

Курс «Иностранный язык»

Направление: 41.03.05

Учебный план: международные отношения (не предусмотрено) (очное, бакалавр международных отношений со знанием иностранного языка, 2014)

Дисциплина: Иностранный язык (бакалавриат, 1 курс, очное обучение)

Количество часов: 72 ч.(в том числе: практические занятия – 36, самостоятельная работа – 36); форма контроля: тестирование (1 семестр)

Аннотация: Данный электронный образовательный ресурс предназначен для организации практических занятий и самостоятельной работы студентов по освоению курса «Иностранный язык», аспект "Практическая грамматика". При составлении электронного образовательного ресурса были учтены требования к содержанию курса «Иностранный язык» для студентов данной специальности. ЭОР включает названия изучаемых разделов, список вопросов к каждой теме, список терминов и определений для каждой темы, краткое содержание теоретических вопросов, список литературы и сетевых источников по проблеме, задания для практических занятий и самостоятельной работы. Данный ЭОР предназначен для преподавателей английского языка и студентов, обучающихся на факультетах и отделениях международных отношений университетов и институтов.

Обеспечено ЭК: 72 ч. (в том числе: практические занятия – 36, самостоятельная работа – 36).

Темы:

- 1. Grammatical Categories of the Noun.**
- 2. The Determiner. The Pronoun**
- 3. The Adjective. The Adverb.**
- 4. The Verb and Its Grammatical Categories**
- 5. The Indefinite Tense Forms**
- 6. The Continuous Tense Forms**
- 7. The Perfect Tense Forms**
- 8. The Perfect Continuous Tense Forms.**
- 9. The Reported Speech. The Sequence of Tenses**

Ключевые слова: английский язык, грамматика английского языка

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Язык: английский

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФГАОУ ВПО «КАЗАНСКИЙ (ПРИВОЛЖСКИЙ) ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

ИНСТИТУТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ, ИСТОРИИ И
ВОСТОКОВЕДЕНИЯ
ОТДЕЛЕНИЕ ПЕРЕВОДОВЕДЕНИЯ И ВСЕМИРНОГО КУЛЬТУРНОГО
НАСЛЕДИЯ
КАФЕДРА ЕВРОПЕЙСКИХ ЯЗЫКОВ И КУЛЬТУР

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Иностранный язык.
Грамматический аспект
КРАТКИЙ КОНСПЕКТ ПРАКТИЧЕСКИХ ЗАНЯТИЙ

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Данный конспект практических занятий предназначен для организации практических занятий, а также самостоятельной работы студентов по освоению курса «Иностранный язык». При составлении конспекта были учтены требования к содержанию курса по выбору «Иностранный язык» для студентов, обучающихся по специальности «Международный бизнес», а также смежных и других гуманитарных специальностей (например, международные отношения или лингвистика). Конспект включает оглавление курса лекций, список вопросов каждой темы согласно оглавлению, список терминов и определений для каждой темы, краткое содержание лекции по всем вопросам каждой темы, а также список литературы и сетевых источников по проблеме. ККПЗ предназначен для преподавателей английского языка и студентов, обучающихся на факультетах международных отношений и лингвистике университетов и институтов. Он может быть также использован учителями английского языка и всеми, изучающими английский язык самостоятельно.

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Оглавление курса по темам

- 1. GRAMMATICAL CATEGORIES OF THE NOUN**
- 2. THE DETERMINER. THE PRONOUN**
- 3. THE ADJECTIVE. THE ADVERB**
- 4. THE WORD ORDER IN THE ENGLISH SENTENCE. QUESTIONS**
- 5. THE PRESENT FORMS**
- 6. THE PAST FORMS**
- 7. THE FUTURE FORMS**
- 8. THE PASSIVE VOICE**
- 9. THE REPORTED SPEECH. THE SEQUENCE OF TENSES**

ТЕМА 1.

GRAMMATICAL CATEGORIES OF THE NOUN

Список вопросов

1. The Category of Number
 - 1.1. Variable Nouns
 - 1.2. Invariable Nouns
2. The Category of Case
3. The Category of Gender

Список терминов и определений

1. The **noun** is the part of speech that is used to **name** or **identify** a person , place , thing , quality or action.
2. The **singularia tantum** are usually referred to as, are modified by *much* and *little* and take the finite verb in the singular while the plural uncountable nouns referred to as **the pluralia tantum** take the finite verb in the plural.
3. The **category of case** expresses relations between objects and phenomena denoted by nouns in a sentence. The widely accepted view is that English nouns have two cases. The category of case is expressed by the opposition between the form in -'s, usually called the **possessive** (genitive) **case** and the unmarked form of the noun, usually called the **common case**.
4. The **gender** applies only to certain gender-sensitive pronouns, where the categories of masculine / feminine and personal / non-personal can apply.

Основное содержание практического занятия

1. The Category of Number

The English number system comprises **singular**, which denotes one thing, person, idea, etc., and **plural**, which denotes more than one thing, person, idea, etc

1.1. Variable Nouns

1.1.1. The Regular Plural English count nouns have two forms, singular and plural. The vast majority of nouns occur with either singular or plural number, and normally have a plural form which is built up by means of the inflection, or ending, -s: *room* — *rooms*, or -es: *bench* — *benches*. This is the regular plural.

Some plural forms create significant **spelling** difficulties:

country — *countrie*, *bus* — *buses*, *hero* — *heroes*, *half* — *halves*

1.1.2. The Irregular Plural

A number of nouns form their plural by means of vowel mutation: *foot* — *feet*, *goose* — *geese*, *tooth* — *teeth*, *man* — *men*, *woman* — *women*, *louse* — *lice*, *mouse* — *mice*.

The plural ending -men occurs in words like: *fireman* — *firemen*, *gentleman* — *gentlemen*, *Englishman* — *Englishmen*.

The plural is regular in: *Germans*, *Romans*, etc. and personal names like *the Bowmans*, *the Freemans*.

The *-en* plural occurs in three nouns: *ox* — *oxen*, *child* — *children*, *brother* — *brethren* (not blood relations but fellow members of a religious society).

1.1.3. The Zero Plural

Some nouns have identical forms for both singular and plural: *deer*, *grouse*, *mackerel*, *plaice*, *salmon*, *sheep*, *trout*.

1.1.4. The Plural of Compound Nouns

Compounds consisting of two or more elements form the plural in various ways. The most usual one is to make the final element plural: *bookcase* — *bookcases*, *grown-up* — *grown-ups*, *stand-by* — *standbys*, *boyfriend* — *boyfriends*.

In a number of compounds the first element is made plural: *passerby* — *passers-by*, *court martial* — *courts martial*, *man-of-war* — *men-of-war*.

When the first component is *man* or *woman*, the plural is expressed in both the first and last element: *manservant* — *menservants*, *woman doctor* — *women doctors*.

1.1.5. Foreign Plurals

Foreign plurals occur in a number of words borrowed from Latin, Greek, French etc., though there is a tendency to restrict the foreign plural to scientific contexts.

1). Latin nouns in *-us*.

The foreign plural in *-i* pronounced as [ai] or [i:] only: *stimulus* — *stimuli*.

Only regular plural (*-uses*): *bonus* — *bonuses*.

Both plurals: *cactus* — *cacti* /.

The plural forms of *corpus* and *genus* are *corpora* and *genera*.

2). Latin nouns in *-um*.

Usually foreign plural in *-a*, pronounced [ə]: *curriculum* — *curricula*

Only regular plural: *forum* — *forums* (also *stadium*, *ultimatum*).

Both plurals, normally regular: *aquarium*, *medium*, *memorandum*, *symposium*. The plurals *media* (with reference to press and radio) and *strata* (with reference to society) are sometimes used informally as singular. The technical singular *datum* is rather rare while *data* is used both as a mass noun and as count noun plural: *The results of the experiment are still uncertain: there is / are not enough data yet.*

3). Latin nouns in *-a*.

Only foreign plural in *-ae* pronounced as [ai] or [i:]: *alumna* — *alumnae* (also *alga*, *larva*).

Only regular plural form in *-s*: *antenna*, *formula*, *nebula*, *vertebra*, *dogma*.

Formulas is being increasingly adopted, with *formulae* [-i:] reserved for scientific contexts; *antennas* prevails in general use and electronics with *antennae* [-i:] in biology.

4). Nouns of Greek origin may also have foreign plurals only: *basis* — *bases*.

5). French nouns ending in *-eau*, pronounced [əu] retain their original plural, e. g. *bureau* — *bureaux*, *tableau* — *tableaux*.

1.2. Invariable Nouns

Unlike variable nouns occurring with both singular and plural number, invariable nouns are used only in the singular or only in the plural. The singular uncountable nouns, usually referred to as **singularia tantum**, are modified by *much* and *little* and take the finite verb in the singular while the plural uncountable nouns referred to as **pluralia tantum** take the finite verb in the plural.

1.2.1. To singularia tantum belong non-count nouns, concrete (*gold, furniture.*) and abstract (*advice, behaviour*).

Special attention should be paid to invariable nouns ending in *-s* used as singular only with a singular verb.

1). The noun *news*: *This is very good news.*

2). Names of some diseases and abnormal states of body and mind: *measles*.

3). Names of sciences and subject names in *-ics*: *classics, linguistics, mathematics*

When a word of this type is not used to refer directly to a discipline of study, it can take a plural verb and be preceded by a plural demonstrative:

4). Names of some games: *billiards, bowls* (esp. BrE), *darts, dominoes, draughts*.

5). Some proper nouns: *Algiers, Athens, Brussels, Flander, Marseilles, Naples*.

1.2.3. To pluralia tantum belong:

1). Nouns denoting articles of dress, tools and instruments consisting of two equal parts: *trousers, pants, breeches, trunks, pyjamas* (BrE), *pajamas* (AmE), *drawers*,

2). Miscellaneous nouns ending in *-s* used only with a plural verb, not with a numeral.

In some cases, however, there are also forms without *-s* with different meaning and use: *amends* (*make every / all possible amends*), *annals, archives*.

2. The Category of Case

The category of case expresses relations between objects and phenomena denoted by nouns in a sentence. The widely accepted view is that English nouns have two cases. The category of case is expressed by the opposition between the form in *- 's*, usually called the **possessive** (genitive) **case** and the unmarked form of the noun, usually called the **common case**. The genitive case is formed by means of the inflection *- 's* which is added to singular nouns and to irregular plural nouns.

3. The Category of Gender

English makes very few gender distinctions. Since nouns have no grammatical gender, the choice of pronoun substitutes *he, she* and *it* is based on natural distinctions of meaning.

The choice between *he* or *she*, for example, is almost entirely determined by sex. Thus, *he* refers to a man or a male animal; *she* — to a woman or a female animal; *it* — to an inanimate object or an animal which is not regarded as either male or female; the plural pronoun *they* is not gender specific.

1). Animate personal nouns may refer to males or females. Some of them are morphologically marked for gender: *actor* — *actress*, *duke* — *duchess*.

2). Animate personal nouns may refer to both male or female. Here belong *artist, cook, doctor, enemy, fool, foreigner, friend, guest, musician, neighbour, parent*.

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ТЕМА 2. THE DETERMINER. THE PRONOUN

Список вопросов

1. Classification of Determiners
 - 1.1. The Article
 - 1.2. The Number
 - 1.3. The Pronoun
2. Syntactic Functions of Pronouns
 - 2.1. Personal Pronouns
 - 2.2. Demonstrative Pronouns
 - 2.3. Reflexive Pronouns
 - 2.4. Interrogative Pronouns
 - 2.5. Relative Pronouns
 - 2.6. Indefinite Pronouns

Список терминов и определений

1. The **noun** is the part of speech that is used to **name** or **identify** a person, place, thing, quality or action.

2. The Pronoun is a word that take the place of nouns. They substitute for nouns to make speech and writing less cumbersome by using a single word (the pronoun) to represent much longer passages and ideas.

3. Determiners signal (“determine”) that a noun will follow. Unlike adjectives, which also signal that a noun will follow, determiners cannot add the inflectional morphemes *-er* and *-est*. In addition, because they are function words, determiners do not have other forms or synonyms. Their "meaning" is their function: to signal that a noun will follow.

4. The category of case expresses relations between objects and phenomena denoted by nouns in a sentence. The widely accepted view is that English nouns have two cases. The category of case is expressed by the opposition between the form in *-’s*, usually called the **possessive** (genitive) **case** and the unmarked form of the noun, usually called the **common case**.

Основное содержание практического занятия

1. Classification of Determiners

There are six classifications of determiners.

Articles- the Definite article- specific

The Indefinite article- general

Numbers- specific

Quantifiers- general

Demonstrative adjectives- specific

Possessive adjectives- specific (my car)

Possessive nouns- specific (Bob’s car)

1.1. Articles

There are three articles- ‘the’ (The Definite Article), and ‘a’ and ‘an’ (The Indefinite articles).

The definite article is used to indicate something specific. It refers to a noun that is either understood (by the reader or listener) or has been previously referred to by the writer or speaker.

The house I live in is very small.

The indefinite articles are used when referring to something or someone not specific or not known.

An apple a day keeps the doctor away.

NB! A is used before nouns (or adjectives modifying those nouns) that begin with a consonant.

AN is used before nouns (or adjectives modifying those nouns) that begin with a vowel or vowel sound.

Doctors frequently order an *x-ray* to help diagnose health problems of their patients.

1.2. Numbers

Numbers indicate a specific number of items.

There were *ten* people waiting in the doctor’s reception area.

1.3. Pronouns

a) Demonstrative

That girl with the red hair is gorgeous.

b) Possessive

My house is old and dilapidated.

c) Indefinite

| | | | |
|---------|---------|------|---------|
| all | another | any | both |
| each | either | few | many |
| neither | one | some | several |

All animals in the zoo healthy.

Few politicians are really that trustworthy.

1.4. Nouns in the Possessive Case

Bill's computer just crashed.

2. Syntactic Functions of Pronouns

There are several types of pronouns: personal, demonstrative, reflexive, intensive, interrogative, relative, and indefinite. Note that some authorities may classify possessive adjectives, demonstrative pronouns, relative pronouns, indefinite pronouns (or quantifiers) as determiners and not pronouns.

2.1. Personal Pronouns

There are three classes of personal pronouns- subjective, objective, and possessive.

a). **Subjective pronouns** are those that are the subjects of a sentence. The subjective pronouns are:

| | | | | | |
|-----------------|----|------|-----|-----|----|
| Singular | I | you | he | she | it |
| Plural | we | they | you | | |

I work in LA.

They came to America in 1990.

b). **Objective pronouns** are those that are objects in a sentence. The objective pronouns are:

| | | | | | |
|-----------------|----|------|-----|-----|----|
| Singular | me | you | him | her | it |
| Plural | us | them | you | | |

Please lend the money to *me*

Why did dad give the painting to *her*?

c). **Possessive pronouns** are words that indicate ownership. The possessive nouns are:

| | | | | | |
|-----------------|------|--------|-------|------|-----|
| Singular | mine | yours | his | hers | its |
| Plural | ours | theirs | yours | | |

The CD's on the table are *mine*.

Those children are *ours*.

2.2. Demonstrative Pronouns

The demonstrative pronouns are **this**, **that**, **these**, and **those**. The demonstrative pronouns point out

nouns, which by their very use indicate or demonstrate what is being talked about.

What is *this*? **That** is a tea kettle.

Do not move *these*? **Those** are not yours.

2.3. Reflexive Pronouns

Reflexive pronouns indicate that the subject receives the action of the verb. The reflexive pronouns are:

Singular myself himself herself yourself itself
Plural themselves ourselves yourselves

Larry accidentally hit *himself* in the head.

The students shouldn't have laughed at the teacher, but couldn't stop *themselves*.

2.4. Interrogative Pronouns

Interrogative pronouns introduce questions. The interrogative pronouns include:

which what who whom whose
whoever whatever whichever

Which toaster should we buy?

Whose money is that?

2.5. Relative Pronouns

Relative pronouns are used to connect or relate a dependent clause to an independent clause. Relative pronouns are found in adjective clauses or noun clauses. The relative pronouns are:

that which what
who whose whom

The tickets *that I bought for the concert* were expensive.

2.6. Indefinite Pronouns

Indefinite pronouns are noun substitutes that are not definite in meaning. The most common indefinite pronouns are listed below.

Anybody: no matter what person

Anyone can audition for the play.

Anything: no matter what thing

Can we do *anything* to help?

Everyone: all people

Everyone should exit by the rear door.

Everything: all things

Everything in the house was destroyed in the fire.

Somebody: an unspecified or unknown person

Somebody should call 911.

Something: an unspecified or unknown thing

Something bit me when I was swimming in the sea..

Nothing: no single thing, not anything

Nothing can be done about it.

Each: every one of two or more people or things, seen separately

Each student in the school has to the exam.

One: an unidentified person

One should never be rude to policemen.

Both: two people or things, seen together

The cars were red and blue and *both* were Porsches.

Few: a small number of people or things

Many people are millionaires, but *few* are billionaires.

Several: more than two but not many

Many of the students in the school were infected, and *several* had to be hospitalized.

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ТЕМА 3.

THE ADJECTIVE. THE ADVERB. THE NUMERAL

Список вопросов

1. The Degrees of Comparison of Adjectives
2. The Order of Adjectives
3. The Types of Comparisons of Adjectives
4. 1.The Syntactic functions of Adverbs
- 4.2. The Placement of Adverbs in the Sentence

Список терминов и определений

1. **The Adjective** is a word-class which serves to attribute a property or characteristic to the noun.

2. Derived adjectives are recognizable morphologically. They consist of one root morpheme and one or more derivational morphemes - suffixes or prefixes.

3. The Compound adjective consist of at least two stems.

4. The Adverb is a part of speech which modifies verbs, adjectives or other adverbs. Generally, the function of adverbs is to show when, where, how, why, in what manner, to what extent or frequency.

Основное содержание практического занятия

1. The Degrees of Comparison of Adjectives.

There are three grades of comparison: **positive, comparative, and superlative.**

1) full - fuller – fullest; narrow-narrower-narrowest

P o l y s y l l a b i c adjectives form their degrees of comparison analytically, by means of **more** and **most**: difficult - more difficult - most difficult

Several adjectives form their degrees of comparison irregularly:

good/well - better - best

bad - worse - worst

little - less - least

many - more - most

far {farther - farthest (with reference to distance)

{further - furthest (with reference to distance, abstract notions and in figurative use)

old {older - oldest (with reference to age)

{elder - eldest (with reference to the sequence of brothers and sisters)

2. The Order of Adjectives

Sometimes we use **more than one** adjective in front of a noun: He was a nice intelligent young man. She had a small round black wooden box.

Adjectives usually come in this order:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------------|------------------|------|-------|-----|--------|-------------|----------|
| General opinion | Specific opinion | Size | Shape | Age | Colour | Nationality | Material |

A few adjectives are used **only in front of a noun**: north(ern), countless, occasional etc.

3. The Types of Comparisons

as... as - такой же... как и His hands were *as cold as ice*

not so/as ... as - не так(ой) ... как It is *not so/as cold as it was esterday.*

such a/ so... as - такой же... как и *It is not such an interesting book as his last one.*
twice/ three times/ half etc. as...as - в два/ три раза и т.д./ наполовину такой же... как и *Their house is twice as big as ours.*

the same as - такой же, как *Your jacket is the same as the one I bought last month*
look, sound, smell, taste + like - выглядеть, звучать, пахнуть, иметь вкус чего-л...
She looks like an angel.

less ...than - менее... чем

the least... of/in -наименее...из чего-либо

The green sofa is less expensive than the black one, but the blue one is the least expensive of all.

the + сравнительная степень - чем..., тем....

The sooner you'll start, the sooner you'll finish.

сравнительная степень + and +сравнительная степень

Life is getting harder and harder.

prefer doing / сущ. to doing/сущ. - предпочитать что-либо чему-либо

I prefer watching TV to going out.

would prefer + to + инфинитив + rather that + инфинитив - скорее делать что-либо, чем что-либо *I would prefer to eat in rather than go to a restaurant.*

would rather/ sooner +инфинитив + THAN +инфинитив - лучше бы сделать что-либо, чем что-либо *I'd rather look for a flat than stay here any longer.*

предложение + whereas / while + предложение - ... в то время как ... *Tom likes living in the country whereas his sister likes living in the city.*

4. 1.The Syntactic functions of Adverbs.

They generally answer questions about when (tonight), where (downtown), how (carefully), why (words like because or since used to introduce adverbial clauses), in what manner (quickly), and to what extent degree (very).

When: *I recently* bought a new car.

Where: Phillip was working *outside* cutting the grass.

How: One should always look *carefully* for oncoming traffic before crossing the street.

Why: I eat apples *because* they are good for my health.

Manner: The snake *slithered* slowly across the lawn.

Extent: Mary failed the test because it was *very* difficult.

Frequency: I *seldom* go to the movies because it is to expensive.

In addition, adverbs can be used to perform various functions within a sentence or paragraph. These functions include:

Make a comment or indicate an attitude, for example: perhaps, supposedly

Perhaps we should think about taking our vacation in July, not June.

Perform a linking or enumerating function, for example: firstly, lastly

And **lastly**, you should exercise daily to ensure good health.

Express a viewpoint, for example: morally, officially, mentally

Morally, think capital punishment is wrong.

Add or limit, for example: also, either, only, not

Also, you should have a physical examination once a year.

4.2. The Placement of Adverbs in the Sentence

Adverbs can appear anywhere in the sentence. Unlike adjectives, which usually appear close to the noun or pronoun they modify, adverbs can show up at the beginning, in the middle, or at the end of a sentence.

Adverbs **at the beginning of a sentence**

Finally, I have finished painting the kitchen.

Adverbs **in the middle of a sentence**

I called my doctor's office repeatedly but only got a recording.

Adverbs **at the end of a sentence**

John stumbled out of the bedroom awkwardly.

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ТЕМА 4.

THE WORD ORDER IN THE ENGLISH SENTENCE. QUESTIONS

Список вопросов

1. Communicative types of the simple sentence

1.1. Interrogative Sentences

Список терминов и определений

1. Most **verbs** denote action or state. However, there are some verbs which have other meanings. They are modal verbs, causative verbs, some impersonal verbs, relational and link-verbs. They present a system of finite and non-finite forms, except for modal verbs, which have no non-finite forms.

2. **The verb in its finite forms** possesses the morphological categories of person, number, tense, aspect, perfect, voice and mood. Its syntactical function is that of the predicate.

3. **The non-finite forms (or verbals)** are four in number, they are: the infinitive, the gerund, participle I and participle II. Non-finite verb forms possess the verbal categories of perfect, voice and to a certain extent aspect.

4. The difference in their categorial meaning affects their morphological paradigm: **statal and relational verbs** have no passive voice (though some have forms coinciding with the passive voice as in *The curtains and the carpet were matched*). Also **statal and relational verbs** generally are not used in the continuous and perfect continuous tenses. Their occasional use in these tenses is always exceptional and results in the change of meaning.

5. **Intransitive verbs** do not require any object for the completion of their meaning. **Transitive verbs** can take a direct object.

6. **Terminative verbs** (предельные глаголы) besides their specific meaning contain the idea that the action must be fulfilled and come to an end, reaching some point where it has logically to stop. **Non-terminative**, or **durative verbs** (непредельные глаголы) imply that actions or states expressed by these verbs may go on indefinitely without reaching any logically necessary final point.

7. **Notional verbs** always have a lexical meaning of their own and can have an independent syntactic function in the sentence.

8. The **Mood** identifies the manner in which a verb expresses an idea.

Основное содержание практического занятия

1. Communicative types of the simple sentence

1.1. Interrogative Sentences

1.2. Exclamatory Sentences

1.3. Imperative Sentences

There are four communicative types of the sentence: declarnil **interrogative**, **imperative** and **exclamatory**. Each of them has its grammatically structured form. Most of them can be both **affirmative** and **negative** (which will be discussed separately).

Declarative Sentences is a statement (either affirmative or negative about a fact, an event, an action or an attitude. Declarative sentence normally have direct word order, i. e. the subject precedes the predicate. They are normally pronounced with a falling intonation:

The cats are grey in the night, lie will not set the Thames on fire.

1.1. Interrogative Sentences

Interrogative sentences ask questions. There are five types of interrogative sentences: **general questions, special questions, alternations, tag questions, echo tags**; each type having its own distinctive form.

1.1.1. General Questions (Yes/No Questions) are formed by placing the auxiliary/modal verb before the subject and giving the sentence a rising intonation. General questions require the answer *Yes* or *No*:

Does she know you?

Negative general questions rather express surprise, doubt or «II» appointment than ask a question:

Doesn't she know you?

Mustn't we really do it? 1 They are translated into Russian with the help of the words *разве* *неужели*, and they are responded to according to their meaning, with the form:

Haven't they got a car? (= Разве/Неужели у них нет Маиуми i

- *Yes, they have. (= Да / Нет, есть.)*

- *No, they haven't. (= Да! Нет, нету.)*

1.1.2. Special Questions (Wh-questions)

Special questions begin with interrogative words *who /whom / whose, what, which, when, where, why, how* with an operator (**an** auxiliary verb) to follow. Normally a singular verb form is used **in** subject-questions. However, a plural verb can occur in questions **about** the subject when this subject is predictably plural:

Who is laughing there? Who are playing in that team? When did you see him last?

In questions about the subject group no operator is needed when the predicate verb is in the simple present or simple past tense:

Who teaches you grammar? What car came first?

All the question words except *which* and *whose* can be given great «ч emphasis by adding *ever* which is written as a separate word **and I»** often heavily stressed. Such questions express anger, concern, **admiration** or surprise:

Who ever would have thought that? (= Да кто бы мог так ни думать?)

1.1.3. Alternative Questions

An alternative question offers a choice between two or more alternatives and requires a specific answer. Structurally alternative questions resemble general questions but the former have a disjunctive conjunction or linking two homogeneous parts of the sentence. The part that comes before the conjunction is spoken with a rising intonation; the part after the conjunction — with a falling intonation:

Is she really Y rich or just \ well off?

Shall we go to the Y movies, a Y cafe or stay at \ home?

Care should be taken not to confuse the alternative question with a general question where the conjunction *or* is rather copulative (and) than disjunctive (offering a choice). They can be distinguished only by their intonation patterns. Cf.:

Do you play Y chess or \ draughts? (alternative question)

— *I play draughts only.*

Do you play Y chess or Y draughts? (general question)

— *No, I play only card games.*

There are crossbreeds of an alternative question and a special question:

What would you like, soft or strong drinks? Which would you prefer, gold or silver?

1.1.4. Tag Questions (Question Tags)

1. Form and Meaning. A tag question consists of two parts separated by a comma. The first part is a statement, the second *a tag*. A tag is a two-word question consisting of an operator (an auxiliary/modal verb, the verb *be*, sometimes the verb *have*) and a personal pronoun. The operator is repeated from the statement and the pronoun refers to the subject of the statement. There are four types of tag question. For the first two most common types of tag question, the tag is positive if the statement is positive (1) and vice versa (2):

1) *The earth is round, isn't it?* (positive statement + negative tag)

2) *The earth is not flat, is it?* (negative statement + positive tag)

When the subject of the statement is *somebody*, *someone*, *anybody*, *no one*, *nobody*, *no one*, *everybody*, *everyone*, the plural personal pronoun *they* (and the plural form operator) is used in the tag element:

Nobody knows it, do they?

Anybody can do it, can't they?

1.1.5. Echo Tags (Response/Reply Question) An echo tag is a response, in tag form, to a preceding affirmative or negative statement:

She loves him. — Oh, does she? He doesn't like her. — Doesn't he? Echo tags express interest or concern when they are pronounced with a rising intonation. Their most common use is just to show **that** we are listening:

*I've got a terrible headache. — s Have you? I'll get you an aspirin then.
They aren't too happy together. — /Aren't they? I'm really sorry about it.*

NEVER

When pronounced with a falling intonation, echo tags express surprise, disbelief, disapproval or anger:

I've got the sack. — \ Have you ? But it's outrageous!

A negative echo tag may be given as a reply to an affirmative statement to express emphatic agreement:

She looks terrific today. — Yes, doesn't she? (= Да уж точно.)

1.2. Exclamatory Sentences

An exclamatory sentence expresses surprise or some other strong emotion. Exclamations typically begin with *what* + (*adjective*) *noun* or with *how* + *adjective/adverb* usually but not necessarily followed by the subject and the predicate. Exclamations are pronounced with a falling intonation. In writing they usually end with an exclamation mark:

What a (nice) girl (she is)!

How nice (it is)!

How merrily she laughs!

True exclamatory sentences (*What* and *How* patterns) are always affirmative in form.

It is worth repeating that the communicative value of the sentence is not tied to one sentence form. Declarative, interrogative and im- luctive sentences may be filled with various emotions and begin to function as semi-exclamations:

*She is such a nice girl! This girl is
so nice! But he isn't my friend! Isn't
it wonderful! Do it again! ?*

1.3. Imperative Sentences

Imperative sentences express commands, prohibitions, requests, invitations and warnings. Imperatives are constructed with the help of 1 lie Imperative Mood verb form that coincides with the base verb form.

1.3.1. Negative Imperatives

Negative Imperatives are constructed with *do not* (or *don't*) placed in the initial position:

Do not open the door.

Don't be silly.

Don't you try to do it again.

Don't anybody answer the phone.

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ТЕМА 5. THE PRESENT TENSE FORMS

Список вопросов

- 1.1. The Formation of the Present Indefinite Tense
- 1.2. The Use of the Present Indefinite Tense
- 2.1. The Formation of the Present Continuous Tense
- 2.2. The Use of the Present Continuous Tense
- 3.1. The Formation of the Present Perfect Tense
- 3.2. The Use of the Present Perfect Tense
- 2.1. The Formation of the Present Perfect Continuous Tense
- 2.2. The Use of the Present Perfect Continuous Tense

Список терминов и определений

1. Most **verbs** denote action or state. However, there are some verbs which have other meanings. They are modal verbs, causative verbs, some impersonal verbs, relational and link-verbs. They present a system of finite and non-finite forms, except for modal verbs, which have no non-finite forms.
2. . **The Affirmative form** the verb expresses a positive idea or agreement. **The Interrogative form** expresses a question or doubt. **The Negative form** expresses

negation or disagreement. In English all these forms are made with the help of auxiliary verbs.

3. The difference in their categorical meaning affects their morphological paradigm: **statal and relational verbs** have no passive voice (though some have forms coinciding with the passive voice as in *The curtains and the carpet were matched*). Also **statal and relational verbs** generally are not used in the continuous and perfect continuous tenses. Their occasional use in these tenses is always exceptional and results in the change of meaning.

Основное содержание практического занятия

1.1 The Formation of the Present Indefinite Tense

Affirmative forms for all persons singular and plural except the 3rd person singular coincide with the infinitive stem: *to speak - I speak, you speak, they speak*.

The 3rd person singular form is built from the same stem by means of the inflexion **-s /-es**:

- to speak [spi:k] - he speaks [spi:ksj];
- to land [lənd] - he lands [ləndz];
- to wish [wɪʃ] - he wishes [ˈwɪʃɪz].

To form the **Present Simple Tense** we use the verb's base form (**go, work, speak, study**). In the 3rd person singular (**he, she, it**) the base form of the verb takes **-s/-es**. (*Auxiliary verbs "be," "do," "have", which can also be used as main verbs, are exceptions.*)

| <u>Negative form</u> | <u>Questions and short answers</u> | <u>Interrogative form</u> |
|-----------------------------------|--|-----------------------------|
| I | Do you like spaghetti? | I |
| You | Yes, I do . | DO you WORK ? |
| We do not /don't work | No, I don't . | we |
| They | | they |
| He | Does she know Bulgarian? | DOES he/she/it |
| She does not /doesn't work | Yes, she does . | WORK ? |
| It | No, she doesn't | |

1.2. The Use of the Present Indefinite Tense

It is used

1) to express **repeated, habitual actions** in the present.

It's used with adverbs *always, usually, regularly, frequently, often, sometimes, rarely, seldom, occasionally, never* and adverb phrases, for example, *every year, once in a blue moon, three times a day*

e.g.: *I go to the gym twice a week.*

2) to say that something was true in the past, is true in the present, and will be true in the future. It expresses **general statements of fact and general truths.**

e.g.: *The average person breathes 21,600 times a day.*

3) to denote **actions and states continuing at the moment of speaking** (with stative and relational verbs, verbs of sense and mental perception.)

e.g.: *I don't understand him at all.*

4) to denote **future actions.**

a) Mostly **with verbs of motion**, usually if the actions denote a timetable

The train leaves at four

b) **In adverbial clauses of time and condition after the conjunctions** *when, till, until, as soon as, as long as, before, after, while, if, unless, in case, on condition that, provided, etc.*

e.g.: **When** she *comes*, ring me up, please.

However in object clauses introduced by the conjunctions *when* and *if* it is the future indefinite that is used to denote future actions:

I don't know **when** she *will come*.

2.1. The Formation of the Present Continuous Tense

All forms of the Present Continuous are formed by means of the Present Simple of the auxiliary **to be** and **Participle I** of the notional verb.

In the interrogative the corresponding form of the auxiliary *to be* is placed before the subject and Participle I follows it.

In the negative the negation 'not' is placed after the auxiliary.

The paradigm of the verb in the Present Continuous

Affirmative

I am speaking
He (she, it) is speaking
We are speaking
You are speaking
They are speaking

Interrogative

Am I speaking?
Is he (she, it) speaking?
Are we speaking?
Are you speaking?
Are they speaking?

Negative

I am not (I'm not) speaking
He (she, it) is not (isn't) speaking
We are not (aren't) speaking
You are not (aren't) speaking
They are not (aren't) speaking

Negative-interrogative

a) Am I not speaking?
Is he (she, it) not speaking?
Are we not speaking?

b) Aren't I speaking?
Isn't he (she, it) speaking?
Aren't we speaking?

Are you not speaking?
Are they not speaking?

Aren't you speaking?
Aren't they speaking?

In spoken English contractions are commonly used (I'm, he's, it's, we're, etc.).

A reduced negative for the first person singular is *I'm not*, but is replaced by *aren't* in the negative - interrogative.

2.2. The Spelling Rules of Present Continuous Forms

a) Add *-ing* to the base form of the verb.

to read - reading, to stand - standing, to jump - jumping

b) If a verb ends in a silent *-e*, drop the final *-e* and add *-ing*.

to leave - leaving, to take - taking, to receive - receiving

c) In a one-syllable word, if the last three letters are consonant-vowel-consonant combination (CVC), double the last consonant before adding *-ing*.

to sit - sitting, to run - running, to hop - hopping

However, do not double the last consonant in word that end in *w*, *x*, or *y*.

to sew - sewing, to fix - fixing, to enjoy - enjoying

d) In words of two or more syllables that end in a consonant-vowel-consonant combination, double the last consonant only if the last syllable is stressed.

to admit - admitting, to regret - regretting

e) If a verb ends in *-ie*, change the *-ie* to *y* before adding *-ing*.

to die - dying

2.3. The Use of the Present Continuous Tense

It is used:

1) To denote **continuous actions going on at the moment of speaking.**

e.g. Look, how happily they *are playing*!

The Present Simple, not the Present Continuous, is used to denote actions which though going on at the moment of speaking, are important as simple facts, rather than as actions in progress.

e.g. Why don't you answer?

If two simultaneous actions are in progress at the moment of speaking, three variants are possible:

a) One action is expressed by the verb in the present indefinite, the other - by the Present Continuous.

e.g. Do you *hear* what I *am saying*!

b) Both the actions are expressed by verbs in the Present Continuous:

e.g. Are you *listening* to what I *am saying*?

c) Both the actions are expressed by verbs in the Present Simple:

e.g. Several students *watch* carefully while he *writes* it on the board.

The Present Continuous is not generally used with some verbs - **the verbs of sense perception, of mental or emotional state** and with “**abstract**” verbs. Still exceptions may occur with these verbs too.

With the verbs of sense perception the use of the tense form is closely connected with what kind of perception is meant - voluntary (deliberate) or involuntary. In case these verbs denote a voluntary action: **to listen** (слушать), **to look** (смотреть) or if they may denote both an involuntary and a voluntary action, such as: **to feel** (ощупывать), **to smell** (нюхать), **to taste** (пробовать на вкус), they can occur in continuous forms. In the same way verbs of mental and emotional states can acquire a different meaning and occur in the Present Continuous and other continuous forms. The **relational verbs** (belong, cost, etc.) are not used in the continuous form.

2) To denote **actions characteristic of a certain period of present time, the moment of speaking included**. As a rule these actions are temporary.

e.g. They *are spending* their holidays at the sea-side this summer.

3) To denote (**for the sake of emphasis**) **actions in progress referring to all or any time, the moment of speaking included**. In this case the adverbials *ever, forever, constantly, always* are obligatory.

e.g. Our solar system together with the Milky Way *is constantly moving* towards Vega.

4) To denote **actions** characteristic of a certain person within more or less long periods of present time, the moment of speaking included and **provoking certain emotions in the speaker** (impatience, irritation, disapproval, praise, etc.). Sentences with such forms are always emotionally coloured.

e.g. Oh, I have no patience with you. Why *are* you always *losing* your things.

5) To denote **future actions**.

a) With verbs of motion *to arrive, to come, to go, to leave, to return, to sail, to start* and some others, usually the actions are only intended or planned. The future time is usually indicated by some adverbials:

e.g. She is leaving tomorrow.

Though the Present Continuous of the verb *to go + infinitive* is commonly used to denote an intention or plan, with some verbs the meaning is that of apprehension or presentiment.

e.g. He's going to get ill.

b) In adverbial clauses of time and condition after the conjunctions *when, while, as long as, if, in case, unless*, etc:

e.g. I'll ring you up at 2, while you are having your break.

NB!!:

In some cases we can use several forms. But each of them will have a slightly different meaning.

I'll be meeting Jim next week. (I meet Jim every week and it will be the same next week.)

I'll meet Jim next week. (I intend to meet Jim next week or I suppose that I will meet him.)

I'm going to meet Jim next week. (I decided to meet Jim some time ago and now I am expressing my intention.)

I'm meeting Jim next week. (We have arranged the time and place because we have some reason to meet.)

It will rain, I'm afraid. (I assume it will rain, it is my opinion. But, who knows!)

It's going to rain. (I am sure it will rain because I can see the dark clouds in the sky. My opinion is based on clear evidence.)

I am meeting is more definite than *I am going to meet* and *I will meet* is the least definite.

3. 1. The Formation of the Present Perfect Tense

The Present Perfect is formed analytically, by means of the auxiliary **to have** in the Present Simple and Participle II of the notional verb. **In the negative** the corresponding negative forms of *to have* are used, Participle II follows them.

The paradigm of the verb in the Present Perfect

| <u>Affirmative</u> | <u>Interrogative</u> | <u>Negative</u> |
|-------------------------|--------------------------|--------------------------------------|
| I have spoken | Have I spoken? | I have not (haven't) spoken |
| He (she, it) has spoken | Has he (she, it) spoken? | He (she, it) has not (hasn't) spoken |
| We have spoken | Have we spoken? | We have not (haven't) spoken |
| You have spoken | Have you spoken? | You have not (haven't) spoken |
| They have spoken | Have they spoken? | They have not (haven't) spoken |

Negative-interrogative

- | | |
|------------------------------|-----------------------------|
| a) Have I not spoken? | b) Haven't I spoken? |
| Has he (she, it) not spoken? | Hasn't he (she, it) spoken? |
| Have we not spoken? | Haven't we spoken? |

Have you not spoken?
Have they not spoken?

Haven't you spoken?
Haven't they spoken?

3.2. The Present Perfect Tense is used:

1) When the speaker means that he is interested in the mere **fact that the action took place**, but not in the time when it took place, nor in the circumstances. The time of the action is either not indicated at all, or is indicated only vaguely, by means of adverbs of indefinite time (*yet, already, just, lately, recently, of late, ever, never, always, etc.*).

e.g. I don't know what he's going to do, I *haven't seen* him.

2) When the speaker means that, though the action is over, the period of time within which it was performed is not yet over at the moment of speaking (with the words *today, this week, this year, etc.*).

e.g. I've seen her today.

3) The Present Perfect is also used to denote actions still in progress, (the inclusive Present Perfect) which began before the moment of speaking and go on up to that moment or into it. In this case either the starting point of the action is specified (by means of the adverb *since*, a prepositional phrase with *since*, or an adverbial clause with the conjunction *since*), or the period during which it continued (by various adverbs or phrases with *for*). It is thus used in the following cases:

a) with statal verbs which do not normally take continuous forms:

e.g. We met by chance last year, and I *haven't seen* her since.

b) with some actional (durative) verbs in which case the present perfect continuous is also possible. The difference between the two forms lies in the following: in the case of the present perfect the logical stress is laid rather **on the fact** than **on the process**, whereas in the case of the Present Perfect Continuous it is **the process** that is important.

e.g. I've worked here since 1960.

4) The present perfect is also used in subordinate adverbial clauses of time and condition introduced by the corresponding conjunctions to denote **a future action taking place before a certain moment in the future.**

e.g. I'll stay with you until you've finished everything

NB! In special questions with when only **the Past Simple** is possible, though the answer can be either in the past indefinite or in the Present Perfect depending on the actual state of affairs: - *When did he come?*

The Present Perfect, not the Past Simple is used with the verb *to be* in the sense of *to go, to visit* even though the adverbials of place are used:

e.g. Have you been to London?

4.1. The Formation of the Present Perfect Continuous Tense. The Present Perfect Continuous is formed by means of the auxiliary *to be* in the Present Perfect (have/has been) plus Participle I of the notional verb. **In the interrogative** the first auxiliary (have/has) comes before the subject, the second auxiliary (been) and Participle I follow the subject. **In the negative** the corresponding negative forms of the first auxiliary (have) are used, the second auxiliary (been) and Participle I follow them.

The paradigm of the verb in the Present Perfect Continuous

Affirmative

I have been speaking
 He (she, it) has been speaking
 We have been speaking
 You have been speaking
 They have been speaking

Negative

I have not been speaking
 He (she, it) has not been speaking
 We have not been speaking
 You have not been speaking
 They have not been speaking

Interrogative

Have I been speaking?
 Has he (she, it) been speaking?
 Have we been speaking?
 Have you been speaking?
 Have they been speaking?

Contracted negative

I haven't been speaking
 He (she, it) hasn't been speaking
 We haven't been speaking
 You haven't been speaking
 They haven't been speaking

Negative-interrogative

| | | |
|-----------------------------------|--|---|
| The Prese nt Perfe ct | a) Have I not been speaking? Has he (she, it) not been speaking? Have we not been speaking? Have you not been speaking? Have they not been speaking? | b) Haven't I been speaking? Hasn't he (she, it) been speaking? Haven't we been speaking? Haven't you been speaking? Haven't they been speaking? |
|-----------------------------------|--|---|

Continuous is used mainly in conversation.

We often use **for** and **since** with the Present Perfect tense.

We use **for** to talk about a **period** of time - 5 minutes, 2 weeks, 6 years. We use **since** to talk about a **point** in past time - 9 o'clock, 1st January, Monday.

4.2. The Present Perfect Continuous is used with actional verbs to denote:

1) Actions in progress which begin at a certain moment in the past and continue into the present. In this case either the starting point of the action or the period of time during which it has been in progress is usually specified.

e.g. I have been reading for 2 hours.

All these forms denoting actions continuing into the present (the so-called present perfect continuous *inclusive*) are translated into Russian by the present tense, imperfective (in the sentences above: пишу, живут, дождь идет, учит).

2) Actions in progress which begin in the past and continue up to the moment of speaking or till just before it.

e.g. It is the present perfect continuous *exclusive*.

I'm tired *because I've been running*.

3) Actions in progress that both begin and end at some indeterminate time before the moment of speaking, though connected with it through their importance for the present.

e.g. My brother *has been using* my bicycle and has got the tyre punctured.

The forms denoting actions that are over by the moment of speaking (the so-called present perfect continuous exclusive) are translated into Russian by means of the past tense, imperfective (in the sentences in items 2 and 3 they are: ждал, снег шел, плакала, дождь шел, катался, обдумывал, приходила).

4) Future actions in progress before a certain moment in the future (in subordinate adverbial clauses of time and condition).

e.g. He will get accustomed to the surroundings after he *has been staying* here for a week or two.

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All tenses exercise <http://www.youtube.com/watch?v=aKfZTXh3kco>

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ТЕМА 6.

THE PAST TENSE FORMS

Список вопросов

- 1.1. The Formation of the Past Indefinite Tense
- 1.2. The Use of the Past Indefinite Tense
- 2.1. The Formation of the Past Continuous Tense
- 2.2. The Use of the Past Continuous Tense
- 3.1. The Formation of the Past Perfect Tense
- 3.2. The Use of the Past Perfect Tense
- 2.1. The Formation of the Past Perfect Continuous Tense
- 2.2. The Use of the Past Perfect Continuous Tense

Список терминов и определений

1. Most **verbs** denote action or state. However, there are some verbs which have other meanings. They are modal verbs, causative verbs, some impersonal verbs, relational and link-verbs. They present a system of finite and non-finite forms, except for modal verbs, which have no non-finite forms.

2. **The Affirmative** form the verb expresses a positive idea or agreement. **The Interrogative form** expresses a question or doubt. **The Negative form** expresses negation or disagreement. In English all these forms are made with the help of auxiliary verbs.

3. The difference in their categorical meaning affects their morphological paradigm: **statal and relational verbs** have no passive voice (though some have forms coinciding with the passive voice as in *The curtains and the carpet were matched*). Also **statal and relational verbs** generally are not used in the continuous and perfect continuous tenses. Their occasional use in these tenses is always exceptional and results in the change of meaning.

4. The **continuous** tense denotes an action which is, was or will be in progress at the moment of speaking in the present past or future.

Основное содержание практического занятия

1.1. The Formation of the Past Simple Tense

Affirmative (synthetic) **forms** are represented by the second of the basic verb forms. **Interrogative forms** are built by means of the auxiliary *to do* in the Past Simple (*did*), which is placed before the subject, and the infinitive stem of the notional verb, which follows the subject. **Negative forms** are built by means of the negative form of the auxiliary, which has two varieties: a) *didn't* (used in the spoken language) and b) *did not* (used in the written language) and the infinitive of the notional verb that follows it.

The paradigm of the verb in the Past Simple

Affirmative

I
He (she, it)
We
You
They

spoke
(played)

Did

Interrogative

I
he (she, it)
we
you
they

speak (play?)

Negative

I
He (she, it)
We
You
They

did not (didn't) speak (play)

Negative-interrogative

a)

Did

I
he (she, it)
we
you
they

not speak? (play?)

b)

Didn't

I
he (she, it)
we
you
they

speak? (play?)

The past reference of the context can be shown:

a) by various adverbials of time pointing to the past, for example, *yesterday*, *the day before yesterday*, *last (that) Saturday (Sunday)*, etc., *last (that) week (month, year)*, *an hour ago* (and other adverbials with ago), *in 1970*, *on the 1st of September*, and many others denoting certain moments and periods of time already past.

He left *yesterday*. They married *in 1975*. She returned *two hours ago*. I saw them *last Monday*. *That night* nobody slept.

b) by some other past actions (denoted by the verb in the past indefinite or past continuous).

He came *when I was already at home*. They started *when the sun was rising*.

1. 2. The spelling rules of Past Simple forms of regular verbs

Spelling rules of the verb forms with the suffix *-ed*

1) The letter **-d** is added to stems ending in **-e**:

to skate - skated to free – freed

2) In all the other cases the letters **-ed** are added:

to stay - stayed to talk – talked

The final consonant letter is doubled if it is single and follows a short vowel in a stressed syllable:

| | |
|-------------------|-----------------------|
| to nod - nodded | to permit - permitted |
| to stop- stopped | to refer - referred |
| to stir - stirred | to compel- compelled |

The final - **l** is doubled even in an unstressed syllable (British English):

to travel - travelled to cancel – cancelled

In some words the final -**p** is doubled in the same position:

to kidnap - kidnapped to handicap – handicapped
to worship – worshipped

The final -**y** is changed to -**i** if it is preceded by a consonant:

to cry – cried to reply – replied

1.3. The Past Indefinite Tense is used:

1) to state simple facts in the past.

e.g. The house *stood* on the hill. She *was beautiful*.

2) to denote habitual actions in the past.

e.g. All summer I *got up* at 7. On Sunday evening he *took* her to the pictures.

Besides the Past Simple there are other ways of expressing habitual actions in the past:

a) by means of the form *used to + infinitive*: Some years ago he *used to call* on me, now he never does .

b) The other way to express habitual actions is by means of the verb *would + infinitive stem*. But unlike *used to*, *would* always conveys an additional modal colouring of **will, insistence, perseverance**. This *used to be* my mother's room, and I *would sit* there for hours.

3) To denote a succession of past actions.

e.g. He *got up, put on* his hat, and *left*.

4) To denote actions in progress at a certain moment in the past, with verbs that cannot be used in continuous forms.

He was not listening but still *heard* what they were speaking about.

5) To denote **future actions in subordinate adverbial clauses of time and condition** depending on principal clauses with the predicate verb in a past tense. She said she would come when the film *was over*.

2.1. The Formation of the Past Continuous Tense

The Past Continuous is formed by the auxiliary verb **to be** in the Past Simple and **Participle I** of the notional verb.

In the interrogative the auxiliary is placed before the subject and Participle I follows the subject.

In the negative the corresponding negative forms of to be are employed, and Participle I follows them.

The paradigm of the verb in the Past Continuous

Affirmative

I
He (she, it) } was speaking

We
You
They } were speaking

Interrogative

Was { I
he (she, it) } speaking?

Were { we
you
they } speaking?

Negative

I
He (she, it) } was not (wasn't) speaking

We
You
They } were not (weren't) speaking

Negative-interrogative

a) Was { I
He (she,
it) } not speaking?

b) Wasn't { I
He (she,
it) } speaking?

Were { we
you
they } not speaking?

Weren't { we
you
they } speaking?

2.2. The Past Continuous Tense is used:

1) To denote **a continuous action in progress at a certain moment in the past.**

e.g. At 10 it *was still raining*.

2) To denote a **continuous action in progress during a certain period of time in the past, marked by adverbials - prepositional phrases** (from ... till, from ... to) or **adverbs** (all day long, the whole night, etc.)

e.g. We *were quarrelling* all day long yesterday.

Sometimes the Past Continuous is found in the principal clause, while the past indefinite is in the subordinate:

e.g. They *were talking* inside while he stood watching the path.

3) **The Past Continuous is sometimes used to denote actions characteristic of certain persons in the past.** In such sentences the adverbials always and constantly are generally included.

e.g. As I remember her she *was* always *fussing* over something.

4) To denote **future actions viewed from the past, with verbs of motion** (*to arrive, to come, to go, to leave, to return, etc.*), **usually if the action is planned or expected.** In this case adverbials of future time are generally used, or the future reference of the verb is clear from the context or situation:

e.g. She said she *was leaving* in a week.

3.1. The Formation of the Past Perfect Tense

The Past Perfect is formed analytically by the auxiliary **to have** in the past indefinite and **Participle II** of the notional verb. The interrogative and negative forms are built in the way usual for all analytic forms.

The paradigm of the verb in the past perfect

| <u>Affirmative</u> | | <u>Interrogative</u> | |
|---|---------------------------|--|-----------|
| I He (she, it) We You They | } had spoken | Had { I he (she, it) we you they } spoken? | |
| <u>Negative</u> | | | |
| I He (she, it) We You They | } had not (hadn't) spoken | | |
| <u>Negative-interrogative</u> | | | |
| a) Had { I he (she, it) we you they } | } not spoken? | b) Hadn't { I he (she, it) we you they } | } spoken? |

This tense is used with both actional and statal verbs. Its sphere of application is mainly that of narratives, though it is also used in conversation.

3.2. The Past Perfect Tense is used:

1) To denote an action of which both **the beginning and the end precede some moment of time in the past**. This moment can be specified by an adverbial of time, or by another action, or else by the situation.

e.g. He *had finished* his work by then.

2) To denote **an action in progress** which began before a certain moment of time in the past and went on up to that moment and sometimes into it. In such cases either the starting point of the action is specified

a) with statal verbs, which do not normally allow of continuous forms:

He *had been away* **for some months** before his first letter came.

b) with some actional durative verbs (in the similar way as with the past perfect continuous).

e.g. When we first met she *had lived* there for two years and was quite happy.

In this case the past perfect continuous can also be used, though with a slight difference of meaning: while the past perfect lays the stress on *the mere fact* that the action took place, the past perfect continuous accentuates *the duration* of the action.

3) To denote a **succession of past actions** belonging to the time preceding the narrative as a whole, thus describing a succession of events in the prepast time.

e.g. I gave a slight shiver. In front of me was a neat square of grass and a path and the low gate. Someone *had opened* the gate, *had walked* very correctly and quietly up to the house, and *had pushed* a letter through the letter-box.

4.1. The Formation of the Past Perfect Continuous Tense

The Past Perfect continuous is formed by means of the auxiliary **to be** in the Past Perfect (had been) and **Participle I** of the notional verb. **In the interrogative** the first auxiliary (*had*) comes before the subject, and the second auxiliary (*been*) and Participle I follow the subject. **In the negative** the corresponding negative forms of the first auxiliary (*had*) are used, the second auxiliary (*been*) and Participle I follow the negation. **In the negative-interrogative** the corresponding negative-interrogative forms of the first auxiliary are used first, the second auxiliary and Participle I follow the subject.

The paradigm of the verb in the past perfect continuous

Affirmative

| | | |
|--------------|---|-------------------|
| I | } | had been speaking |
| He (she, it) | | |
| We | | |
| You | | |
| They | | |

Interrogative

| | | | |
|------|---|----------------|--------------|
| Had | } | been speaking? | |
| | | | I |
| | | | he (she, it) |
| | | | we |
| | | | you |
| they | | | |

Negative

| | | |
|--------------|---|--------------------------------|
| I | } | had not (hadn't) been speaking |
| He (she, it) | | |
| We | | |
| You | | |
| They | | |

Negative –interrogative

a)

| | | | |
|------|---|--------------------|--------------|
| Had | } | not been speaking? | |
| | | | I |
| | | | he (she, it) |
| | | | we |
| | | | you |
| they | | | |

b)

| | | | |
|--------|---|----------------|--------------|
| Hadn't | } | been speaking? | |
| | | | I |
| | | | he (she, it) |
| | | | we |
| | | | you |
| they | | | |

4.2. The Past Perfect Continuous is used:

1) to denote an action which began before a given moment in the past, continued for a certain period of time up to that moment and possibly still continued at that past moment.

The moment of time in the past before which the action begins is usually indicated by other past actions in the past indefinite or, rather rarely, by the past continuous. Sometimes it is indicated directly by adverbials (*by that time, by the 1st of August, etc.*).

e.g. Ram **had been waiting** for two hours when **I arrived**

2) with actional verbs to denote:

a) Actions in progress that began before a certain moment of time in the past and continued up to that moment, but not into it. As a rule no indications of time are present: the exact time of the beginning of the action is more or less clear from the situation, while the end, closely precedes the given moment of past time (the *exclusive* past perfect continuous).

e.g. Dick, who *had been reading* aloud Pit's letter, suddenly stopped.

b) Actions in progress that began before a certain moment of time in the past and continued into it. In this case either the starting point of the action or its duration is indicated (the *inclusive* Past Perfect Continuous).

Ever since his return he *had been losing* strength and flesh.

The Past Perfect Continuous is usually rendered in Russian by the past tense, imperfective.

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ТЕМА 7. THE FUTURE TENSE FORMS

Список вопросов

- 1.1. The Formation of the Future Indefinite Tense
- 1.2. The Use of the Future Indefinite Tense
- 2.1. The Formation of the Future Continuous Tense
- 2.2. The Use of the Future Continuous Tense
- 3.1. The Formation of the Future Perfect Tense
- 3.2. The Use of the Future Perfect Tense
- 2.1. The Formation of the Future Perfect Continuous Tense
- 2.2. The Use of the Future Perfect Continuous Tense

Список терминов и определений

1. Most **verbs** denote action or state. However, there are some verbs which have other meanings. They are modal verbs, causative verbs, some impersonal verbs, relational and link-verbs. They present a system of finite and non-finite forms, except for modal verbs, which have no non-finite forms.

2. **The Affirmative form** the verb expresses a positive idea or agreement. **The Interrogative form** expresses a question or doubt. **The Negative form** expresses negation or disagreement. In English all these forms are made with the help of auxiliary verbs.

3. The difference in their categorical meaning affects their morphological paradigm: **statal and relational verbs** have no passive voice (though some have forms coinciding with the passive voice as in *The curtains and the carpet were matched*). Also **statal and relational verbs** generally are not used in the continuous and perfect continuous tenses. Their occasional use in these tenses is always exceptional and results in the change of meaning.

4. The present **perfect** form denotes the action preceding the moment of speaking, though it is connected with it either directly or indirectly, that is: a) it continues up to the moment of speaking or b) takes place within a period of time before and including the moment of speaking, so it is relevant to the moment of speaking through its effect or virtually through its continuation at the moment of speaking. In the first case it is called the **exclusive present perfect** (the moment of speaking is excluded), in the second - the **inclusive present perfect** (the moment of speaking is included).

Основное содержание практического занятия

1.1. The Formation of the Future Simple Tense

The Future Simple is formed analytically by means of the auxiliary verb **shall** for the first person singular or plural and **will** for the second and third person singular or plural and the infinitive of the notional verb without the particle **to**.

The modern tendency is to use **will** for all the persons.

The paradigm of the verb in the future indefinite

Affirmative

I shall speak
He (she, it) will
speak
We shall speak
You will speak
They will speak

} (I'll speak)

Interrogative

Shall I speak?
Will he (she, it) speak?
Shall we speak?
Will you speak?
Will they speak?

Negative

I shall not (shan't) speak
He (she, it) will not (won't) speak
We shall not (shan't) speak
You will not (won't) speak
They will not (won't) speak

Negative-interrogative

- | | |
|--|---|
| <p>a) Shall I not speak? Will he (she, it) not speak? Shall we not speak? Will you not speak? Will they not speak?</p> | <p>b) Shan't I speak? Won't be (she, it) speak? Shan't we speak? Won't you speak? Won't they speak?</p> |
|--|---|

1.2. The Future Simple is used to denote:

1) Simple facts in the future.

He *will return* tomorrow. I *shan't stay* with them. It *will be cold* in the evening.

2) A succession of actions in the future.

He *'ll ring* you *up* and *tell* you everything. I *'ll take* her *up* to town, we *'ll* do some *shopping*, and *have lunch*, so we *shall be back* in late afternoon.

3) Habitual actions in the future.

So I *'ll see* you often in winter? He *will stay* with us as often as possible.

The Future Simple is not used in subordinate adverbial clauses of time and condition introduced by the connectives *when, while, till, until, before, after, as soon as, if, unless, in case (that), on condition that, provided*, etc. In such clauses the present indefinite tense is used instead: They will wait till it *grows* dark.

Care should be taken to distinguish between the adverbial clauses of time or condition and object clauses introduced by the conjunctions *when* and *if*, in the case of object clauses any tense required by the sense can be used:

I don't know when I'll come again.
Ask him if he'll do it at all.

2.1. The Future Continuous is used to denote:

1) **An action in progress at a certain moment of time or during a certain period of time in the future** (compare the corresponding use of the past continuous). In an hour I'll be flying over the sea.

2) **An action expected by the speaker.**
By the way, Megan will be coming to lunch.

2.2. The Formation of the Future Continuous Tense

The forms of the Future Continuous tense are formed with the future indefinite of the auxiliary **to be** (*shall be, will be*) and **participle I** of the notional verb.

In the interrogative the corresponding form of the first auxiliary (*shall/will*) is placed in front of the subject, the second auxiliary (*be*) and participle I follow the subject. **In the negative** the corresponding negative forms of the first auxiliary (*shall/will*) are used, the second auxiliary (*be*) and participle I follow them. **In the negative-interrogative** the corresponding negative-interrogative forms of the first auxiliary (*shall/will*) are used, the second auxiliary (*be*) and participle I follow the subject.

The paradigm of the verb in the Future Continuous

Affirmative

I shall be speaking
He (she, it) will be speaking
We shall be speaking
You will be speaking
They will be speaking

Interrogative

Shall I be speaking?
Will he (she, it) be speaking?
Shall we be speaking?
Will you be speaking?
Will they be speaking?

Negative

I shall not (shan't) be speaking
He (she, it) will not (won't) be speaking
We shall not (shan't) be speaking
You will not (won't) be speaking
They will not (won't) be speaking

Negative-interrogative

- | | |
|------------------------------------|---------------------------------|
| a) Shall I not be speaking? | b) Shan't I be speaking? |
| Will he (she, it) not be speaking? | Won't he (she, it) be speaking? |
| Shall we not be speaking? | Shan't we be speaking? |
| Will you not be speaking? | Won't you be speaking? |
| Will they not be speaking? | Won't they be speaking? |

3.1. The Formation of the Future Perfect Tense

The Future Perfect is formed by means of the auxiliary **to have** in the Future Simple (*shall/will have*) and **Participle II** of the notional verb. **In the interrogative** the corresponding form of the first auxiliary (*shall/will*) is used in the front position and the second auxiliary (*have*) and Participle II follow the subject. **In the negative** the corresponding negative forms of *shall/will* are used and the second auxiliary (*have*) and Participle II follow them. **In the negative-interrogative** the corresponding negative-interrogative forms of *shall/will* are used in the front position and the second auxiliary and Participle II follow the subject.

The paradigm of the verb in the Future Perfect

Affirmative

I shall have spoken
He (she, it) will have spoken
We shall have spoken
You will have spoken
They will have spoken

Interrogative

Shall I have spoken?
Will he (she, it) have spoken?
Shall we have spoken?
Will you have spoken?
Will they have spoken?

Negative

I shall not (shan't) have spoken
He (she, it) will not (won't) have spoken
We shall not (shan't) have spoken
You will not (won't) have spoken
They will not (won't) have spoken

The Future Perfect is very rarely used either in conversation or in writing.

3.2. The Future Perfect Tense is used to denote:

1) An action that both **begins and ends before, a definite moment of time in the future** (the exclusive future perfect).

"I have no doubt," I said, "that I *shall have seen anybody* who is anybody by then."

2) An action that begins before a certain moment of time in the future and goes up to it or into it. This is the case when the action in question is expressed by statal verbs, which do not admit of continuous forms, or else by certain actional durative verbs, such as *to live, to study, to work*, etc., which denote a process (the inclusive future perfect).

She *will have been* in your service fifteen years next year.

4.1. The Formation of the Future Perfect Continuous Tense

The Future Perfect Continuous is formed by means of the auxiliary **to be** in the Future Perfect (*shall/will have been*) and **Participle I** of the notional verb. Their **interrogative, negative** and **negative-interrogative** forms are built similar to other future forms.

The paradigm of the verb in the Future Perfect Continuous

Affirmative

I } shall have been speaking
We }

He (she, it) You } will have been speaking
They }

Interrogative

Shall { I } have been speaking
we }

Will { he (she, it) } have been speaking?
you }
they }

Negative

I } shall not (shan't) have been speaking
We }

He (she, it) You } will not (won't) have been speaking
They }

4.2. The Future Perfect Continuous is very rarely used, because situations which require it very seldom arise. **It denotes actions which begin before a certain moment of time in the future and go on up to that moment or into it.** It's used with *by* and *for*.

I *will have been living* there for five years next February.

By this time next month I *will have been studying* the piano for two years.

The Future Continuous vs. the Future Perfect Continuous Tense

If you do not include a duration such as "for five minutes," "for two weeks" or "since Friday," many English speakers choose to use the Future Continuous rather than the Future Perfect Continuous. Be careful because this can change the meaning of the sentence. Future Continuous emphasizes interrupted actions, whereas Future Perfect Continuous emphasizes a duration of time before something in the future. Study the examples below to understand the difference.

He will be tired because he will be exercising so hard.
THIS SENTENCE EMPHASIZES THAT HE WILL BE TIRED BECAUSE HE WILL BE EXERCISING AT THAT EXACT MOMENT IN THE FUTURE.

He will be tired because he will have been exercising so hard.
THIS SENTENCE EMPHASIZES THAT HE WILL BE TIRED BECAUSE HE WILL HAVE BEEN EXERCISING FOR A PERIOD OF TIME. IT IS POSSIBLE THAT HE WILL STILL BE EXERCISING AT THAT MOMENT OR THAT HE WILL JUST HAVE FINISHED.

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Past Perfect <http://www.youtube.com/watch?v=7Mni3yDpIWo>

ТЕМА 8. THE PASSIVE VOICE

Список вопросов

- 1.1. The Formation of the Passive Voice
- 1.2. The Rules of Changing from Active into Passive
- 1.3. The Appropriateness of the Passive Voice

Список терминов и определений

1. Most **verbs** denote action or state. However, there are some verbs which have other meanings. They are modal verbs, causative verbs, some impersonal verbs,

relational and link-verbs. They present a system of finite and non-finite forms, except for modal verbs, which have no non-finite forms.

2. The Affirmative form the verb expresses a positive idea or agreement. **The Interrogative form** expresses a question or doubt. **The Negative form** expresses negation or disagreement. In English all these forms are made with the help of auxiliary verbs.

3. In “**active voice**” *subject acts upon object*, while in “passive voice” *object is acted upon by subject*. It can also be said, in “active voice” subject does a work on object, while in “passive voice” object is worked on by subject. The normal structure of an active voice sentence is **subject+verb+object** but in passive the normal structure of sentence is reversed according to certain rules and becomes like **object+verb+subject**. The real meaning of a sentence does not change if the sentence is expressed either by active voice or by passive voice. The **active voice** is mostly used in writing because it gives a direct and more concise meaning.

Основное содержание практического занятия

1.1. The Formation of the Passive Voice

There are two ways to express an action of a subject in relation to its object:

The Active voice and the Passive voice. It is formed:

| | Simple | Continuous | Perfect | Perfect continuous |
|---------------------------|------------------------------|-------------------------------|---------------------------------------|--------------------|
| Present | Am, are, is + V-ed/V3 | Am, are, is + being + V-ed/V3 | Have(has) + been + V-ed/V3 | |
| Past | Was, were + V-ed/V3 | Was, were + being + V-ed/V3 | Had + been + V-ed/V3 | |
| Future | Will(shall) + be + V-ed/V3 | | Will(shall) + have + been + V-ed/V3 | |
| Future in the past | Would(should) + be + V-ed/V3 | | Would(should) + have + been + V-ed/V3 | |

1.2. The Rules of Changing From Active into Passive

- The object of the active verb becomes the subject in the new sentence. The active verb changes into a passive form and the subject of the active verb becomes the agent which is either introduced with "by" or is omitted. The passive can be used only with transitive verbs (verbs which take an object such as give, write, take, open etc). Verbs such as happen, sleep, come, go, seem etc are not used in the passive.

3. In the passive we use *by* + agent to say who or what did the action. We use *with* + instrument or material to say what the agent used. She *was hit* on the head *by* the burglar *with* a piece of wood.
4. With verbs that take two objects, it is more usual to begin the passive sentence with the person. They offered Ann a job. - Ann *was offered* a job. (more usual than: A job *was offered* to Ann.)
5. We put the agent (= person who performs the action) in the passive only if it adds information. When the agent is unknown, unimportant or obvious from the context, it is omitted. Agents such as someone, people, I, you etc are omitted. *King Lear was written* by Shakespeare. (The agent is not omitted; it adds information.) Somebody *helped* him. - He *was helped* (by somebody), (*unknown agent; by+ agent are omitted.*)
6. Make, hear, help, see are followed by a to-infinitive in the passive. They *helped* him tidy the garage. - We *was helped* to tidy the garage.
NB! The verbs *hear, see, watch* can be followed by a present participle in the active and passive. I *heard* her practising the piano. - *She was heard* practising the piano.
7. The verbs believe, expect, feel, hope, know, report, say, think etc are used in the following passive patterns in personal and impersonal constructions.
People believe he is a liar.
subject (person) + passive + to-infinitive (personal construction) He *is believed to be a liar*.
It + passive + that-clause (impersonal construction) *It is believed that he is a liar*.
8. We use *be* + past participle or *have been* + past participle after modal verbs (will, can, may etc). He *can't repair* the lock. - The lock *can't be repaired*.
They *may have painted* the house. - The house *may have been painted*.
9. Verbs followed by a preposition (eg. accuse sb of, look after etc) take the preposition immediately after them when turned into the passive. They *accused* him of murder. - He *was accused* of murder.
10. In passive questions with *who/whom/which* we do not omit *by*.
Who *gave* you this book? - Who *were* you *given* this book *by*?
11. Participles like *amazed, broken, interested, pleased, worried* etc can be used either as adjectives or past participles in the passive. If these participles are used as adjectives, they cannot be turned into the active. Compare:
The first time I saw the building I *was amazed*, ("amazed" is used as an adjective)
I *was amazed* by your work, ("amazed" is used as a past participle - Your work amazed me.)

1.3. The Appropriateness of the Passive Voice

The Passive voice is used due to the following reasons:

- a). When intentionally hiding the subject of sentence. For example, a student who failed in exam might say, *some chapters were not studied*.
- b). When passive voice better explains thought of sentence. For example, to say, *cloth is sold in yards*, is more meaningful than to say, *Shop keepers sell cloth in yards*.
- c). When passive voice better emphasizes the main thought of the sentence. For example, a man who is being teased by another person might say in anger, “*you will be beaten by me*”
- d). When subject is not exactly known. For example, *His watch was stolen*. It is not known who stole his watch, the subject (thief) is not exactly known so it is better to use passive voice for such sentence.

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http://www.englishforeveryone.org/PDFs/Verb_Tenses_Diagram.pdf

Список вопросов

- 1.1. The Formation of the Present Perfect Continuous Tense
- 1.2. The Use of the Present Perfect Continuous Tense
- 2.1. The Formation of the Past Perfect Continuous Tense
- 2.2. The Use of the Past Perfect Continuous Tense
- 3.1. The Formation of the Future Perfect Continuous Tense
- 3.2. The Use of the Future Perfect Continuous Tense
4. The Future Continuous vs. the Future Perfect Continuous Tense

Список терминов и определений

1. Most **verbs** denote action or state. However, there are some verbs which have other meanings. They are modal verbs, causative verbs, some impersonal verbs, relational and link-verbs. They present a system of finite and non-finite forms, except for modal verbs, which have no non-finite forms.

2. **The Affirmative** form the verb expresses a positive idea or agreement. **The Interrogative form** expresses a question or doubt. **The Negative form** expresses negation or disagreement. In English all these forms are made with the help of auxiliary verbs.

3. The difference in their categorical meaning affects their morphological paradigm: **statal and relational verbs** have no passive voice (though some have forms coinciding with the passive voice as in *The curtains and the carpet were matched*). Also **statal and relational verbs** generally are not used in the continuous and perfect continuous tenses. Their occasional use in these tenses is always exceptional and results in the change of meaning.

4. The present **perfect** form denotes the action preceding the moment of speaking, though it is connected with it either directly or indirectly, that is: a) it continues up to the moment of speaking or b) takes place within a period of time before and including the moment of speaking, so it is relevant to the moment of speaking through its effect or virtually through its continuation at the moment of speaking. In the first case it is called the **exclusive present perfect** (the moment of speaking is excluded), in the second - the **inclusive present perfect** (the moment of speaking is included).

Основное содержание лекции

1.1. **The Formation of the Present Perfect Continuous Tense.** The present perfect continuous is formed by means of the auxiliary *to be* in the present perfect (have/has been) plus participle I of the notional verb. **In the interrogative** the first auxiliary (have/has) comes before the subject, the second auxiliary (been) and participle I follow the subject. **In the negative** the corresponding negative forms of the first auxiliary (have) are used, the second auxiliary (been) and participle I follow them.

The paradigm of the verb in the present perfect continuous

Affirmative

I have been speaking
He (she, it) has been speaking
We have been speaking
You have been speaking
They have been speaking

Negative

I have not been speaking
He (she, it) has not been speaking
We have not been speaking
You have not been speaking
They have not been speaking

Interrogative

Have I been speaking?
Has he (she, it) been speaking?
Have we been speaking?
Have you been speaking?
Have they been speaking?

Contracted negative

I haven't been speaking
He (she, it) hasn't been speaking
We haven't been speaking
You haven't been speaking
They haven't been speaking

Negative-interrogative

- | | |
|-------------------------------------|------------------------------------|
| a) Have I not been speaking? | b) Haven't I been speaking? |
| Has he (she, it) not been speaking? | Hasn't he (she, it) been speaking? |
| Have we not been speaking? | Haven't we been speaking? |
| Have you not been speaking? | Haven't you been speaking? |
| Have they not been speaking? | Haven't they been speaking? |

The present perfect continuous is used mainly in conversation.

We often use **for** and **since** with the present perfect tense.

We use **for** to talk about a **period** of time - 5 minutes, 2 weeks, 6 years. We use **since** to talk about a **point** in past time - 9 o'clock, 1st January, Monday.

1.2. The Present Perfect Continuous is used with actional verbs to denote:

1). Actions in progress which **begin at a certain moment in the past and continue into the present**. In this case either the starting point of the action or the period of time during which it has been in progress is usually specified.

I have been reading for 2 hours.

All these forms denoting actions continuing into the present (the so-called present perfect continuous *inclusive*) are translated into Russian by the present tense, imperfective (in the sentences above: пишу, живут, дождь идет, учит).

2). Actions in progress which **begin in the past and continue up to the moment of speaking or till just before it**.

It is the present perfect continuous *exclusive*.

I'm tired because I've been running.

3). Actions in progress that both begin and end at some indeterminate time before the moment of speaking, though connected with it through their importance for the present.

My brother has been using my bicycle and has got the tyre punctured.

The forms denoting actions that are over by the moment of speaking (the so-called present perfect continuous *exclusive*) are translated into Russian by means of the past tense, imperfective (in the sentences in items 2 and 3 they are: ждал, снег шел, плакала, дождь шел, катался, обдумывал, приходила).

4). Future actions in progress before a certain moment in the future (in subordinate adverbial clauses of time and condition).

He will get accustomed to the surroundings after he *has been staying* here for a week or two.

2.1. The Formation of the Past Perfect Continuous Tense

The past perfect continuous is formed by means of the auxiliary **to be** in the past perfect (had been) and **participle 1** of the notional verb. **In the interrogative** the first auxiliary (*had*) comes before the subject, and the second auxiliary (*been*) and participle I follow the subject. **In the negative** the corresponding negative forms of the first auxiliary (*had*) are used, the second auxiliary (*been*) and participle I follow the negation. **In the negative-interrogative** the corresponding negative-interrogative forms of the first auxiliary are used first, the second auxiliary and participle I follow the subject.

The paradigm of the verb in the past perfect continuous

Affirmative

| | | |
|--------------|---|-------------------|
| I | } | had been speaking |
| He (she, it) | | |
| We | | |
| You | | |
| They | | |

Interrogative

| | | | |
|------|---|----------------|--------------|
| Had | } | been speaking? | |
| | | | I |
| | | | he (she, it) |
| | | | we |
| | | | you |
| they | | | |

Negative

| | | |
|--------------|---|--------------------------------|
| I | } | had not (hadn't) been speaking |
| He (she, it) | | |
| We | | |
| You | | |
| They | | |

Negative -interrogative

a)

| | | | |
|------|---|--------------------|--------------|
| Had | } | not been speaking? | |
| | | | I |
| | | | he (she, it) |
| | | | we |
| | | | you |
| they | | | |

b)

| | | | |
|--------|---|----------------|--------------|
| Hadn't | } | been speaking? | |
| | | | I |
| | | | he (she, it) |
| | | | we |
| | | | you |
| they | | | |

2.2. The past perfect continuous is used:

1) to denote an action which began before a given moment in the past, continued for a certain period of time up to that moment and possibly still continued at that past moment.

The moment of time in the past before which the action begins is usually indicated by other past actions in the past indefinite or, rather rarely, by the past continuous. Sometimes it is indicated directly by adverbials (*by that time, by the 1st of August, etc.*). Ram **had been waiting** for two hours when **I arrived**

2). with actional verbs to denote:

a). **Actions in progress that began before a certain moment of time in the past and continued up to that moment, but not into it.** As a rule no indications of time are present: the exact time of the beginning of the action is more or less clear from the situation, while the end, closely precedes the given moment of past time (the *exclusive* past perfect continuous).

Dick, who *had been reading* aloud Pit's letter, suddenly stopped.

b). **Actions in progress that began before a certain moment of time in the past and continued into it.** In this case either the starting point of the action or its duration is indicated (the *inclusive* past perfect continuous).

Ever since his return he *had been losing* strength and flesh.

The past perfect continuous is usually rendered in Russian by the past tense, imperfective.

3.1. The Formation of the Future Perfect Continuous Tense

The future perfect continuous is formed by means of the auxiliary **to be** in the future perfect (*shall/will have been*) and **participle I** of the notional verb. Their **interrogative, negative** and **negative-interrogative** forms are built similar to other future forms.

The paradigm of the verb in the future perfect continuous

Affirmative

I } shall have been speaking
We }

He (she, it) } will have been speaking
You }
They }

Interrogative

Shall { I } have been speaking
 { we }

Will { he (she, it) } have been speaking?
 { you }
 { they }

Negative

I } shall not (shan't) have been speaking
We }

He (she, it) } will not (won't) have been speaking
You }
They }

3.2. The Future Perfect Continuous is very rarely used, because situations which require it very seldom arise. **It denotes actions which begin before a certain moment of time in the future and go on up to that moment or into it.** It's used with *by* and *for*.

I will have been living there for five years next February.

4. The Future Continuous vs. the Future Perfect Continuous Tense

If you do not include a duration such as "for five minutes," "for two weeks" or "since Friday," many English speakers choose to use the Future Continuous rather than the Future Perfect Continuous. Be careful because this can change the meaning of the sentence. Future Continuous emphasizes interrupted actions, whereas Future Perfect Continuous emphasizes a duration of time before something in the future. Study the examples below to understand the difference.

He will be tired because he *will be exercising* so hard.
THIS SENTENCE EMPHASIZES THAT HE WILL BE TIRED BECAUSE HE WILL BE EXERCISING AT THAT EXACT MOMENT IN THE FUTURE.

He will be tired because he *will have been exercising* so hard.
THIS SENTENCE EMPHASIZES THAT HE WILL BE TIRED BECAUSE HE WILL HAVE BEEN EXERCISING FOR A PERIOD OF TIME. IT IS POSSIBLE THAT HE WILL STILL BE EXERCISING AT THAT MOMENT OR THAT HE WILL JUST HAVE FINISHED.

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The Past Perfect Continuous <http://www.youtube.com/watch?v=niR0JZOAhfY>

ТЕМА 9. THE REPORTED SPEECH. THE SEQUENCE OF TENSES

Список вопросов

1.1. The Reported Speech.General Rules

1.2. Tense Change - In - Indirect Speech

1.3.Reporting Questions

Список терминов и определений

1. Most **verbs** denote action or state. However, there are some verbs which have other meanings. They are modal verbs, causative verbs, some impersonal verbs, relational and link-verbs. They present a system of finite and non-finite forms, except for modal verbs, which have no non-finite forms.

2. **The Affirmative** form the verb expresses a positive idea or agreement. **The Interrogative form** expresses a question or doubt. **The Negative form** expresses negation or disagreement. In English all these forms are made with the help of auxiliary verbs.

Основное содержание лекции

1.1. The Reported Speech.General Rules

a) We use the sequence of tenses when we have a sentence containing a *main clause* and one or more **subordinate clauses**.

e.g. *We knew that the bridge was unsafe.*

When the main verb of a sentence is in a past tense, verbs in subordinate clauses are in a past tense also.

We use the indirect (reported speech) when we are telling someone what other person says or said.

The tense of the reporting verb (say, tell, ask...) often affects the tense of the reported statement:

e.g. He says: "The campaign is a great success". D

He says (that) the campaign is a great success. I

e.g. He said: "The campaign is a great success". D

He said (that) the campaign was a great success. I

b) People, places, times and things

| | | | |
|---------------|------|---|---------|
| People | I | → | he/she |
| | you | → | me |
| | my | → | his/her |
| | your | → | mine |

| | | | |
|--------------|------|---|-------|
| Place | here | → | there |
|--------------|------|---|-------|

| | | | |
|--------------|----------------|---|------------------------------------|
| Times | now | → | then, at the time |
| | today | → | that day, on Monday |
| | yesterday | → | the day before, the previous day |
| | tomorrow | → | the next day, the following day |
| | this afternoon | → | that afternoon |
| | last week | → | the week before, the previous week |

next week → the week after, the following week
 a few days ago → a few days before
 Things this project → that project

NB!

We do not change tense if the information is still true.

e.g. He said *that the sky is blue*.

He said *there is* always a period of uncertainty after a merger.

1.2. Tense Change - In - Indirect Speech

- Present simple tense *into* Past simple
- Present Continuous tense *into* Past continuous
- Present Perfect tense *into* Past perfect
- Present Perfect Continuous *into* Past perfect continuous
- Past simple *into* Past Perfect
- Past Continuous *into* Past Perfect Continuous
- Past Perfect *into* Past Perfect
- Future simple, will *into* would
- Future Continuous, will be *into* would be
- Future Perfect, will have *into* would have

| DIRECT SPEECH | INDIRECT SPEECH |
|--|---|
| PRESENT TENSE | |
| PRESENT SIMPLE changes into PAST SIMPLE | |
| He said, "I write a letter" | He said <i>that he wrote</i> a letter. |
| PRESENT CONTINUOUS changes into PAST CONTINUOUS | |
| He said, "he is listening to the music" | He said <i>that he was listening</i> to the music. |
| PRESENT PERFECT changes into PAST PERFECT | |
| She said, "he has finished his work" | She said <i>that he had finished</i> his work. |
| PRESENT PERFECT CONTINUOUS changes into PAST PERFECT CONTINUOUS | |
| He said, "I have been studying since 3 O'clock" | He said <i>that he had been studying</i> since 3 O'clock. |
| PAST TENSE | |
| PAST SIMPLE changes into PAST PERFECT | |
| He said to me, "you answered correctly" | He said to me <i>that I had answered</i> correctly. |
| PAST CONTINUOUS changes into PAST PERFECT CONTINUOUS | |
| They said, "we were enjoying the weather" | They said <i>that they had been enjoying</i> . |
| PAST PERFECT changes into PAST PERFECT (tense does not change) | |
| She said, "She had visited a doctor" | She said <i>that she had visited</i> a doctor. |

| FUTURE TENSE | |
|--|---|
| FUTURE SIMPLE TENSE WILL changes into WOULD | |
| He said, "I will study the book" | He said <i>that he would study</i> the book. |
| FUTURE CONTINUOUS TENSE WILL BE changes into WOULD BE | |
| I said to him, " I will be waiting for him" | I said to him <i>that I would be waiting</i> for him. |
| FUTURE PERFECT TENSE WILL HAVE changes into WOULD HAVE | |
| He said, "I will have finished the work" | He said <i>that he would have finished</i> the work. |

NB!: The tense of reported speech may not change if reported speech is a universal truth though its reporting verb belongs to past tense.

Direct speech: He said, "Mathematics is a science"

Indirect Speech: He said *that mathematics is a science.*

1.3. Reporting Questions

Mind the word order!

a). WH-questions: reporting verb + WH-word + subject + main verb

e.g. *Where is it?" He asked me where it was.*

b). Yes/ No Questions

reporting verb + IF/ WHETHER + subject + main verb

e.g. *Do you speak French?*

She asked me *if I spoke* French.

c). Reporting Commands and Requests

Reporting verb+ subject + to/ not to + infinitive

e.g. *Take us to the airport.* - She *told* the driver *to take* us to the airport.

Please *don't wait* for me, I'll come along later." - He *asked* us *not to wait*.

NB!

When we report a speaker's words we don't just apply rules mechanically, we interpret what we hear or read, so we use appropriate reporting verbs (introductory verbs) like the following:

| INTRODUCTORY VERB | DIRECT SPEECH | REPORTED SPEECH |
|-------------------------|--|---|
| Agree + TO + INFINITIVE | "Yes, I'll do it again" | He agreed to do it again |
| Offer | "Would you like me to drive you home?" | He offered to drive me home. |
| Promise | "I'll pay you on Friday" | He promised to pay me on Friday. |
| Refuse | "No, I won't tell you her secret" | He refused to tell me her secret. |
| Threaten | "Keep quiet or I'll punish you" | He threatened to punish me if I didn't keep quiet. |
| Advise+SB+TO+INFINITIVE | "You should talk about your problem" | He advised me to talk about my problem. |
| Allow | "You can use my phone" | He allowed me to use his phone. |
| Ask | "Please, close the door" | He asked me to close the door. |
| Beg | "Please, please, don't hit the dog" | He begged me not to hit the dog. |

| | | |
|--------------------------|---------------------------------------|--|
| Encourage | “Go ahead, say what you think” | He encouraged me to say what I thought. |
| Forbid | “You mustn’t come home after eleven” | He forbade me to come home after eleven. |
| Invite | “I’d like you to come to my party” | He invited me to go to his party. |
| Order | “Don’t leave your room again” | He ordered me not to leave my room again. |
| Permit | “You may speak to the judge” | He permitted me to speak to the judge. |
| Remind | “Don’t forget to turn the lights off” | He reminded me to turn the lights off. |
| Urge | “Try to have sympathy for the family” | He urged me to try to have sympathy. (for the family) |
| Warn | “Don’t touch the wire with wet hands” | He warned me not to touch the wire. (with wet hands) |
| Want | “I’d like you to be kind” | He wanted me to be kind. |
| Accuse somebody of + ING | “You acted as if you were guilty” | He accused me of acting as if I were guilty. |
| Apologise for | “I’m sorry I hurt you” | He apologised for hurting me. |
| Admit | “Yes, I was wrong” | He admitted (to) being wrong. |
| Complain to sb. About | “You always argue” | He complained to me about my arguing . |
| Deny | “No, I didn’t eat your cake” | He denied eating my cake. |
| Insist on | “You must wear that blouse” | He insisted on me /my wearing that blouse. |
| Suggest | “Let’s order a pizza” | He suggested ordering a pizza. |
| Agree + THAT – CLAUSE | “Yes, she’s very kind” | He agreed that she was very kind. |
| Claim | “I saw the accident” | He claimed that he had seen the accident. |
| Complain | “You never ask my opinion” | He complained that I never asked his opinion. |
| Deny | “I have never met her” | He denied that he had ever met her. |
| Exclaim | “It’s a tragedy!” | He exclaimed that it was a tragedy. |
| Explain | “It’s a complicated problem” | He explained that it was a complicated problem. |
| Inform somebody | “Your request is being reviewed” | He informed me that my request was being reviewed. |
| Promise | “I won’t be late” | He promised that he wouldn’t be late |
| Suggest | “You ought to give her a call” | He suggested that I should give her a call. |
| Explain to sb + HOW | “That’s how I succeeded” | He explained to me how he had succeeded. |

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All tenses exercise <http://www.youtube.com/watch?v=aKfZTXh3kco>
http://www.englishforeveryone.org/PDFs/Verb_Tenses_Diagram.pdf