)

carry	do	eat	send	show	sit	stay
-------	----	-----	------	------	-----	------

1. ‘My bag is very heavy.’ ‘..... it for you.’
2. ‘Enjoy your holiday.’ ‘Thank you. you a postcard.’
3. ‘I don’t want this banana.’ ‘Well, I’m hungry. it.’
4. ‘Do you want a chair?’ ‘No, it’s OK. on the floor.’
5. ‘Did you phone Jenny?’ ‘Oh no, I forgot. it now.’
6. ‘Are you coming with me?’ ‘No, I don’t think so. here.’
7. ‘How do you use this camera?’ ‘Give it to me and you.’

(b)

be	be	come	get	like	look	meet	pass
----	----	------	-----	------	------	------	------

1. Don’t worry about your exam, I’m sure you
2. Why don’t you try on this jacket? It nice on you.
3. You must meet George sometime. I think you him.
4. It’s raining. Don’t go out. You wet.
5. They’ve invited me to their house. They offended if I don’t go.
6. Goodbye. I expect we again before long.
7. I’ve invited Sue to the party but I don’t think she
8. I wonder where I 20 years from now.

Ex. 3. Complete the sentences using *I think I’ll...* or *I don’t think I’ll...*

1. It’s a bit cold today.
2. I’m hungry.
3. I feel tired.
4. This camera is too expensive.

5. 'Do you know where you'll be at 10 o'clock tomorrow?' 'I'm not sure.'
6. The driving test is in two days and it makes me tremble.
7. 'Shall I give you a lift in my car?' 'No, thanks. '
8. 'We are going swimming. Would you like to join us?' 'Well, no. '

Ex. 4. Write questions using '*do you think ... will ... ?*' and one of the verbs from the box.

be back	cost	finish	get married	happen	like	rain
---------	------	--------	-------------	--------	------	------

1. I've bought Mary a present. Do you think she ?
2. The weather doesn't look very good. Do you ?
3. The meeting is still going on. When do you ?
4. My car needs to be repaired. How much ?
5. Sally and David are in love. Do ?
6. 'I'm going out now.' 'OK. What time ?
7. The future situation is uncertain. What ?

Ex. 5. Fill in *will* or *won't* and state the function of the future simple.

1. Don't drink coffee before you go to bed. You _ sleep.
2. 'Are you ready yet?' 'Not yet. I _ be ready in five minutes.'
3. I'm going away for a few days. I'm leaving tonight, so I _ be at home tomorrow.
4. There's no need to take an umbrella with you. It _ rain.
5. Can you wait for me? I _ be very long.
6. 'I don't feel very well this evening.' 'Well, go to bed early and you _ feel better in the morning.'
7. It's Bill's birthday next Monday. He _ be 25.
8. I'm sorry about what happened yesterday. It _ happen again.
9. If you don't eat anything now, you _ be hungry later.

10. I've got some incredible news! You _ never believe what's happened.

Ex. 6. (a) Write sentences with *Shall I ...?* using words from Box A and Box B.

A: make / open / turn on / turn off	B: the light / the television / the window / some sandwiches
--	---

1. 'It's too hot in this room.' '.....?'
2. 'This programme is very boring.' '.....?'
3. 'I'm awfully hungry.' '.....?'
4. 'It's dark in this room.' '.....?'

(b) Write sentences with *Shall we ...?* using words from Box A and Box B.

A: what / where / what time / who	B: buy / invite / go / meet
--	------------------------------------

5. 'Let's go out tonight.' 'OK,?'
6. 'Let's have a holiday.' 'OK,?'
7. 'Let's spend some money.' 'OK,?'
8. 'Let's have a party.' 'OK,?'

Ex. 7. What do you say in these situations? Write sentences with *shall I ...?* or *shall we ...?*

1. You and your friend want to do something this evening but you don't know what. Ask your friend. *What?*
2. You try on a jacket in a shop. You are not sure whether to buy it or not. Ask a friend for advice.
3. It's Ann's birthday next week. You want to give her a present but you don't know what. Ask a friend for advice.
4. You and your friend are going on holiday together but you haven't decided where. Ask him/her.
5. You and a friend are going out. You haven't decided whether to go by car or to walk. Ask him/her.

6. Your friend wants you to phone later. You don't know what time to phone.

Ask him/her.

Ex. 8. Fill in *will*, *won't* or *shall* and state the function of the future simple.

LARRY: _ we go for a picnic tomorrow?

SUE: Yes. That's a good idea. I _ make some sandwiches.

LARRY: OK. And I _ bring some lemonade.

SUE: _ I buy some cheese?

LARRY: I don't really like cheese.

SUE: I _ buy any cheese then. I _ bring some fruit instead.

LARRY: I think it _ be sunny tomorrow so I _ probably wear my shorts. I _ take a pullover.

SUE: Well, I think I _ take mine. It is still cold in the mornings.

LARRY: _ I invite Bob and Linda?

SUE: That's a good idea. It _ be nice if they come.

Ex. 9. Open the brackets using the present continuous or future simple.

1. I (*go*) to a party tomorrow night. Would you like to come too?

2. I think Jane (*get*) the job. She has a lot of experience.

3. I can't meet you this evening. A friend of mine (*come*) to see me.

4. 'Have you decided where to go for your holidays?' 'Yes, we (*go*) to Italy.'

5. There's no need to be afraid of the dog. It (*not/hurt*) you.

6. 'You (*go*) out later?' 'Yes, Mum. Why?' 'You (*do*) me a favour? I (*work*) late this afternoon and Aunt Agatha (*come*) for tea. You (*get*) some biscuits from the baker? I'm sure you (*find*) some money in the kitchen drawer.'

Ex. 10. Fill in *will* or *be going to*.

1. 'I've lost my keys!' 'I _ help you look for them.'

2. 'Watch out! You _ knock the vase over.' 'Oh! I didn't see it.'

3. 'This ice-cream is delicious!' 'Don't eat any more. You _ be sick.'
4. 'Here's the waiter! Would you like a drink?' 'Yes, please. I _ have a glass of wine.'
5. 'I'll park the car here.' 'Be careful, you _ hit the wall!'
6. '_ you have a biscuit with your tea?' 'No, thank you. I'm on a diet.'
7. 'Have you decided what to wear tonight?' 'Yes, I _ wear my black velvet dress.'
8. 'Have you seen John today?' 'No, but I _ visit him this afternoon.'

Ex. 11. Open the brackets, using the future simple or *going to*.

(a)

1. 'Why are you turning on the television?' 'I (*watch*) the news.'
2. 'Oh, I've just realised. I haven't got any money.' 'Haven't you? Well, don't worry. I (*lend*) you some.'
3. 'I've got a headache.' 'Have you? Wait there and I (*get*) an aspirin for you.'
4. 'Why are you filling that bucket with water?' 'I (*wash*) the car.'
5. 'I've decided to repaint this room.' 'Oh, have you? What colour you (*paint*) it?'
6. 'Where are you going? Are you going shopping?' 'Yes, I (*buy*) something for dinner.'
7. 'I don't know how to use this camera.' 'It's quite easy, I (*show*) you.'
8. 'What would you like to eat?' 'I (*have*) a sandwich, please.'
9. 'Did you post that letter for me?' 'Oh, I'm sorry. I completely forgot. I (*do*) it now.'
10. 'The ceiling in this room doesn't look very safe, does it?' 'No, it looks as if it (*fall*) down.'
11. 'Has George decided what to do when he leaves school?' 'Oh, yes. Everything is planned. He (*have*) a holiday for a few weeks and then he (*do*)

a computer programming course.'

(b)

1. I (*do*) the washing up. Sit down and get some rest.
2. Sandra (*wake*) up early tomorrow. She wants to leave before eight.
3. I've got a headache. You (*get*) me an aspirin, please?
4. Don't write on the walls! I (*tell*) the teacher!
5. 'What are your plans for tonight?' 'I (*watch*) television.'
6. I promise I (*be*) a good girl, Mummy.
7. Next month we (*visit*) our grandparents in Scotland.
8. 'What do you want to eat?' 'I (*have*) some spaghetti with tomato sauce.'
9. I think they (*enjoy*) the film.
10. I bet Walter (*arrive*) late again!

Ex. 12. Identify the speech situation and match the sentences with the words from the box.

intention	promise	evidence	prediction
offer	threat	warning	on-the-spot decision

1. I'll write to you every day!
2. Look at that tree! It's going to fall down.
3. I love cooking. I'm going to be a chef.
4. He's going to paint his house.
5. I'll have two cheeseburgers for lunch.
6. Shall I do the washing-up?
7. Put on your coat or you'll catch cold!
8. Finish your homework or I won't take you to the zoo.
9. Robots will do the housework in the future.

EXPRESSING THE FUTURE: REVISION

Future Simple	Be Going To
decisions taken at the moment of speaking (on-the-spot decisions) <i>Since it's getting dark, I'll turn on the light.</i>	actions intended to be performed in the near future <i>She's going to visit her parents tomorrow.</i>
hopes, fears, threats, offers, promises, warnings, predictions, requests, comments etc, especially with: <i>expect, hope, believe, I'm sure, I'm afraid, probably</i> etc. <i>I'm afraid I'll be a little late.</i>	planned actions or intentions <i>Now that they've settled in their new house, they're going to have a party.</i>
actions or predictions which may (not) happen in the future <i>She'll probably buy the dress. (prediction)</i> or actions which we cannot control and which will inevitably happen <i>He will be ten next year.</i>	evidence that something will definitely happen in the near future <i>Ann is going to have a baby.</i> <i>Look at the dark clouds in the sky! It's going to rain.</i>
things we are not sure about or haven't decided to do yet <i>She'll probably be promoted. (not sure yet)</i>	things we are sure about or we have already decided to do in the near future <i>He's going to be promoted. (The boss has decided to do it)</i>
Present Simple (future meaning)	Present Cont. (future meaning)
timetables/programmes <i>The plane reaches London at 9.45.</i>	fixed arrangement in the near future <i>Sally is seeing her dentist this week. (Sally has fixed an appointment)</i>

EXERCISES

Ex. 1. Open the brackets using the present continuous, present simple or future simple.

(a)

1. 'Did you phone Ruth?' 'Oh no, I forgot. I (*phone*) her now.'
2. I can't meet you tomorrow afternoon. I (*play*) tennis.
3. 'I (*meet*) you outside the hotel in half an hour, OK?' 'Yes, that's fine.'
4. 'I need some money.' 'OK, I (*lend*) you some. How much do you need?'
5. I (*have*) a party next Saturday. I hope you can come.
6. 'Remember to buy a newspaper when you go out.' 'OK. I (*not/forget*).'
7. What time your train (*leave*) tomorrow?

8. I asked Sue what was wrong but she (*not/tell*) me.
9. 'You (*do*) anything tomorrow evening?' 'No, I'm free. Why?'
10. I don't want to go out alone. You (*come*) with me?
11. It's a secret between us. I promise I (*not/tell*) anybody.

(b)

GARY: What you (*plan*) to do after the exams? You (*stay*) in London?

ANGELA: No, I (*leave*) on Saturday. I've bought my ticket already. I (*visit*) my brother in Wales. What you (*do*)?

GARY: I think I (*start*) looking for a job. I (*need*) some extra money because my Mum (*come*) here in August. She (*stay*) with me for a month. I (*plan*) to show her London.

ANGELA: When exactly she (*arrive*)?

GARY: Her flight (*arrive*) at Heathrow airport at 4:30 p.m. on August 3rd. I (*meet*) her there.

ANGELA: You've missed her a lot, haven't you?

GARY: Yes. I (*look forward*) to seeing her.

(c)

JOHN: Hello, Gary. Where you (*go*)?

GARY: To the sports centre. I've got a football training session. Our team (*go*) to France next week. We (*leave*) on Wednesday.

JOHN: Oh, that (*be*) great! How you (*get*) there?

GARY: We (*travel*) on the ferry. It (*leave*) at 5 o'clock in the morning.

JOHN: How long you (*stay*) in France?

GARY: About a week. We (*play*) four matches. The first one (*start*) at 3 o'clock on Wednesday afternoon, and the last one (*finish*) at 5 o'clock on the following Tuesday.

JOHN: You (*think*) you (*win*)?

GARY: Yes, but I have to go now. The coach (*shout*) at me if I (*be*) late for training. I (*tell*) you about it when I (*get*) back.

Ex. 2. Open the brackets using the present continuous, future simple or *going to*. Listen to the recordings to check your answers.

(a)

MUM: I can't decide what to do this morning. Oh, I know, I (*do*) some work in the garden.

TESS: But, Mum, it's raining!

MUM: Is it? Oh! Well, that's not a problem. I (*put on*) my coat. And then I have to go out at two o'clock because I've got an appointment at the vet's. I (*take*) the cat for his flu injection.

TESS: I (*play*) badminton with Roger at 11 and then I (*buy*) a present for Dad. Max, are you OK?

MAX: No, I feel sick suddenly. I think I (*go*) back to bed. Tom (*have*) a party tonight and I want to feel ok for it. Tess ...?

TESS: All right. I (*buy*) the video for you. But I want the money first! If not, I (*not/get*) it.

(b)

DAN: I've decided to help the environment! I (*sell*) my car and get a bicycle.

SUE: Oh. Good idea. But you can't ride a bicycle to work. It's fifty kilometres. How you (*get*) there?

DAN: Good question. I hate buses. I think I (*take*) the train.

SUE: How much do you want for the car?

DAN: I'm not sure. It isn't new. It's five years old now. I think I (*ask*) for £999.50!

SUE: Well, I (*buy*) it for that price. And I (*give*) you an extra 50 pence to make it a £1000.

DAN: Great! Ah, another idea. You can drive me to work.

SUE: What about the environment?

DAN: Yes, but it (*not/be*) my car!

Ex. 3. Choose the correct variant.

1. *We'll go / We're going* to the theatre tonight. We've got the tickets.
2. 'What *will you do / are you doing* tomorrow evening?' 'Nothing. I'm free.'
3. *Will / Shall* you be at home tomorrow evening?
4. I'm sure *she'll lend / she's lending* us some money. She's very rich.
5. 'Why are you putting on your coat?' '*I'll go / I'm going* out.'
6. Do you think Claire *will phone / is phoning* us tonight?
7. Steve can't meet us on Saturday. *He'll work / He's working*.
8. I need some exercise. I think *I am going / I'll go* for a walk.
9. Jim *is going to buy / will buy* a new car. He told me last week.
10. 'Are you *doing / do you do / will you do* anything this evening?' 'Yes, *I am going / I go / I'll go* out with some friends.'
11. *They'll go / They're going* away tomorrow morning. Their train *will leave / leaves / is leaving* at 8.40.
12. 'This letter is for Rose.' 'OK, *I am going to give / I am giving / I'll give* it to her.'

Ex. 4. Open the brackets using the appropriate way of expressing the future meaning.

(a)

SAM: We (*go*) to the cinema?

CLAIRE: Sorry, I can't. I (*go*) out with Peter tonight. He (*pick*) me up at 8 o'clock.

SAM: I (*go*) on my own then, or maybe I (*ring*) Sue to see if she (*want*) to come.

CLAIRE: That's a good idea. You (*go*) to the cinema in Green Street? I think "Batman" is on there.

SAM: Yes, I probably (*go*) there. I (*phone*) and see what time the film (*start*).

(b)

A: What you (*do*) tonight?

B: I (*try*) to finish my homework because I (*go*) to my cousin's wedding on Saturday and I (*not/be able*) to do it then.

A: What time the wedding (*start*) on Saturday?

B: The ceremony (*begin*) at 2 o'clock, then I (*go*) to the party in the evening.

A: Any of your friends (*be*) there?

B: Well, my cousin says I can bring a friend. You (*do*) anything on Saturday night?

A: No, but I (*feel*) shy if I don't know anyone.

B: Never mind. It (*be*) a big party and I'm sure you (*have*) a great time.

A: OK, then. Thanks very much.

Ex. 5. Match the following sentences with the correct description.

1. <i>Look out! That dog is going to bite you.</i>	a. fixed arrangement in the near future
2. <i>She is worried that he'll be angry.</i>	b. timetable
3. <i>The London train arrives at 4.45.</i>	c. something we are not sure about yet
4. <i>I'm seeing my bank manager this morning.</i>	d. fear about the future
5. <i>When I'm older, I'm going to learn to drive.</i>	e. evidence that something will definitely happen in the future
6. <i>I think I'll make some tea. Do you want some?</i>	f. future intention
7. <i>I'm sure he'll pass the test.</i>	g. action intended to be performed in the near future
8. <i>She'll probably come early.</i>	h. on-the-spot decision
9. <i>I'm going to buy a new car tomorrow.</i>	i. prediction

IF/WHEN-CLAUSES

1. In clauses of time and condition the present simple is used to denote a future action.

the main clause (Future) <i>I'll phone you</i>	the clause of time (Present) <i>when I get home</i>
the main clause (Future) <i>We'll be late</i>	the clause of condition (Present) <i>if we don't hurry</i>

The clauses of time are introduced by the conjunctions **when, before, after, while, as soon as, until (or till)**.

I can't talk to you now. I'll talk to you later when I have more time.

I'm going to read a lot of books while I'm on holiday.

I'm going back home on Sunday. Before I go, I'd like to visit the museum.

I'll stay here until you come back.

The clauses of condition are introduced by the conjunctions **if, unless, on condition, in case, as long as, provided that/providing that**.

It's raining hard. We'll get wet if we go out.

As long as he's on time, we won't be late for the meeting.

We'll come by car provided that Father lends us his.

Note that **unless** means "if not":

We'll go for a picnic unless it rains = We'll go for a picnic if it doesn't rain.

2. We put a comma after the clause of time and condition when it comes first.

Compare:

If we go by plane, it will be more expensive. [comma]

It will be more expensive if we go by plane. [no comma]

When you are in London again, you must come and see us. [comma]

We'll go out when it stops raining. [no comma]

3. We use the future after **when, if** etc. in **object** and **attributive clauses**:

I don't know if [= whether] he will agree to help us.

I have no idea when he will come.

Compare:

clause of condition (Present) <i>We will finish the project on time [on what condition?] <u>if</u> she agrees to help us.</i>	object clause (Future) <i>I'm not at all sure <u>if</u> [what happens?] she will agree to help us with this project.</i>
clause of time (Present) <i>Let me know immediately [when?] <u>as soon as</u> he comes to the office.</i>	attributive clause (Future) <i>Do you have any idea [what idea?] <u>when</u> he will come?</i>

EXERCISES

Ex. 1. Fill in *if* or *when* and explain the use of tenses.

(a)

1. _ I'm late this evening, don't wait for me.
2. I'm going to do some shopping now. _ I come back, we can have lunch.
3. I'm thinking of going to see Tim. _ I go, will you come with me?
4. _ you don't want to go out tonight, we can stay at home.
5. Do you mind _ I close the window?
6. John is still at school. _ he leaves school, he wants to go to university.
7. Shall we have a picnic tomorrow _ the weather is good?
8. We're going to Madrid next week. We haven't got anywhere to stay – we hope to find a hotel _ we arrive. I don't know what we'll do _ we don't find anywhere.

(b)

1. Don't worry _ I'm late tonight.
2. Tom might phone while I'm out this evening. _ he does, can you take a message?
3. I'm going to Rome next week. _ I'm there, I hope to visit a friend of mine.
4. I think Jill will get the job. I'll be very surprised _ she doesn't get it.
5. I'm going shopping. _ you want anything, I can get it for you.
6. I'm going away for a few days. I'll phone you _ I get back.
7. I want you to come to the party but _ you don't want to come, that's all right.
8. We can eat at home or, _ you prefer, we can go to a restaurant.

Ex. 2. Fill in *if* or *unless*.

(a)

1. _ you make so much noise, I won't be able to sleep.
2. I'll tell you _ there are any messages for you.

3. I won't finish the work _ you help me.
4. _ you're hungry, I'll make you a sandwich.
5. We'll miss the bus _ we hurry.
6. They won't get married _ he gets a job.
7. You won't understand _ you listen carefully.

(b)

1. _ you are not on time, they'll leave without you.
2. _ he apologises, I'll never speak to him again.
3. Stanley won't be able to finish the article _ Leslie doesn't help him.
4. _ she doesn't tidy her room, her mother will be angry.
5. We'll go to the beach tomorrow _ it rains.
6. _ I finish my homework, I can't come out with you.
7. We won't have anything to eat _ we don't go to the supermarket.
8. _ they don't hurry up, they will be late for school.

Ex. 3. Paraphrase the sentences using the word in brackets.

1. If we don't leave now, we'll be late for classes. (*unless*)
2. Unless they stop that noise, I'll call the police. (*if*)
3. She won't find tickets for the concert if she doesn't book them soon. (*unless*)
4. If I don't borrow Patrick's lawn mower, it will take me ages to cut the grass.
(*unless*)
5. The mirror will fall unless you use a strong nail. (*if*)
6. Unless it rains, we'll go to the football match. (*if*)
7. They'll stay in a hotel if their relatives don't have a spare room. (*unless*)
8. Unless you remind me, I'll forget to post the letter. (*if*)

Ex. 4. Open the brackets using the present or the future simple. Underline the conjunctions and state the type of clauses in (a) and (b).**(a)**

1. I (*stay*) here until you (*come*) back.

2. I'm going to bed when I (*finish*) my work.
3. Julia is going away soon. I (*be*) very sad when she (*leave*).
4. Don't go out yet. Wait until the rain (*stop*).
5. We (*come*) and visit you when we (*be*) in England again.
6. When I (*come*) to see you tomorrow, I (*bring*) the photographs.
7. I'm going to Paris next week. I hope to see some friends of mine while I (*be*) there.
8. 'Don't forget to give me your address.' 'OK, I (*give*) it to you before I (*go*).'

(b)

1. If I (*be*) late this evening, don't wait for me.
2. You (*write*) to me if I (*give*) you my address?
3. I (*come*) with you unless I (*be*) busy.
4. If there (*be*) a fire, the alarm (*ring*).
5. If I (*not/see*) you tomorrow morning, I (*phone*) you in the evening.
6. I (*be*) surprised if Martin and Julia (*get*) married.
7. Unless you (*work*) harder, you (*fail*) the exam.
8. You (*go*) to the party if they (*invite*) you?

Ex. 5. Open the brackets using the present or the future simple.

(a)

1. We (*leave*) as soon as he (*arrive*).
2. He says he (*telephone*) us before he (*leave*) the airport.
3. She (*stay*) at home until she (*feel*) better.
4. 'When you (*visit*) them?' 'Probably next week.'
5. When he (*finish*) school, he (*go*) to university.
6. I (*send*) you a postcard as soon as I (*get*) there.
7. I don't want to go without you. I (*wait*) until you (*be*) ready.

(b)

1. I (*phone*) you when I (*get*) home from work.

2. I want to see Margaret before she (*go*) out.
3. We're going on holiday tomorrow. I (*tell*) you all about it when we (*come*) back.
4. Brian looks very different now. When you (*see*) him again, you (*not/recognise*) him.
5. We must do something before it (*be*) too late.
6. Sue has applied for the job but she isn't very well qualified for it. I (*be*) surprised if she (*get*) it.
7. I'd like to play tennis tomorrow if the weather (*be*) nice.
8. I'm going out now. If anybody (*phone*) while I (*be*) out, can you take a message?

Ex. 6. Make one sentence from two using the conjunction in brackets.

1. You will be in London again. You must come and see us then. (*when*)
2. I'll find somewhere to live. Then I'll give you my address. (*when*)
3. I'll do the shopping. Then I'll come straight back home. (*after*)
4. It's going to start raining. Let's go home before that. (*before*)
5. She must apologise to me first. I won't speak to her until then. (*until*)
6. She must apologise to me first. I won't speak to her. (*if*)

Ex. 7. Complete the sentences paying attention to the use of tenses in clauses of time (a) and condition (b).

(a)

1. Can you close the window before ?
2. What are you going to do when ?
3. When I have more time,
4. I'll wait for you while
5. When I start my new job,
6. Will you be here when ?

(b)

1. I'm going to the concert if
2. Unless you hurry,
3. I don't want to go swimming if
4. If you go to bed early tonight,
5. Turn the television off if
6. Tina won't pass her exams if
7. If I have time tomorrow,
8. We can go to the beach tomorrow if

Ex. 8. Open the brackets using the present simple or future.

"You (*meet*) Agent 205 under the clock at the railway station. When she (*arrive*), she (*give*) you an envelope. I don't know if you (*recognise*) her in her disguise, but if she (*not/say*) the secret code word, you (*know*) she is an enemy agent. You (*take*) the envelope and head for the train to Waterloo Station. When the train (*come*), you (*get*) on it and go to Waterloo. If you (*miss*) the 9.15 train, you (*have to*) get the next one. As soon as it (*reach*) Waterloo, leave the train and take a taxi to the Opera House. You (*meet*) Jenny there, although I'm not sure exactly when she (*get*) there. Give her the envelope. Wait until she (*drive*) off and then go home. We (*call*) you there. Are there any questions?"

Ex. 9. Match the sentence parts and fill in the correct tense.

1. She'll call us	A. until it (<i>stop</i>) raining.
2. I don't know	B. as soon as I (<i>can</i>).
3. What you (<i>do</i>)	C. if you (<i>come</i>) home late.
4. Turn the lights off	D. as soon as she (<i>reach</i>) London.
5. Don't go out	E. if you have an accident?
6. I (<i>write</i>) to you	F. what you (<i>buy</i>)?
7. He will be angry	G. when he (<i>leave</i>).

8. If I give you £5,	H. before you (<i>go</i>) to bed.
----------------------	-------------------------------------

Ex. 10. Open the brackets using the present simple, present continuous or future.

BOB: You (*be able*) to go skiing with us next weekend?

PETER: No, I (*be*) in London then.

BOB: Really? Why you (*go*) there?

PETER: There's a very important meeting, and after I (*attend*) that I (*visit*) a friend in Sussex.

BOB: Before you (*leave*), you (*give*) me a ring? There are a few things I'd like you to buy while you (*be*) there.

PETER: Yes, of course. I (*ring*) you on Friday.

Ex. 11. Open the brackets paying attention to the use of tenses in clauses of time/condition and in object/attributive clauses.

1. You will have a lot of fun if you (*go*) to London with us.
2. Ask him if he (*go*) to London with us.
3. We won't be able to go out if it (*rain*) heavily.
4. They say it (*rain*) heavily at night; the clouds are gathering.
5. I don't know if she (*come*); the weather is so nasty.
6. Tell him to wait when he (*come*). I may be late.
7. Tell Mum we (*not/come*) soon. It's much too far away.
8. Tell Mum not to worry if we (*not/come*) soon. It's much too far away.
9. I'll talk to him about it if I (*see*) him tonight.
10. I'm not sure if I (*see*) him tonight.
11. She will take the children out for a walk if she (*finish*) work earlier.
12. I don't know if she (*finish*) work earlier. She has a lot to do.
13. The rain won't do him any harm if he (*put on*) the raincoat.
14. Ask him if he (*put on*) the raincoat. It looks like rain.

Ex. 12. Complete the sentences, using the present or the future simple.

1. If you go by car, ...
2. I'd like to accompany you in case ...
3. If the weather stays fine, ...
4. We'll wait till ...
5. I'd like to know when ...
6. Don't go away before ...
7. Tell me when ...
8. The rain will soak us to the skin unless ...
9. He is clever enough to understand what you want if ...
10. If it rains, ...
11. I'm not quite sure if ...
12. I understand you are going to stay at home till ...
13. Please, ring me up as soon as ...
14. We'll definitely stay at home if ...
15. You may go skating after ...
16. Don't forget to remind him tomorrow in case ...
17. We'll stay here and wait for you until ...
18. He must join us tomorrow. Ask him when ...
19. I'm afraid I won't be able to join you before ...
20. She promised to come tonight. Please try to find out if ...

TENSE REVISION EXERCISES

Ex. 1. Identify the tense and make up sentences with the following time expressions. Use the active vocabulary of the topic!

tomorrow, every weekend, tonight, this week, next week, last week, at 3 o'clock yesterday afternoon, next month, next year, the other day, in two days, usually, from 8 till 11 yesterday, the day after tomorrow, the day before yesterday, all

day long yesterday, five years ago, once a week, soon, in a week, in 1999, in a month, when I was a child, at 10 o'clock last night.

Ex. 2. Open the brackets using appropriate tenses (*Present Simple, Present Continuous, Past Simple, Past Continuous, Future Simple*).

1. I wonder whether he (*be*) at the party tonight.
2. Vicky (*look*) for a new flat at the moment.
3. Where you (*be*) last night? I (*stand*) outside the theatre for two hours.
4. I (*go*) to the gym this afternoon.
5. We (*see*) the film last weekend, but we (*not/enjoy*) it!
6. I'm not sure if Helen (*come*) to the picnic tomorrow.
7. Steve (*think*) of buying a new car.
8. I (*travel*) to Mexico this July! I (*look*) forward to the trip.
9. Yesterday I (*be*) at the bus stop when a friend (*drive*) by and (*offer*) me a lift.
10. You can borrow the car as long as you (*bring*) it back tonight.
11. Kelly (*go*) to Rome every year.
12. While I (*put*) the children to bed, the phone (*ring*).
13. We can't help you unless you (*tell*) us what your problem (*be*).
14. The play (*start*) at nine o'clock tonight.
15. Rob (*get*) into the car and (*drive*) slowly away.
16. I (*drop*) you a line when I'm on holiday, I promise.
17. She always (*forget*) to turn her computer off!
18. If you (*drop*) a coin in water, it (*sink*).
19. When I was a child, we (*go*) swimming every day.
20. I don't think we (*be able*) to lift it unless someone else (*help*) us.
21. While I (*do*) the shopping last night, Joe (*do*) the cleaning.
22. How annoying! He always (*ask*) me for money but he never (*pay*) me back.
23. Unless she (*study*) harder, she (*not/pass*) her test.
24. 'Hey, what you (*think*) about?' 'I'm not sure if I (*close*) the window before leaving the house and it (*make*) me worry.'

25. I (*finish*) my report when my computer (*crash*).

ARTICLES WITH THE NAMES OF PARTS OF THE DAY

1. We use *the definite article*:

- if we mean a particular day, night, etc.

He decided to spend the afternoon with his friends.

- in the phrases *in the morning*, *in the afternoon*, *in the daytime*, *in the evening*.

2. We use *the indefinite article* if the noun has a descriptive attribute:

It was a fine warm night.

On a hot September evening he went to the river.

3. *No article* is used in the following cases:

- if the noun is used as predicative without attributes:

It was evening when we decided to take a walk.

- if the noun has the attribute *early*, *late* or *broad*:

It was early morning. It was late evening. When I awoke it was broad daylight.

- after the prepositions

***at** (at night, at dawn),*

***by** (by day, by night, by noon),*

***about** (about midnight),*

***past** (past noon),*

***before** (before dawn),*

***after** (after sunset),*

***towards** (towards evening),*

***till / until** (till daylight, until daybreak).*

- if the nouns *morning*, *dawn* are followed by the verbs *to break*, *to be at hand*;
if the nouns *evening*, *night*, *dark* are followed by the verbs *to fall*, *to gather*, *to set in*, *to be at hand*, *to come*:

Dark fell early. Day was breaking.

- if the noun has *tomorrow*, *yesterday* or the days of the week as attributes:

She was here yesterday afternoon.

I'll see him tomorrow morning.

I went to her house on Friday evening.

Note the difference in meaning:

We met on Saturday night. – Мы встретились в субботу вечером.

We met on a Saturday night. – Мы встретились однажды субботним вечером. (a descriptive attribute → the indef. art.)

- in the set expressions *all day (long)*, *all night (through)* [BUT: *all through the day*, *all through the night*], *day after day*, *night after night*, *day in day out*, *from morning till night*, *day and night*, *late at night*.

EXERCISES

Ex. 1. Explain the use of articles in the following sentences.

1. It was almost *noon*.
2. Lewis! What are you doing at this time of *night*?
3. *On the evening* of departure the whole village turned out to give us the promised farewell dinner.
4. He used to spend *the morning* lying about the beach.
5. *Toward midnight* he saw the gleam of many lights.
6. *Twilight* was falling when they came back to the great city.
7. At ten o'clock *on a hot September evening* he strode idly down the street.
8. And *in the afternoon* I used to lie alone and watch the sun get lower and lower.
9. He always slept late *on Sunday morning*.
10. It was not *a warm afternoon*.
11. *The day* was hot and muggy.
12. I made my speech *yesterday evening*.

Ex. 2. Insert articles where necessary and explain their use.

(a)

1. It was nearly _ midnight and Margaret rose to go.
2. It was _ early morning when _ train pulled into _ station.
3. Outside was _ cold, drizzling twilight.
4. It was _ Saturday morning and _ weekend guests were coming.
5. It was _ grey, cold day. By _ nightfall it would rain.
6. We got back to _ inn as _ night was falling.
7. I paid my first visit to them on _ clear, cold February night.

8. Martha's talent for sleeping was extraordinary. If nobody went in to awaken her in _ morning, she would sleep till _ noon, till two o'clock in _ afternoon.
9. Towards _ evening he called at their house, but found no one at home.
10. It was _ late afternoon and their shadows lay long across _ road.
11. They played tennis and ping-pong in _ day and in _ evening.

(b)

1. It was _ warm evening in _ early spring.
2. We remained in this way until _ nightfall. _ sea was rather calm.
3. All _ night long I tried not to fall asleep.
4. When I opened my eyes, it was _ broad daylight.
5. I began to move my arms and legs, for _ night had been cold.
6. Late in _ afternoon I saw _ line of _ smoke on _ horizon.
7. At _ midday I dined and fed _ dog.
8. During _ afternoon I saw _ another ship.
9. _ day passed quietly.
10. I soon fell asleep and never woke till _ daybreak.

FOCUS ON SPELLING

Doubling the Final Consonant: Revision and Extension

When adding suffixes (-ed, -ing, -er, -est, -en, -y etc.) we observe the following general rules.

1. A consonant can be doubled only at the end of the word. Compare:

<i>hop</i> – <i>hopping</i>	but:	<i>hope</i> – <i>hoping</i>
<i>fat</i> – <i>fatter</i>	but:	<i>late</i> – <i>later</i> , <i>latest</i>
<i>plan</i> – <i>planned</i>	but:	<i>phone</i> – <i>phoned</i>

2. Doubling takes place only when there is **one** consonant after a **short** vowel denoted by **one** vowel letter. Compare:

<i>fat</i> – <i>fatter</i>	but:	<i>fast</i> – <i>faster</i> (no doubling after two consonants)
<i>bet</i> – <i>betting</i>	but:	<i>beat</i> – <i>beating</i> (no doubling after a long vowel)
<i>red</i> – <i>red</i> <u><i>den</i></u>	but:	<i>head</i> – <i>head</i> <u><i>ed</i></u> (no doubling after two vowel letters)

3. In words of more than one syllable, the final consonant is doubled only if it is in a **stressed** syllable. Compare:

<i>up</i> ' <i>set</i> – <i>up</i> ' <i>set</i> <u><i>ting</i></u>	but:	' <i>visit</i> – ' <i>visit</i> <u><i>ing</i></u>
<i>sub</i> ' <i>mit</i> – <i>sub</i> ' <i>mit</i> <u><i>ted</i></u>	but:	' <i>limit</i> – ' <i>limit</i> <u><i>ed</i></u>
<i>pre</i> ' <i>fer</i> – <i>pre</i> ' <i>fer</i> <u><i>ring</i></u>	but:	' <i>offer</i> – ' <i>offer</i> <u><i>ing</i></u>

4. In British English, final **-l** is doubled both after a stressed or unstressed short vowel:

' <i>travel</i> – ' <i>travel</i> <u><i>ling</i></u> , ' <i>equal</i> – ' <i>equal</i> <u><i>led</i></u>
but: <i>peel</i> – <i>peel</i> <u><i>ing</i></u> (no doubling after a long vowel)

5. Final **-c** is changed to **-ck-** before **-ed**, **-ing**, **-er** to preserve the sound [k]:

picnic – *picnick**ers*

6. The reason for doubling is to show that the preceding vowel is short. Compare:

<i>hoping</i> ['houpiŋ]	but:	<i>hopping</i> ['hɒpiŋ]
<i>later</i> ['leɪtə]	but:	<i>latter</i> ['lætə]
<i>dining</i> ['daɪniŋ]	but:	<i>dinner</i> ['dɪnə]
<i>writing</i> ['raɪtiŋ]	but:	<i>written</i> ['ritn]

EXERCISES

Ex. 1. Copy the words listed below under the headings: (a) words in which the final consonant letter of the stem is doubled when followed by a suffix; (b) words in which it is not doubled. Give your reasons.

cooler, runner, deepen, opened, redden, limiting, traveller, looking, wondered, dirty, called, dropped, suffering, sooner, admittance, exhibited, warned, turning, winner, staring, beggar, entered, marvellous.

Ex. 2. Read the words and explain why the letter *r* is not doubled in the words of the left column.

<i>conference</i>	<i>confer, conferred, conferring</i>
<i>preference</i>	<i>prefer, preferred, preferring</i>
<i>reference</i>	<i>refer, referred, referring</i>
<i>deference</i>	<i>defer, deferred, deferring</i>

Ex. 3. Write the comparative and the superlative degrees of the following adjectives and give reasons for doubling or not doubling the final consonant.

fat, low, sad, calm, big, loud, rich, weak, thin, fast, wet, clean, warm, slim, tender, cheap, sharp, quiet.

Ex. 4. Write the simple past and the present participle of these verbs. Give reasons for doubling or not doubling the final consonant.

slip, meet, occur, rain, offer, commit, enter, stir, equip, nod, quarrel, permit, visit, drop, transfer, expel, need, bother, begin, happen, cram, feel, gain, set.

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

- 1) words where we double the final consonant before adding a suffix to preserve the short root vowel;
- 2) words where the two consonants belong to different morphemes;
- 3) words where the doubling occurs in the root.

Usually, shopping, dinner, called, stopped, planning, exceptionally, swimming, clubbing, common, falling, beggar, wettest, occasionally, Tommie, thinner, dressed, regretted, slipped, beautifully, permitting, programme, cramming,

spelling, hopefully, marvellous, baby-sitter, spiritually, winning, mummy, physically, beginning, getting, gradually, chatting, funny, setting.

CONVERSATIONAL FORMULAS

<p>Expressing agreement</p> <p><i>That's (quite/absolutely) right.</i> <i>That's true.</i> <i>Exactly (so).</i> <i>I (quite) agree with you (here).</i> <i>This is really so.</i> <i>I believe/think you're right.</i> <i>That's it.</i></p> <p><i>(reluctantly):</i> <i>Well, perhaps.</i></p>	<p>Expressing disagreement</p> <p><i>I'm afraid you're wrong.</i> <i>I'm afraid you're not quite right (here).</i> <i>You're not right here, (I'm afraid).</i> <i>I don't agree with you here/ I disagree.</i> <i>That's not quite right/true, (I'm afraid).</i> <i>That's not really so.</i> <i>On the contrary, ...</i> <i>Do you really think so?</i> <i>Are you sure that's right?</i> <i>I'm not sure you're right.</i> <i>I wouldn't say that.</i> <i>Well, not exactly.</i></p>
<p>Expressing opinion</p> <p><i>I think/believe/feel that...</i> <i>I don't think (it's a good idea)</i> <i>In my opinion...</i> <i>To my mind...</i> <i>As far as I can judge...</i> <i>It seems to me...</i></p>	<p>Initiating a topic</p> <p><i>You know, I've been thinking...</i> <i>I have some (good) news.</i> <i>Have you heard the news?</i> <i>Guess what...</i> <i>You won't believe...</i> <i>Let me tell you about...</i></p>
<p>Asking for advice</p> <p><i>I've got a small problem...</i> <i>I'm not sure what to do...</i> <i>You know a lot about ...</i> <i>You know more than me about ...</i> <i>Can/could you give/offer me some advice?</i> <i>What can/could you advise me?</i> <i>I'd like your advice, if you don't mind.</i></p>	<p>Giving advice</p> <p><i>It would be a good idea to...</i> <i>The best thing to do is ...</i> <i>What you should do is ...</i> <i>What you really need is ...</i> <i>You (really) should ...</i> <i>Why don't you ... ?</i> <i>You could also ...</i> <i>How/what about ... ?</i> <i>Take my advice. You won't regret it!</i></p>
<p>Accepting and rejecting advice</p> <p><i>Yes, that's a good idea / what a good idea.</i> <i>That sounds a good idea.</i> <i>Yes, I think I'll take/follow your advice.</i></p> <p><i>Thank you for the advice, but I think ...</i></p>	<p>Making suggestions</p> <p><i>What shall we do tonight?</i> <i>Let's go by bus. / Shall we walk?</i> <i>Why don't we ... ?</i> <i>(How) would you like to ... ?</i> <i>How/what about going out next week?</i> <i>How about half past nine at my house?</i> <i>I think it would be a good idea to go there.</i></p>

	<p><i>Can you join us? You really should join us!</i> <i>We can/could go out if you like.</i></p>
Responding to suggestions	
<p>positively:</p> <p><i>Good/great idea!</i> <i>What a good idea! / That's a good idea!</i> <i>That would be great/fantastic/etc.</i> <i>That sounds good/great/etc., I'd love to.</i> <i>Why not?</i> <i>I don't mind. [=I have no preference]</i></p>	<p>negatively:</p> <p><i>I don't think it's a good idea.</i> <i>(I'm sorry but) I'm afraid I can't (because...)</i> <i>I'd love to, but I can't.</i> <i>Unfortunately, (I'm busy, I've got to...)</i> <i>...but thank you, anyway.</i> <i>What a pity I can't join you. What about/How about next Friday?</i> <i>Thanks for inviting me, but...</i> <i>Another time, perhaps.</i></p>
<p>Apologising</p> <p><i>I'm (so / terribly / awfully) sorry (for / that...)</i> <i>Sorry I'm late.</i> <i>I don't mean to make things difficult for you but...</i> <i>Please forgive me (for...).</i> <i>I'd like to apologize for being late.</i> <i>I've got to apologize...</i> <i>I (do) apologize...</i> <i>I feel terrible (about it).</i></p>	<p>Sympathising, reassuring</p> <p><i>Oh dear.</i> <i>Oh (no), that's awful / how terrible.</i> <i>I'm sorry to hear that.</i> <i>Cheer up.</i> <i>Poor thing.</i> <i>Don't worry about it. / That's OK.</i> <i>Never mind. / No problem.</i> <i>Things will work out.</i> <i>Better luck next time.</i></p>
<p>Giving excuses, making promises</p> <p><i>Sorry but my train was cancelled.</i> <i>I'm sorry but I got stuck in a traffic jam.</i> <i>You know this is the first time I've ever been late, I'm really sorry.</i> <i>It will never happen again, I assure you.</i></p>	<p>Expressing regret</p> <p><i>It's a pity.</i> <i>It's a shame.</i> <i>I could kick myself.</i> <i>I regret I haven't seen you so long.</i> <i>I feel this way too.</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... In spite of ...

Concluding

To sum up... In brief... In conclusion... Let's face it...

Source materials

1. *Bell J., Gower R. Matters Elementary. Students' book.* Longman, 2000.
2. *Bell J., Gower R. Matters Pre-intermediate. Students' book.* Longman, 1999.
3. *Burke K., Brooks J., Lodge P., Rushton L. Wavelength Elementary. Teacher's book..* Longman, 2000.
4. *Cunningham G. Matters Elementary. Workbook.* Longman, 2000.
5. *Cunningham G. Matters Pre-intermediate. Workbook.* Longman, 1999.
6. *Cunningham S., Moor P., Eales F. New Cutting Edge Elementary. Students' book.* Longman, 2007.
7. *Dellar H., Walkley A. Innovations Pre-intermediate. Coursebook.* Thomson, 2003.
8. *Evans V. Round-Up: English Grammar Practice 5.* Longman, 2002.
9. *Evans V. Round-Up: English Grammar Practice 4. New and updated.* Longman, 2005.
10. *Evans V., Dooley J. Upstream Elementary. Student's book.* Express Publishing, 2005.
11. *Evans V., Dooley J. Upstream Pre-intermediate. Student's book.* Express Publishing, 2004.
12. *Evans V., Dooley J. Upstream Intermediate. Teacher's book, Workbook.* Express Publishing, 2002.
13. *Jervis S. Grammar Time 5.* Longman, 2003.
14. *Murphy R. English Grammar in Use: a self study reference and practice book for intermediate students. 2nd edition.* Cambridge University Press, 1998.
15. *Murphy R. Essential Grammar in Use: a self study reference and practice book for elementary students of English. 2nd 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. *Soars L., Soars J. New Headway English Course Elementary. Student's book.* Oxford University Press, 2004.
19. *Каиурникова Л.Д., Бойцова Т.А., Жигалёв Б.А. и др. A Graded English Course. 2nd year.* М.: Высшая школа, 1995.
20. *Михайлюкова Т.Т., Ерофеева Н.М., Каиурникова Л.Д. и др. A Graded English Course. 1st year.* М.: Высшая школа, 1994.

МАРИНА ВЛАДИМИРОВНА СЕРГЕЕВА

EARLY TO BED, EARLY TO RISE...

РАСПОРЯДОК ДНЯ

Учебно-методические материалы
для студентов начального этапа обучения
переводческого факультета

Издание 3-е, стереотипное

Редакторы: Н.С. Чистякова

Д.В. Носикова

Ю.А. Белякова

Лицензия ПД № 18-0062 от 20.12.2000

Подписано в печать

Формат 60х90 1/16

Печ. л. 4,125

Заказ

Цена договорная

Тираж 100 экз.

Типография НГЛУ

603155, Н.Новгород, ул. Минина, 31а