

**КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ**



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**GRAMMAR TIME**  
**for law students**

**with short comments,  
training exercises, tests and much more**

Учебное пособие  
по английскому языку для студентов  
юридических факультетов вузов

Часть 3



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GRAMMAR TIME for law students (часть 3) является продолжением серии пособий по грамматике английского языка, состоящей из 4 частей, для студентов юридических факультетов высшей профессиональной школы. Пособие по грамматике английского языка содержит разделы грамматики, необходимые для развития навыков и умений по дисциплине «Иностранный язык» для неязыковых вузов, краткие теоретические материалы (комментарии и инструкции), комплекс упражнений для аудиторной и самостоятельной работы, а также дополнительные разделы по развитию коммуникативных навыков владения иностранным языком в соответствии с образовательными стандартами, установленными для неязыковых вузов РФ, и в соответствии с современной европейской классификацией языковой компетенции по ЯМО (языкам мирового общения). Предполагаемый уровень обучающихся: В1 и В2.

Пособие может использоваться для повторения, закрепления и совершенствования грамматических знаний и навыков широким кругом лиц, изучающих английский язык, для занятий со студентами юридических факультетов вузов (бакалавриат и магистратура), а также как образовательный ресурс при обучении студентов, получающих дополнительную квалификацию «Переводчик в сфере профессиональной коммуникации».

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## Introduction: About the Development of Grammar

*From the authors*

Based on Bede Rundle, *Grammar in Philosophy*, Oxford 1979



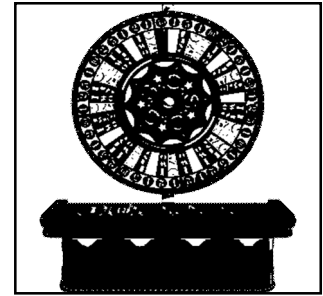
Grammar is the study of rules governing the use of language. The set of rules governing a particular language is also called the grammar of the language; thus, each language can be said to have its own distinct grammar. Grammar is a part of the general study of language called linguistics. The subfields of contemporary grammar are phonetics, phonology, morphology, syntax, semantics, and pragmatics. Traditional grammars include only morphology and syntax. The formal study of grammar is an important part of education from a young age through advanced learning, though the rules taught in schools are not a "grammar" in the sense most linguists use the term, as they are often prescriptive rather than descriptive.

- *A prescriptive grammar* presents authoritative norms for a particular language, and tends to deprecate (=not approve) non-standard constructions. Traditional grammars are typically prescriptive (=saying exactly what must happen, especially by giving an instruction or making a rule). Prescriptive grammars are usually based on the prestige dialects of a speech community, and often specifically condemn (=criticize strongly) certain constructions which are common only among lower socioeconomic groups, such as the use of *ain't* or *double negatives* in English. Though prescriptive grammars remain common in foreign language teaching, they have fallen out of favor in modern academic linguistics, as they describe only a subset of actual language usage.

- *A descriptive grammar* attempts to describe actual usage, avoiding prescriptive judgments. Descriptive grammars are bound to a particular speech community, and attempt to provide rules for any utterance (=something that someone says) considered grammatically correct within that community. *For example*, in many dialects of English, the use of double negatives is very common, though ungrammatical from the point of view of a prescriptive English grammar. A descriptive grammar of a speech community where "*I didn't do nothing*" is acceptable will treat that sentence as grammatical, and provide rules that account for it. A descriptive grammar of formal English would rather provide rules for "*I didn't do anything.*"



● *A traditional grammar* is the collection of ideas about grammar that Western societies have received from Greek and Roman sources. Prescriptive grammar is usually formulated in terms of the descriptive concepts inherited from traditional grammar. Modern descriptive grammar aims to correct the errors of traditional grammar, and generalize them, so as to avoid shoehorning (=fit something tightly in a particular place) all languages to the model of Latin. Nearly all materials used in teaching language, however, are still based on traditional grammar.



● *A formal grammar* is a precisely defined grammar, typically used for computer programming languages. *In computer science*, the syntax of each programming language is defined by a formal grammar. Formal grammars are codifications of usage that are developed by observation.

● *Grammars evolve through usage and human population separations.* With the advent (=arrival) of written representations, formal rules about language usage tend to appear also. As the rules become established and developed, the prescriptive concept of grammatical correctness can arise. This often creates a gulf (=big difference) between *contemporary* (=modern) usage and that which is *accepted as correct*.

● *A generative grammar* is a formal grammar that can in some sense "generate" the well-formed expressions of a natural language. An entire branch of linguistic theory is based on generative (=able to produce/ create) grammars. Generative grammars were popularized by *Noam Chomsky*.

● *Planned languages* are more common in the modern day. Many have been designed to aid human communication (such as *Esperanto* or the intercultural, highly logic-compatible artificial language *Lojban*) or created as part of a work of fiction (such as the *Klingon* and *Elvish* languages). Each of these artificial languages has *its own grammar*.

● It is a myth that *analytic languages* have simpler grammar than *synthetic languages*. Analytic languages use syntax to convey information that is encoded via inflection in synthetic languages. In other words, word order is not significant and morphology is highly significant in a purely synthetic language, whereas morphology is not significant and syntax is highly significant in an analytic language. E.g., Chinese and Afrikaans are highly *analytic* and Latin is a highly *synthetic* language.



## YOUR THIRD TERM ACADEMIC GRAMMAR SYLLABUS

### I. Communicative Grammar

#### 1. Adverbs

- General information on forms/ kinds/ usage
- Adverbs of manner
- Adverbs of place
- Adverbs of time
- Adverbs of frequency
- Adverbs of degree
- Adverbs of certainty
- Interrogative adverbs
- Relative adverbs
- Viewpoint and commenting adverbs
- Word order with adverbs



#### 2. Tense forms (active/ passive)

- Revision of English tense forms
- Regular/ Irregular verbs and their tense forms

#### 3. Modal verbs and Modal expressions:

- Can, could and be able to for ability
- Can, could, may to ask for permission and for making requests
- Can't, needn't, must, have to, be allowed to for obligation and necessity
- Shall, should and ought to for suggestions, advice, obligation and offers
- May, might, must and can't for speculation
- Past Modal verbs (could have /should have /must have, etc.)

#### 4. Infinitives and –ing-forms

- Finite forms *versus* Non-finite forms (general information)
- Infinitive
- Gerund
- Participle I/ Participle II
- Expressions with the non-finite verb forms

### II. ESP Grammar

#### Revision of Tense-aspect-mood forms (TAM)

- Tense-aspect-mood forms: General information
- Active Tense-aspect-mood forms
- Passive Tense-aspect-mood forms



## Your Grammar Knowledge Criteria

Your grammatical awareness of English as of the learners of English as a foreign language could be evaluated both in receptive and productive levels according to the following criteria:

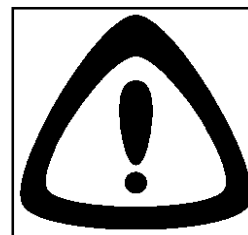
1. Your level of knowledge and ability to interpret different data connected with grammar;
2. Your ability to prove the validity of the data, which is truly exercised if:
  - You are able to appropriately select and correctly judge the ungrammatical or syntactically ill-formed sentences or other phenomena;
  - You are able to appropriately select and correctly judge the grammatical or syntactically correct sentences or other grammatical phenomena.
3. Your ability to analyze the data, which is truly exercised if:
  - You show the grammatically correct or syntactically well-formed use of English;
  - The problem is pointed and corrected via your own judgments and/or with the help of reference books/ or your tutor's instructions/ or any sufficient Internet resources and by using appropriate terminology;
  - You are able to find the underlying reasons for the uses of grammatical structures and discuss them and then edit them and comment on them to prove them with possible underlying reasons;
  - You are able to enhance your knowledge from a holistic perspective.
4. Your ability to use your English grammar knowledge while presenting the outputs in written and oral forms.
5. Your ability to use your English grammar knowledge along with the avoidance of spelling mistakes in the papers or pronunciation errors in oral speech.
6. Your ability to use your English grammar knowledge to follow all the instructions given so as to show a well-organized style of education.
7. Your ability to use your English grammar knowledge so as to cope with all exercises, tests (self-assessment; your teacher's; your final) and evaluation papers presented in this educational resource.

With the reference to the above mentioned you may score as much as:

<b>Nº</b>	<b>THE CRITERION</b>	<b>POINTS/100</b>	<b>TOTAL</b>
1	Knowledge and ability to interpret data	10	10x1=10
2	Knowledge and ability to correctly judge	10	10x1=10
3	The analysis of the data	10	10x1=10
4	The ability to use your English grammar	10	10x1=10
5	Spelling/ pronunciation/ well-organized model	10	10x1=10
6	Exercises/ Self-assessment tests	TE-2; SA-2	10x2+5x2=30
7	Teacher's/ Final Test	TA-3; FT-5	5x3+5x1=20



## Grammar Rules: Your Quick Revision of the Parts of Speech



There are thousands of words in any language. But not all words have the same job. *For example*, some words express "action". Other words express a "thing". Other words "join" one word to another word. These are the "building blocks" of the language. Think of them like the parts of a house. When we want to build a house, we use concrete to make the foundations or base. We use bricks to make the walls. We use window frames to make the windows, and door frames to make the doorways. And we use cement to join them all together. Each part of the house has its own job. And when we want to build a sentence, we use different types of words. Each type of words also has its own job. We can categorize English words into 8 basic types or classes. These classes are called "parts of speech". Some grammar books categorize English into 9 or 10 parts of speech. According to them, for example, verbs may be treated as two different parts of speech: 1) Lexical Verbs (work, like, run); 2) Auxiliary Verbs (be, have, must). Determiners may be treated as a separate part of speech, instead of being categorized under Adjectives. It's quite important to recognize parts of speech. This helps you to analyze, understand and construct English sentences.

*Table 1*

<i>Nº</i>	<i>Part of speech</i>	<i>Function/ job</i>	<i>Example words</i>	<i>Example sentences</i>
1	<b>Verb</b>	action/ state	(to) be/ have/ do/ like/ work/ can/ must/ etc.	
2	<b>Noun</b>	thing/ person	work, music, Kazan, teacher, lawyer, Ivan, etc.	<b>Ivan</b> is a law <b>student</b> . He lives in <b>Kazan</b> .
3	<b>Adjective</b>	describes a noun	a/an, the, 69, some, good, big, red, newest, etc.	My notebook has <b>the newest fast 4 core</b> processor.
4	<b>Adverb</b>	describes a verb/ adjective/ adverb	well, badly, very, really, fast, etc.	My notebook works <b>really fast</b> .
5	<b>Pronoun</b>	replaces a noun	I/ you/ he/ she/ it/ they/ some/ any	<b>They</b> are waiting <b>you</b> in the lobby.
6	<b>Preposition</b>	links a noun to another word	to, at, after, on, by, etc.	Tom went <b>to</b> University <b>by</b> bus.
7	<b>Conjunction</b>	joins clauses/ sentences/ words	and, but, when, etc.	I like summer <b>but</b> I don't like the heat.
8	<b>Interjection</b>	short exclamation inserted into a sentence	oh!, ouch!, well, hi! dear, alas, eh, hello, hey, etc.	– <b>Hi!</b> How are you? – <b>Well</b> , ... I really don't know ...



▼ Examine the sentences given below and find out which part of speech has been missed? Fill in the gaps with the answers you regard as being true. Give your reasons if possible. Change article *A* to *AN* where there is a need:

1. You can make a one-word sentence with a \_\_\_<sup>1a</sup>, for example: "Stop!" You cannot make a one-word sentence with any other type of word.

2. It is sometimes said that the \_\_\_<sup>2a</sup> is the enemy of the noun because, very often, if we use the precise noun we don't need a \_\_\_<sup>2b</sup>.

3. \_\_\_<sup>3a</sup> is a big name for a little word that have no real grammatical value in a sentence but we use them quite often, usually more in speaking than in writing.

4. In linguistics, a \_\_\_<sup>4a</sup> is a member of a large, open lexical category whose members can occur as the main word in the subject of a clause, the object of a verb, or the object of a preposition.

5. If we didn't have \_\_\_<sup>5a</sup>, we would have to repeat a lot of nouns. We would have to say things like: "Do you like the president of the City Bank?" – "I don't like the president. The president is too pompous".

6. As you know, a \_\_\_<sup>6a</sup> is a person, place or thing, and a \_\_\_<sup>6b</sup> is a word that describes a \_\_\_<sup>6c</sup>. But sometimes we use a \_\_\_<sup>6d</sup> to describe another \_\_\_<sup>6e</sup>. In that case, the first \_\_\_<sup>6f</sup> "acts as" a \_\_\_<sup>6g</sup>. For example, "A race horse is a horse that runs in races".

7. A \_\_\_<sup>7a</sup> is a word that normally "joins" two parts of a sentence.

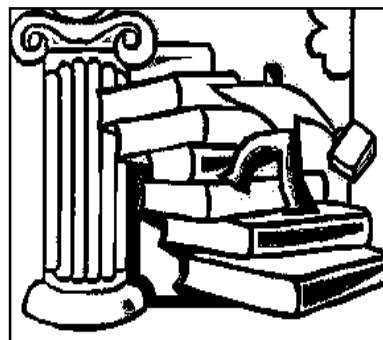
8. A \_\_\_<sup>8a</sup> is a word governing, and usually coming in front of, a noun or pronoun and expressing a relation to another word or element.

9. A \_\_\_<sup>9a</sup> always has a subject. In simple terms, we can say that \_\_\_<sup>9b</sup> are words that tell us what a subject does or is; they describe action or state.

10. There are three forms for compound \_\_\_<sup>10a</sup>: 1) open or spaced – space between words (tennis shoe); 2) hyphenated – hyphen between words (six-pack); 3) closed or solid – no space or hyphen between words (bedroom).

11. We use personal \_\_\_<sup>11a</sup> in place of the person or people that we are talking about.

12. There is one very simple rule about \_\_\_<sup>12a</sup>. And, unlike most rules, this rule has no exceptions. "A \_\_\_<sup>12b</sup> is followed by a "noun" but it is never followed by a verb."



13. We make many \_\_\_\_\_<sup>13a</sup> by adding "-ly" to an adjective.
14. We divide \_\_\_\_\_<sup>14a</sup> into two broad classifications: main and helping.
15. Coordinating \_\_\_\_\_<sup>15a</sup> always come between the words or clauses that they join while subordinating \_\_\_\_\_<sup>15b</sup> often come at the beginning of the subordinate clause.
16. Many words in English can have more than one job, or be more than one part of speech. For example, "work" can be a \_\_\_\_\_<sup>16a</sup> and a \_\_\_\_\_<sup>16b</sup>; "but" can be a \_\_\_\_\_<sup>16c</sup> and a \_\_\_\_\_<sup>16d</sup>; "well" can be a \_\_\_\_\_<sup>16e</sup>, a \_\_\_\_\_<sup>16f</sup> and a \_\_\_\_\_<sup>16g</sup>. In addition, many \_\_\_\_\_<sup>16h</sup> can act as adjectives.
17. An auxiliary \_\_\_\_\_<sup>17a</sup> is used in all tenses. In the simple present and simple past tenses, the auxiliary \_\_\_\_\_<sup>17b</sup> is usually suppressed for the affirmative, but it does exist for intensification.
18. \_\_\_\_\_<sup>18a</sup> have three basic forms: 1) Single Word – for example: and, but, because, although; 2) Compound (often ending with as or that) – for example: provided that, as long as, in order that; 3) Correlative (surrounding an adverb or adjective) – for example: so...that.
19. Do not confuse demonstrative \_\_\_\_\_<sup>19a</sup> with demonstrative \_\_\_\_\_<sup>19b</sup>. They are identical, but a demonstrative \_\_\_\_\_<sup>19c</sup> stands alone, while a demonstrative \_\_\_\_\_<sup>19d</sup> qualifies a noun.
20. There are four main interrogative \_\_\_\_\_<sup>20a</sup>: *who, whom, what, which*. Notice that the possessive \_\_\_\_\_<sup>20b</sup> *whose* can also be an interrogative \_\_\_\_\_<sup>20c</sup>.
21. \_\_\_\_\_<sup>21a</sup> of manner tell us the manner or way in which something happens; they answer the question "how?" and mainly modify \_\_\_\_\_<sup>20b</sup>.
22. A superlative \_\_\_\_\_<sup>22a</sup> expresses the extreme/ highest degree of a quality.
23. When we talk about two things, we can "compare" them. We can see if they are the same or different. We can use comparative \_\_\_\_\_<sup>23a</sup> to describe the differences.
24. Stative \_\_\_\_\_<sup>24a</sup> cannot normally be used with continuous tenses.
25. There are 2 basic positions for \_\_\_\_\_<sup>25a</sup>: 1) before the noun and 2) after certain verbs (be, become, get, seem, look, feel, sound, smell, taste).
26. \_\_\_\_\_<sup>26a</sup> of place tell us the place where something happens; they answer the question "where?" and mainly modify \_\_\_\_\_<sup>26b</sup>.
27. Some \_\_\_\_\_<sup>27a</sup> do not give the idea of action; they give the idea of existence, of state, of "being".
28. Some \_\_\_\_\_<sup>28a</sup> describe action. They are called "dynamic".
29. \_\_\_\_\_<sup>29a</sup> of frequency are of \_\_\_\_\_<sup>29b</sup> time that answer the question "How frequently?" or "How often?" so they tell us how often something happens.
30. Normally we use demonstrative \_\_\_\_\_<sup>30a</sup> for things only. But we can use them for people when the person is identified.



### Adverbs

● **Adverbs** are types of words that we use to define or describe verbs, adjectives and other adverbs in the sentence. An adverb adds more to the meaning of a verb, an adjective or another adverb. Adverbs can also modify the sentences as well, which are adverbial phrases or prepositional phrases.

1) Adverbs modify verbs:

E.g.: The judge *pronounced* his ruling **loudly** (How did the judge pronounce his ruling?).

2) Adverbs modify adjectives:

E.g.: Our professor is **really** *smart*. (How smart is our professor?)

3) Adverbs modify another adverb:

E.g.: She drives **incredibly** *slowly*. (How slowly does she drive?)

4) Adverbs modify a whole sentence:

E.g.: **Obviously**, even our professor can't know everything.

5) Adverbs modify a prepositional phrase:

E.g.: It's **immediately** obvious that these funds will have doubtful incentives.

6) Adverbs link sentences together:

E.g.: She knew her grammar; **therefore**, she did well on the quiz.

● **There are eight (8) main types of adverbs:**

1) Adverb of manner – shows how an action or something is done. It answers the question *How?* It is usually placed just after the verb.

E.g.: She sleeps soundly. He drives quickly.

2) Adverb of time – shows when an action or something is done or happens. It answers the question *When?* It is either placed at the beginning or at the end of a sentence. E.g.: I phoned you yesterday.

3) Adverb of place – shows where an action or something is done or happens. It answers the question *Where?* It is placed after the verb. E.g.: I live here. He fell down.

4) Adverb of degree or quantity – answers the questions, *To what degree?* or *How much?* It is usually placed before the adjective and the adverb. E.g.: Last night it rained very heavily.

5) Adverb of frequency – answers the question *How often?* E.g.: He will never have finished in time.

6) Relative adverbs: *when, where, how, why*. These words are the same in a form as Interrogative Adverbs; but they are not questions. E.g.: The time when he arrived. The scene where the accident occurred.

7) Interrogative adverbs – (Question) For example: *When? Where? How? Why? How much/often?*

8) Affirmative adverb (*Yes*) and adverb of negation (*No*)

E.g.: yes, surely, certainly, indeed, by all means, no, not at all, by no means,

● **Comparison of Adverbs**

Adverbs have *three degrees of comparison* – the Positive, the Comparative and the Superlative. Here some examples:

Positive	Comparative	Superlative
comfortably	more comfortably	most comfortably
happily	more happily	most happily
kindly	more kindly	most kindly
loudly	more loudly	most loudly
noisily	more noisily	most noisily

● **Forming Adverbs.** Adverbs can be formed from nouns, adjectives and verbs. Most adverbs end in ‘-ly’. Here some examples:

Nouns	Adjectives	Verbs	Adverbs
beauty			beautifully
success			successfully
	angry		angrily
	foolish		foolishly
		continue	continually
		know	knowingly

● Here are some tips to help you form adverbs and spell them correctly:

1) Many adverbs are formed from adjectives and end in -ly. The basic rule is that -ly is added to the end of the adjective: E.g.: quick – quickly; sudden – suddenly; straightforward – straightforwardly; etc.

2) If the adjective has two syllables and ends in -y, then you need to replace the final -y with -ily: E.g.: happy – happily; hungry – hungrily; etc.

3) If the adjective ends with a consonant followed by -le, replace the final -e with -y on its own: E.g.: terrible – terribly; comfortable – comfortably; incredible – incredibly; etc.

4) Adjectives that end in -ly, such as *friendly* or *lively*, can’t be made into adverbs by adding -ly. You have to use a different form of words instead: E.g.: friendly – in a friendly way; lively – in a lively way; etc.

5) Adjectives that end in -ic change to -ically. E.g.: economic – economically; etc.

● **Adverb Position**

1) When an adverb modifies a verb, there are usually 3 possible positions within the sentence or clause:

1. FRONT – before subject		<b>Now</b>	they will propose their draft law.
2. MID – between subject + verb	A paralegal	<b>often</b>	works in a criminal defense office.
3. END – after verb or object	He announced his decision	<b>publicly.</b>	

2) When an adverb modifies an *adjective* or another *adverb*, it usually goes in front of the word that it modifies. E.g.: She gave him a **really** dirty look. We **quite** often participate in these public debates.

3) The position of an adverb often depends on the kind of adverb (manner, place, time, degree): Adverbs of manner – END; Adverb of time (definite) – END; Adverb of time (frequency) – MID; Adverb of place – END; Adverb of degree or quantity – MID; before adjective; before adverb.

● **There are adjectives and adverbs which have the same form:**

Best, better, big, cheap\*, clean\*, close\*, cold, daily, dead, dear\*, deep, direct, dirty, early, easy, extra, far, fast, fine\*, free, further, hard, high, hourly, inside, kindly, last, late, long, loud\*, low, monthly, past, quick\*, quiet\*, right, slow\*, straight, sure, thin\*, thick, tight, weekly, well, wide, wrong, yearly etc. Those adverbs with an asterisk (\*) can be found with – ly ending without a difference in meaning, but then they are more formal.

● **There are adverbs with two forms and differences in meaning:**

deep = a long way down	full = exactly, very	late = not early
deeply = greatly	fully = completely	lately = recently
direct = by the shortest route	hard = intently; with effort	near = close
directly = immediately	hardly = scarcely	nearly = almost
easy = gently and slowly	high = to a high level	short = suddenly
easily = without difficulty	highly = very much	shortly = soon
free = without cost	last = after all others	sure = certainly
freely = willingly	lastly = finally	surely = without doubt



## Your Training Exercises



**Exercise A:** Put the words in brackets into a correct adverb form.  
Recognize which part of speech/ sentence the adverb has modified:



1. The police dog ran \_\_\_<sup>1</sup> (quick) behind the suspect.
2. The judge solved the problem \_\_\_<sup>2</sup> (easy) as if it was not a murder case.
3. He drives very \_\_\_<sup>3</sup> (careful) so he \_\_\_<sup>4</sup> (rare) violates the traffic rules.
4. The burglar left the room \_\_\_<sup>5</sup> (quiet) and without much swag (=stolen goods).
5. A prosecutor must speak \_\_\_<sup>6</sup> (clear) to be understood \_\_\_<sup>7</sup> (exact).
6. This company pays their workers very \_\_\_<sup>8</sup> (bad), i.e. not \_\_\_<sup>9</sup> (regular).
7. He admitted \_\_\_<sup>10</sup> (free) that she had stolen the money.
8. There are a lot of people in the world that are \_\_\_<sup>11</sup> (shock) materialistic.
9. The students and teachers work \_\_\_<sup>12</sup> (close) together on the project.
10. The company my father works for is \_\_\_<sup>13</sup> (general) successful.
11. \_\_\_<sup>14</sup> (short) after you left, a man came into the office looking for you.
12. Go \_\_\_<sup>15</sup> (straight) along this road and turn left at the traffic lights.
13. After months of looking he \_\_\_<sup>16</sup> (final) found a job.
14. It's \_\_\_<sup>17</sup> (absolute) impossible to work with all this noise.
15. As a student she lived very \_\_\_<sup>18</sup> (economic), \_\_\_<sup>19</sup> (rare) going out and buying very few clothes.
16. The purpose of the meeting wasn't \_\_\_<sup>20</sup> (immediate) obvious.
17. You are \_\_\_<sup>21</sup> (kind) requested to leave the building.
18. The company \_\_\_<sup>22</sup> (public) apologized and agreed to contribute some money to charity.
19. The boat sank \_\_\_<sup>23</sup> (almost) immediately after it had struck the rock.
20. She will \_\_\_<sup>24</sup> (certain) win the election if the opinion polls are accurate.
21. I would \_\_\_<sup>25</sup> (willing) help you if I weren't going away tomorrow.
22. \_\_\_<sup>26</sup> (scare) had I sat down to eat when the phone rang.
23. "Do you remember much about the accident?" – "No, it all happened so \_\_\_<sup>27</sup> (sudden)."
24. He's very \_\_\_<sup>28</sup> (high) thought of within the paralegal company.
25. We discussed the problem but we didn't get much \_\_\_<sup>29</sup> (further in actually solving it).
26. Until very \_\_\_<sup>30</sup> (recent) he worked as a police officer and he still shudders (=shakes because of a very unpleasant feeling) at the memories.



**Exercise B.** Rearrange the twisted word order in the given sentences into a correct one so as to give sense to the statements:

1) **Twisted:** Insufficient/ in/ laws/ the/ always/ jungles/ are.

**Correct:** \_\_\_\_\_

2) **Twisted:** the/ rise/ you/ been/ for/ two/ when/ expect/ have/ You/ company/ can/ a/ pay/ only/ weeks/ hardly/ working!

**Correct:** \_\_\_\_\_

3) **Twisted:** public/ regard/ Modern/ as/ the/ or/ the/ state/ societies/ against/ generally/ crimes/ offences/.

**Correct:** \_\_\_\_\_

4) **Twisted:** persons/ person/ crimes/ Usually/ a/ a/,/ but/ crime/ legal/ may/ commit/ natural/ perpetrates/ also.

**Correct:** \_\_\_\_\_

5) **Twisted:** as/ such/ commit/ U.S./ least/ at/ Conversely/,/ under/ Law/,/ nonpersons/ animals/ cannot/ crimes.

**Correct:** \_\_\_\_\_

6) **Twisted:** applied/ physical/ which/ refers/ is/ being/ usually/ to/ to/ offence/ committed/ In/ criminal/l law/,/ an/ a/ the/ against/ or/ person/ crime/ by/ direct/ harm/ force/ person/ another/.

**Correct:** \_\_\_\_\_

7) **Twisted:** that/ because/ strong/ compulsion\*/ cannot/ is/ It/ believed/ addicted/ killers/ murder/ stop/,/ their/ so/ they are/ is/ literally/ commonly/ to/ serial/ that.

**Correct:** \_\_\_\_\_

\*compulsion – a very strong or uncontrollable wish

8) **Twisted:** will/ certain/ act/ reason/ affect/ to/ to/ that/ that/ them/ It/ stands/ imagery/ often/ people/ in/ a/ way/ inspires/ violent/ out.

**Correct:** \_\_\_\_\_

9) **Twisted:** a/ best/ once/ wrapping/ hide/ The/ the/ truth/ American/ said/ way/ lie/ is/ layers/ by/ it/ in/ of/ to/ traitor\*.

**Correct:** \_\_\_\_\_

\*traitor – a person who is not loyal to their own country, social class, beliefs, etc.

10) **Twisted:** for/ involved/ been/ long /They/ have/ in/ a/ racial/ crusade/ equality.

**Correct:** \_\_\_\_\_

11) **Twisted:** trading/ after/ lower/ share/ Suddenly/ prices/ news/ became/ of/ poor.

**Correct:** \_\_\_\_\_



**Exercise C.** Fill in each space with the correct adverb based on a word from the box of words below. Some words do not need to be changed. You could also use one word twice:

long	late	quick	wrong	many	proud	right	active
far	high	effective	wide	slow	real	regular	recent



**Catch that thief!** There have been a number of burglaries committed in our neighborhood \_\_\_\_<sup>1</sup>. We are not sure who is to blame but it is \_\_\_\_<sup>2</sup> believed that the burglaries are \_\_\_\_<sup>3</sup> the work of one gang. The police have been very \_\_\_\_<sup>4</sup> to act and they still know very \_\_\_\_<sup>5</sup> for certain. The public, rightly or \_\_\_\_<sup>6</sup>, blame the police for not acting more \_\_\_\_<sup>7</sup>. Most people do not think very \_\_\_\_<sup>8</sup> of the local police and indeed so \_\_\_\_<sup>9</sup> they have arrested only one suspect. They say they need more evidence before they can take the matter \_\_\_\_<sup>10</sup>. Whenever they are called in to investigate a burglary, it takes them so \_\_\_\_<sup>11</sup> to get to the scene of the crime that it is always too \_\_\_\_<sup>12</sup> to catch the culprits.



**Exercise D.** Add the adverbs/ adverb phrases from the box of words to the given sentences. Some may be used in more than one position:

efficiently	three years ago	regularly	currently	illegally	recently
clearly	automatically	certainly	immediately	urgently	only

- Motorists who drive \_\_\_\_<sup>1</sup> are being caught and fined \_\_\_\_<sup>2</sup> now thanks to the introduction of a new numerical data plate reader.
- Traffic police are using these readers \_\_\_\_<sup>3</sup> to check computer records \_\_\_\_<sup>4</sup>.
- They let police officers \_\_\_\_<sup>5</sup> know whether vehicles are taxed and insured, or whether drivers are \_\_\_\_<sup>6</sup> wanted for other offences.
- Since the technology was introduced \_\_\_\_<sup>7</sup> the team have made more than 1,000 arrests for driving and criminal offences.
- The police inspector who leads the project said \_\_\_\_<sup>8</sup> that they would \_\_\_\_<sup>9</sup> employ new technologies for investigation purposes \_\_\_\_<sup>10</sup>.
- Untaxed vehicles, road safety offences and crime are \_\_\_\_<sup>11</sup> linked.
- Our new system seems to be working \_\_\_\_<sup>12</sup> as a way of catching people who \_\_\_\_<sup>13</sup> shouldn't be on our roads.
- Two armed men planned to enter the country \_\_\_\_<sup>14</sup> but were \_\_\_\_<sup>15</sup> caught by the police at the time they had been trying to cross the frontier at night.





**Exercise E.** Fill in the gaps with an appropriate adjective or adverb from the multiple-choice options given below each of the sentences:

1. I was so shocked with the murder that I could \_\_\_<sup>1</sup> speak.

<sup>1</sup> a) proudly; b) gladly; c) hardly; d) easily

2. The name of the suspect is \_\_\_<sup>2</sup> known in town and nearly everyone knows who it is.

<sup>2</sup> a) slightly; b) hardly; c) well; d) less

3. Don't drive so \_\_\_<sup>3</sup>, slow down, the police is dragging behind!

<sup>3</sup> a) regularly; b) crazy; c) proudly; d) fast

4. He \_\_\_<sup>4</sup> drove in the \_\_\_<sup>5</sup> lane on the motorway because he was in a hurry.

<sup>4</sup> a) knowingly; b) incidentally; c) directly; d) honestly

<sup>5</sup> a) wrong; b) right; c) back; d) main

5. If she tries \_\_\_<sup>6</sup>, she may succeed in winning this lawsuit.

<sup>6</sup> a) less; b) hard; c) alone; d) once upon a time

6. The professor gave us a very \_\_\_<sup>7</sup> task to do and all of the sudden we managed it quite \_\_\_<sup>8</sup>.

<sup>7</sup> a) out-of-date; b) easy; c) confusing; d) boring

<sup>8</sup> a) slowly; b) inefficiently; c) easily; d) successfully

7. Her academic results were so \_\_\_<sup>9</sup> that she was admitted to the Law school.

<sup>9</sup> a) miserable; b) low; c) promising; d) discouraging

8. The road wasn't \_\_\_<sup>10</sup> enough for the lorry to get through.

<sup>10</sup> a) slippery; b) narrow; c) broad; d) fast

9. The kidnapped children sat very \_\_\_<sup>11</sup> to each other to keep warm.

<sup>11</sup> a) far away; b) closely; c) close; d) crowdie

10. There's been an accident. Come as \_\_\_<sup>12</sup> as you can, please.

<sup>12</sup> a) late; b) possible; c) many; d) soon

11. Last time it took \_\_\_<sup>13</sup> two hours to get there because of the heavy traffic we have \_\_\_<sup>14</sup>.

<sup>13</sup> a) exactly; b) nearly; c) unusually; d) near

<sup>14</sup> a) soon; b) late; c) lately; d) often

12. They told us the news quite \_\_\_<sup>15</sup>.

<sup>15</sup> a) slowly; b) indifferently; c) happily; d) happy

13. There was a very hot summer the year \_\_\_<sup>16</sup> he was born.

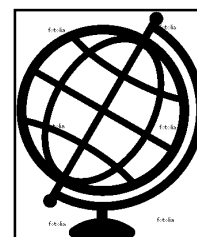
<sup>16</sup> a) why; b) when; c) which; d) that

14. I thought she was joking but she was \_\_\_<sup>17</sup> serious.

<sup>17</sup> a) boringly; b) earnest; c) dead; d) deadly



**Exercise F.** Choose the best, most natural-sounding conjunctive adverb (adverbial conjunction) for each sentence:



1. You need to work harder, \_\_\_\_\_<sup>1</sup>, you'll get fired.  
a) otherwise; b) moreover; c) instead
2. We wanted to go to Portugal, \_\_\_\_\_<sup>2</sup>, we went to Brazil.  
a) instead; b) accordingly; c) otherwise
3. He is a very weak manager, \_\_\_\_\_<sup>3</sup>, most people support him.  
a) otherwise; b) instead; c) nevertheless
4. We wanted to go to the beach, \_\_\_\_\_<sup>4</sup>, it started to rain and we stayed at home. a) otherwise; b) however; c) namely
5. She is a very smart woman, \_\_\_\_\_<sup>5</sup>, it is not at all surprising that she got the job in our lawyers' office. a) nevertheless; b) similarly; c) therefore
6. He has a terrible style of writing, \_\_\_\_\_<sup>6</sup>, he will go down in history as the worst writer ever. a) undoubtedly; b) otherwise; c) still
7. John has a very low pay job, \_\_\_\_\_<sup>7</sup>, his brother Jacob is a millionaire.  
a) in contrast; b) nonetheless; c) similarly
8. Roberta didn't have all the equipment to prepare her multimedia presentation, \_\_\_\_\_<sup>8</sup>, she decided to introduce herself somewhat differently.  
a) finally; b) indeed; c) therefore
9. He couldn't tell the police officer all the truth, \_\_\_\_\_<sup>9</sup>, he lied.  
a) finally; b) similarly; c) instead
10. I really don't know why he committed such a violent act, \_\_\_\_\_<sup>10</sup>, I would tell you. a) otherwise; b) instead; c) in contrast



**Exercise G.** Form adverbs or adverbial phrases from the nouns, adjectives and verbs listed in the chart given below:

No	Nouns	Adjectives	Verbs	Adverbs
1		strange		.....
2		humble		.....
3		probable		.....
4	care			.....
5	doubt			.....
6	luck			.....
7			expect	.....
8			complete	.....
9			express	.....

*b) Identify the adverb in the sentence; state which part of speech/ sentence the adverb modifies; find the relative number in the above given chart:*

1. She was strangely calm which I found to be quite disturbing.
2. She carefully folded the letter and put it in her pocket.
3. He had completely changed so I didn't recognize him.
4. During the 1962 Cuban missile crisis, Nikita Khrushchev made a speech and expressively promised to supply rockets for the protection of Cuba against American aggression.
5. He very humbly ascribed his previous successes and experience to his future boss.
6. "Are you telling me the truth?" the police officer asked doubtfully.
7. The people were waiting expectantly and were all wondering in their hearts if John might possibly be the Christ (Luke 3:15, New International Version, 1984).
8. He probably didn't even notice the unpleasant expression on her face.
9. Luckily for our purposes, the country has worked out the principle of the economics behind the policies.



**Exercise H.** Complete each adverb clause below with the correct word (conjunction) from your multiple-choice options:

1. \_\_\_<sup>1</sup> he always did well on his English tests, his parents were not surprised that he got a scholarship. **a) when; b) since**
2. You should keep your sensitive information in a safe place, \_\_\_<sup>2</sup> it wouldn't be easily compromised. **a) since; b) so that**
3. \_\_\_<sup>3</sup> he thinks he's smart, he isn't. **a) although; b) after**
4. You should thank your partners \_\_\_<sup>4</sup> you leave for Europe.  
**a) before; b) since**
5. \_\_\_<sup>5</sup> my father often has high blood pressure, he has to watch what he eats. **a) before; b) since**
6. \_\_\_<sup>6</sup> I came to this country, I didn't speak a word of English!  
**a) before; b) since**
7. I will let you know \_\_\_<sup>7</sup> I come back. **a) because; b) after**
8. He doesn't understand the words of the charge brought before him \_\_\_<sup>8</sup> he doesn't speak French very well. **a) so that; b) because**
9. The witness spoke slowly due to that sudden tooth-pain \_\_\_<sup>9</sup> all jurors would understand him exactly. **a) because; b) so that**
10. \_\_\_<sup>10</sup> you stop crying, I will explain to you the details of your case.  
**a) if; b) since**



**Exercise I.** Read short instructions on the adverb clauses; then match the category of adverb clause with the correct example:



Subordinate clauses can function as adverbs and then they are called adverb clauses. An adverb clause answers the following questions: *Where? Why? When? How? To what extent? Under what condition? In what manner? How often?* All adverb clauses start with a subordinating conjunction. Some of the most common subordinating conjunctions used for this purpose are: *when, before, after, as, since, as if, as though, because, that, if, unless, whether, as long as, as soon as and as though, etc.*

<b>Kinds of adverb clauses</b>	<b>Sentences (examples)</b>
1) Adverb clause of degree or comparison	a) After the play ended, we sang the national anthem.
2) Adverb clause of time and definite frequency	b) The men managed to survive even though they were long without water.
3) Adverb clause of place	c) He is not so brutal dictator as his predecessors.
4) Adverb clause of manner	d) I've come early so that I can meet you.
5) Adverb clause of cause, effect or reason	e) There will be no trouble as long as people respect each other.
6) Adverb clause of purpose	f) I tried hard to complete the task, though it seemed impossible.
7) Adverb clauses of result or consequence	g) Whenever you get an idea for a story, you should jot it down in a note book.
8) Adverb clauses of condition	h) Where there is a will there is a way.
9) Adverb clauses of concession or supposition	i) Since he has apologized we will take no further action against him.
10) Adverb clause of time and definite frequency	j) He works hard so that he will become a millionaire.
11) Adverb clauses of concession or supposition	k) I will never forget Seattle where I spent so many wonderful summers.
12) Adverb clause of place	l) The participant comments as though he knows the matter completely
13) Adverb clause of cause, effect or reason	m) Such were his words and gestures that the listeners were hypnotized.
14) Adverb clause of purpose	n) He looks as if he were frightened.
15) Adverb clause of manner	o) I studied hard because I wanted to pass the test.



**Exercise J.** Read short instructions on the adverb phrases (AdvP); then recognize the category of *italicized* AdvP in the examples:



An adverb may be a single word. However, adverbs can also be phrases (=adverb or adverbial phrases). In fact, all kinds of adverb phrases can be made with prepositions. Here some examples:

E.g.: The criminal threatened his victim *with an offensive weapon* (manner).

E.g.: The woman who lives *next door* is a lawyer (place).

E.g.: We'll report on the results of investigation *before the hearings* (time).

E.g.: The clerk registers at least two complaints *every week* (frequency).

E.g.: Mr. Russell prepared a brief of the case *for his client* (purpose).

Another kind of adjective phrase can be made with the infinitive form of a verb. Most of these phrases express *purpose*, as in these examples:

E.g.: I'm saving my money *to buy a new car* (purpose).

E.g.: The students all showed up *to support the team* (purpose).

● When an AdvP is at the start of a sentence, it is followed with a *comma*.

<i>Sentences (examples)</i>	<i>Kind of AdvP</i>
1) He used to speak <i>in a more polite manner</i> .	.....
2) We arrived early <i>in the morning</i> .	.....
3) One woman was carried <i>from the scene*</i> of the accident <i>with blood streaming from her head**</i> .	.....
4) The key witness for the prosecution is expected <i>to testify*</i> <i>at the trial**</i> today.	.....
5) The woman stared at me <i>with an angry expression</i> .	.....
6) We've put £20 000 capital <i>into the business*</i> , but we're unlikely to see any return <i>for a few years**</i> .	.....
7) A crowd congregated <i>around the entrance*</i> <i>to the court</i> , hoping <i>to catch a glimpse**</i> of the notorious convict.	.....
8) Shall we get together <i>on Friday*</i> and go <i>for a drink or something**</i> ?	.....
9) I'm not sure what is causing the problem, but I'm determined <i>to get to the bottom of it</i> .	.....
10) Tell Nick you saw his girl-friend <i>at the cinema</i> with another guy – that should wipe the smile off his face!	.....
11) <i>Every four minutes</i> a car is stolen in this city.	.....
12) Fresh evidence suggests that the statement had been fabricated <i>to confuse the public</i> .	.....



**Exercise K.** Fill in the correct adverb form (positive, comparative or superlative) of the adjectives given in brackets:



Some adverbs are never compared. They express qualities unsuitable for comparison. Here are some of them: *again, almost, before, ever, never, here, there, now, then, there, thus, too, twice, very.* The 3 most common adverbs used in English are: *not, very, too.*

1. Lead is added to fuel to make car engines run \_\_\_<sup>1</sup> (smooth).
2. The crime of cyber bullying is \_\_\_<sup>2</sup> (notorious) difficult to prove of all cybercrimes at the moment.
3. He had an accident last year. Now, he drives \_\_\_<sup>3</sup> (careful) than before.
4. He is too tired to walk any \_\_\_<sup>4</sup> (far).
5. Nobody knows her \_\_\_<sup>5</sup> (good) than I do.
6. Tim explained the problem \_\_\_<sup>6</sup> (clear) than the rest of the students.
7. That man looked at us \_\_\_<sup>7</sup> (suspicious) out of all the people there. He must be an undercover police officer.
8. The Grand Canyon is \_\_\_<sup>8</sup> (good) seen at sunset when it seems to change color.
9. Children under sixteen are not \_\_\_<sup>9</sup> (legal) allowed to buy cigarettes.
10. Disaster struck and caused a lot of suffering when we \_\_\_<sup>10</sup> (little) expected it.
11. Michelle behaved the \_\_\_<sup>11</sup> (bad) out of all the young people in the neighborhood.
12. The police \_\_\_<sup>12</sup> (public) offered a reward for any information about the robbery.
13. Work \_\_\_<sup>13</sup> (hardest and live willingly and happily, that's my motto).
14. We could live \_\_\_<sup>14</sup> (little) comfortably on our miserable salary.
15. The police inspector believes that parents should be made \_\_\_<sup>15</sup> (personal) responsible for their children's behavior.
16. Today you may pay your bills \_\_\_<sup>16</sup> (convenient) than ever just by card.
17. You can set up regular Visa payments \_\_\_<sup>17a</sup> (direct) with the retailer, \_\_\_<sup>17b</sup> (usual) on their website but also in person, by telephone or post.
18. The speaker \_\_\_<sup>18</sup> (real) drove his message home (=stated in a very forceful and effective way), repeating his main point several times.
19. Elbow injuries are quite specific to certain types of people and \_\_\_<sup>19</sup> (common) found among tennis players.
20. You wouldn't believe it but lately our boss has been behaving himself even \_\_\_<sup>20</sup> (capricious) than a spoiled child.



**Exercise L.** Examine the sentences below. What kind of intensifier is each of the *italicized* adverbs? Guess, prove and state in writing:



Traditionally classed as adverbs, intensifiers are used to modify adjectives and adverbs by adding force or emphasis, but they sometimes also modify verbs. Intensifiers can be used as:

- (1) **emphasizers (E)**: E.g.: I *really* like him.
- (2) **amplifiers (A)** (that enlarges or extends.): E.g.: They completely abandoned the city. I *absolutely* refuse to leave.
- (3) **down toners (DT)**: E.g.: I *somewhat* like the plot of this detective story.

1. You finished your homework *rather* quickly.
2. The answer *fairly* jumps off the page at you!
3. It is *absolutely* impossible to work with all this noise.
4. You know *perfectly* well what the matter is.
5. It was a *really* difficult decision.
6. That sales assistant was *positively* rude to me!
7. The new girl employee who came to our office behaved *amazingly* politely. Besides she was just *strikingly* beautiful.
8. He was rich *enough* to travel around the world.
9. Many things make it *absurdly* difficult for women to reach the top in the US businesses and government.
10. The young lady who stepped out of the car was *hardly* pretty.
11. She's *quite* right when she tells you to spend less.
12. Your style of writing is *quite* good though *a bit* boring.
13. My secretary is *really* helpful when I have lots to do.
14. On hearing about his wife's illness he flew home *extremely* quickly.
15. It was *sort of* strange of them to call us so early in the morning.
16. She was *rather* late when she came to the appointment.
17. There has been a *barely* noticeable improvement in Tim's behavior.
18. You are *certainly* welcome.
19. He was *deeply* worried when he heard that there had been an accident.
20. He was *awfully* kind to lend us his car when ours broke down.
21. The report was *sharply* critical of safety standards at the factory.
22. You must be *plain* stupid to say those things in front of everyone.
23. That evening she played the piano *surprisingly* well.
24. John *rather* annoys me with his *extremely* dangerous manner of driving.
25. It *really* annoys me when people expect me to tip as well as pay a service charge in a restaurant.

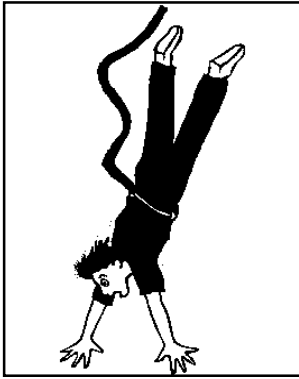




**Exercise M.** Examine the text given below. Pay attention to each of the *italicized* adverbs. Guess, prove and state the kind of adverb:

Based on <http://www.english-test.net/lessons/11/>

### High Hopes



I had a nightmare *the other night*<sup>1</sup>. I dreamt I was bungee jumping, that's *when*<sup>2</sup> you throw yourself off a bridge and your feet are attached to an elasticized rope that pulls you back *again*<sup>3</sup>. I didn't do the jump *properly*<sup>4</sup>, *in fact*<sup>5</sup>; I did it *extremely*<sup>6</sup> *badly*<sup>7</sup> because I fell *only*<sup>8</sup> a few meters and was dangling *dangerously*<sup>9</sup> *just*<sup>10</sup> *below the bridge*<sup>11</sup> *for ages*<sup>12</sup>. *Then*<sup>13</sup> I woke up and thanked my lucky stars *enthusiastically*<sup>14</sup> that it had been *only*<sup>15</sup> a dream. I lay *quietly*<sup>16</sup> in bed the following morning and wondered how I had come to have *such*<sup>17</sup> a terrible dream. *Never*<sup>18</sup> would I contemplate the idea of jumping off a bridge with or without an elasticized cord. *Then*<sup>19</sup> I remembered I had seen a film on the television *the night before*<sup>20</sup> showing some students bungee jumping. The funny thing about this strange sport is that you *often*<sup>21</sup> see people jumping off but you *never*<sup>22</sup> see them come back. As I said, *in no circumstances*<sup>23</sup> could I be persuaded to do it *for the simple reason*<sup>24</sup> that I am terrified of heights. I remember *once*<sup>25</sup> sitting petrified *at my desk at work*<sup>26</sup> listening to a colleague describing how he had jumped *out of a plane*<sup>27</sup> by parachute *on one occasion*<sup>28</sup> in order to raise some money for charity<sup>29</sup>, I can recall how I *almost*<sup>30</sup> fell off my chair *in fear*<sup>31</sup>. *No sooner*<sup>32</sup> had he finished telling his story than I had to get up and go and lie down *quietly*<sup>33</sup> *in a darkened room*<sup>34</sup>. I can *still*<sup>35</sup> remember one incident that illustrates my fear of heights – I haven't got over it *yet*<sup>36</sup> and it's *still*<sup>37</sup> very vivid in my mind. I *never*<sup>38</sup> have to find an excuse to go to the seaside. I *always*<sup>39</sup> agree to it when someone suggests going to the coast. I *never*<sup>40</sup> can resist the sight and smell of the sea. A trip had been planned for the *weekend*<sup>41</sup>. I *always*<sup>42</sup> used to pack *the night before*<sup>43</sup> one of these trips and *invariably*<sup>44</sup> I *rarely*<sup>45</sup> slept *in anticipation of the event*<sup>46</sup>. That's what comes *of working*<sup>47</sup> in a large city *day in day*<sup>48</sup> out. We set off *early*<sup>49</sup> and reached our destination *quite*<sup>50</sup> *quickly*<sup>51</sup> *at about 11 a.m.*<sup>52</sup> *Hardly*<sup>53</sup> had we finished our morning coffee in a small cafe when it started to rain *really*<sup>54</sup> *heavily*<sup>55</sup>. *Then*<sup>56</sup> we decided to drive *around to the front*<sup>57</sup> and watch the sea as it pounded *violently*<sup>58</sup> *against the beach*<sup>59</sup>. We were *just*<sup>60</sup> going to *abandon the whole idea*<sup>61</sup> of staying *there*<sup>62</sup> *any longer*<sup>63</sup> *when*<sup>64</sup> the sun made an appearance *suddenly*<sup>65</sup>. *As quickly as*<sup>66</sup> the rain had started *equally as speedily*<sup>67</sup> it stopped. We all got out of the car and walked



*slowly*<sup>68</sup> up the cliff *at the end of the town*<sup>69</sup>. *Usually*<sup>70</sup> you get a magnificent view of the bay *at the top*<sup>71</sup> but *on this particular afternoon*<sup>72</sup> *rarely*<sup>73</sup> had I seen so much mist. And that, in a manner of speaking, was my down fall. *Although*<sup>74</sup> I knew this particular piece of land *quite*<sup>75</sup> *well*<sup>76</sup>, the fog had obscured the edge of the cliff and *although*<sup>77</sup> I was walking *very*<sup>78</sup> *slowly*<sup>79</sup> as I *always*<sup>80</sup> do *on high ground*<sup>81</sup>, I stepped on a piece of grass which I thought was solid but *soon*<sup>82</sup> discovered it was not. I slipped *immediately*<sup>83</sup> and began to descend *almost*<sup>84</sup> as if I was *nearly*<sup>85</sup> doing a slow motion bungee jump *only this time*<sup>86</sup> I was *the right way up*<sup>87</sup>. *With a jolt*<sup>88</sup> I stopped *abruptly*<sup>89</sup> and realized I was going *nowhere*<sup>90</sup>. *Only then*<sup>91</sup> did I start to *panic*<sup>92</sup>. I could hear the sea but I didn't dare look down and I started to yell *as loud as I could*<sup>93</sup>. I waited *patiently*<sup>94</sup> on my little edge *for at least half an hour*<sup>95</sup> *while*<sup>96</sup> I was being assured that help would come *soon*<sup>97</sup>. *Eventually*<sup>98</sup> a rope was dropped down to me and I *gradually*<sup>99</sup> hoisted myself up *to the top of the cliff*<sup>100</sup>. *By now*<sup>101</sup> the mist had cleared *completely*<sup>102</sup> and I took a quick look down *to discover*<sup>103</sup> that I had *only*<sup>104</sup> been about half a meter from the beach. But I thought I'd conceal that information *subtly*<sup>105</sup> (=in a quiet way). *After all*<sup>106</sup>, it would have spoilt the hero's welcome I received.

*b) Fill in the table with the appropriate examples from the text by number:*

<b>Nº</b>	<b>Kinds of adverbs</b>	<b>Question/ situation the adverb answers</b>	<b>Examples from the above text</b>
1	Adverbs of Manner	How does smb do smth?	.....
2	Adverbs of Place	Where? To which destination? From which destination? etc.	.....
3	Adverbs of Time	When? How long? How soon?	.....
4	Adverbs of Frequency	How often smth happens?	.....
5	Adverbs of Purpose or Reason	Why?	.....
6	Adverbs of Assertion	How far smb. believes it to be true or false? etc.	.....
7	Adverbs of Degree or Quantity	How much of smth is done? How little? To what extent?	.....
8	Adverbs of Number	How many times?	.....
9	Adverbs of Comment	Provides a comment/ general opinion about a situation.	.....
10	Adverbs of Affirmation/ Negation	Yes or No?	.....



**Exercise N.** Mind the order of adverbs in a sentence. Put an adverb given in brackets into a correct position while rewriting a sentence:

1. You must drive your car (carefully) ←*adverb of manner*

**Correct order** \_\_\_\_\_

2. They should be able to pass their exams easily (quite). ←*adverb of degree*

**Correct order** \_\_\_\_\_

3. We waited for the hearings to begin (patiently). ←*adverb of manner*

**Correct order** \_\_\_\_\_

4. He realized that she wasn't telling the truth (quickly). ←*adverb of manner*

**Correct order** \_\_\_\_\_

5. She worked in a hospital (last year, every week, for two days). ←*adverbs of time*

**Correct order** \_\_\_\_\_

6. The buses run on Sundays (less frequently). ←*adverb of frequency*

**Correct order** \_\_\_\_\_

7. Police questioned him and he was arrested (later). ←*adverb of time*

**Correct order** \_\_\_\_\_

8. They are exhausted from all that red tape (completely). ←*adverb of degree*

**Correct order** \_\_\_\_\_

9. He has forgotten the meeting (certainly). But he will remember about it tomorrow morning when it is all late (probably). ←*adverbs of assertion (certainty)*

**Correct order** \_\_\_\_\_

10. There were enough seats left for the public (fortunately). ←*adverb of comment*

**Correct order** \_\_\_\_\_

11. We'll let you know our decision (next week). ←*adverb of time*

**Correct order** \_\_\_\_\_

12. She agrees with him (entirely). ←*adverb of degree*

**Correct order** \_\_\_\_\_

13. They deliver the newspaper (daily). ←*adverb of frequency*

**Correct order** \_\_\_\_\_

14. I went to answer the phone (downstairs). ←*adverb of place*

**Correct order** \_\_\_\_\_

15. I agree with you (totally). ←*adverb of degree*

**Correct order** \_\_\_\_\_

16. It might take him ages but he'll do it (eventually). ←*adverb of time*

**Correct order** \_\_\_\_\_

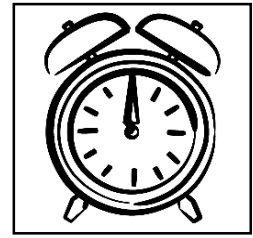
17. They couldn't find what they wanted and decided to look (elsewhere). ←*adverb of place*

**Correct order** \_\_\_\_\_



**Exercise O.** Match the given meaning on your left with the related *proverb* on your right. Pay attention to the *italicized* adverbs:

A *proverb* – is a short saying or sentence that is generally known by many people which usually contains words of wisdom, truth or morals that are based on common sense or practical experience. It is often a description of a basic rule of conduct that all people generally follow or should follow.



Meaning	Proverb
1) If a task is <i>carefully</i> planned, there is a better chance it will be done well.	1) He who hesitates is lost.
2) Large successful operations can <i>often</i> begin from something small.	2) If wishes were horses, then beggars would ride.
3) Education is something you will keep <i>forever</i> .	3) When in Rome, do as the Romans do.
4) Doing something <i>repeatedly</i> is the only way to get good at it.	4) You can lead a horse to water but you can't make it drink.
5) You should <i>always</i> adopt the customs of the people or country you are visiting and behave in the same way.	5) A good beginning makes a good end.
6) Wishing <i>alone</i> is not <i>enough</i> , you must act.	6) A loaded wagon makes no noise.
7) What a person <i>actually</i> does is more important than what he says he will do.	7) Who makes himself a sheep will be eaten by the wolves.
8) There is hope <i>even</i> in the worst of times.	8) Variety is the spice of life.
9) If you delay your decision <i>too long</i> , you may miss a good opportunity.	9) Great oaks grow from little acorns.
10) <i>Really</i> wealthy don't talk about money.	10) The darkest hour is just before dawn.
11) You can <i>generously</i> offer someone an opportunity to do something but you can't force him to do so.	11) Learning is treasure that will follow its owner everywhere.
12) An <i>easily</i> influenced person can be <i>pretty easily</i> misled.	12) Actions speak louder than words.
13) Doing a lot of different things makes life <i>much</i> more interesting.	13) Too many cooks spoil the broth.
14) The real value of something can be judged <i>only</i> after it has been tried or tested.	14) Practice makes perfect.
15) If too many people are involved in something, it will not be done <i>properly</i> .	15) The proof of the pudding is in the eating.



**Exercise P.** Identify the adverbs in the given sentences. Underline the words you regard to be adverbs in the sentences given below:



The best way to tell if a word is an adverb or not is to try making a question, for which the answer is the word itself. If the question uses *how*, *where* or *when*, then the word is probably an adverb.



1. Matthew called the police immediately.
2. They have a small lawyer office not far from London.
3. Some judges have an outrageous manner to speak aggressively in a court room.
4. They are absolutely sure that she is extremely happy in her motherhood.
5. She met her lawyer to discuss the appropriate mortgage rates since she's been thinking about buying a new house for long.
6. Jason complained about his rights being infringed constantly but no actions have been taken yet in response.
7. The people in the line moved incredibly quickly.
8. I'm afraid I am sick since the meat at the restaurant smelled rotten.
9. Tom is an excellent lawyer but could hardly be regarded as a reliable friend.
10. Peter seemed very upset after he has lost his traffic violation case.
11. I didn't like him at first, but in the end I actually got quite fond of him.
12. We are firmly committed to reducing unemployment.
13. This phrase can be loosely translated as "Go away".
14. We only deal with companies which have a good credit record.
15. There are certain topics of conversation that are normally impermissible in polite society.
16. You don't expect to make much profit within the first couple of years of setting up a company.
17. There has been little appreciation in the value of property recently.
18. With one wing damaged, the model airplane spiraled downwards.
19. Surely the function of the law is to protect everyone's rights.
20. She will certainly win the election if the opinion polls are accurate.
21. The result was to further unbalance the monetary-fiscal policy mix and to push up the pound.
22. The Minister accused of misleading parliament was unavailable for comment last night.
23. He was quite unaware that the police were watching him.



**Exercise Q.** Select the most appropriate order of modifiers or the only appropriate placement of modifiers. Put the tick at the end of the selected sentence to confirm your choice:

1. Select the sentence in which *usually* appears in an appropriate position:

A. She usually writes complaints to the local Consumer Rights Office if the goods bought at the local thrift store are inherently faulty. \_\_\_\_

B. Usually she writes complaints to the local Consumer Rights Office if the goods bought at the local thrift store are inherently faulty. \_\_\_\_

C. She writes complaints to the local Consumer Rights Office if the goods bought at the local thrift store are inherently faulty usually. \_\_\_\_

D. Either "A" or "B" is fine. \_\_\_\_

2. Select the sentence with the most appropriate order of *adverbial phrases*:

A. Researches have suggested abnormally high risks of psychotic murderer's attempts during December and January after dark. \_\_\_\_

B. Researches have suggested abnormally high risks of psychotic murderer's attempts after dark during December and January. \_\_\_\_

C. Either "A" or "B" is fine. \_\_\_\_

3. Select the sentence with the most appropriate order of *adverbs* or *adverbial phrases*:

A. Pathological narcissism is the result of individual upbringing and is heavily constrained and influenced by the prevailing culture, the process of socialization and education. \_\_\_\_

B. Pathological narcissism is the result of individual upbringing and is constrained and influenced heavily by the prevailing culture, the process of socialization and education. \_\_\_\_

C. Pathological narcissism is the result of individual upbringing and is constrained and influenced by the prevailing culture, the process of socialization and education heavily. \_\_\_\_

4. Select the sentence with the most appropriate order of *adverbial phrases*:

A. John made an appointment to see his lawyer at two o'clock on the first Thursday of July next summer to prepare documentary for his will. \_\_\_\_

B. John made an appointment next summer to see his lawyer next July at two o'clock on the first Thursday to prepare documentary for his will. \_\_\_\_



C. Either "A" or "B" is fine. \_\_\_\_

5. Select the sentence with the most appropriate order of *modifiers*:

A. Coming late to the office for the third time in a week, the paralegal had his salary for a day cut by the HR manager. \_\_\_\_

B. Coming late to the office for the third time in a week, the HR manager cut the paralegal's salary for a day. \_\_\_\_

C. Either "A" or "B" is fine. \_\_\_\_

6. Select the sentence with the most appropriate order of *modifiers*:

A. Before shifting the hospitals from the present location, the officials should consult the public. \_\_\_\_

B. Before shifting the hospitals from the present location, the public must be consulted. \_\_\_\_

C. Either "A" or "C" is fine. \_\_\_\_

7. Select the most emphatic position for the *adverbial modifier*:

A. After paying for the books, the salesman gave me a calendar as a free compliment. \_\_\_\_

B. After paying for the books, I was given a calendar by the salesman as a free compliment. \_\_\_\_

C. "A" and "B" are equally emphatic. \_\_\_\_

8. Select the sentence with the most appropriate order of *adverbial modifiers*:

A. Having paid the fine, the police-officer allowed the car-driver to go. \_\_\_\_

B. Having paid the fine, the car-driver was allowed by the police-officer to go. \_\_\_\_

C. Either "A" or "B" is fine. \_\_\_\_

9. Select the sentence with the most appropriate order of *adverbial modifiers*:

A. Attempting to smuggle Gold, the customs officials detained the passenger. \_\_\_\_

B. Attempting to smuggle Gold, the passenger was detained by the customs officials. \_\_\_\_

C. Either "A" or "B" is fine. \_\_\_\_

10. Select the sentence with the most appropriate order of *adverbial modifiers*:

A. Having apologized for misbehavior, the student was permitted by the teacher to reenter the class room. \_\_\_\_

B. Having apologized for the misbehavior, the teacher permitted the student to reenter the class room. \_\_\_\_

C. Either "A" or "B" is fine. \_\_\_\_



## It is interesting to know

### Some More Facts About Adverbs



1. An adverb modifies a verb, an adjective, or another adverb. In this case, "modifies" means "tells more about."
2. Using adverbs makes your sentences more interesting.
3. Any action verb you use can be paired with an adverb. Verbs that describe senses, including *feel*, *seem* and *appear*, require adjectives. An adverb can't modify a noun.
4. There are three places in the sentence where adverbs can come: at the beginning, in the middle and at the end of a sentence.
5. Adverbs are quite complicated. You cannot tell by the look of a word that it is an adverb. You can recognize it only by the work it does in a sentence.
6. A word may be an adverb in one sentence and a different part of speech in another sentence. The trick here is that not all -ly words are adverbs, some are adjectives too: e.g. friendly, lovely, lonely, etc.
7. Some adverbs have exactly the same form as adjectives: E.g., fast, high, low, late and long.
9. Adverbial phrases are small strings of words that do the same job as single-word adverbs.
10. Adverbs are often used to make the meaning of a verb or other adverb stronger or weaker. This is known as "degrees of comparison".
11. Adverbs can answer questions like these: "*How?*"; "*When?*"; "*Where?*" (home); "*To what extent?*"
12. An interrogative adverb asks a question. The interrogative adverbs are *how*, *when*, *where*, *why*. E.g., "*How did you get here?*"
13. A conjunctive adverb joins two ideas. It can give emphasis to one of the ideas, or answer the question: "*How are they related?*"
14. Unlike a conventional adverb, which usually affects the meaning of only a single word or phrase, the meaning of a conjunctive adverb (or conjunct) affects the entire clause of which it is a part.
15. A semicolon is used before a conjunctive adverb, and a comma is used after it.
16. When you write a sentence that has more than one adverb, there is a *loose order* (Royal Order of Adverbs) in which you should arrange them: **Manner** → **Place** → **Frequency** → **Time** → **Purpose** though you could easily move one or more adverbs to the beginning of the sentence.  
E.g.: Harrison runs dutifully (*manner*) around the track (*place*) every morning (*frequency*) before breakfast (*time*) to prepare for the marathon (*purpose*).



## It is important to know: Most Common Adverbs List

Based on <http://www.englishclub.com/>

<b>Adverbs of Manner</b> – form the largest group of adverbs				
abnormally	elegantly	hurriedly	powerfully	so
absentmindedly	energetically	inadequately	promptly	softly
accidentally	enthusiastically	ingeniously	punctually	solemnly
angrily	equally	innocently	quickly	speedily
anxiously	eventually	inquisitively	quietly	stealthily
awkwardly	exactly	irritably	rapidly	sternly
badly	excitedly	joyously	rarely	straight
beautifully	faithfully	justly	really	stupidly
blindly	fast	kindly	recklessly	successfully
boldly	fatally	lazily	regularly	suddenly
bravely	fiercely	loosely	reluctantly	suspiciously
brightly	fondly	loudly	repeatedly	sweetly
busily	foolishly	lovingly	righteously	swiftly
calmly	fortunately	loudly	rightfully	tenderly
carefully	frankly	loyally	rigidly	tensely
carelessly	frantically	madly	roughly	thoughtfully
cautiously	furiously	mortally	rudely	tightly
cheerfully	generously	mysteriously	sadly	truthfully
clearly	gently	neatly	safely	unexpectedly
closely	gladly	nervously	selfishly	victoriously
correctly	gracefully	noisily	sensibly	violently
courageously	greedily	obediently	seriously	vivaciously
cruelly	happily	openly	sharply	warmly
daringly	hard	painfully	shyly	weakly
deliberately	hastily	patiently	silently	wearily
doubtfully	healthily	perfectly	sleepily	well
eagerly	honestly	politely	slowly	wildly
easily	hungrily	poorly	smoothly	wisely
<b>Adverbs of Degree</b> (*informal)				
almost	especially	incredibly	perfectly	so
absolutely	excessively	indeed	positively	strongly
awfully*	extremely	intensely	practically	terribly*
badly*	fairly	just	pretty*	thoroughly
barely	far	least	purely	too
completely	fully	less	quite	totally
decidedly	greatly	little	rather	urgently
deeply	hardly	lots	really	utterly
enough	highly	most	scarcely	very
enormously	how	much	simply	virtually
entirely	immeasurably	nearly	somewhat	well



<b>Conjunctive Adverbs</b>			
accordingly afterward also anyhow anyway as a result at last at the same time besides certainly consequently earlier	eventually finally for example for instance further furthermore hence however in addition in any case incidentally on the other hand	in fact in short instead in the meantime later likewise meanwhile moreover namely nevertheless next now	on the contrary otherwise perhaps similarly so still subsequently that is then therefore thus indeed
<b>Adverbs of Time</b>			
<u>points of time</u> <u>(definite):</u> now once (one time) then today tomorrow tonight yesterday	<u>relationships in time</u> <u>(indefinite):</u> already before early earlier eventually finally first	<u>relationships in time</u> <u>(indefinite):</u> formerly just last late later lately next	<u>relationships in time</u> <u>(indefinite):</u> once (any time) previously recently since soon still yet
<b>Adverbs of Frequency</b>			
<u>frequency</u> <u>(definite):</u> annually daily fortnightly hourly monthly nightly quarterly weekly yearly	<u>frequency</u> <u>(indefinite):</u> again (and again) always constantly ever frequently from time to time generally hardly ever infrequently	<u>frequency</u> <u>(indefinite):</u> never normally occasionally often once in a while periodically rarely regularly scarcely ever	<u>frequency</u> <u>(indefinite):</u> seldom several times sometimes twice a week traditionally usually now and then once in a while ever before
<b>Adverbs of Place</b>			
about above abroad anywhere away back backwards backward	behind below beyond down downstairs east (etc.) elsewhere far	here in (doors) inside near nearby off on out	outside over there towards under(ground) up upstairs where



**Exercise R.** Fill in the gaps with the appropriate adverb from the box of words. Guess the actual meaning of the *italicized proverbs*:

yesterday	always	already	sadly	again
now	never	although	however	one day
probably	when	usually	first	still

1. The politician promised to do many things but he never did anything. \_\_\_<sup>1</sup>, *actions speak louder than words* and he lost the next election.
2. *All's well that ends well* and \_\_\_<sup>2</sup> the storm was very bad the children arrived home safely.
3. The supervisor was \_\_\_<sup>3</sup> threatening to fire anyone who was late but he never did anything. *His bark was worse than his bite*.
4. You should accept the job offer with the lower salary \_\_\_<sup>4</sup> rather than waiting for a better job. Remember, *a bird in hand is worth two in the bush*.
5. The young man learned that *crime doesn't pay* \_\_\_<sup>5</sup> he was arrested for stealing the bicycle.
6. The sales clerks were taught that *the customer is always right* and they must \_\_\_<sup>6</sup> argue with a customer.
7. The young man was involved in selling illegal drugs and he was found murdered. \_\_\_<sup>7</sup>, *he who lives by the sword dies by the sword*.
8. *Honesty is the best policy* and when the man found the purse on the street \_\_\_<sup>8</sup> he gave it to a policeman.
9. The supervisor tried to have a good relationship with his staff but *a leopard can't change his spots* and he \_\_\_<sup>9</sup> had problems with those around him.
10. *Lightning never strikes twice in the same place* and I do not think that our house will be flooded \_\_\_<sup>10</sup>.
11. *Silence gives consent* and when nobody spoke at the meeting \_\_\_<sup>11</sup>, the principal thought that most people agreed with his proposal.
12. When I heard about the new job I \_\_\_<sup>12</sup> sent in my application in order *to strike while the iron was hot*.
13. The large chain of supermarkets \_\_\_<sup>13</sup> began with one small store but *tall oaks from little acorns grow* and it is now the largest supermarket chain in the world.
14. *Time flies* and before we had a chance to enjoy the summer it was \_\_\_<sup>14</sup> autumn.
15. In ancient times a victory by an army \_\_\_<sup>15</sup> meant that to the victor belonged the spoils.
16. Frankie will \_\_\_<sup>16</sup> finish his university course only when pigs fly.



**Exercise S.** Choose what should be used in the context of the below given sentences – *an adverb* or *an adjective* (given in brackets)?

1. He seems to answer all questions before the jury trial \_\_\_<sup>1</sup> (honest/ honestly).

2. The question put before the inferior court was quite \_\_\_<sup>2</sup> (simple/ simply).

3. Judge Keenan concluded that the surveillance (=the careful watching) had been \_\_\_<sup>3</sup> (lawful/ lawfully).

4. Do you \_\_\_<sup>4</sup> (serious/ seriously) plan to testify as a witness?

5. The police have kept the nightclub under strict control because of suspected \_\_\_<sup>5</sup> (illegal/ illegally) drug activity.

6. They live in a very \_\_\_<sup>6a</sup> (comfortable/ comfortably) and \_\_\_<sup>6b</sup> (pleasant/ pleasantly) surrounding.

7. They have always dealt \_\_\_<sup>7a</sup> (honest/ honestly) and \_\_\_<sup>7b</sup> (fair/ fairly) with their customers.

8. These figures \_\_\_<sup>8a</sup> (clear/ clearly) show the growth of criminality in that \_\_\_<sup>8b</sup> (particular/ particularly) locality.

9. He had an accident and \_\_\_<sup>9</sup> (undoubted/ undoubtedly) he was driving at excessive speed.

10. He was \_\_\_<sup>10</sup> (evident/ evidently) upset by the news of the accident.

11. It is now just \_\_\_<sup>11</sup> (obvious/ obviously) that, since the early 1970s, drugs trafficking has become the most organized and profitable of all illegal activities in South America.

12. The audience was \_\_\_<sup>12</sup> (happy/ happily) to hear a fair sentence.

13. It is a really \_\_\_<sup>13a</sup> (serious/ seriously) case. I don't think the investigation might be pretty \_\_\_<sup>13b</sup> (quick/ quickly).

14. She explained her case in \_\_\_<sup>14a</sup> (simple/ simply) and \_\_\_<sup>14b</sup> (clear/ clearly) words.

15. Solutions which seem \_\_\_<sup>15</sup> (self-evident/ self-evidently) to humans are often beyond the grasp of computers.

16. I don't know \_\_\_<sup>16</sup> (exact/ exactly) where a police station is.

17. The latest navigational radar aids make the detection of the stolen cars quite \_\_\_<sup>17</sup> (easy/ easily).

18. It was a maximum-security prison so intended to be \_\_\_<sup>18</sup> (especial/ especially) difficult to escape from.

19. She felt that her marriage had become a \_\_\_<sup>19</sup> (real/ really) prison.





**Exercise T.** Examine the quotes\* given below. Identify the group (kind) the *italicized* adverbs belong to. Fill in the chart below by putting the number of the sentence the particular adverb is used in:

Quotes are taken from <http://www.brainyquote.com/quotes/>

**\*Quote** (quotation) – a phrase or short piece of writing taken from a longer work of literature, poetry, etc. or what someone else (prominent) has said.

Adv of manner	.....	Adv of certainty/ negation/ affirmation	.....
Adv of time	.....	Adv of degree/ quantity	.....
Adv of place	.....	Interrogative adv	.....
Adv of comment	.....	Relative adv	.....
Adv of frequency	.....	Conjunctive adv	.....
Adv of reason	.....	Adv of Number	.....



**WISDOM**

- If you can't explain it *simply* (1), you don't understand it *well* (2) *enough* (3). (*Albert Einstein*)
- I wouldn't want to be married to me, but *luckily* Tom Cruise does. (*Nicole Kidman*)
- A man who lives *everywhere* (1) lives *nowhere* (2). (*Marcus Valerius Martial*)
- Unless* (1) you try to do something *beyond* (2) what you have *already* (2) mastered, you will *never* (4) grow. (*Ralph Waldo Emerson*)
- Be careful *what* (1) you set your heart upon – for it will *surely* (2) be yours. (*James A. Baldwin*)
- A man is *never* (1) the same for long. He is *continually* (2) changing. He *seldom* (3) remains the same *even* for half an hour. (*George Gurdjieff*)
- The secret to creativity is knowing *how* to hide your sources. (*Albert Einstein*)
- Consequently* (1), a young business *often* (2) grows by large percentages. Mature businesses *rarely* (3) do. (*Roy H. Williams*)
- Both oligarch and tyrant mistrust the people, and *therefore* deprive them of their arms. (*Aristotle*)
- Fortunately* (1) analysis is not the only way to resolve inner conflicts. Life itself *still* (2) remains a very effective therapist. (*Karen Horney*)
- Nothing is as irritating as the fellow *who* (1) chats *pleasantly* (2) while he's overcharging you. (*Kin Hubbard*)
- History may be divided into three movements: what moves *rapidly* (1),

what moves *slowly* (2) and what appears not to move at all. (*Fernand Braudel*)

13. Russia is a riddle wrapped in a mystery *inside* an enigma. (*Winston Churchill*)

14. Truth is *certainly* (1) a branch of morality and a *very* (2) important one to society. (*Thomas Jefferson*)

15. A politician needs the ability to foretell *what* (1) is going to happen *tomorrow* (2), *next week* (3), *next month* (4), and *next year* (5). And to have the ability *afterwards* (6) to explain *why* (7) it didn't happen. (*Winston Churchill*)

16. I know that money speaks *more loudly* than need. (*Knute Nelson*)

17. Wit is the sudden marriage of ideas *which* (1) *before* (2) their union were not perceived to have any relation. (*Mark Twain*)

18. *Even though* (1) I don't *personally* (2) believe in the Lord, I try to behave as *though* (3) He was watching. (*Christopher Reeve*)

19. Pessimism *only* (1) describes an attitude, and not facts, and *hence* (2) is *entirely* (3) subjective. (*Francis Parker Yockey*)

20. No one has *ever* (1) learned *fully* (2) to know themselves. (*Johann Wolfgang von Goethe*)

21. Great spirits have *always* encountered violent opposition from mediocre (disapproving; not very good) minds. (*Albert Einstein*)

23. The act of birth is the first experience of anxiety, and *thus* the source and prototype of the affect of anxiety. (*Sigmund Freud*)

24. Lost time is *never* (1) found *again* (2). (*Benjamin Franklin*)

25. Don't compete with me: *firstly* (1), I have more experience, and *secondly* (2), I have chosen the weapons. (*Edsger Dijkstra*)

26. Any man who reads *too much* (1) and uses his own brain *too little* (2) falls into lazy habits of thinking. (*Albert Einstein*)

27. A fraudulent intent, *however* (1) *carefully* (2) concealed at the outset, will *generally* (3), in the end, betray itself. (*Titus Livius*)

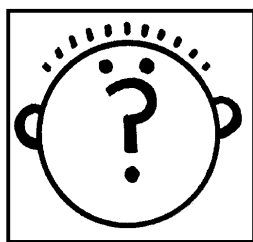
28. America is a nation *fundamentally* (1) ambivalent (=being uncertain about how you feel) about its children, *often* (2) afraid of its children, and *frequently* (3) punitive toward its children. (*Letty Cottin Pogrebin*)

29. The first man to compare the cheeks of a young woman to a rose was *obviously* (1) a poet; the first to repeat it was *possibly* (2) an idiot. (*Salvador Dali*)

30. In order for a war to be just, three things are necessary. First, the authority of the sovereign. *Secondly* (1), a just cause. *Thirdly* (2), a rightful intention. (*Thomas Aquinas*)



**Exercise U.** Examine the questions/ answers given. Choose true or false replies due to your choice. Make a short resume on the core legal skills and abilities on the basis of your answers. Use adverbs!



Here are some statements which more or less correlate with the ten (10) core legal skills that are required in most legal functions. If you are considering a career in the law, it is wise to polish these top ten legal skills to excel in today's competitive legal market.

**a) Choose True (T) or False (F) and put tick next to each statement to confirm your choice:**

1. For the needs of Oral Communication legal professionals must:

- convey information *clearly* and *concisely* T\_\_ F\_\_
- communicate *persuasively* and in a bit intruding manner T\_\_ F\_\_
- *easily* use legal terminology to advocate any position or a cause T\_\_ F\_\_
- *intentionally* avoid mastering special legal terminology T\_\_ F\_\_
- *effectively* develop keen listening skills T\_\_ F\_\_
- *constantly* state something in a logical though boring manner T\_\_ F\_\_

2. For the needs of Written Communication legal professionals must:

- *permanently* master the stylistic aspects of writing T\_\_ F\_\_
- *periodically* master the fundamentals of Chinese grammar T\_\_ F\_\_
- *from time to time* write concise and persuasive poetry and prose T\_\_ F\_\_
- *effectively* draft legal documents such as motions, briefs, memorandums, resolutions and legal agreements T\_\_ F\_\_

3. For the needs of Client Service legal professionals must:

- *easily* adapt to new situations T\_\_ F\_\_
- *successfully* avoid handling stress and pressure T\_\_ F\_\_
- serve the client *honestly*, *capably* and *responsibly* T\_\_ F\_\_
- *incidentally* get fussy and angry and show his/ her temper T\_\_ F\_\_

4. For the needs of Analytical/ Logical Reasoning legal professionals must:

- *effectively* assimilate large volumes of complex information T\_\_ F\_\_
- *gradually* be involved into viscous red tape routine T\_\_ F\_\_
- *logically* draw connections among legal authorities T\_\_ F\_\_
- *never* rely on inductive and deductive reasoning T\_\_ F\_\_
- *always* develop logical thinking and problem-solving abilities T\_\_ F\_\_
- *scarcely ever* review complex written legal documents T\_\_ F\_\_
- *easily* draw inferences and jump to evaluating arguments T\_\_ F\_\_

5. For the needs of Legal Research legal professionals must:

- *twice a week* learn proper legal citation/ judicial opinions T\_\_ F\_\_

- *once in a while* master legal research techniques/ concepts T\_\_ F\_\_
- *regularly* master the art of statutory interpretation T\_\_ F\_\_
- *regularly* learn how to locate and analyze legal authority T\_\_ F\_\_
- *evenly* surf for research software applications in the Internet T\_\_ F\_\_

6. For the needs of Technology legal professionals must:

- *always* avoid computerized litigation support T\_\_ F\_\_
- *normally* communicate via computerized technology devices T\_\_ F\_\_
- *never* use voice messaging systems and related technology T\_\_ F\_\_
- *slowly* become familiar with electronic discovery, etc. T\_\_ F\_\_
- *completely* forget about making wise technology decisions T\_\_ F\_\_
- become *extremely* proficient with legal research software and Internet research and develop the tech know-how to make decisions T\_\_ F\_\_

7. For the needs of Knowledge of Substantive Law and Legal Procedure legal professionals must:

- *generally* know local, state and federal court systems T\_\_ F\_\_
- *selfishly* boast about the practice areas in which they work T\_\_ F\_\_
- *suddenly* and carelessly apply irrelevant legal terminology T\_\_ F\_\_
- *deeply* know fundamental principles of law and legal procedure T\_\_ F\_\_

8. For the needs of Time Management legal professionals must:

- *strongly* oppose to bill time and manage large workloads T\_\_ F\_\_
- *deliberately* employ strong work ethic T\_\_ F\_\_
- *carefully* develop the ability to meet tight deadlines T\_\_ F\_\_
- *randomly* (not according to a plan) juggle competing priorities T\_\_ F\_\_
- *enthusiastically* lessen productivity to raise financial gain T\_\_ F\_\_

9. For the needs of Organization legal professionals must:

- *patiently* develop top-notch (=excellent) organizational skills T\_\_ F\_\_
- *awkwardly* manage large volumes of exhibits and documents T\_\_ F\_\_
- *lazily* look through the pages of fashion catalogues/ magazines T\_\_ F\_\_
- *sensibly* use technology for managing case-related data T\_\_ F\_\_
- *carefully* create an effective organization structure and set plans T\_\_ F\_\_

10. For the needs of Teamwork legal professionals must:

- *enormously/ inadequately* rely on secretaries and support staff T\_\_ F\_\_
- *regularly* team up with co-counsel, experts and vendors to deliver legal services T\_\_ F\_\_
- *often* collaborate with others to reach a common goal T\_\_ F\_\_
- *repeatedly* avoid participating in team events and meetings T\_\_ F\_\_
- *openly* cultivate short love affairs between colleagues and others T\_\_ F\_\_

***b) Make a short resume on the core legal skills and abilities on the basis of your answers. Use as many adverbs as possible! Mind the word order.***



## It is interesting to know: What is Aptitude?



**Aptitude** is a natural ability or skill. Every person is born with a unique set of talents that gives them a special ability to perform certain kinds of tasks easily and yet also make other tasks seem laborious (=needing a lot of time/effort). Knowing what you do best – what your strongest natural talents and abilities are and how you are *hard-wired* – and then finding the work that best fits those

talents are fundamental to finding success and fulfillment. An aptitude is an innate component of a competency as opposed to knowledge, understanding, learned or acquired abilities (skills) and attitude to do a certain kind of work at a certain level. The innate nature of aptitude is also in contrast to achievement, which represents knowledge or ability that is gained. *Aptitude tests* are used to predict success in a career path/ course of study. Such tests are normally designed to assess your logical reasoning or thinking performance. **Aptitudes may be physical or mental:**

- ◆ *General Learning Ability (G)* – is the ability to "catch on" or understand instructions and underlying principles; reason and make judgments.
- ◆ *Verbal Aptitude (V)* – is the ability to understand the meaning of words, relationships between words in phrases/ sentences; use words effectively.
- ◆ *Numerical Aptitude (N)* – is the ability to perform arithmetic operations quickly and accurately.
- ◆ *Spatial Aptitude (S)* – is the ability to think visually of geometric forms; comprehend the two-dimensional representation of 3-D objects; recognize the relationships resulting from the movement of objects in space.
- ◆ *Form Perception (P)* – is the ability to perceive pertinent detail in objects/ in pictorial/ graphic material; make visual comparisons/ discriminations; see slight differences in shapes/ shading of figures and widths/ lengths of lines.
- ◆ *Clerical Perception (Q)* – is the ability to perceive detail in verbal or tabular material; observe differences in copy; proofread words and numbers; avoid perceptual errors in arithmetic computation.
- ◆ *Motor Co-ordination (K)* – is the ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; make movement response accurately and swiftly.
- ◆ *Finger Dexterity (F)* – is the ability to move fingers, and manipulate small objects with fingers, rapidly or accurately.
- ◆ *Manual Dexterity (M)* – is the ability to move hands easily and skillfully; work with hands in placing and turning motions.





**It is important to know: Most Common Adverb Placement**

**Adverbs and their Placement**

<b>Types of Adverbs</b>	<b>What does it denote?</b>	<b>Usual Placement</b>
<u>Adverbs of Manner:</u> slowly, suddenly, badly, quietly, awfully, carefully, etc.	provide information on how someone does something or how something happens or is done	at the end of the sentence OR in the middle of sentence OR before adjective
<u>Adverbs of Time:</u> today, every week, finally, already, soon, recently, now, then, yesterday, etc.	provide information on when something happens	at the end of the clause/ sentence OR at the beginning of the sentence OR in the middle of sentence (soon, last, finally and already) OR to begin imperative clauses (always and never)
<u>Adverbs of Frequency:</u> never, rarely, often, sometimes, usually, always, ever, seldom, etc.	provide information on how often something happens	at the beginning of clause/sentence OR directly before the main verb OR in the middle of sentence (always, ever, rarely, seldom and never)
<u>Adverbs of Degree:</u> a lot, almost, much, too, little, enough, partly, fully, so, very, rather, quite, nearly, hardly, etc.	provide information on how much of something is done	in mid position: after BE; after auxiliary verb; before other verbs OR before adjective OR after adjective (enough)
<u>Adverbs of Comment:</u> fortunately, luckily, etc.	provide a comment, or opinion about a situation	at the beginning of a sentence/ clause
<u>Adverbs of Certainty:</u> probably, clearly, certainly, definitely, obviously, undoubtedly	express how certain or sure we feel about an action or event	in the mid position: after BE; after auxiliary verb; before other verbs
<u>Adverbs of Place:</u> here, there, behind, above, nearby, everywhere, in, out, etc.	tell us where something happens; certain adverbs express both movement and location: ahead, abroad, uphill	behind the direct object or the verb – at the end of the sentence/ clause
<u>Focusing adverbs:</u> also, even, only, mainly, just, mostly, either, neither	point to a particular part of a clause	in front of OR next to the word or words modified by them



**Exercise 1. Test yourself: How much do you know about adverbs?**

1. Which of these adverbs is an adverb of time?

a) yesterday; b) slowly; c) loudly; c) upstairs

2. Which of these adverbs tells you how something happened?

a) often; b) carefully; c) recently; d) everywhere

3. Which of these adverbs tells you where something happened? a) regularly; b) warmly; c) happily; d) outside

4. Which of these sentences does not contain an adverb?

a) We are planning to discuss all the details tomorrow.

b) We incidentally concluded the terms of our contract pretty quickly.

c) I worked on the brief of the case.

d) He dressed smartly for the job interview.

5. Which of the adverbs is the most suitable to complete the sentence:

The serial killers` psychology is far beyond the grasp of normal human mentality since they themselves are not \_\_\_ responsible for what they are.

a) timidly; b) totally; c) neatly; d) menacingly (=in a threatening manner)

6. In which of these sentences is the word fast an adverb?

a) Is trade in services growing as fast as the trade in goods?

b) Above everything else, of course, he is responsible for that car accident himself – we all know he is a very fast driver.

c) In its overall, domestic prices are expected to fall at a slightly fast rate over the next four months.

d) The modern equipment available now, however, will allow to fast processing of digital data.

7. Complete the following sentence: If your watch is fast, it shows \_\_\_\_.

a) the fastest time to the real time                      c) a time later than the real time.

b) a time faster than the real time.                      d) the fasting time to the real time.

8. Complete the following sentence: I used to live near the office, but my new flat is even \_\_\_\_.

a) nearing; b) nearer; c) nearest; d) near  
needed food.                      a) worst; b) badly; c) bad; d) worser

9. Complete the following sentence: The UN sent to Africa 90 tons of \_\_\_\_  
needed food.                      a) worst; b) badly; c) bad; d) worser

10. Complete the following sentence: The idea of not having to get up early every morning sounds \_\_\_\_ to me.

a) rather appealing; b) rather appealingly; c) rather appeal; d) appealingiest



**Exercise 2.** Choose the best adverb from the multiple-choice options to complete the given sentences:

1. I haven't met my pen-pal in real life yet, but I \_\_\_<sup>1</sup> fancy him to be a good-looking man of his forty at most.  
a) obviously; b) unhappily; c) mistakenly
2. The new contract has a \_\_\_<sup>2</sup> different costing structure to its predecessor.  
a) substantially; b) unlikely; c) likely
3. The theory is too complicated to be explained in simple words but \_\_\_<sup>3</sup> it says that we only sleep because our brains are programmed to do so.  
a) ideally; b) basically; c) eventually
4. Everyone thinks she's Swedish but \_\_\_<sup>4</sup> she was born in Norway.  
a) anyway; b) originally; c) luckily
5. According to the weather forecast it could be sunny but they are \_\_\_<sup>5</sup> wrong . a) ever; b) never; c) always
6. It is impossible to work with due diligence when the computers are not working \_\_\_<sup>6</sup>. a) obviously; b) certainly; c) properly
7. There was a terrible traffic jam but we \_\_\_<sup>7</sup> got here on time.  
a) eventually; b) slowly; c) apparently
8. He started speaking \_\_\_<sup>8</sup> but \_\_\_<sup>9</sup> his voice got louder and louder.  
<sup>8</sup> a) loudly; b) aggressively; c) quietly;  
<sup>9</sup> a) especially; b) eventually; c) gradually
9. I'm sorry, I can \_\_\_<sup>10</sup> remember the details, since everything has happened so \_\_\_<sup>11</sup>.  
<sup>10</sup> a) hardly; b) apparently; c) quickly  
<sup>11</sup> a) hardly; b) apparently; c) quickly
10. I think my English is \_\_\_<sup>12</sup> improving month by month.  
a) luckily; b) gradually; c) ideally
11. The Police were \_\_\_<sup>13</sup> making the best use of forensic science techniques in their crime investigations.  
a) exactly; b) unlikely; c) clearly
12. A number of patients have been \_\_\_<sup>14</sup> treated with the new drug.  
a) politely; b) successfully; c) wisely
13. His hair is \_\_\_<sup>15</sup> black. It looks darker than it should be for a man of his age, and is therefore probably not natural.  
a) painfully; b) shyly; c) suspiciously
14. The buses run less \_\_\_<sup>16</sup> on Sundays.  
a) nervously; b) quietly; c) frequently

**Exercise 3.** Examine the text below. Identify the kind (type) of adverb the *italicized* adverb belongs to and state that fact next to the particular adverb:

An employer will consider you *seriously* for a position *only* when you can show them that you know who you are, what you can offer and where you are going. *Sometimes* it is difficult to know what your weaknesses are. *Clearly* not everyone is *equally* good at everything. You may need to improve in some areas and taking effective steps in that particular area could turn a weakness into strength *indeed*. Your honesty and the desire for self-improvement will *surely* lead to success in getting the right job. But *first* please explore the following seven areas to get to know yourself *better*. These are: your aptitude, your skills, your personality, and the level of responsibility you feel comfortable with, your interests and your needs.

1. If you try an activity and find you pick it up *quickly*, you may have an aptitude for occupations related to that activity. On the other hand, with training and experience you may *eventually* learn new tasks and find that you have an aptitude for some of them *either* (=likewise).
2. Your skills are something you have learnt to do *later* by applying your aptitudes and knowledge. Any tasks, which you can *already* do to a reasonable standard, may help you get a job in a related field.
3. Your personality will *strongly* impact the sort of occupation you may enjoy and vice versa, because every occupation *definitely* calls for certain personal qualities. Remember, your personal qualities are not good or bad, they *just* shape you as a *more* or *less suitably* qualified person to certain occupations.
4. Think *hard* about *how much* supervision, responsibility and decision making you would be *generally* comfortable with in your job. Bear in mind, *however*, that you may find your feelings about these things change *once* you are trained and gain experience in a job.
5. The activities you enjoy at school and in your spare time may *also* provide useful clues to the type of work that might interest you. Remember *though* that some hobbies are *best* kept *just* as hobbies.
6. Think *twice* about what you would like an occupation to offer you. List these in order of importance to you. *Unfortunately*, you may have to sacrifice one need to meet another.
7. Your choice of career will *also* affect other areas of your life. The trick *here* is to strike a balance between your lifestyle plans and your career aspirations. *Again*, remember that some of your values are *likely* to change as you get older, so you should keep your options open.

**Exercise 4.** Put the words in brackets into a correct adverb form. Recognize which part of speech/ clause/ sentence the adverb has modified:

1. The publication of the statistics on criminality rate was \_\_\_<sup>1</sup> (awkward) timed (=arranged at an exactly suitable time) for the Government.
2. She worked \_\_\_<sup>2</sup> (enormous) hard on the project.
3. Our scientific research is \_\_\_<sup>3</sup> (inadequate) poorly funded.
4. Most of these people are paid \_\_\_<sup>4</sup> (month).
5. \_\_\_<sup>5</sup> (obvious) the University cannot function without professors.
6. The European Union was \_\_\_<sup>6</sup> (former) called the European Community.
7. Although the old captain Greg had been ill for a long time, it still came as a shock when he \_\_\_<sup>7</sup> (eventual) died.
8. The proposal has received a \_\_\_<sup>8</sup> (general) favorable reaction.
9. He found her comments \_\_\_<sup>9</sup> (deep) irritating and offensive.
10. The dog \_\_\_<sup>10</sup> (fair) flew out of the door to greet him.
11. He's very \_\_\_<sup>11</sup> (high) thought of within the company.
12. They used to argue all the time and now they've \_\_\_<sup>12</sup> (practical) stopped talking to each other.
13. We went through the report \_\_\_<sup>13</sup> (thorough) but the information we wanted wasn't given anywhere.
14. On a \_\_\_<sup>14</sup> (pure) practical level, it is difficult to see how such proposals would work.
15. She lays the blame for the recession \_\_\_<sup>15a</sup> (fair) and \_\_\_<sup>15b</sup> (square) on the government.
16. It's an \_\_\_<sup>16</sup> (awful) long time since we last saw each other.
17. \_\_\_<sup>17</sup> (fortunate), we got home before it started to rain \_\_\_ (heavy).
18. I \_\_\_<sup>18</sup> (near) had a heart attack when I found out how much the legal aid and all that stuff cost.
19. The company is run almost \_\_\_<sup>19</sup> (entire) by middle-aged people.
20. I'm \_\_\_<sup>20</sup> (terrible) pleased to hear that you've got such a highly-paid job.
21. There was a queue of people waiting \_\_\_<sup>21</sup> (patient) for the bus to arrive.
22. "And what's going on here?" he said \_\_\_<sup>22</sup> (rough).
23. The meeting started \_\_\_<sup>23</sup> (punctual) at 10.00 a.m.
24. According to Mr. Greg's will, all his former real estate \_\_\_<sup>24</sup> (rightful) belongs to you.
25. She \_\_\_<sup>25</sup> (careful) folded the letter and put it in her pocket.
26. Have I pronounced your name \_\_\_<sup>26</sup> (correct)?
27. \_\_\_<sup>27a</sup> (calm) and \_\_\_<sup>27b</sup> (deliberate), she poured petrol over the car and set it alight.

**Exercise 5.** Fill in the gaps with the appropriate adverb which belongs to a particular category (kind) to complete the given sentences:

### Adverbs of Manner

violently	nervously	promptly	repeatedly	really
smoothly	wisely	slowly	cheerfully	suddenly
truthfully	calmly	rarely	straight	swiftly

1. Sheriff Hanson walked down the road, whistling \_\_\_\_<sup>1</sup>.
2. The road was blocked for two hours after the accident, but traffic is now flowing \_\_\_\_<sup>2</sup> again.
3. The paparazzi had very \_\_\_\_<sup>3</sup> left the party before all the trouble started.
4. He claimed to have been \_\_\_\_<sup>4</sup> assaulted while in detention.
5. I answered her questions \_\_\_\_<sup>5</sup>.
6. Walking \_\_\_\_<sup>6</sup>, he was at the station within minutes.
7. I was \_\_\_\_<sup>7</sup> dozing off to sleep when \_\_\_\_<sup>8</sup> I heard a scream from outside.
8. Go \_\_\_\_<sup>9</sup> along this road and turn left at the traffic lights.
9. \_\_\_\_<sup>10</sup> but surely we made our way down the muddy hillside.
10. The road bends \_\_\_\_<sup>11</sup> to the left.
11. He telephoned \_\_\_\_<sup>12</sup>, begging her to return.
12. I \_\_\_\_<sup>13</sup> have time to read a newspaper.
13. We try to answer readers' letters as \_\_\_\_<sup>14</sup> (= quickly) as we can.
14. He looked \_\_\_\_<sup>15</sup> over his shoulder, making sure no one else was listening.
15. She reacted surprisingly \_\_\_\_<sup>16</sup> to the news of his apprehension.

### Adverbs of Degree

virtually	pretty	rather	purely	just
indeed	fully	perfectly	least	hardly
simply	decidedly	terribly	very	most

1. To be \_\_\_\_<sup>1</sup> honest, I don't care about Mike's insulting behavior any more.
2. An agreement is looking \_\_\_\_<sup>2</sup> difficult according to the newspapers.
3. Students are advised to answer all questions as \_\_\_\_<sup>3</sup> as possible.
4. The party had \_\_\_\_<sup>4</sup> started when she left.
5. Evidence suggests that errors may \_\_\_\_<sup>5</sup> be occurring.
6. Disaster struck when we \_\_\_\_<sup>6</sup> expected it.
7. She answered the telephone \_\_\_\_<sup>7</sup> sleepily.

8. The department needs three more computers in order to work \_\_\_<sup>8</sup> effectively (= to work as effectively as possible).
9. I don't respond \_\_\_<sup>9a</sup> positively to being bossed around – it \_\_\_<sup>9b</sup> makes me angry.
10. We made this decision \_\_\_<sup>10</sup> for financial reasons.
11. I don't like my job – I \_\_\_<sup>11</sup> do it for the money.
12. That blood stain on my shirt has \_\_\_<sup>12</sup> disappeared.
13. The documentary presented both sides of the problem \_\_\_<sup>13</sup> well.
14. She was \_\_\_<sup>14</sup> sorry not to have seen you last Saturday.

### Adverbs of Place

back	backwards	upstairs	towards	nearby
above	abroad	outside	under	behind

1. He heard glass breaking and ran \_\_\_<sup>1</sup> to see what had caused it.
2. There is a trend \_\_\_<sup>2</sup> healthier eating among all sectors of the population.
3. \_\_\_<sup>3</sup> of us three, no one knows anything about the problem, yet.
4. I noticed a policeman standing \_\_\_<sup>4</sup>.
5. He took a step \_\_\_<sup>5</sup> to allow her to pass.
6. He's currently \_\_\_<sup>6</sup> on business.
7. He waved the letter excitedly \_\_\_<sup>7</sup> his head.
8. The last time we saw the victim safe and sound was \_\_\_<sup>8</sup> in January.
9. I knew that \_\_\_<sup>9</sup> her smile was sadness.
10. Because I'm a bad swimmer, I often go \_\_\_<sup>10</sup> and swallow a lot of water.

### Adverbs of Time/ Frequency

finally	never	constantly	previously	generally
ever since	seldom	lately	annually	early

1. Your starting salary is £13 000 per annum and will be reviewed \_\_\_<sup>1</sup>.
2. It was \_\_\_<sup>2</sup> believed at the time that both men were guilty.
3. He threatened to shoot, but I \_\_\_<sup>3</sup> thought he would.
4. She was \_\_\_<sup>4</sup> employed as a paralegal.
5. I like being a little \_\_\_<sup>5</sup> for interviews.
6. Have you been doing anything interesting \_\_\_<sup>6</sup>?
7. After months of chasing the police \_\_\_<sup>7</sup> caught the notorious criminal.
8. We can't rely on him since he's \_\_\_<sup>8</sup> changing his mind.
9. \_\_\_<sup>9</sup> do we receive any apology when mistakes are made.
10. He's been depressed \_\_\_<sup>10</sup> he got divorced.



**Exercise 1.** Examine the quotes given below. Identify the group (kind) the *italicized* adverbs belong to and state it next to the adverb in question:

1. A good plan *violently* (1) executed *now* (2) is better than a perfect plan executed *next week* (3). (George S. Patton)
2. It is not hard to compose, but what is *fabulously* (1) hard is to leave the superfluous notes under the table. (Johannes Brahms)
3. My life has *ever* (1) been devoted to her service from my youth up, *though* (2) *never before* (3) in a cause like this – a cause for which I would *most cheerfully* (4) risk and lay down my life. (David Wooster)
4. The prosecution wants to make sure the process by which the evidence was obtained is not *truthfully* (1) presented, because, as *often* (2) as not, that process will raise questions. (Alan Dershowitz)
5. A good father believes that he does *wisely* (1) to encourage enterprise, productive skill, prudent self-denial, and judicious expenditure on the part of his son. (William Graham Sumner)
6. *Ever since* (1) I've become chairman, there have been profiles of me in People, George, The Washington Post, The Detroit News, and all of them could have been written by the same person. (Julian Bond)
7. To be yourself in a world that is *constantly* (1) trying to make you something else is the greatest accomplishment. (Ralph Waldo Emerson)
8. A word of kindness is *seldom* (1) spoken in vain, while witty sayings are as *easily* (2) lost as the pearls slipping from a broken string. (George Dennison Prentice)
9. If you stand *still* (1) there is *only* (2) one way to go, and that's *backwards* (3). (Peter Shilton)
10. I hope to stand firm *enough* (1) to not go *backward* (2), and *yet* (3) not go *forward* (4) *fast* (5) *enough* (6) to wreck the country's cause. (A. Lincoln)
11. The *only* (1) reason for time is so that everything doesn't happen *at once* (2). (Albert Einstein)
12. A moderate addiction to money may not *always* (1) be hurtful; but when taken in excess it is *nearly* (2) always bad for the health. (Clarence Day)
13. Existence is no more than the precarious attainment of relevance in an *intensely* (1) mobile flux of past, present, and future. (Susan Sontag)
14. A talent *somewhat* (1) *above* (2) mediocrity, shrewd and not too sensitive, is more likely to rise in the world than genius. (C. Horton Cooley)



**Exercise 2.** Fill in the gaps with the appropriate adverb from the box of words below to complete the given sentences. Mind the context needs:

Firstly	justly	through	before	widely
also	just	even	usually	only
absolutely	normally	greatly	generally	although
effectively	Instead	secondly	carefully	highly

### What is a Legal Clinic?

1. A legal clinic, \_\_\_\_\_<sup>1</sup> called a law school clinic or law clinic, is a \_\_\_\_\_<sup>2</sup> known program organized \_\_\_\_\_<sup>3</sup> a law school that allows students to receive law school credit as they work part-time in real, not simulated, legal service atmospheres.



2. In legal clinics, students perform various tasks \_\_\_\_\_<sup>4</sup> as an attorney would do in the same job position, such as doing legal research, drafting briefs and other legal documents, and interviewing clients.

3. Many jurisdictions \_\_\_\_\_<sup>5</sup> (=morally correctly) allow students to appear in court on behalf of clients, \_\_\_\_\_<sup>6</sup> in criminal defense.

4. Most law clinics are open \_\_\_\_\_<sup>7</sup> to third-year law students, \_\_\_\_\_<sup>8</sup> some schools may provide opportunities for second-year students as well.

5. Legal clinics are \_\_\_\_\_<sup>9</sup> pro bono, that is offering free legal services to clients, and supervised by law professors.

6. There is \_\_\_\_\_<sup>10</sup> no classroom component in legal clinics.

7. Participating in a legal clinic is a great way for students to gain hands-on experience \_\_\_\_\_<sup>11</sup> heading off into the job market.

8. Legal clinics are \_\_\_\_\_<sup>12</sup> available in many areas of law, including but not limited to: Community legal services; Criminal law; Elder law; Environmental law; Family law; Human rights; Immigration and Tax law.

9. Legal clinic offerings vary \_\_\_\_\_<sup>13</sup> in both number and type by school, so be \_\_\_\_\_<sup>14</sup> sure to investigate \_\_\_\_\_<sup>15</sup> while choosing a law school.

10. Legal clinical experience is \_\_\_\_\_<sup>16</sup> recommended for law students.

11. \_\_\_\_\_<sup>17</sup> of learning by means of traditional lectures, any student may become a much more pro-active participant in the learning process "learning by doing".

12. \_\_\_\_\_<sup>18</sup>, legal clinical experience looks great on your resume and, \_\_\_\_\_<sup>19</sup>, it gives you the chance to \_\_\_\_\_<sup>20</sup> try out an area of law before committing to it in a full-time job.

**Exercise 3.** Examine Famous Quotes about Law and Lawyers. Recognize whether the *italicized* word is *an adverb, noun or adjective*. State that fact next to the word. Comment if there are evident reasons for confusion:

Quotes are taken from <http://whwww.famous-quotes.com/>

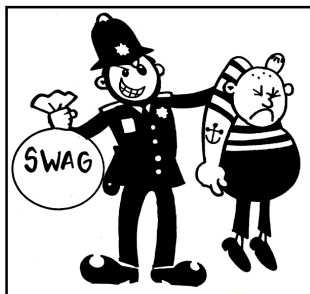


1. A *successful* (1) lawsuit is the one worn by a policeman. (*Robert Frost*)
2. *Certainly* (1) one of the highest duties of the citizen is a *scrupulous* (2) obedience to the laws of the nation. But it is not *the highest* (3) duty. (*Thomas Jefferson*)
3. A jury consists of twelve persons chosen to decide who has *the better* (1) lawyer. (*Herbert Spencer*)
4. Good laws make it easier (1) to do *right* (2) and *harder* (3) to do *wrong* (4). (*William E. Gladstone*)
5. I want to live *perfectly* (1) above the law, and make it my servant instead of my master. (*Brigham Young*)
6. In law, nothing is *certain* (1) but the expense. (*Samuel Butler*)
7. It is difficult to make our material condition *better* (1) by *the best* (2) law, but it is *easy* (3) *enough* (4) to ruin it by *bad* (5) laws. (*Theodore Roosevelt*)
8. It is *impossible* (1) for us to break the law. We can only break ourselves against the law. (*Cecil B. De Mille*)
9. It may be *true* (1) that the law cannot make a man love me, but it can keep him from lynching me, and I think that's *pretty* (2) important. (*Martin Luther King Jr.*)
10. Law and order exist for the purpose of establishing justice and when they fail in this purpose they become the *dangerously* (1) structured dams that block the flow of social progress. (*Martin Luther King Jr.*)
11. Law school taught me one thing; how to take two situations that are exactly (1) the same (2) and show how they are different (3). (*Hart Pomerantz*)
12. Laws and customs may be *creative* (1) of *vice*\* (=evil, immoral practice) (2); and should be therefore *perpetually* (3) under process of observation and correction: but laws and customs cannot be creative of *virtue*\*\* (=moral excellence) (4): they may encourage and help to preserve it; but they cannot originate it. (*Harriet Martineau*)
13. Laws and institutions, like clocks, must *occasionally* (1) be cleaned, wound up, and set to *true* (2) time. (*Henry Ward Beecher*)
14. Laws are felt only (1) when the individual comes into conflict with them. (*Suzanne Lafollette*)

**Exercise 4.** Test your knowledge of adverbs; recognize the given statements as False (F) or True (T). Put tick to confirm your choice. Give comments:

№	Statement	F	T
1	An adverb is a word that modifies a verb, but it can also modify a noun.	...	...
2	We make many adverbs by adding -ly to an adjective.	...	...
3	All words that end in -ly are adverbs.	...	...
4	We normally use Adverbs of Manner with stative or state verbs, not with dynamic (action) verbs.	...	...
5	Adverbs of Place tell us the place where something happens.	...	...
6	Adverbs of Place answer the questions <i>Why?</i> and <i>When?</i>	...	...
7	Adverbs of Degree tell us the degree or extent to which something happens.	...	...
8	Adverbs of Degree can modify verbs, adjectives, other adverbs and nouns.	...	...
9	Adverbs of Manner answer the question <i>How much?</i> or <i>To what degree?</i> or <i>To what extent?</i>	...	...
10	Adverbs of Time mainly modify verbs.	...	...
11	Adverbs of Place mainly modify adjectives.	...	...
12	If a group of words containing a subject and verb acts as an adverb (modifying the verb of a sentence), it is just called a new sentence.	...	...
13	When a group of words not containing a subject and verb acts as an adverb, it is called an adverbial phrase.	...	...
14	Adverbs can modify adjectives, so as an adjective can modify an adverb.	...	...
15	Adverbs often function as intensifiers, conveying a greater or lesser emphasis to something.	...	...
16	Intensifiers are said to have three different functions: they can emphasize, amplify, or downtone.	...	...
17	One of the hallmarks of adverbs is their solid unchanged (fixed) position in a sentence.	...	...
18	There is a basic order in which adverbs will appear when there is more than one. It's called a Presidential Order.	...	...
19	Like adjectives, adverbs can have comparative and superlative forms to show degree	...	...
20	We rarely use <i>more</i> and <i>most</i> , <i>less</i> and <i>least</i> to show degree with adverbs	...	...

**Exercise 5.** Examine these short funny crime stories. Put questions to the *italicized* words (adverbs) where possible to clarify the messages given:



1. Mirna Hutton heard a rumor that Michael Douglas and Catherine Zeta Jones, who are *currently* cruising the Adriatic on a luxury yacht, were walking around the streets of her home town. She *immediately* grabbed her camera and hot-footed it out of her office. Her job was in a Bureau de Change. She forgot to lock the doors. In the short time she was away from her work the bureau was emptied of several thousands of pounds in a variety of currencies.

**Your questions here** \_\_\_\_\_

2. In a criminal justice system based on 12 individuals not smart *enough* to get out of jury duty, here is a jury of which to be proud. A defendant was on trial for murder. There was strong evidence indicating guilt, but there was no corpse. In the defense's closing statement the lawyer, knowing that his client would *probably* be convicted, resorted to a trick. "Ladies and gentlemen of the jury, I have a surprise for you all", the lawyer said as he looked at his watch. "Within one minute, the person presumed dead in this case will walk into this courtroom". He looked *toward* the courtroom door. The jurors, *somewhat* stunned, all looked on *eagerly*. A minute passed. Nothing happened. *Finally* the lawyer said, "*Actually*, I made up the previous statement. But you all looked on with anticipation. I, *therefore*, put it to you that you have a reasonable doubt in this case as to whether anyone was killed, and I insist that you return a verdict of not guilty". The jury, *clearly* confused, retired to deliberate. A few minutes later, the jury returned and pronounced a verdict of guilty. "But how?" inquired the lawyer. "You must have had some doubt; I saw all of you stare at the door". The jury foreman replied, "Yes, we did look, but your client didn't look he just stared *straight* ahead".

**Your questions here** \_\_\_\_\_

3. A man in Mainz, Germany, *apparently* inebriated (=having drunk too much alcohol), was arrested after he attempted to hold up a bank armed with a water pistol and a potato peeler. Police say that the man, identified as 52-year-old Walter Schoegl, had a stocking over his head and was waving the potato peeler as he demanded cash. He left with nothing *after* the bank teller told him that they had run out of money. When he was arrested some five minutes *later* he was *still* wearing the stocking on his head.

**Your questions here** \_\_\_\_\_



## It is important to know

From <http://grammar.about.com>

### The Top 25 Grammatical Terms

**1. Active Voice** – the verb form in which the subject of the sentence performs or causes the action expressed by the verb. Contrast with Passive Voice.

**2. Adjective** – the part of speech (or word class) that modifies a noun or a pronoun or a noun phrase.

**3. Adverb** – the part of speech that modifies a verb, adjective, or other adverb.

**4. An article** – is a limiting word, not descriptive, which cannot be used alone, but always joins to a substantive word to denote a particular thing, or a group or class of things, or any individual of a group or class.

**5. Clause** – is a group of words that contains a subject and a predicate. A clause may be either a sentence (independent clause) or a sentence-like construction included within another sentence (dependent clause).

**6. Complex Sentence** – a sentence that contains at least one independent clause and one dependent clause.

**7. Compound Sentence** – a sentence that contains at least two independent clauses, often joined by a conjunction.

**8. Conjunction** – is the part of speech that serves to connect words, phrases, clauses, or sentences.

**9. Declarative Sentence** – is a sentence that makes a statement.

**10. Dependent Clause** (a subordinate clause) – is a group of words that begins with a relative pronoun or a subordinating conjunction. A dependent clause has both a subject and a verb but (unlike an independent clause) cannot stand alone as a sentence.

**11. Direct Object** – is a noun or pronoun that receives the action of a transitive verb.

**12. Exclamatory Sentence** – is a sentence that expresses strong feelings by making an exclamation.

**13. Imperative Sentence** – is a sentence that gives advice or instructions or that expresses a request or a command.

**14. Independent Clause** – is a group of words made up of a subject and a predicate. An independent clause (unlike a dependent clause) can stand alone as a sentence.

<b>15. Indirect Object</b> – is a noun or pronoun that indicates to whom or for whom the action of a verb in a sentence is performed.
<b>16. Interrogative Sentence</b> – is a sentence that asks a question.
<b>17. Noun</b> – the part of speech that is used to name a person, place, thing, quality, or action and can function as the subject or object of a verb, the object of a preposition, or an appositive.
<b>18. Passive Voice</b> – is a verb form in which the grammatical subject receives the verb's action. Contrast with active voice.
<b>19. Predicate</b> – is one of the two main parts of a sentence or clause, modifying the subject and including the verb, objects, or phrases governed by the verb.
<b>20. Prepositional Phrase</b> – is a group of words made up of a preposition, its object, and any of the object's modifiers.
<b>21. Pronoun</b> – is a word that takes the place of a noun.
<b>22. Sentence</b> – is a word or (more commonly) a group of words that expresses a complete idea. Conventionally, a sentence includes a subject and a verb. It begins with a capital letter and concludes with a mark of end punctuation.
<b>23. Subject</b> – is the part of a sentence that indicates what it is about.
<b>24. Tense</b> – is the time of a verb's action or state of being, such as past, present, and future.
<b>25. Verb</b> – is the part of speech that describes an action or occurrence or indicates a state of being.



### Have Fun! Lawyer Jokes!

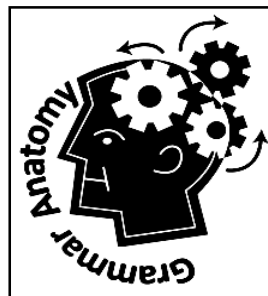
- At the height of a political corruption trial, the prosecuting attorney attacked a witness. "Isn't it true," he bellowed, "that you accepted five thousand dollars to compromise this case?" The witness stared out the window as though he hadn't heard the question. "Isn't it true that you accepted five thousand dollars to compromise this case?" the lawyer repeated. The witness still did not respond. Finally, the judge leaned over and said, "Sir, please answer the question." "Oh," the startled witness said, "I thought he was talking to you."
- *Prosecutor:* Did you kill the victim? – *Defendant:* No, I did not.  
*Prosecutor:* Do you know what the penalties are for perjury?  
*Defendant:* Yes, I do. And they're a hell of a lot better than the penalty for murder.



## It is interesting to know: Facts about English Language

From <http://www.framtak.com/>

- *Did you know* that English is the most widespread language in the world and is more widely spoken and written than any other language?
- *Did you know* that over 400 million people use the English vocabulary as a mother tongue, only surpassed in numbers, but not in distribution by speakers of the many varieties of Chinese?
- *Did you know* that over 700 million people speak English, as a foreign language?
- *Did you know* that of all the world's languages (over 2,700) English is arguably the richest in vocabulary; and that the Oxford English Dictionary lists about 500,000 words, and a further half-million technical and scientific terms remain uncatalogued?
- *Did you know* that three-quarters of the world's mail, telexes and cables are in English?
- *Did you know* that the main language used throughout the world on the internet is English?
- *Did you know* that more than half of the world's technical and scientific periodicals are in English?
- *Did you know* that English is the medium for 80% of the information stored in the world's computers?
- *Did you know* that English is the language of navigation, aviation and of Christianity; it is the ecumenical language of the World Council of Churches?
- *Did you know* that 5 of the largest broadcasting companies in the world (CBS, NBC, ABC, BBC and CBC) transmit in English, reaching millions and millions of people all over the world?



## Have Fun! Lawyer Jokes!

- Taking his seat in his chambers, the judge faced the opposing lawyers. "So," he said, "I have been presented, by both of you, with a bribe." Both lawyers squirmed uncomfortably. "You, attorney Leon, gave me \$15,000. And you, attorney Campos, gave me \$10,000." The judge reached into his pocket and pulled out a check. He handed it to Leon ... "Now then, I'm returning \$5,000, and we're going to decide this case solely on its merits."



### Verb Tense Overview

Verb tenses are tools that speakers use to express time in English language.

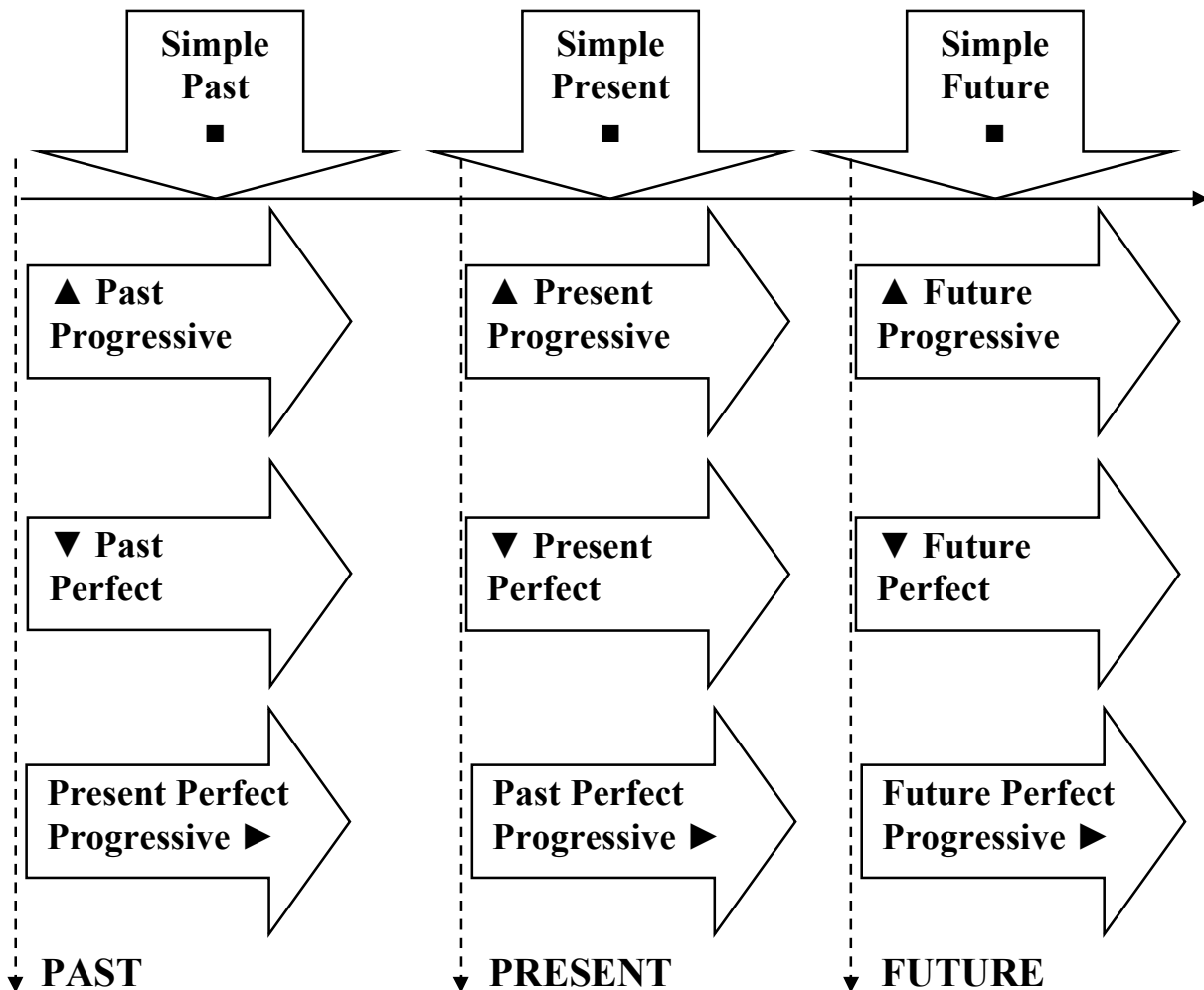
<b>Simple Present</b>	<b>Simple Past</b>	<b>Simple Future</b>
I study law at the University of Kazan.	Two years ago, I studied law in Europe.	– I am going to study law in the USA next year. – I will study there for 2 years, the most.
<b>Present Continuous</b>	<b>Past Continuous</b>	<b>Future Continuous</b>
I am studying Criminal law now, since we will have our final test soon.	I was studying Criminal law when you called me yesterday.	– I will be studying Criminal law when you arrive tonight. – I am going to be studying Criminal law when you arrive tonight.
<b>Present Perfect</b>	<b>Past Perfect</b>	<b>Future Perfect</b>
I have studied law in several different countries.	I had studied the basics of Common law before I moved to the USA.	– I will have studied every branch of law by the time I finish this course. – I am going to have studied every branch of law by the time I finish this course.
<b>Present Perfect Continuous</b>	<b>Past Perfect Continuous</b>	<b>Future Perfect Continuous</b>
I have been studying law for five years.	I had been studying Common and civil law for five years before I moved to the U.S.	– I will have been studying Criminal law aspects for over two hours by the time you arrive. – I am going to have been studying Criminal law aspects for over two hours by the time you arrive.





## It is important to know: English Tenses

### English Tenses – Graphic Comparison



Moment in time: indicates the action and its time; no further data is given

- – actions that takes place *once, never or several times*
- – actions that happen one after another
- – actions that happen suddenly

Period of time: data about the action; its time and the fact it is in progress

- ▲ – action started before a certain moment which lasts beyond that moment
- ▲ – actions taking place at the same time

Result: action is complete or finished

- ▼ – action taking place before a certain moment in time;
- ▼ – puts emphasis on the result, reason and importance of the action in the given situation

Course / Duration: action which was in progress but now it is complete

- – action taking place before a certain moment in time
- – puts emphasis on the course or duration of the action

Recognize the Tense forms used in the given sentences. State that fact next to the particular verb form you've identified as such and then underlined:

1. The annual police report documents the staggering (=very shocking and surprising) amount of domestic violence against women.
2. The police are investigating fraud allegations against an organized group.
3. He was convicted on the evidence of secretly recorded telephone conversations with his distant accomplice.
4. There has been strong criticism of the secrecy surrounding the negotiations between the managers and the staff.
5. He was knocked down by a car that was being driven by joyriders.
6. When King Richard III died, Henry VII claimed the English throne.
7. Although she said nothing, I could sense her anger.
8. Some of the more sensational newspapers have given a lot of coverage to the scandal with the notorious World Bank Group.
9. They had been selling stolen cars for years before the police caught up with them.
10. In future, promotion will be based on merit not seniority.
11. They will have been appealing to the High Court to reduce the sentence to a fine for a couple of weeks by the time their motions are met.
12. The election of the government will have been carried out by secret ballot when the polling day is appointed.
13. Her passport seemed legitimate, but on closer inspection, it was found to have been altered.
14. The oil company was found guilty on ten counts of pollution, and was punished with a \$250 million fine.
15. The punishment should always match the seriousness of the crime.
16. Public concern has been expressed recently about the death in detention of a number of political prisoners.
17. The nomination of Judge Watkins as head of the inquiry was a surprise.
18. All the hostages, when released from captivity, looked remarkably fit and well.
19. We will be announcing the appointment of Julia Lewis as head of sales next week.
20. Drug dealing is punishable by death in some countries.
21. Job opportunities will have been severely limited by the end of the year.
22. The new appointee will be working closely with both departments.
23. Drunken driving should be punished with a prison sentence.
24. We are having more employees than are needed at the moment.
25. When war broke out the government rounded up thousands of aliens and

put them in temporary camps.

26. We were striving to reach an agreement which would have satisfied the several interests of the parties concerned.

27. Inspector Jenkins is acting as deputy while our sheriff is away.

28. The gang admitted they had committed four recent bank robberies.

29. An unknown terrorist group has claimed responsibility for this morning's bomb attack.

30. We will be engaging the services of a professional detective soon.

31. The government is proposing new measures to clobber (=punish) tax dodgers (=someone who avoids paying tax).

32. There have been two nominations for the new job with the local police.

33. The country had long been run by plutocrats until the revolution.

34. I hope they won't think I'm anti-social if I don't join them in the bar.

35. He was stripped of his knighthood after he was convicted of stealing from the company.

36. At some point in the distant future I would probably work as a paralegal.

37. His work provided him with the opportunity for a lot of foreign travel.

38. We had met before, but we were hardly (=not) on familiar terms.

39. I've been getting a lot of aggravation (=trouble or difficulty) at work recently.

40. Some parents are demanding access to the sex offenders' register, i.e. a list kept by the police, of all the people who have been found guilty in a court of a sexual offence.

41. It's thought that the pornographic films are being distributed by an international vice ring (=people involved in immoral illegal activities).

42. The government's economic policy will have been denounced on all sides at the coming session when the actual data is revealed.

43. Her acceptance of the award was pretty controversial.

44. The company is aggressively (=with determination) pursuing new business opportunities.

45. She's been gunning (=criticizing and causing trouble) for me ever since I got the promotion she wanted.

46. The victim had been assailed (=attacked violently) with repeated blows to the head and body.

47. He will have been charged with forgery, embezzlement and misappropriation of union funds.

48. Working in an unemployment office had helped to raise his political consciousness.

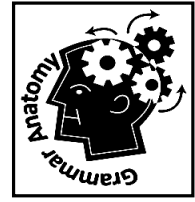
49. Women's groups have demanded a nationwide assault on sexism in the workplace.

50. There has been a series of abductions of young children in the area.



## It is important to know

### What are Signal Words?



**Signal words** or **Time linkers** help you to put your sentences into the correct tense. You can easily put the verb into the correct form if you know the signal word and which tense it demands

Nº	Tense	Signal words
1	Present Simple	always; unless; every day; never; normally; regularly; on Sundays; at weekends; first; then; afterwards; occasionally; often; seldom; sometimes; usually; once a week; if sentence type I (If I talk, ...); yearly/annually
2	Past Simple	yesterday; last week; ever after; last Friday; ago; up till; in 1990; the other day; before; afterwards; in the end/ at the end; all the while; if sentence type II (If I talked, ...)
3	Future I Simple	in the next few days; in the future; this evening; in a year; next year; tomorrow; soon; probably; perhaps; if sentence type I (If you ask her, she will help you.); expressions of assumption: I think; I hope; I believe; I expect
4	Future I Simple (going to)	in one year; next week; tomorrow; in the next few days; in the future; this evening; next month
5	Present Progressive	at the moment; just; just now; Listen!, Look!, now; right now; still; at 3pm tomorrow; these days; forever
6	Past Progressive	when; while; as long as; at ten o'clock last night; as
7	Future Progressive	in one year; next week; tomorrow
8	Present Perfect Simple	already; ever; just; never; not yet; so far; till now; up to now; this week; this month; this year; today; since; for...; recently; lately; at last
9	Past Perfect Simple	up to that time in the past; already; just; never; not yet; once; until that day; after (+clause in simple past); for ..., since..., if sentence type III (If I had talked, ...)
10	Future Perfect Simple	by Monday; in a week, by the end of; by ... o'clock; by then; before; when (+Present Simple clause); for (fact)
11	Present Perfect Progressive	all day; for 4 years; since 1993; how long?; the whole week
12	Past Perfect Progressive	for; since; the whole day; all day
13	Future Perfect Progressive	for ...; the last couple of hours; all day long



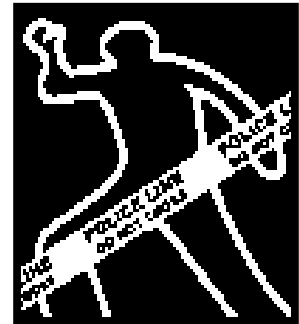
## Your Training Exercises



**Exercise A: Test Your Tenses.** Revise how various tenses are formed and used. Make the given exercises to practice via drill:

**Exercise 1: Present Simple Tense:** Examine the text about *Homicide*; fill in all the gaps with the right form of the verb in brackets:

Homicide \_\_\_<sup>1</sup> (refer) to criminal and noncriminal or justifiable murder. Legal systems \_\_\_<sup>2</sup> (make) distinctions between killing to prevent a serious felony and self-defense, considered justifiable. Criminal homicide \_\_\_<sup>3</sup> (be) committed intentionally, or as a result of the commission of another crime, or due to recklessness, emotional outburst, or provocation. In American systems, murder charges \_\_\_<sup>4</sup> (require) intent, or malice aforethought including, transferred intent. According to the FBI Child Abduction and Serial Killer Unit, child abduction and serial homicide \_\_\_<sup>5</sup> (be) the most serious violent crimes in the US. Homicide \_\_\_<sup>6</sup> (be) the second leading cause of death for persons of 15-24 years of age and the leading cause of death for African-Americans and Hispanics in the same age group. According to the US National Crime Survey Report, for every violent death, there \_\_\_<sup>7</sup> (be) also 100 nonfatal injuries caused by violence. In England death resulting from a felony \_\_\_<sup>8</sup> (be) defined as murder in serious crimes such as robbery or rape. European civil-law \_\_\_<sup>9</sup> (place) greater emphasis on the conduct and circumstances of the act. Bodily injury and negligence resulting in death \_\_\_<sup>10</sup> (be) heavily penalized. European codes \_\_\_<sup>11</sup> (distinguish) between intentional, reckless, negligent, and provoked murders and \_\_\_<sup>12</sup> (classify) killers using deadly weapon as murderers. Most of the European codes \_\_\_<sup>13</sup> (classify) unjustified killings as homicide but \_\_\_<sup>14</sup> (specify) different penalties depending on the circumstances. Italy \_\_\_<sup>15</sup> (mitigate) punishment if the killer acted in passion to avenge his honor. Japan's harshest penalties \_\_\_<sup>16</sup> (be) for the murder of a descendant. Under Islamic law, no distinction \_\_\_<sup>17</sup> (be) made between civil and criminal law. Murder \_\_\_<sup>18</sup> (constitute) a civil infraction. The family of the murdered or their proxy \_\_\_<sup>19</sup> (be) allowed to kill the murderer or \_\_\_<sup>20</sup> (accept) compensation from the killer or their family. Financial compensation must also be made for accidental death.



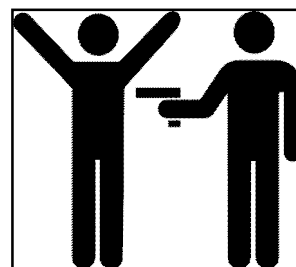
**Exercise 2: Past Simple// Present Perfect Tense:** Examine the text about *Cesaro Lombroso*; fill in the gaps with the right form of the verb in brackets:



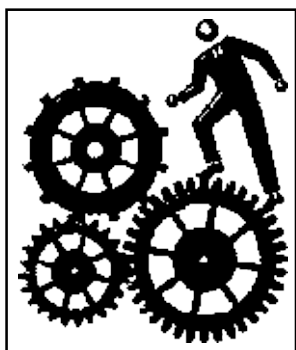
Cesare Lombroso \_\_\_<sup>1</sup> (be) an Italian university professor and criminologist who \_\_\_<sup>2</sup> (become) widely known for his studies in the field of characterology or the relation between mental and physical characteristics. He \_\_\_<sup>3</sup> (be) born in 1835 in Verona. He \_\_\_<sup>4</sup> (study) at the universities of Padua, Vienna, and Paris, and \_\_\_<sup>5</sup> (work) later as a professor of psychiatry at the University of Pavia and of forensic medicine, hygiene, psychiatry and criminal anthropology at the University of Turin. He \_\_\_<sup>6</sup> (be) also the director of a mental asylum in Pesaro, Italy. Lombroso \_\_\_<sup>7</sup> (try) to relate certain physical characteristics, such as jaw size, to criminal psychopathology or the innate tendency of individuals toward sociopathy and criminal behavior. Lombroso \_\_\_<sup>8</sup> (propose) that certain criminals \_\_\_<sup>9</sup> (have) physical evidence of an "atavistic" or hereditary sort, reminiscent of earlier, more primitive stages of human evolution. Those anomalies, named by Lombroso as "stigmata", \_\_\_<sup>10</sup> (can) be expressed in terms of abnormal forms or dimensions of the skull and jaw, asymmetries in the face and other undesirable characteristics. Lombroso \_\_\_<sup>11</sup> (argue) that criminals \_\_\_<sup>12</sup> (be) born, not made. According to his theory, criminals \_\_\_<sup>13</sup> (be) human throw-backs who \_\_\_<sup>14</sup> (can) be identified by their physiology. As such, Lombroso's approach \_\_\_<sup>15</sup> (be) a direct descendant of phrenology, created by the German physician Franz Joseph Gall. Both theories \_\_\_<sup>16</sup> (be) controversial, raising serious ethical concerns about eugenics, racial discrimination and profiling based on physiology. They \_\_\_ since \_\_\_<sup>17</sup> (be) discredited, scientifically), and fallen into disfavor. While Lombroso and his peers \_\_\_<sup>18</sup> (focus) on the exterior, today's researchers \_\_\_<sup>19</sup> (shift) the focus to the interior, looking deeper into the human body, measuring and analyzing brain functions and brain chemistry. Jutting jaws \_\_\_<sup>20</sup> (be) proved not to be the indicators of criminal disposition but unseen factors as biochemical imbalances and impaired or injured parts of the brain may be. Individuals with tumors in the limbic area of the brain \_\_\_<sup>21</sup> (be found), in some cases, to be highly susceptible to psychiatric behaviors as well as violent behavior. Elevated levels of testosterone \_\_\_ also \_\_\_<sup>22</sup> (be linked) to aggressive violent behavior. Pioneering technology such as brain imaging, DNA testing, and biochemical analyses \_\_\_<sup>23</sup> (allow) experts to investigate causation between criminality and biology with new confidence.

**Exercise 3: Past Simple/ Past Perfect Tense:** Examine the text *A True Crime Story*; fill in the gaps with the right form of the verb in brackets:

Once Mark Brown \_\_\_<sup>1</sup> (go) on holiday to America for two months where he \_\_\_<sup>2</sup> (spend) over £1,200, more than he \_\_\_<sup>3</sup> (plan). His mother \_\_\_<sup>4</sup> (send) him money from England by mail to cover his expenses. He \_\_\_<sup>5</sup> (insure) himself before going to America and so, on the last day, he \_\_\_<sup>6</sup> (decide) to go to the police and say he \_\_\_<sup>7</sup> (be robbed). With the report from the police he \_\_\_<sup>8</sup> (can) claim the money back from the insurance company. He \_\_\_<sup>9</sup> (be) afraid about just going to the police station so he \_\_\_<sup>10</sup> (decide) that the best way \_\_\_<sup>11</sup> (be) to simulate robbery. He \_\_\_<sup>12</sup> (leave) all his bags in the hotel and \_\_\_<sup>13</sup> (go) to a troubled area of New York. After wandering around the city for half an hour, he finally \_\_\_<sup>14</sup> (stop) at a cigarette machine and \_\_\_<sup>15</sup> (buy) a pack of cigarettes. Suddenly he \_\_\_<sup>16</sup> (scream), "Help me, my bag has been stolen". To his surprise several people \_\_\_<sup>17</sup> (stop) and someone \_\_\_<sup>18</sup> (tell) him to cross the street to where a policeman was standing. All "witnesses" \_\_\_<sup>19</sup> (follow) him and he \_\_\_<sup>20</sup> (get) then very nervous but he \_\_\_<sup>21</sup> (know) he had to continue with his story. He \_\_\_<sup>22</sup> (tell) the policeman that he \_\_\_<sup>23</sup> (put down) his bag while buying cigarettes but when he \_\_\_<sup>24</sup> (look down) it \_\_\_<sup>25</sup> (disappear). He then \_\_\_<sup>26</sup> (describe) those things that \_\_\_<sup>27</sup> (be) in the bag. He \_\_\_<sup>28</sup> (practice) that in the afternoon. He \_\_\_<sup>29</sup> (tell) the police he \_\_\_<sup>30</sup> (lose) a video camera, jewellery, money and clothes. He \_\_\_<sup>31</sup> (not be) nervous at all. He \_\_\_<sup>32</sup> (always like) playing roles and easily \_\_\_<sup>33</sup> (convince) the police. He \_\_\_<sup>34</sup> (give) a description of a man he \_\_\_<sup>35</sup> (see) following him and \_\_\_<sup>36</sup> (be told) to go to the police station later to collect a report for his insurer. When he \_\_\_<sup>37</sup> (get back) to England he \_\_\_<sup>38</sup> (send) the police report to the insurer who \_\_\_<sup>39</sup> (tell) him that every item over £100 required a receipt. He \_\_\_<sup>40</sup> (spend) the next weeks collecting receipts from all the people he \_\_\_<sup>41</sup> (know). He then \_\_\_<sup>42</sup> (send) the receipts off to the insurer and \_\_\_<sup>43</sup> (wait). After about five weeks he \_\_\_<sup>44</sup> (receive) another letter from the insurer telling him that he \_\_\_<sup>45</sup> (not take) enough care of his bag so they \_\_\_<sup>46</sup> (not pay) him any money. Mark \_\_\_<sup>47</sup> (can not) complain, after all the story \_\_\_<sup>48</sup> (be) just a trick. However, two days later he \_\_\_<sup>49</sup> (receive) a telegram from the New York police telling him that the bag that fitted his description \_\_\_<sup>50</sup> (be found) in the house of a recently convicted criminal. Some of the contents \_\_\_<sup>51</sup> (also be found)! A week later he \_\_\_<sup>52</sup> (get) a parcel with a video camera, clothes and jewellery from the police in New York. None of these things \_\_\_<sup>53</sup> (be) of course his!



**Exercise 4: Future Simple Tense:** Examine some of the predictions for the future found in *the Futurist* magazine; fill in the gaps with the right form of the verb in brackets:



How \_\_\_ the world \_\_\_<sup>1</sup> (look) like in the future?

1) Everything you say and do \_\_\_<sup>2</sup> (be recorded) by 2030. By this time, ubiquitous (=seeming to be in all places), though unseen NanoDevices \_\_\_<sup>3</sup> (provide) communication and surveillance (=careful watching) among all people everywhere. Humans \_\_\_<sup>4</sup> (have) Nano-implants facilitating interaction in an omnipresent network and everyone \_\_\_<sup>5</sup> (get) a unique Internet Protocol (IP) address. Since Nano-storage capacity is almost limitless, all conversations and activities \_\_\_<sup>6</sup> (be) recorded and recoverable. 2) The days of a car or automobile as of the king of the road may soon be over. Powerful wireless communication that reduces demand for travel, flying delivery drones that replace trucks, policies that restrict the number of vehicles owned in each household are among the developments that \_\_\_<sup>7</sup> (thwart) (=stop) the historic dominance of automobiles on the environment and culture. If current trends were to continue, the world would have to make way for a total of 3 billion vehicles on the road by 2025. 3) There may not be world law in the foreseeable future, but the world's legal systems \_\_\_<sup>8</sup> (be networked). The Global Legal Information Network (GLIN), a database of local and national laws for more than 50 countries, \_\_\_<sup>9</sup> (grow) to include more than 100 countries soon. The database \_\_\_<sup>10</sup> (lay) the groundwork for a more universal understanding of the diversity of laws between nations and \_\_\_<sup>11</sup> (create) better opportunities for peace and international partnership. 4) Professional knowledge \_\_\_<sup>12</sup> (become) obsolete (=not in use any more) almost as quickly as it is acquired. An individual's professional knowledge \_\_\_<sup>13</sup> (be outdated) at a much faster rate than ever before. Most of professions \_\_\_<sup>14</sup> (require) continuous instruction and retraining. Rapid changes in the job market and work-related technologies \_\_\_<sup>15</sup> (necessitate) special professional education for almost every worker. At any moment in the nearest future, a substantial portion of the labor force \_\_\_<sup>16</sup> (be involved) in different job retraining programs. 5) Urbanization \_\_\_<sup>17</sup> (hit) 60% by 2030. As more and more of the world's population \_\_\_<sup>18</sup> (be living) in cities, it \_\_\_<sup>19</sup> (only worsen) the existing environmental and socioeconomic problems. Epidemics \_\_\_<sup>20</sup> (become) just common due to the overcrowded dwelling and poor sanitation. Global warming \_\_\_<sup>21</sup> (accelerate) due to higher carbon dioxide output and loss of carbon-absorbing plants.

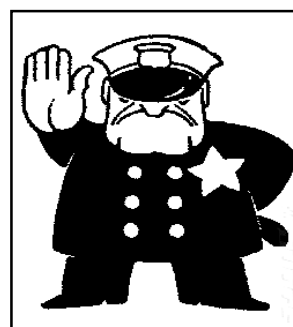


**Exercise 5: Present Perfect tense:** Examine short extracts from *the Daily News* articles; fill in the gaps with the right form of the verb in brackets:

a) Drug dealing on craigslist (=a website for classified ads) \_\_\_<sup>1</sup> (become) so rampant (=getting worse quickly) that the city's special narcotics prosecutor \_\_\_<sup>2</sup> (ask) the online trading post to curb (=limit) the ads, the Daily News \_\_\_<sup>3</sup> (learn). Bridget Brennan's undercover investigators \_\_\_<sup>4</sup> (buy) drugs offered on craigslist personals from dealers ranging from a Citigroup banker to an Ivy Leaguer to a violent felon using a halfway house computer. In the past four years, her office \_\_\_<sup>5</sup> (prosecute) dozens of dealers.



b) The NYPD (=New York City Police Department) \_\_\_<sup>1</sup> (start) taking DNA samples from CSI (=Crime Scene Investigation) detectives to look for cross-contamination at crime scenes, sources said last night.



c) CSI: Crime Scene Investigation (also known as CSI: Las Vegas) is an American crime drama television series, which premiered on CBS on October 6, 2000.

CSI \_\_\_<sup>1</sup> (be recognized) as the most popular dramatic series internationally by the Festival de Télévision de Monte-Carlo, which \_\_\_<sup>2</sup> (award) it the "International Television Audience Award (Best Television Drama Series)" three times. CSI's worldwide audience was estimated to be over 73.8 million viewers in 2009. In 2011, CSI is the most watched drama series in the world, again. CSI \_\_\_<sup>3</sup> (be nominated) numerous times for industry awards and \_\_\_<sup>4</sup> (win) nine awards during its history. The program \_\_\_<sup>5</sup> (spawn) (=start) several media projects including an exhibit at Chicago's Museum of Science and Industry, a series of books, several video games, and two additional TV shows.



d) Defense lawyers are seething (=feel very angry) over the Bronx district attorney's refusal to release the names of nearly 530 cops touched by the ticket-fixing scandal, the Daily News \_\_\_<sup>1</sup> (learn). The Legal Aid Society, as well as the union representing its lawyers, say they \_\_\_<sup>2</sup> (be thwarted) (=be stopped) at every turn when trying to get the list of cops caught on wiretaps in the two-year probe. Prosecutors \_\_\_<sup>3</sup> (turn over) information on some officers, but the identity of most remains a closely guarded secret. (...) Prosecutors \_\_\_<sup>4</sup> (cut) dozens of plea deals in cases linked to ticket-fixing cops, sparing them from having to disclose their roles in the scandal.



**Exercise B:** Examine the given sentences. Identify the tense form used; state it next to each verb; put question(s) to the sentences:



1. The convicted mastermind of a \$100 million mortgage scam *was charged* Thursday with plotting (=make a secret plan to run) from prison to whack (=hit) the "rat" who *testified* against him.

**Question** \_\_\_\_\_

2. Somebody *will have to* compromise if we *are to break* (=end) the deadlock between the two warring factions. **Question** \_\_\_\_\_

3. She *believes* the research *understates* the amount of discrimination women *suffer* in the modern world.

**Question** \_\_\_\_\_

4. The Managing Director *had* clearly *told* her that she *would be promoted*.

**Question** \_\_\_\_\_

5. Despite the Government's repeated assurances to the contrary, taxation *has risen* over the past decade.

**Question** \_\_\_\_\_

6. Self-build *is becoming* an increasingly popular choice.

**Question** \_\_\_\_\_

7. The ergonomics of the new office furniture *will have reduced* eyestrain and back problems among the computer users when it *is* duly *arranged*.

**Question** \_\_\_\_\_

8. The only way to reach them in the place, where they *were staying*, *was* by mail. We *had been trying* to reach them on the phone all day before we *quit*.

**Question** \_\_\_\_\_

9. Much of the pressure for changing the law *will be coming* from special interest groups.

**Question** \_\_\_\_\_

10. When the meeting *starts*, they *will have been sitting* here for three hours at least.

**Question** \_\_\_\_\_

11. Recently, I *have been feeling* really tired. We *have been doing* so much, for so long, that we *are* now *qualified* to do anything at your first request.

**Question** \_\_\_\_\_

12. Our boss confirmed that by next April our team *would have been working* at the project for ten months.

**Question** \_\_\_\_\_



**Exercise C:** Examine the short stories on cybercrime threats. Follow the instructions on tense form which should be used here (given in brackets); apply the correct tense; rewrite the stories:

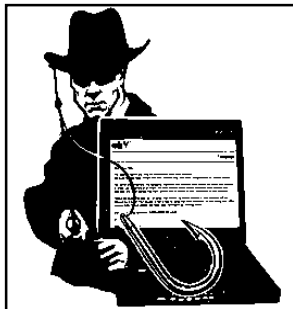
Based on <http://us.norton.com/cybercrime/stories.jsp>

### Sandra's Story



Sandra *be* (Present Simple) a HR professional who *live* (Present Simple) in a small town in Miami, Florida. She *use* (Present Perfect) a computer in her job for more than ten years, where all computers *be maintained* (Present Simple) by her company's IT department, so she *never experience* (Present Perfect) any security problems with the computer in her workplace. Sandra *consider* (Present Simple) herself to be a computer savvy (=knowledge/ ability) and *believe* (Present Simple) that she *be* (Present Simple) at low risk of online fraud. One day last summer, she *hear* (Past Simple) about a new Internet Explorer browser vulnerability; it *be* (Past Simple) so critical that emergency patches *be distributed* (Past Perfect) by the IT department for all computers in her office that same day. She *want* (Past Simple) to be sure her home computer *be protected* (Past Simple) too, so when she *get home* (Past Simple) she immediately *go* (Past Simple) online to get more information about the vulnerability. Using a popular search engine, she *find* (Past Simple) a Web site that *offer* (Past Simple) information on the problem, as well as the option to have a patch downloaded automatically. Sandra *read* (Past Simple) the information, but *opt* (Past Simple) to reject the download since she *be taught* (Past Simple) to download information only from the authorized sources. Then she *go* (Past Simple) to the official Microsoft site to obtain the patch. Unfortunately, as Sandra *read* (Past Continuous) information on the first site, the criminal, who *intentionally create* (Past Perfect) that site, *install* (Past Continuous) a small, but powerful, crime ware program into her computer's registry. The hacker *actually take advantage* (Past Simple) of the vulnerability her computer *have* (Past Simple). That program *be* (Past Simple) a keystroke logger. Simultaneously, the Web site's owner *already receive* (Past Continuous) a notification that the keystroke logger successfully though secretly *be installed* (Past Perfect) on Sandra's computer. The program *be designed* (Past Simple) to covertly log everything she *type in* (Present Perfect Continuous) from that moment on, so as to send all of the information to the Web site owner. When several weeks later Sandra *go* (Past Simple) to her bank to make a new deposit and *ask* (Past Simple) for her balance statement, she *be shocked* (Past Simple) to find that her bank account *be* (Past Simple) almost empty. Sandra *be* (Past Perfect) the victim of a cybercrime.

## Steve's Story



Steve *live* (Present Simple) in the suburbs of Kansas City and *be* (Present Simple) a government employee. Steve always *have* (Past Simple) a licensed antivirus software installed on his PC, and *keep* (Past Simple) it up to date. He *know* (Past Simple) it *not be* (Past Simple) safe to click on an attachment in an email if he *not expect* (Past Continuous) it. He also *know* (Past Simple) that the same precaution *can be applied* (Past Simple) to email even from his friends. One day last September, Steve *receive* (Past Simple) an email that *seem* (Past Simple) to come from his bank. The message *ask* (Past Continuous) him to log on to his banking account to update some of his personal information. He *click* (Past Simple) on the URL in the email and *go* (Past Simple) directly to his bank's Web site – or to what seemed to be as such. In reality, the URL in the email *direct* (Past Simple) Steve to a look-a-like Web site. That site *look* (Past Simple) absolutely identical to his own bank site, so when he *be asked* (Past Simple) for his account number, username and password, he automatically *start* (Past Simple) to type them in. Then he incidentally *remember* (Past Simple) what he *hear* (Past Perfect) during one of his talks at the local Football Club some two months before. Someone *talk* (Past Perfect Continuous) about phishing attacks and *specifically mention* (Past Perfect) look-a-like Web sites. The key in recognizing them *be* (Past Simple) the fact that a bank *never send* (Future Simple in the Past) its customers any email with a link in it asking customers to click and log in to their account. "If you *receive* (Present Simple) such an email", *say* (Past Simple) the speaker, "simply *discard* (Present Simple) it". So he *do* (Past Simple). Steve *just be* (Past Perfect) the intended victim of the very thing he *recently hear* (Past Perfect) about, namely a phishing attack. However, he *remember* (Past Simple) just in time the simple rule that a bank *never send* (Future Simple in the Past) a Web link asking for personal information via email. If he *enter* (Past Perfect) the information he *be asked* (Past Simple) for, the cybercriminals have (Future Simple in the Past) everything they *need* (Past Simple) to manipulate his banking account. Many of these hackers *be* (Present Simple) professional criminals. They all *spend* (Present Perfect Continuous) a lot of time for creating emails that *look* (Present Simple) authentic. Users *need* (Present Simple) to check all emails requesting sensitive information carefully. A great way to check the legitimacy of the link *be* (Present Simple) to point at it with your mouse. Then, *look* (Present Simple) in the bottom left hand screen of your computer. The actual website address to which you *be directed* (Present Continuous) *show up* (Future Simple) for you to view.

## Kory's Story

Some of the phishing methods *can be* (Past Simple) pretty sophisticated. Kory, a middle school instructor, *recently fall victim* (Present Perfect) to such a scheme. Kory *surf* (Past Continuous) eBay to sell one of his vehicles, and he finally *find* (Past Simple) a suitable buyer. When the buyer *pay* (Past Simple) for the vehicle, Kory *remove* (Present Perfect) his listing from eBay. He *somewhat be puzzled* (Past Simple) when he log into (Past Simple) his eBay account and *be informed* (Past Simple) he *have* (Past Simple) "one item for sale". He *look* (Past Simple) at the page one more time, and sure enough, there *be* (Past Simple) his vehicle for sale – the one he *just sell* (Past Perfect). Then he notice (Past Simple) something wrong, extremely wrong. The email address listed for his contact information *not be* (Past Simple) his! It *be* (Past Simple) pretty similar though, so most people *never notice* (Future Simple in the Past) the difference, but Kory certainly *do* (Past Simple). He *email* (Past Simple) the fake "seller", and *offer* (Past Simple) his price for the vehicle. He also *make* (Past Simple) arrangements to send the money to the seller who *be located* (Past Simple) in Chicago. Along with that Kory *give* (Past Simple) the information in question to the local FBI department, so they *track down* (Future Perfect in the Past) the fraudsters. Well, how the fraudsters *gain access* (Past Simple) to Kory's account? Firstly, a phishing email stating that his account *be compromised* (Past Perfect) *ask* (Past Simple) him to click on a URL to go to his eBay account. So he *do* (Past Simple). He click (Past Simple), and *be taken* (Past Simple) to a page that *look* (Past Simple) just identical to his eBay login page. He then also *type in* (Past Simple) his account information. The criminals *use* (Past Perfect) that information to log into his legitimate account before they *change* (Past Simple) the contact phone number.



Who *not receive* (Present Perfect) an email directing them to visit a familiar website where they *be asked* (Present Continuous) to update their personal information? The website *need* (Present Simple) you to verify or update your passwords, credit card numbers, social security number, or even your bank account number. You *recognize* (Present Simple) the business name as one that you conduct (Present Perfect) business with for some time already. So, you *click* (Present Simple) on a looking convenient "take me there" link and *proceed* (Present Simple) to provide all the information they *request* (Present Perfect). Unfortunately, you *find out* (Present Simple) much later that the website *be* (Present Simple) bogus (=false) which *be created* (Present Perfect) with the sole intent to steal your personal information. In such circumstances you *have* (Present Simple) to admit that you *just be "phished"* (Present Perfect).



**Exercise D:** Test such rarely used Tenses as Present Perfect Continuous/ Past Perfect Continuous/ Future Perfect Continuous:

**Exercise 1:** *Complete the sentences by putting the verbs into the Present Perfect Continuous:*



1. I didn't realize you had moved to Hong Kong. How long \_\_\_<sup>1</sup> (you/ work) for Samsung Electronics?
2. We \_\_\_<sup>2</sup> (export) a lot of high technology equipment to China since the government relaxed export regulations.
3. The price of new cars fell when the EU introduced new laws, and it \_\_\_<sup>3</sup> (fall) ever since.
4. Because of the recession, many businesses \_\_\_<sup>4</sup> (not/ invest) in capital equipment over the last couple of years.
5. We \_\_\_<sup>5</sup> (not/ fly) in Business Class because we are trying to keep our costs down.
6. They \_\_\_<sup>6</sup> (try) to sell their firm, but so far there has been very little interest in it.
7. I \_\_\_<sup>7</sup> (make) contributions to my pension for the last five years.
8. How long \_\_\_<sup>8</sup> (you/ use) psychometric tests in questionings?
9. I \_\_\_<sup>9</sup> (not/ feel) well recently. My problem was that I haven't had a holiday for two years at least.
10. This company has gained recognition on the market. According to the annual report they \_\_\_<sup>10</sup> (consult) clients for ten years now.
11. We are thinking about opening an office in Warsaw, so our employees \_\_\_<sup>11</sup> (learn) Polish at evening classes for the last two months.
12. I'm sorry; I didn't know that you were here. How long \_\_\_<sup>12</sup> (you/ wait) for Mr. Flynn to come?
13. The lawyers \_\_\_<sup>13</sup> (carefully/ look) through the contracts, but they say they need another day to read them all.
14. They rumor that she \_\_\_<sup>14</sup> (produce) some bogus documents to support her application.
15. The police \_\_\_<sup>15</sup> (increase) their efforts to prevent car thefts and subsequent ram-raiding in our troubled neighborhood.
16. Even before her recent interview, she \_\_\_<sup>16</sup> (take a swipe\*) at the bank management. (\*swipe = an attempt to damage or annoy)
17. She \_\_\_<sup>17</sup> (gun for me\*) ever since I got the promotion she wanted. (\*be gunning for smb. = criticize to cause trouble)

**Exercise 2:** *Put questions to the sentences; pay attention to the tense form:*

1. Our Commission *has been shaping* the draft of the new Highway and Traffic Rules for ages with no visible support from the government.

**Question** \_\_\_\_\_

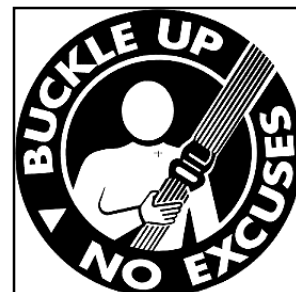
2. The city bus drivers *haven't been working* all week. They're on strike.

**Question** \_\_\_\_\_

3. I've got a stiff (=hurt) neck. *I've been sitting* too long at a computer.

**Question** \_\_\_\_\_

4. The ruling seems to be just a mistake! It's only interesting who *has been presiding* over the hearing in the court!



**Question** \_\_\_\_\_

5. I wonder why you *have been making* excuses for him all your life.

**Question** \_\_\_\_\_

6. The inspector *has been asking* both direct and pretty veiled questions in order to confuse the suspect completely.

**Question** \_\_\_\_\_

7. He *has been idly surfing* the Net for an hour or so.

**Question** \_\_\_\_\_

8. You don't understand my message because you *haven't been listening*.

**Question** \_\_\_\_\_

9. Frank has failed his driving test 4 times! Recently he *has been practicing* a lot and he should pass his test the next time he takes it!

**Question** \_\_\_\_\_

10. I *have been waiting* to sell my stocks for the past 3 weeks. They have fallen over 15 points this morning again so I certainly won't sell them today!

**Question** \_\_\_\_\_

11. She *has been reading* Stephen King's latest novel for the past four days. She has read every novel he has ever written.

**Question** \_\_\_\_\_

12. And all this *has been going on* at a time, when, as you know too well, it has not been my only unhappiness. (*Jane Austen*)

**Question** \_\_\_\_\_

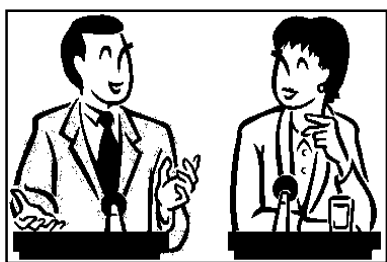
13. The police *have been successfully using* this interrogation method for some time now.

**Question** \_\_\_\_\_

14. I suspect he *has been lying* for most of his interview. I can't trust him.

**Question** \_\_\_\_\_

**Exercise 3:** *Present Perfect/ Present Perfect Continuous Tense. Choose the appropriate explanation given below each sentence. Mind the tense forms:*



1. MPs have been participating in the endless debates about future policy.
  - a) MPs have finished participating in the debates;
  - b) MPs haven't finished participating in the debates
2. Sam Cropper has been working as a paralegal since he graduated.
  - a) Sam Cropper is still working as a paralegal for one of the law firms;
  - b) Sam Cropper is not working as a paralegal any more.
3. Both sides in the dispute have just agreed to go to arbitration.
  - a) Both sides have completely resolved the procedural differences;
  - b) Both sides haven't resolved the procedural differences yet.
4. Recently, we have been making more money with our business.
  - a) Company profits are well up according to the recent figures;
  - b) Company profits are well down according to the recent figures.
5. Allegations of sexual harassment have led to disciplinary proceedings being taken against three naval officers.
  - a) Three naval officers will face charges of sexual harassment soon;
  - b) Three naval officers won't face any charges of sexual harassment at all.
6. She has been living in a one-room apartment since she left home.
  - a) She moved somewhere else recently
  - b) She still lives there, nothing to change, really.
7. The pharmaceutical company has been charged with profiteering from the AIDS crisis.
  - a) The lack of evidence means that the case is unlikely to go to court;
  - b) There is enough evidence of illegal profiteering to start the case.
8. He claimed that working too hard has been only injuring his health.
  - a) He has been feeling much better lately.
  - b) Recently, he has been feeling really tired.
9. Ivan has not been quite himself since the accident.
  - a) Ivan looks much better now. Full of joy and energy!
  - b) Ivan was badly injured in a car accident and could hardly recover soon.
10. She has lodged (=made) an appeal against the severity of the fine.
  - a) She is fighting to defend her rights by all legal options available;
  - b) She is planning to fight against the injustices of the system.
11. Harry has been learning German for two years, but still can't speak it.
  - a) He is still attending his classes with the hope to master his German.
  - b) He quit with no hope to master his German.



**Exercise 4:** Complete the sentences by putting the verbs into the Past Perfect Continuous tense:

1. They \_\_\_<sup>1</sup> (debate) for several hours without reaching a conclusion.

2. Our Manager \_\_\_<sup>2</sup> (try) so hard to stay calm but in the end he just lost his patience.

3. I was disappointed when I had to cancel my holiday. I \_\_\_<sup>3</sup> (look forward) to it.

4. They \_\_\_<sup>4</sup> (argue) for half an hour before they reached an agreement.

5. The police inspector \_\_\_<sup>5</sup> (write) a report of the theft to the insurance company for 2 hours when another victim of the similar larceny appeared in the doorway.

6. The innocent and helpless victim of the fighting \_\_\_<sup>6</sup> (lie) all in blood without any help for an hour or so before the ambulance came.

7. The manager knew most of their employees \_\_\_<sup>7</sup> (work) for the company for 12 years with a gloomy perspective for any promotion.

8. Jack \_\_\_<sup>8</sup> (repair) his computer during the whole week before he decided to ask the certified technician to help him.

9. He \_\_\_<sup>9</sup> (commute/ regularly) between his University and home every day except Sunday before his father bought him a brand new Chevrolet car.

10. We \_\_\_<sup>10</sup> (plan) to go on vacation to Pennsylvania but changed our minds when so much of it got badly flooded.

11. Carol \_\_\_<sup>11</sup> (work) very hard lately, so her doctor told her she felt ill from exhaustion and recommended to take a vacation the sooner the better.

12. If the general price level \_\_\_<sup>12</sup> (change) during the period under consideration, the figures recorded for the different years would have to be adjusted to take account of the price changes.

13. In the last few years a large volume of short-term capital or 'hot money' \_\_\_<sup>13</sup> (move) from one country to another seeking greater security and higher interest rates.

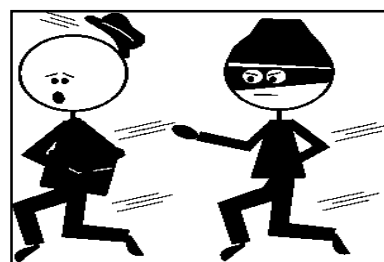
14. While we \_\_\_<sup>14</sup> (discuss) cost-cutting measures, the potential market \_\_\_<sup>15</sup> (present) the poor results in supply and demand.

15. He \_\_\_<sup>16</sup> (serve) in the army for too long to change anything in his life when the process of disarmament started in Europe.

16. Environmental groups \_\_\_<sup>17</sup> (gain) support among young people.

17. Police \_\_\_<sup>18</sup> (investigate) how £20 million had been illegally transferred out of the Trust's bank account.

18. A record number of asylum-seekers from Libya \_\_\_<sup>19</sup> (arrive) in Italy after Britain's and US military intervention began in March, 2011.



**Exercise 5:** *Examine some official data concerning refugees/ migration crises in the World. Choose the appropriate tense form for the verbs in brackets to complete the given sentences. Choose between Present Perfect/ Present Perfect Continuous/ Past Simple/ Past Perfect Continuous tenses:*



1. The Italian Parliament \_\_\_<sup>1</sup> (pass) a draft Bill that would relax some of the country's laws on immigration.
2. Italy \_\_\_<sup>2</sup> (be cited) in a recent report by Human Rights Watch for its treatment of refugees arriving from Libya. A report \_\_\_<sup>3</sup> (find) that between 2003 and 2005 both the EU and Italy regularly \_\_\_<sup>4</sup> (deport) those migrants back to Libya, where they \_\_\_<sup>5</sup> (be) at risk of abuse or persecution.
3. A battle \_\_\_<sup>6</sup> (go on) for the humanitarian soul of Switzerland as the country prepares for a referendum on its asylum laws.
4. The proposals \_\_\_<sup>7</sup> (rekindle\*) old debates over Switzerland's historical claim to be a safe haven for people fleeing persecution. (=to make someone have a feeling that they had in the past)
5. For EU countries, the main culprit\* for the growing flow of migrants across the Central Mediterranean \_\_\_<sup>8</sup> (be) Libya and its unwillingness to collaborate in the EU's immigration control efforts. It is commonly agreed that practically all irregular migrants \_\_\_<sup>9</sup> (cross) this part of the Mediterranean transit through Libya. (=the reason for smth. bad happening)
6. While EU countries \_\_\_<sup>10</sup> (struggle) with these arrivals, there \_\_\_<sup>11</sup> (be/ also) a growing humanitarian crisis unfolding in this part of the Mediterranean. According to official estimates, around 600 would-be immigrants \_\_\_<sup>12</sup> (drown) in the Central Mediterranean in the past years but the figure \_\_\_<sup>13</sup> (be) probably much higher.
7. Given the lack of Libyan collaboration in this area, EU countries \_\_\_<sup>14</sup> (argue) that their border control efforts in the Central Mediterranean which they claim are also aimed at preventing the loss of life at sea can hardly be successful.
8. In fact, in 2008, the Director of the EU border control agency FRONTEX \_\_\_<sup>15</sup> (claim) that as Libya \_\_\_<sup>16</sup> (refuse) to cooperate with EU countries in patrolling the Mediterranean and taking back undocumented migrants, the agency's operations \_\_\_<sup>17</sup> (can't) deter irregular migration.
9. While Libya \_\_\_<sup>18</sup> (come) under strong criticism from EU for failing to prevent departures of irregular migrants from its coast, Libyan authorities for their part \_\_\_<sup>19</sup> (blame) the EU for not providing sufficient support in controlling its borders, in particular its vast southern borders.

10. The Libyan leadership \_\_\_\_<sup>20</sup> (blame/ also/ generally) Europeans that they \_\_\_\_<sup>21</sup> (cause/ intentionally) the current migration crisis in the region.

11. According to Libya, the crisis is one of Europe's own making: as European colonial powers \_\_\_\_<sup>22</sup> (rob) Africa of its wealth, they \_\_\_\_<sup>23</sup> (create) the very conditions leading to emigration from Africa towards Europe.

12. Although Italy and Malta \_\_\_\_<sup>24</sup> (have) a common concern in preventing irregular migration from Libya, and \_\_\_\_<sup>25</sup> (contribute/ both) to the joint FRONTEX operations in the



Central Mediterranean, the two countries \_\_\_\_<sup>26</sup> (be/ often) at loggerheads over their respective responsibilities in dealing with immigrants.

13. Tensions between the two countries \_\_\_\_<sup>27</sup> (rise) to a high point in April 2009, when there \_\_\_\_<sup>28</sup> (be) several incidents where migrants \_\_\_\_<sup>29</sup> (be rescued) in Malta's search and rescue area but closer to the Italian island of Lampedusa.

14. While Italy and Malta \_\_\_\_<sup>30</sup> (squabble\*) over their respective responsibilities in rescuing and admitting sea-borne migrants, the two countries \_\_\_\_<sup>31</sup> (criticize/ also) the lack of support from the EU in coping with a problem that they essentially consider a European and not an Italian or Maltese one. (\*to argue over smth. that is not important)

15. Both Italy and Malta \_\_\_\_<sup>32</sup> (call) for more EU solidarity, in the form of both financial support and burden-sharing mechanisms.

16. The two countries \_\_\_\_<sup>33</sup> (highlight) the "golden opportunity\*" that \_\_\_\_<sup>34</sup> (be created/ now) in resolving the problem of irregular migration. (\*=an excellent opportunity that is not likely to be repeated)

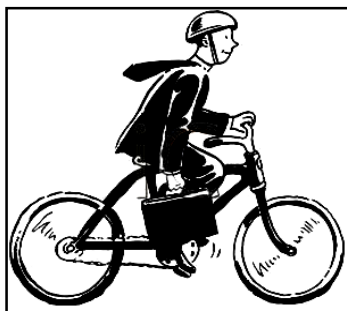
17. Most recently, there seems to have been a turnaround in Libya's position, in that the country \_\_\_\_<sup>35</sup> (accept/ for the first time) to take back undocumented migrants who \_\_\_\_<sup>36</sup> (be intercepted\*) at sea. (\*=to stop and catch smb. before they reach a particular place)

18. In April 2009, Italy \_\_\_\_<sup>37</sup> (start) returning rescued migrants who had been picked up in international waters back to Libya.

19. Tunisian people, who for years \_\_\_\_<sup>38</sup> (suffer) as a result of the EU's flawed foreign policy and its kowtowing\* to the Ben Ali dictatorship, \_\_\_\_<sup>39</sup> (suffer/ lately) as a result of EU's dysfunctional internal affairs. (\*= to show too much respect to someone in authority)

20. France and Austria \_\_\_\_<sup>40</sup> (block/ persistently) the entry of trains from Italy transporting Tunisians in possession of humanitarian residence permits before the EU publicly \_\_\_\_<sup>41</sup> (admit) that it \_\_\_\_<sup>42</sup> (be) a clear breach of the spirit of Schengen agreement at the very least.

**Exercise 6:** Choose the most appropriate tense form from the multiple choice options given below each of the sentences:



1. He \_\_\_<sup>1</sup> to University for two years by the time he graduates in June.  
a) *has been commuting*; b) *had been commuting*; c) *will have been commuting*
2. Recently economic conditions \_\_\_<sup>2</sup> all the time.  
a) *have been changing*; b) *had been changing*; c) *will have been changing*
3. When Mr. Smith retires next week, he \_\_\_<sup>3</sup> for our firm for 30 years.  
a) *have been working*; b) *will have been working*; c) *had been working*
4. The defendant didn't show any repentance\* for an extremely violent crime while the trial \_\_\_<sup>4</sup>.  
a) *will have been going on*; b) *has been going on*; c) *had been going on*  
(\* = a change of thought to correct a wrong and gain forgiveness)
5. We \_\_\_<sup>5</sup> a new sales manager because we are planning to enlarge our business and promote it globally.  
a) *had been recruiting*; b) *have been recruiting*; c) *will have been recruiting*
6. When Ann gets her bachelor's degree she \_\_\_<sup>6</sup> at the University over in Russia for five years instead of four.  
a) *had been studying*; b) *will have been studying*; c) *have been studying*
7. He talked a lot and interrupted every speaker while the meeting \_\_\_<sup>7</sup>.  
a) *had been going on*; b) *has been going on*; c) *will have been going on*
8. Our boss will be very tired when he comes home, because he \_\_\_<sup>8</sup> over 24 hours.  
a) *had been flying*; b) *have been flying*; c) *will have been flying*
9. I \_\_\_<sup>9</sup> my essay on law and order for two hours when my friend came.  
a) *have been writing*; b) *had been writing*; c) *will have been writing*
10. On Christmas Eve our family \_\_\_<sup>10</sup> in Chicago for 20 years.  
a) *had been living*; b) *will have been living*; c) *have been living*
11. Though the Governor \_\_\_<sup>11</sup> a rousing speech, most of the national convention delegates were bored with his prolonged presentation.  
a) *had been delivering*; b) *has been delivering*; c) *will have been delivering*
12. In ten minutes, potential passengers \_\_\_<sup>12</sup> one hour for the city bus.  
a) *had been waiting*; b) *have been waiting*; c) *will have been waiting*
13. My nephew \_\_\_<sup>13</sup> in the US army for 10 months next week.  
a) *will have been serving*; b) *have been serving*; c) *had been serving*
14. Sam \_\_\_<sup>14</sup> his car for two years only but is ready to change it.  
a) *had been having*; b) *has been having*; c) *will have been having*

**Exercise 7: Put the given sentences into negative form. Mind the tenses:**

1. Most people thought that things *had been changing* for the better since the new government came to power.

**Negative** \_\_\_\_\_

2. The oil company *will have been polluting* with impunity, by the time it is finally punished with a \$250 million fine.

**Negative** \_\_\_\_\_

3. They *have been participating* in the annual party meeting since three o'clock this afternoon.

**Negative** \_\_\_\_\_

4. Nancy *has been working* at the City Bank for nine years and as an experienced employee definitely deserves a promotion.

**Negative** \_\_\_\_\_

5. The recognized psychotherapist *had been trying* to hypnotize the victim of aggravated robbery so as to make him remember what had happened.

**Negative** \_\_\_\_\_

6. They *have been accusing* corruption at the recent conference but their words are only hypocritical. They have been just as corrupt themselves!

**Negative** \_\_\_\_\_

7. The technician *had been patiently debugging* mistakes from a computer program before the software was installed on the network server.

**Negative** \_\_\_\_\_

8. She *will have been serving* on the committee for another fifteen years.

**Negative** \_\_\_\_\_

9. Corporate memory loss is a major problem for some businesses that *have been cutting* their staff since the early 1990s.

**Negative** \_\_\_\_\_

10. They *had been cleverly marketing* their products before they gained their first big profit and the enviable recognition on the market.

**Negative** \_\_\_\_\_

11. Average earnings for skilled workers *will have been rising* by the time the state of the economy in the country becomes stabilized.

**Negative** \_\_\_\_\_

12. She *had been scanning* the job advertisements on the Craigslist for weeks before she found a really promising option.

**Negative** \_\_\_\_\_

13. Greenpeace activists *have been doing* enough to protect the environment from pollution.

**Negative** \_\_\_\_\_



**Exercise 8:** Change the given direct speech sentences to the reported speech sentences. Mind the tenses and the order of words as well:



1. Jim said proudly, "I *have been working* here for five years, you know!"

**Reported speech** \_\_\_\_\_

2. Tim's mother was very upset. "My little poor son *has been suffering* from toothache all day", she said

to the dentist with sounds of sobbing in her voice.

**Reported speech** \_\_\_\_\_

3. The immigration officer normally asks any applicant for a permanent residence, "How long *have you been living* in Germany?"

**Reported speech** \_\_\_\_\_

4. He looked exhausted and had nothing new to say, so he just feebly\* said, "I *have been working* very hard lately in order to survive". (\*=without energy)

**Reported speech** \_\_\_\_\_

5. "The perpetrators of the massacre will have been answering to justice as war criminals when they are caught", the prosecutor promised in his speech.

**Reported speech** \_\_\_\_\_

6. Steve said, "We've been dating for over a year now. We will marry soon."

**Reported speech** \_\_\_\_\_

7. The Irish government announced, "The Irish Law Reform Commission has been preparing a draft of a new law that will legalize homosexuality".

**Reported speech** \_\_\_\_\_

8. The BBC's Wyre Davies, in Sirte, Libya says, "NTC\* forces have been suffering heavy losses after pro-Gaddafi fighters unleashed a mortar barrage\*\* on them". (\*=National Transitional Council of Libya; \*\*=gun attack)

**Reported speech** \_\_\_\_\_

9. "We took 50 prisoners. They were mostly mercenaries. They were lying in beds pretending to be wounded", Osama Swehli Muttawa, an NTC field commander, told AFP\*. (\*=Agence France-Presse – a global news agency)

**Reported speech** \_\_\_\_\_

10. The BBC's correspondent Yolanda Knell, in Cairo, Egypt, says, "Sectarian tensions have been only increasing in recent months. Sectarian tensions have been simmering for weeks in the political and security vacuum that has developed in the past couple of months. As well as the clashes between police and protesters, other groups of thugs were also involved as part of the pattern of sectarian violence in Egypt".

**Reported speech** \_\_\_\_\_

**Exercise 9: Reported speech reverse transformation exercise:**

1. Prison system hadn't been ever working for the majority of inmates either as punishment or rehabilitation, Will Self, a novelist and journalist wrote on his page.



**Direct speech** \_\_\_\_\_

2. A Woodridge man, Yashesh Desai, who had been regularly beating his father until he finally killed him with a weed trimmer in August was charged this week with biting a jail officer's finger so hard that he broke it, prosecutors said.

**Direct speech** \_\_\_\_\_

3. Desai reportedly attacked a county sheriff's sergeant Sunday night as the officer and other jailers had been seeking to move Desai so his cell could be cleaned, Assistant State's Attorney Helen Kapas said.

**Direct speech** \_\_\_\_\_

4. Authorities say they have been investigating all possible causes of the sudden death of former Weezer bass player Mikey Welsh, who was found in a Chicago hotel room Saturday afternoon. Police said prescription drugs were found in Welsh's hotel room along with a zip lock-type bag which has been containing white powder, which was suspected to be heroin.

**Direct speech** \_\_\_\_\_

5. A man out of prison three months has been charged with shooting and stabbing to death a security guard while he had been trying to rob a gas station on the West Side, police said.

**Direct speech** \_\_\_\_\_

6. The leaders of France and Germany have announced that they were ready to recapitalize Europe's troubled banks and had reached agreement on a "long-lasting, complete package" to counter the bloc's debt crisis.

**Direct speech** \_\_\_\_\_

7. But the German chancellor, Angela Merkel, and Nicolas Sarkozy, the French president, refused to go into detail about the plans, saying they would have been monitoring the markets and ironing out "technical issues" before they would consult the other 25 leaders in the European Union.

**Direct speech** \_\_\_\_\_

8. While Merkel and Sarkozy refused to reveal exactly what lied ahead, German media reported, that euro zone officials have been planning for a scenario in which investors would take a haircut of up to 60% on Greek bonds.

**Direct speech** \_\_\_\_\_



**Exercise E:** Examine the short funny crime stories. Follow the instructions on tense form which should be used here (given in brackets); apply the correct tense; rewrite the stories:



### Failed Robbery – Can You Believe It!

A robbery at school in Providencia, Chile *be foiled* (PS) when the pupils *laugh* (PS) at the perpetrator of the crime, the newspaper Las Ultimas Noticias *report* (PrS). The teachers, pupils and parents *watch* (PPC) the rehearsal of a play which *begin* (PS) with the words, "This *be* (PrS) a robbery". The criminal *use* (PS) these words and the audience *collapse* (PS) in fits of laughter. So taken aback, the robber *snatch* (PS) the registration money and *flee* (PS) right from the school into the arms of the police who *be* (PS) on their way having been alerted to the robbery.



### Funny Bank Robbery – Candidate for Loser of the Year?

A man *attempt* (PS) to rob a Bank of America located in San Francisco. He *walk* (PS) into the bank's office and *write* (PS), "this iz a stikkup. Put all your muny in this bag". While he *stand* (PPC) in a line and *wait* (PPC) to give his note to the teller, he *begin* (PS) to worry that someone *see* (PP) him writing the note and *may* (PS) call the police before he *reach* (PS) the teller's window. So he *leave* (PS) the Bank of America and *cross* (PS) the street to Wells Fargo. He *wait* (PPC) for a few minutes in a line before he *hand* (PS) his note to the Wells Fargo teller. She *read* (PS) it and *conclude* (PS) from his spelling errors that he *not be* (PS) the brightest tool in the box. She *tell* (PS) him that she *can not* (PS) accept his stickup note because it *be written* (PS) on a Bank of America deposit slip and that he either *have* (FSIP) to fill out a Wells Fargo deposit slip or *go back* (FSIP) to Bank of America. Looking somewhat defeated, the man *say* (PS), "OK", and *leave* (PS). He *be arrested* (PS) a few minutes later, as he *stand* (PPC) and *wait* (PPC) in a line back at the Bank of America.



### A Telling Bank Note

In Bowie, MD, USA, a robber *enter* (PS) a bank and *give* (PS) a teller a note that *demand* (PrPC) cash. After his demand *be honored* (PS), he *flee* (PS). Upon returning home, he *be amazed* (PS) to find that the police *wait* (PrPC) for him. It *appear* (PS) that he *write* (PP) the note on the back of his bank deposit slip.





**Exercise F:** This exercise is optional. In case you have already done it – just skip! If you haven't done it before – fill in the chart:

**The template\* for your English Tenses Chart is over here:**

\*Your portfolio may already contain such file (go back to Grammar Time Part 2 p.134)

<b>№</b>	<b>English Tense</b>	<b>Form</b>	<b>Use</b>	<b>Examples</b>
1	<i>Present Simple</i>			
2	<i>Past Simple</i>			
3	<i>Future Simple</i>			
4	<i>Present Progressive</i>			
5	<i>Past Progressive</i>			
6	<i>Future Progressive</i>			
7	<i>Present Perfect</i>			
8	<i>Past Perfect</i>			
9	<i>Future Perfect</i>			
10	<i>Present Perfect Progressive</i>			
11	<i>Past Perfect Progressive</i>			
12	<i>Future Perfect Progressive</i>			



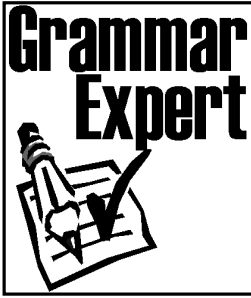
Some **Internet Resources** which might be useful to you  
(while working on your English Tenses Chart):

<b>№</b>	<b>Site/ Resource</b>	<b>Link</b>
1	Englishpage.com	<a href="http://www.englishpage.com/">http://www.englishpage.com/</a>
2	Ego4u.com	<a href="http://www.ego4u.com/">http://www.ego4u.com/</a>
3	Englishtenseswithcartoons.com	<a href="http://www.englishtenseswithcartoons.com/">http://www.englishtenseswithcartoons.com/</a>
4	Tricky Grammar	<a href="http://www.valdosta.edu/">http://www.valdosta.edu/</a>
5	The Parts of Speech	<a href="http://www.writingcentre.uottawa.ca/">http://www.writingcentre.uottawa.ca/</a>
6	English Grammar Lessons	<a href="http://www.english-grammar-lessons.com/">http://www.english-grammar-lessons.com/</a>
7	Englishclub.com	<a href="http://www.englishclub.com/">http://www.englishclub.com/</a>
8	Rules Of English Grammar	<a href="http://www.essortment.com/">http://www.essortment.com/</a>
9	Grammar & Style Resources	<a href="http://www.law.umaryland.edu/">http://www.law.umaryland.edu/</a>
10	Grammar Links	<a href="http://www.englishcorner.vacau.com/">http://www.englishcorner.vacau.com/</a>
11	English-for-students.com	<a href="http://www.english-for-students.com/">http://www.english-for-students.com/</a>
12	English Grammar 101 Online	<a href="http://lessons.englishgrammar101.com/">http://lessons.englishgrammar101.com/</a>



## It is interesting to know

Based on <http://www.differencebetween.net/>



### Difference between Objective and Subjective

In stories, newspapers, and the spoken word, people all over the world are trying to convince you to think as they do. They are bombarding you with facts and figures, opinions and projections. It is up to you to create order within this chaos and find the patterns that will help you to understand what is true, what could be true, and what is

outright false. In order to do all this, you need to have a firm grip on what is *objective* and what is *subjective*.

Definition of the terms "Objective" and "Subjective":

*Objective* – is a statement that is completely unbiased. It is not touched by the speaker's previous experiences or tastes. It is verifiable by looking up facts or performing mathematical calculations.

*Subjective* – is a statement that has been colored by the character of the speaker or writer. It often has a basis in reality, but reflects the perspective through with the speaker views reality. It cannot be verified using concrete facts and figures.

When to Be "Objective" and "Subjective":

*Objective:* it is important to be objective when you are making any kind of a rational decision. It might involve purchasing something or deciding which job offer to take. You should also be objective when you are reading, especially news sources. Being objective when you are meeting and having discussions with new people helps you to keep your concentration focused on your goal, rather than on any emotions your meeting might trigger.

*Subjective:* can be used when nothing tangible is at stake. When you are watching a movie or reading a book for pleasure, being subjective and getting caught up in the world of the characters makes your experience more enjoyable. If you are discussing any type of art, you have to keep in mind that everyone's opinions on a particular piece are subjective.

Easy Ways to Remember what is "Objective" and what is "Subjective":

*Objective:* sounds like the word object. You should be objective whenever you are discussing an object, something concrete that you can hold or touch. The facts that make up your objective statement should also be concrete, solid objects. *Subjective:* is just the opposite. You can't point to subjective subjects. They are all in your head and your past experiences. Subjective opinions are ephemeral and subject to any number of factors that can range from facts to emotions.

### Examples of "Objective" and "Subjective":

*Objective:* scientific facts are objective as are mathematical proofs; essentially anything that can be backed up with solid data.

*Subjective:* opinions, interpretations, and any type of marketing presentation are all subjective.

### Summary:

1. Objective and subjective statements are used by speakers to get their points across.
2. Objective statements are facts that can be verified by third parties while subjective statements may or may not be entirely true as they are colored by the opinions of the speaker.
3. Objective statements are most commonly found in the hard sciences, whereas subjective statements are generally used to describe the arts.



### **Have Fun! Lawyer Jokes!**

● The teacher says, "Today, we're going to talk about the tenses. Now, if I say "I am beautiful," which tense is it?" The student says, "Obviously it's the past tense".

● "That man has been fiddling (=to move about with no particular purpose) around for an hour or so wasting (=spending time carelessly; doing nothing) his time".—"How do you know about it?"—"I've been watching him".

● "I'm in love with two girls. One is very beautiful but has no money; the other is ugly and has lots of money. Who should I marry?" "Well, I'm sure that you must really love the beautiful one, so I think you should marry her." "OK, thank you very much for your advice." "Don't mention it. By the way, I wonder if you could give me the name and telephone number of the other girl..."

● Two little boys who had been naughty all day long were told by the teacher that they must stay after school and write their names five hundred times. One of them began to watch the other unhappily. "Why aren't you writing, Tommy?" asked the teacher. Tommy burst into tears. "It isn't fair!" he sobbed, "his name is Lee and mine's Shornsteinfeger!"

● A drunk trying to cross the street was knocked down by a bus. A policeman helped him to his feet and said, "There's a zebra crossing a few yards away from here." "Well, I hope he is having better luck than I am," replied the drunk.



**Exercise G:** Put the appropriate *legal idiom* instead of explanation (given in brackets); choose the idiom from the box of words below; recognize the tense form used in each of the given sentences:

to have a case against	the letter of the law	under false pretenses
in bad faith	in perpetuity	to crack down
under a cloud of suspicion	to come down hard on	blow the deal
hanging in the balance	punitive damages	under oath
to draw up an agreement	causing a disturbance	commercial law
the next of kin	to go on record	moral turpitude
to get to the bottom	stretching the truth	a hung jury



1. Several fans were arrested for \_\_\_<sup>1</sup> (an offence committed by fighting/screaming/shouting/swearing and being drunk in public) after the football game.
2. The lawyer has specialized in \_\_\_<sup>2</sup> (the area of law that governs business and commercial transactions) since he first became a lawyer.
3. The police have decided \_\_\_<sup>3</sup> (to enforce a rule or law more strictly) on speeding cars.
4. My lawyer is helping me \_\_\_<sup>4</sup> (to prepare a written statement) to buy the small business.
5. The woman was acting \_\_\_<sup>5</sup> (intentionally misrepresenting the facts in order to cheat or defraud someone) when she went to the bank and asked for a loan.
6. The mayor of the city will \_\_\_<sup>6</sup> (to make an official statement rather than an informal one) to oppose the new convention center.
7. The police do not \_\_\_<sup>7</sup> (to have strong evidence that can be used against someone) the young woman.
8. The manager was acting \_\_\_<sup>8</sup> (insincerely, with the intention to deceive) when she refused to give the documents to the lawyer.
9. The man was promised by the city that he would receive free parking \_\_\_<sup>9</sup> (forever, eternally).
10. Lawyers normally like to follow \_\_\_<sup>10</sup> (the literal interpretation or the words of a law but not necessarily the intent of those who wrote the law).
11. The judge accused the lawyer of \_\_\_<sup>11</sup> (behavior that is contrary to accepted rules of behavior) because of the tactics that he used to defend his client.
12. The police notified \_\_\_<sup>12</sup> (closest relatives or family members) of the

woman who had been badly wounded in the car accident.

13. The witness was just \_\_\_<sup>13</sup> (misrepresenting the facts) when she told the jury she'd never seen or known the defendant before though he was her ex!

14. The manager of the coffee shop was fired from her job \_\_\_<sup>14</sup> (to be suspected of doing something wrong or illegal).

15. We had been working hard so that we did not \_\_\_<sup>15</sup> (to ruin a business deal) with our new customer.

16. It will be difficult \_\_\_<sup>16</sup> (to discover/ understand the real cause) of the financial problems in the company.

17. The outcome of the election has been \_\_\_<sup>17</sup> (to have two equally possible results) after the top candidates had an equal number of votes.

18. The judge \_\_\_<sup>18</sup> (to punish severely/ attack vigorously) the boy who had been arrested for breaking into a house.

19. The trial ended in \_\_\_<sup>19</sup> (a jury that is divided and unable to agree on a verdict) which made another trial necessary.

20. The man explained what had happened at the scene of the crime while he was \_\_\_<sup>20</sup> (taking and being bound by a formal promise to tell the truth) at the trial.

21. The patient was awarded much money as \_\_\_<sup>21</sup> (extra damages awarded in order to punish/ deter) in his lawsuit against the hospital.



**Exercise H:** Choose the appropriate option from the multiple choices given below each of the sentences to complete them:

1. The suspect ran toward the south when he \_\_\_<sup>1</sup> the police siren.

*a) has been hearing; b) had heard; c) hears; d) heard*

2. The judge threw the gavel (=a hammer), yelled (=shout) at the lawyer, and \_\_\_<sup>2</sup> (=decide against) the objection for the twelfth time that day.

*a) was overruled; b) overruled; c) has overruled; d) had overruled*

3. A challenge to a member of the jury should be made before the trial \_\_\_<sup>3</sup>.

*a) begins; b) began; c) has begun; d) will begin*

4. His reputation \_\_\_<sup>4</sup> when he was caught stealing his company's money.

*a) is destroying; b) is destroyed; c) was destroyed; d) has been destroyed*

5. An application form \_\_\_<sup>5</sup> to you on request (= if you ask).

*a) is sent; b) be sent; c) will send; d) will be sent*

6. The town \_\_\_<sup>6</sup> for two months but still resisted the aggressors.



- a) *is besieged* b) *was besieged*; c) *had been besieged*; d) *have been besieged*  
 7. Talks \_\_\_<sup>7</sup> about who should have sovereignty over the island.  
 a) *will be being held*; b) *was being held*; c) *is being held*; d) *are being held*  
 8. War, famine and oppression \_\_\_<sup>8</sup> people in the region to flee from their homes.  
 a) *has forced*; b) *have forced*; c) *were forced*; d) *is forced*  
 9. Senior government officials \_\_\_<sup>9</sup> a meeting tomorrow.  
 a) *will be attending*; b) *were attending*; c) *is attending*; d) *attend*  
 10. We \_\_\_ already \_\_\_<sup>10</sup> on what the job would entail.  
 a) *has been briefed*; b) *had been briefed*; c) *were briefed*; d) *are briefed*  
 11. A senior civil servant \_\_\_<sup>11</sup> for revealing secret government plans to the media.  
 a) *disciplines*; b) *has been disciplined*; c) *is disciplined*; d) *disciplined*  
 12. Drug dealing \_\_\_<sup>12</sup> punishable by death in some countries.  
 a) *is*; b) *will be*; c) *are*; d) *would be*  
 13. Concern \_\_\_ about the death in detention of a number of political prisoners.  
 a) *has been expressed*; b) *is expressed*; c) *was expressed*; d) *expressed*  
 14. The psychiatric team \_\_\_ that committal would not be beneficial in her case.  
 a) *decided*; b) *had decided*; c) *will have decided*; d) *would have decided*  
 15. The minister \_\_\_<sup>15</sup> that there will be no change in government policy.  
 a) *have announced* b) *will announce*; c) *is announced*; d) *has announced*  
 16. Conditions in the prison \_\_\_<sup>16</sup> to be appalling (=very bad).  
 a) *would be said*; b) *will be said*; c) *is said*; d) *are said*  
 17. It \_\_\_<sup>17</sup> increasingly apparent that he could no longer control his notoriously violent temper.  
 a) *will become*; b) *was becoming*; c) *is becoming*; d) *will be becoming*  
 18. She \_\_\_<sup>18</sup> the different ethnic groups in the area could live together in peaceful co-existence.  
 a) *is hoping*; b) *hoped*; c) *is hoped*; d) *will hope*  
 19. He \_\_\_<sup>19</sup> by the news of the accident.  
 a) *was crushed*; b) *has been crushed*; c) *is being crushed*; d) *crushed*  
 20. A suspect \_\_\_<sup>20</sup> by the police for further questioning.  
 a) *detained*; b) *will have been detained*; c) *will detain*; d) *has been detained*  
 21. They \_\_\_ long \_\_\_<sup>21</sup> in a crusade for racial equality.  
 a) *are involved*; b) *are involved*; c) *have been involved*; d) *have involved*  
 22. Environmental groups \_\_\_ fast \_\_\_<sup>22</sup> support among young people.  
 a) *gain*; b) *will be gaining*; c) *are gaining*; d) *is gaining*



**Exercise I:** How much do you know about yourself? Please write answers to the following questions using the appropriate verb tense:

1. What do you do every day?

**Answer:** I \_\_\_\_\_ every day.

2. What did you do yesterday?

**Answer:** I \_\_\_\_\_ yesterday.

3. What will you do tomorrow?

**Answer:** I \_\_\_\_\_ tomorrow.

4. What are you doing right now?

**Answer:** I \_\_\_\_\_ right now.

5. What were you doing at this time yesterday?

**Answer:** I \_\_\_\_\_ at this time yesterday.

6. What will you be doing at this time tomorrow?

**Answer:** I \_\_\_\_\_ at this time tomorrow.

7. What have you done since you got up this morning?

**Answer:** I \_\_\_\_\_ since I got up this morning.

8. What had you done by the time you went to bed last night?

**Answer:** I \_\_\_\_\_ by the time I went to bed last night.

9. What will you have done by the time you go to bed tonight?

**Answer:** I \_\_\_\_\_ by the time I go to bed tonight.

10. What do you do? (*e.g. for your living*)

**Answer:** I \_\_\_\_\_

11. What are you doing? (*e.g. right now*)

**Answer:** I \_\_\_\_\_

12. Is what you're doing worth it?

**Answer:** I \_\_\_\_\_

13. How long have you been doing that?

**Answer:** I \_\_\_\_\_ for five minutes.

14. What were you doing before your professor walked into the class today?

**Answer:** I \_\_\_\_\_ before our professor walked into the classroom today.

15. How long had you been doing that?

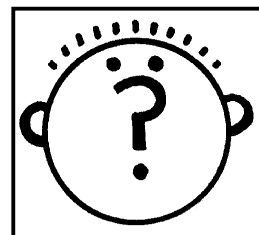
**Answer:** I \_\_\_\_\_ for five minutes before he/ she walked into the class today.

16. What will you be doing before your professor walks into the classroom tomorrow?

**Answer:** I \_\_\_\_\_ before he/ she walks into the classroom tomorrow.

17. How long will you have been doing that?

**Answer:** I \_\_\_\_\_ for five minutes before he/ she walks into the classroom tomorrow.





**Exercise J:** Change the *italicized* Active Voice constructions into Passive. Don't change the intended meaning and verb tense:

1. Police *arrested* a woman on suspicion of methamphetamine possession Tuesday after they *found* her sleeping in a shed behind an apartment building, officials *said*.

**Passive** \_\_\_\_\_

2. Officials *have released* the name of a Montebello woman whose death Monday is being investigated by homicide detectives.

**Passive** \_\_\_\_\_

3. Police *arrested* two men and a woman Saturday after they *stole* a bag full of bras and panties from a J.C. Penny store at the Montebello, officials *said*.

**Passive** \_\_\_\_\_

4. Police *are cautioning* residents to be wary of an old scam that *has made* a resurgence (=new increase of activity) lately in which con artist (=who deceives) *claims* relatives to be troubled and in need of emergency money.

**Passive** \_\_\_\_\_

5. The judge *ruled* her unfit to plead (=to answer a legal charge) on the grounds of insanity.

**Passive** \_\_\_\_\_

6. The change in the law *makes* the previous agreement null and void.

**Passive** \_\_\_\_\_

7. The police *are appealing* to the public for any information about the missing girl.

**Passive** \_\_\_\_\_

8. The terrorists *have seized* 20 hostages and *are threatening* to kill one a day unless the authorities *meet* their demands.

**Passive** \_\_\_\_\_

9. Cooped up in a small dark cell, the prisoner *hadn't seen* daylight for five years.

**Passive** \_\_\_\_\_

10. Inmates *erected* a barricade between themselves and prison officers.

**Passive** \_\_\_\_\_

11. The book *describes* the complex emotional and sexual entanglements between the members of the group.

**Passive** \_\_\_\_\_

12. The investors themselves *have called* for the drug's immediate suspension, following reports that it *has* dangerous side effects.

**Passive** \_\_\_\_\_





**Exercise K:** Change the *italicized* Passive Voice constructions into Active. Don't change the intended meaning and verb tense:

1. Forensic profiling *is generally conducted* using data mining technology, as a means by which relevant patterns *are discovered*, and profiles *are generated* from large quantities of data.

**Active** \_\_\_\_\_

2. Criminal data which *are collected* and *processed* for suppressing criminal offences often consists of personal data.

**Active** \_\_\_\_\_

3. The death *was being investigated* as a "suspicious death" by the Montebello Police Department, as well as the Sheriff's Homicide Bureau.

**Active** \_\_\_\_\_

4. Hernandez Gomez *was pronounced dead* shortly after he *was discovered* unresponsive by his neighbors about 4:30 p.m. Sunday, Los Angeles County Department of Coroner's Chief of Operations said.

**Active** \_\_\_\_\_

5. A Walnut Grove Middle School teacher *has been arrested* on suspicion of carrying on an inappropriate relationship with a 13-year-old student.

**Active** \_\_\_\_\_

6. Crime statistics *was released* by the Los Angeles County Sheriff's Department Friday and both violent and property crimes *are shown* as being down throughout the county.

**Active** \_\_\_\_\_

7. In 1880 Alexander Graham Bell *was granted* a patent on an apparatus for signaling and communicating called a Photophone.

**Active** \_\_\_\_\_

8. When the town *was recaptured*, we found soldiers who *had been held* captives for several years.

**Active** \_\_\_\_\_

9. The hostages *had been confined* for so long that they couldn't cope with the outside world.

**Active** \_\_\_\_\_

10. Thousands of dissidents *have been interrogated* and *incarcerated*.

**Active** \_\_\_\_\_

11. A suspect *has been detained* by the police for further questioning.

**Active** \_\_\_\_\_

12. The whole town *is patrolled* by police because of the possibility of riots.

**Active** \_\_\_\_\_



**Exercise L: Passive or Active?** Discover various interesting facts and revise the tenses and Active/ Passive verb forms as well. Put the verbs in brackets into their appropriate tense/ voice form:



1. The telephone \_\_\_<sup>1</sup> (invent) by the Scottish-born American inventor Alexander Graham Bell in 1876.
2. The Washington Monument \_\_\_<sup>2</sup> (build) in honor of George Washington, the first president of the United States.
3. Ernest Hemingway was a famous American writer who \_\_\_<sup>3</sup> (win) the 1954 Nobel Prize for literature.
4. Mount Everest, the highest elevation in the world, \_\_\_<sup>4</sup> (first scale) in 1953 by members of an expedition including Sir Edmund Hillary and Tenzing Norgay.
5. Queen Victoria \_\_\_<sup>5</sup> (be) the first British sovereign to officially reside in Buckingham Palace in 1837.
6. Originally known as Buckingham House, the building which \_\_\_<sup>6</sup> (form) the core of today's palace was a large townhouse built for the Duke of Buckingham in 1705 on a site which \_\_\_<sup>7</sup> (be) in private ownership for at least 150 years.
7. Amelia Earhart was the first woman who \_\_\_<sup>8</sup> (fly) solo across the Atlantic Ocean.
7. The Mississippi River is the chief river of the United States, which \_\_\_<sup>9</sup> (flow) to the Gulf of Mexico.
8. The Air and Space Museum \_\_\_<sup>10</sup> (dedicate) to the history and development of air and space technology.
9. Broadway is the longest street in the world. It \_\_\_<sup>11</sup> (extend) from the southern tip of Manhattan to Albany.
10. If you visit the Lincoln Memorial, you will see a giant statue of Lincoln which \_\_\_<sup>12</sup> (dominate) the center of the Memorial.
11. Do you know that Washington, D.C., the capital of the United States, \_\_\_<sup>13</sup> (head) by a mayor?
12. The Oval Office that \_\_\_<sup>14</sup> (situate) in the White House is the office of the President of the United States.
13. Abraham Lincoln's famous speeches \_\_\_<sup>15</sup> (engrave) on the interior walls of the Lincoln Memorial.
14. Lake Michigan, the third largest of the Great Lakes, \_\_\_<sup>16</sup> (be) the only one of the lakes entirely within the United States.
15. The first heart transplant \_\_\_<sup>17</sup> (perform) on December 3, 1967 by Dr.

Christian Barnard in Cape Town, South Africa.

16. Nowhere in the US Constitution \_\_\_\_<sup>18</sup> (do) it say that US Supreme Court justices have to be lawyers or have any legal training. In fact, several justices in the court's history \_\_\_\_<sup>19</sup> (never attend) law school. James Byrnes, for example, had little formal education and never attended college.

17. The first US President to ride in an automobile was William McKinley. After being shot, he \_\_\_\_<sup>20</sup> (take) to the hospital in a 1901 Columbia electric ambulance.

18. Gerald Ford was the only man who held both the US Presidency and the Vice- Presidency but who \_\_\_\_<sup>21</sup> (not elect) to either post.

19. Ohio \_\_\_\_<sup>22</sup> (list) as the 17th state in the U.S., but technically it is number 47. Until August 7, 1953, Congress \_\_\_\_<sup>23</sup> (forget) to vote on a resolution to admit Ohio to the Union.

20. People picture Abraham Lincoln with a beard. The truth is, he \_\_\_\_<sup>24</sup> (clean shave) all of his life until just shortly before the election that \_\_\_\_<sup>25</sup> (make) him the 16th US President.

21. The Queen of England, despite all her present majesty and glory, \_\_\_\_<sup>26</sup> (not allow) to enter the House of Commons because she is not its member!

22. Contrary to popular belief that Big Ben \_\_\_\_<sup>27</sup> (refer) to the world famous clock, it is actually the name of the thirteen ton bell. The tower itself \_\_\_\_<sup>28</sup> (know) as St. Stephen's Tower.

23. One of the most well-known theatres of the United Kingdom is the Theatre Royal Bristol that \_\_\_\_<sup>29</sup> (continuously stage) "Cats" since 1766!

24. The current British Queen \_\_\_\_<sup>30</sup> (send) more than 280,000 telegrams to couples in the UK and the Commonwealth celebrating their diamond wedding (60 years) anniversary.

25. Queen Elizabeth II \_\_\_\_<sup>31</sup> (open) Parliament every year except 1959 and 1963, when she \_\_\_\_<sup>32</sup> (expect) Prince Andrew and Prince Edward respectively.

26. Only two British monarchs \_\_\_\_<sup>33</sup> (reign) more than once – King Henry VI (1422-1461 and 1470-1471) and King Edward IV (1461-1470 and 1471-1483).

27. Lord Nelson, Britain's greatest sailor, \_\_\_\_<sup>34</sup> (suffer) terribly from sea-sickness.

28. Placing a postage stamp bearing the monarch's head upside down on an envelope \_\_\_\_<sup>35</sup> (consider) as act of treason in the UK.

29. The first colleges of Oxford, UK, \_\_\_\_<sup>36</sup> (build) in the 13th century, but it wasn't until 1878 that women \_\_\_\_<sup>37</sup> (admit) to the university.

30. Hitler \_\_\_\_<sup>38</sup> (intend) to use Oxford as his capital if he \_\_\_\_<sup>39</sup> (conquer) England which is one of the reasons it \_\_\_\_<sup>40</sup> (not bomb).



**Exercise M:** Examine the table of some UK Driving Offences. Match the definition (D) with the offence (O) from the 1<sup>st</sup> table. Prepare a summary on the given Driving Offences in full sentences:

*Table 1*

Nº	Road Traffic Offences	Penalty Points	Likely Penalty	Disqualification	Fixed Penalty
1	Failing to stop after an accident	5-10	Fine up to £5,000 or 6 months imprisonment	Possible	No
2	Failing to report an accident	5-10	Fine up to £5,000 or 6 months imprisonment	Possible	No
3	Refusing roadside alcohol breath test	4	Fine up to £1,000	Possible	No
4	Exceeding the speed limit	3-6	Fine up to £1,000	Possible	No
5	Driving with excess alcohol	4-10	Fine up to £5,000	Compulsory	No
6	No Insurance	6-8	Fine up to £5,000	Possible	No
7	No Driving License	3-6	Fine up to £1,000	Possible	No
8	Mobile Phones and Driving	3	Fine up to £1,000	Possible	No
9	Driving When Disqualified	12	Fine up to £5,000 or 6 months imprisonment	Compulsory	No
10	Careless driving	3-9	Fine up to £2,500	Possible	No

*Table 2*

O	D	Definition
1	1	Using a hand held mobile telephone while the vehicle is moving
2	2	Driving a motor vehicle on a road without a valid/ up-to-date license
3	3	Failure to report the accident to police within 24 hours of its occurrence
4	4	Driving a vehicle when a person has been disqualified from driving
5	5	Driving below the expected reasonable, prudent and competent standard
6	6	Driving on a road exceeding the prescribed speed limit
7	7	Driving/ attempting to drive a motor vehicle on the public highway/ place under the influence of alcohol exceeding the prescribed limit
8	8	Failure to provide a specimen of breath/ blood requested by a policeman
9	9	Failure to stop and give his/ her particulars if someone (other than he/ she) is injured in the accident for which the driver is a cause
10	10	Driving a vehicle in a public place in the absence of an insurance policy



**Exercise N:** Examine the table of some US criminal offences. Match the definition (D) with the offence (O) from the 1<sup>st</sup> table. Prepare a summary on the given criminal offences in full sentences:

*Table 1*

<b>№</b>	<b>Crime</b>	<b>US Code</b> Title 18 p. I	<b>Likely Penalty</b>	<b>Types of crime</b>
1	Bank Robbery	Ch. 103 § 2113	fine → up to life imprisonment or death penalty	robbery → aggravated; armed; simple
2	Kidnapping	Ch. 55 § 1201	→ up to life imprisonment or death penalty	by force/ fraud; for ransom; before/ for another crime
3	Assault	Ch. 7 § 111-119	fine → up to 20 years of imprisonment	simple; with intent; aggravated; criminal; sexual; felonious; indecent
4	Arson	Ch.5 § 81	fine → up to any term of/ life imprisonment	for improper reason; to destroy property; to commit fraud
5	Homicide	Ch. 51 § 1111-1122	→ up to life imprisonment or death penalty	murder; attempt to commit murder; manslaughter
6	Conspiracy	Ch. 19 § 371-373	→ up to 20 years of imprisonment	to defraud USA; crime of violence; to injure officer
7	Treason	Ch. 115 § 2381	fine \$10,000 → up to death penalty	waging war against own country; aiding enemies
8	Terrorism	Ch.113B § 2331- 2339D	→ up to life imprisonment	international; national; domestic; intended, etc.
9	Sexual abuse	Ch.109A § 2241-2248	→ up to life imprisonment	aggravated; of a minor; resulting in death
10	Perjury	Ch. 79 § 1621-1623	fine → to 5 years of imprisonment	written; oral; before tribunal/ Grand Jury

*Table 2*

<b>O</b>	<b>D</b>	<b>Definition</b>
1	1	A secret agreement to perform an illegal act (with political motivation)
2	2	The unlawful killing of one human by another (with premeditated malice)
3	3	Use/ threat of violence against civilians in order to attain various goals
4	4	Violation of allegiance toward one's country; the betrayal of one's country
5	5	The unlawful act of capturing and carrying away a person against their will and holding them in false imprisonment for ransom/ reward
6	6	Causing another person to engage in a sexual act by threat/ placing in fear
7	7	The act of intentionally/ recklessly setting fire to one's/own property
8	8	Stealing from a bank during opening hours by or threatening to use force
9	9	The deliberate, willful giving of false/ misleading testimony under oath
10	10	An unlawful threat or attempt to do bodily injury to another



## Have Fun! Lawyer Jokes!

• **Jury Service.** Murphy, a dishonest lawyer, bribed a man on his client's jury to hold out for a charge of manslaughter, as opposed to the charge of murder which was brought by the state. The jury was out for several days before they returned with the manslaughter verdict. When Murphy paid the corrupt juror, he asked him if he had a very difficult time convincing the other jurors to see things his way. "Sure did," the juror replied, "the other eleven wanted to acquit."

• **The Verdict.** After a two-week criminal trial in a very high profile bank robbery case, the judge turns to the jury foreman and asks, "Has the jury reached a verdict in this case?" "Yes, we have, your honor," The foreman responded. "Would you please pass it to me," The judge declared, as he motioned for the bailiff to retrieve the verdict slip from the foreman and deliver it to him. After the judge reads the verdict himself, he delivers the verdict slip back to his bailiff to be returned to the foreman and instructs the foreman, "Please read your verdict to the court." "We find the defendant Not Guilty of all four counts of bank robbery," stated the foreman. The family and friends of the defendant jump for joy at the verdict and hug each other as they shout expressions of divine gratitude. The man's attorney turns to his client and asks, "So, what do you think about that?" The defendant, with a bewildered look on his face, turns to his attorney and asks, "Well, does that mean I can keep the money, or do I have to give it back?"

• **Prison versus work** (compare with a smile!)

In prison, you spend a majority of time in an 8x10 cell. At work you spend most of your time in an 8x10 cubicle. In prison you get three meals a day. At work, you only get a break for one meal and you have to pay for that one. In prison you get time off for good behavior. At work you get rewarded for good behavior with more work. In prison you can watch TV and play games. At work you get fired for watching TV and playing games. At work you must carry a security card to unlock and open all the doors yourself. In prison, a guard locks and unlocks all the doors for you. In prison you get your own toilet. At work you have to share. In prison they let your family and friends to come and visit. At work you're not even supposed to speak to your family and friends. In prison all expenses are paid by taxpayers with no work required. At work you get to pay all the expenses to go to work and they deduct taxes from your salary to pay for prisoners. At prison there are sadistic wardens. At work you have managers...



## Your Irregular Verb Dictionary

<b>Infinitive</b>	<b>Simple Past</b>	<b>Past Participle</b>	<b>Definition</b>
<b>arise</b>	arose	arisen	occur, develop
<b>awake</b>	awoke/ awaked	awoken/ awaked	stop sleeping
<b>backslide</b>	backslid	backslid/ blackslided	revert to sin
<b>be</b>	was, were	been	exist in actuality
<b>bear</b>	bore	born/ borne	hold; carry
<b>beat</b>	beat	beaten/ beat	strike repeatedly
<b>become</b>	became	become	develop into
<b>begin</b>	began	begun	start; commence
<b>bend</b>	bent	bent	form a curve
<b>bet</b>	bet/ betted	bet/ betted	risk; guess; fancy
<b>bid (farewell)</b>	bid/ bade	bidden	wish; say; greet
<b>bid (offer)</b>	bid	bid	propose price
<b>bind</b>	bound	bound	fasten; wrap; tie
<b>bite</b>	bit	bitten	grip; cut off
<b>bleed</b>	bled	bled	lose/ emit blood
<b>blow</b>	blew	blown	exhale hard
<b>break</b>	broke	broken	separate; damage
<b>breed</b>	bred	bred	produce; raise
<b>bring</b>	brought	brought	carry; take
<b>broadcast</b>	broadcast/ broadcasted	broadcast/ broadcasted	transmit; relay
<b>browbeat</b>	browbeat	browbeaten/ browbeat	frighten; oppress
<b>build</b>	built	built	form; establish
<b>burn</b>	burned/ burnt	burned/ burnt	destroy by fire
<b>burst</b>	burst	burst	explode
<b>bust</b>	busted/ bust	busted/ bust	break; split
<b>buy</b>	bought	bought	purchase
<b>cast</b>	cast	cast	throw; indicate
<b>catch</b>	caught	caught	capture; seize
<b>choose</b>	chose	chosen	pick out, select
<b>cling</b>	clung	clung	remain close
<b>clothe</b>	clothed/ clad	clothed/ clad	put clothes on
<b>come</b>	came	come	arrive; reach
<b>cost</b>	cost	cost	be priced at
<b>creep</b>	crept	crept	go stealthily

<b>crossbreed</b>	crossbred	crossbred	produce a hybrid
<b>cut</b>	cut	cut	chop; split; divide
<b>daydream</b>	daydreamt/ daydreamed	daydreamt/ daydreamed	indulge in fantasy
<b>deal</b>	dealt	dealt	be concerned with
<b>dig</b>	dug	dug	excavate; unearth
<b>disprove</b>	disproved	disproven/ disproved	prove to be false
<b>dive (jump)</b>	dove/ dived	dived	plunge into water
<b>dive (scuba)</b>	dived/ dove	dived	swim under water
<b>do</b>	did	done	perform; execute
<b>draw</b>	drew	drawn	portray; attract
<b>dream</b>	dreamt/ dreamed	dreamt/ dreamed	have dreams
<b>drink</b>	drank	drunk	take in liquids
<b>drive</b>	drove	driven	operate a vehicle
<b> dwell</b>	dwelt/ dwelled	dwelt/ dwelled	live; stay; reside
<b>eat</b>	ate	eaten	have a meal
<b>fall</b>	fell	fallen	move downward
<b>feed</b>	fed	fed	give food
<b>feel</b>	felt	felt	perceive by senses
<b>fight</b>	fought	fought	struggle against
<b>find</b>	found	found	discover by search
<b>fit (change)</b>	fitted/ fit	fitted/ fit	modify; tweak
<b>fit (be right)</b>	fit/ fitted	fit/ fitted	match
<b>flee</b>	fled	fled	run away
<b>fling</b>	flung	flung	throw with force
<b>fly</b>	flew	flown	go by air
<b>forbid</b>	forbade	forbidden	prohibit
<b>forecast</b>	forecast	forecast	predict; plan
<b>forego (forgo)</b>	forewent	foregone	precede in time
<b>foresee</b>	foresaw	foreseen	act in advance
<b>foretell</b>	foretold	foretold	tell beforehand
<b>forget</b>	forgot	forgotten/ forgot	fail to remember
<b>forgive</b>	forgave	forgiven	excuse for a fault
<b>forsake</b>	forsook	forsaken	abandon; give up
<b>freeze</b>	froze	frozen	change to ice
<b>frostbite</b>	frostbit	frostbitten	injure by freezing
<b>get</b>	got	gotten/ got	receive; earn
<b>give</b>	gave	given	deliver voluntarily



<b>go</b>	went	gone	travel; proceed
<b>grind</b>	ground	ground	reduce to powder
<b>grow</b>	grew	grown	increase in size
<b>handfeed</b>	handfed	handfed	feed by hand
<b>handwrite</b>	handwrote	handwritten	write by hand
<b>hang</b>	hung	hung	swing; suspend
<b>have</b>	had	had	possess
<b>hear</b>	heard	heard	become aware of
<b>hew</b>	hewed	hewn/ hewed	cut; chop; axe
<b>hide</b>	hid	hidden	keep out of sight
<b>hit</b>	hit	hit	affect
<b>hold</b>	held	held	keep; maintain
<b>hurt</b>	hurt	hurt	cause pain; injure
<b>inbreed</b>	inbred	inbred	develop within
<b>inlay</b>	inlaid	inlaid	decorate
<b>input</b>	input/ inputted	input/ inputted	enter data/program
<b>interbreed</b>	interbred	interbred	hybridize
<b>interweave</b>	interwove/ interweaved	interwoven/ interweaved	blend together
<b>interwind</b>	interwound	interwound	become joined
<b>jerry-build</b>	jerry-built	jerry-built	build cheaply
<b>keep</b>	kept	kept	retain possession
<b>kneel</b>	knelt/ kneeled	knelt/ kneeled	rest on knees
<b>knit</b>	knitted/ knit	knitted/ knit	join closely
<b>know</b>	knew	known	perceive directly
<b>lay</b>	laid	laid	place; put; set
<b>lead</b>	led	led	guide; direct
<b>lean</b>	leaned/ leant	leaned/ leant	incline; recline
<b>leap</b>	leaped/ leapt	leaped/ leapt	act impulsively
<b>learn</b>	learned/ learnt	learned/ learnt	gain knowledge
<b>leave</b>	left	left	go away
<b>lend</b>	lent	lent	give/ allow the use
<b>let</b>	let	let	give permission
<b>lie</b>	lay	lain	be lying
<b>lie (not truth)</b>	lied	lied	tell an untruth
<b>light</b>	lit/ lighted	lit/ lighted	set on fire; ignite
<b>lip-read</b>	lip-read	lip-read	interpret by lip
<b>lose</b>	lost	lost	be deprived of
<b>make</b>	made	made	cause to exist

<b>mean</b>	meant	meant	convey; refer to
<b>meet</b>	met	met	come together
<b>miscast</b>	miscast	miscast	act unusually
<b>misdeal</b>	misdealt	misdealt	deal incorrectly
<b>misdo</b>	misdid	misdone	do wrongly
<b>mishear</b>	misheard	misheard	misunderstand
<b>mislay</b>	mislaid	mislaid	put incorrectly
<b>mislead</b>	misled	misled	lead into error
<b>mislearn</b>	mislearnt/ mislearned	mislearnt/ mislearned	learn wrongly
<b>misread</b>	misread	misread	read inaccurately
<b>misset</b>	misset	misset	set/ place wrongly
<b>misspeak</b>	misspoke	misspoken	speak mistakenly
<b>misspell</b>	misspelt/ -ed	misspelt/ misspelled	spell incorrectly
<b>misspend</b>	misspent	misspent	spend improperly
<b>mistake</b>	mistook	mistaken	identify wrongly
<b>misteach</b>	mistaught	mistaught	instruct wrongly
<b>misunderstand</b>	misunderstood	misunderstood	misinterpret
<b>miswrite</b>	miswrote	miswritten	write carelessly
<b>mow</b>	mowed	mowed/ mown	cut down
<b>offset</b>	offset	offset	compensate for
<b>outbid</b>	outbid	outbid	bid higher than
<b>outbreed</b>	outbred	outbred	produce offspring
<b>outdo</b>	outdid	outdone	exceed in action
<b>outdraw</b>	outdrew	outdrawn	extract
<b>outdrink</b>	outdrank	outdrunk	exceed in drinking
<b>outdrive</b>	outdrove	outdriven	provide power
<b>outfight</b>	outfought	outfought	defeat in a battle
<b>outfly</b>	outflew	outflown	surpass in flying
<b>outgrow</b>	outgrew	outgrown	grow too large
<b>outleap</b>	outleapt/ -ed	outleapt/ outleaped	surpass in leaping
<b>outlie</b>	outlied	outlied	exceed in lying
<b>outride</b>	outrode	outridden	ride faster
<b>outrun</b>	outran	outrun	escape from
<b>outsell</b>	outsold	outsold	sell more than
<b>outshine</b>	outshone/ -ed	outshone/ -ed	shine brighter than
<b>outshoot</b>	outshot	outshot	shoot better than
<b>outsing</b>	outsang	outsung	surpass in singing
<b>outsit</b>	outsat	outsat	outstay

<b>outsleep</b>	outslept	outslept	exceed in sleeping
<b>outsmell</b>	outsmelt/ -ed	outsmelt/ -ed	smell so to irritate
<b>outspeak</b>	outspoke	outspoken	speak better than
<b>outspeed</b>	outsped	outsped	excel in speed
<b>outspend</b>	outspent	outspent	outdo in spending
<b>outswear</b>	outswore	outsworn	outdo in swearing
<b>outswim</b>	outswam	outswum	excel in swimming
<b>outthink</b>	outthought	outthought	outwit
<b>outthrow</b>	outthrew	outthrown	excel in throwing
<b>outwrite</b>	outwrote	outwritten	excel in writing
<b>overbid</b>	overbid	overbid	bid higher than
<b>overbreed</b>	overbred	overbred	breed to excess
<b>overbuild</b>	overbuilt	overbuilt	erect too many
<b>overbuy</b>	overbought	overbought	buy too much
<b>overcome</b>	overcame	overcome	defeat or succeed
<b>overdo</b>	overdid	overdone	exaggerate
<b>overdraw</b>	overdrew	overdrawn	exaggerate
<b>overdrink</b>	overdrank	overdrunk	drink to excess
<b>overeate</b>	overate	overeaten	consume too much
<b>overfeed</b>	overfed	overfed	feed excessively
<b>overhang</b>	overhung	overhung	extend over
<b>overhear</b>	overheard	overheard	hear without intent
<b>overlay</b>	overlaid	overlaid	cover
<b>overpay</b>	overpaid	overpaid	pay too much
<b>override</b>	overrode	overridden	rule against
<b>overrun</b>	overran	overrun	overwhelm
<b>oversee</b>	oversaw	overseen	supervise
<b>oversell</b>	oversold	oversold	overpraise
<b>oversew</b>	oversewed	oversewn/ -ed	sew with stitches
<b>overshoot</b>	overshot	overshot	go too far
<b>oversleep</b>	overslept	overslept	sleep longer
<b>overspeak</b>	overspoke	overspoken	speak too much
<b>overspend</b>	overspent	overspent	spend in excess of
<b>overspill</b>	overspilt/ -ed	overspilt/ -ed	change residence
<b>overtake</b>	overtook	overtaken	catch up with
<b>overthink</b>	overthought	overthought	think hard
<b>overthrow</b>	overthrew	overthrown	rule against
<b>overwind</b>	overwound	overwound	wind too tightly
<b>overwrite</b>	overwrote	overwritten	write new data

<b>partake</b>	partook	partaken	participate
<b>pay</b>	paid	paid	recompense for
<b>plead</b>	pleaded/ pled	pleaded/ pled	offer reasons
<b>prebuild</b>	prebuilt	prebuilt	build in advance
<b>predo</b>	predid	predone	do in advance
<b>premake</b>	premade	premade	make in advance
<b>prepay</b>	prepaid	prepaid	pay for beforehand
<b>presell</b>	presold	presold	sell in advance
<b>preset</b>	preset	preset	set beforehand
<b>preshrink</b>	preshrank	preshrunk	decrease before
<b>proofread</b>	proofread	proofread	read for errors
<b>prove</b>	proved	proven/ proved	establish validity
<b>put</b>	put	put	place in; set
<b>quick-freeze</b>	quick-froze	quick-frozen	freeze rapidly
<b>quit</b>	quit/ quitted	quit/ quitted	depart from; leave
<b>read</b>	read	read	obtain data
<b>reawake</b>	reawoke	reawaken	awake again
<b>rebid</b>	rebid	rebid	offer a revised bid
<b>rebind</b>	rebound	rebound	put a new cover
<b>rebroadcast</b>	rebroadcast/-ed	rebroadcast / -ed	repeat the broadcast
<b>rebuild</b>	rebuilt	rebuilt	remodel
<b>recast</b>	recast	recast	cast/ model anew
<b>recut</b>	recut	recut	separate again
<b>redeal</b>	redealt	redealt	deliver again
<b>redo</b>	redid	redone	do over again
<b>redraw</b>	redrew	redrawn	draw differently
<b>refit (replace)</b>	refit/ refitted	refit/ refitted	repair
<b>refit (retailor)</b>	refitted/ refit	refitted/ refit	use second time
<b>regrind</b>	reground	reground	crush again
<b>regrow</b>	regrew	regrown	grow anew
<b>rehang</b>	rehung	rehung	fix/ attach again
<b>rehear</b>	reheard	reheard	hear again
<b>reknit</b>	reknit/ -ed	reknit/ -ed	remake a fabric
<b>relay</b>	relaid	relaid	control; supply
<b>relay (pass)</b>	relayed	relayed	pass along
<b>relearn</b>	relearnt / -ed	relearnt / relearned	learn again
<b>relight</b>	relit/ -ed	relit/ -ed	ignite again
<b>remake</b>	remade	remade	make again/ anew
<b>repay</b>	repaid	repaid	do in return

<b>reread</b>	reread	reread	read anew/ again
<b>rerun</b>	reran	rerun	broadcast again
<b>resell</b>	resold	resold	sell to an end user
<b>resend</b>	resent	resent	send back/ again
<b>reset</b>	reset	reset	set again; restore
<b>resew</b>	resewed	resewn/ resewed	sew again
<b>retake</b>	retook	retaken	take back/ again
<b>reteach</b>	retaught	retaught	instruct again
<b>retear</b>	retore	return	separate again
<b>retell</b>	retold	retold	render verbally
<b>rethink</b>	rethought	rethought	change one's mind
<b>retread</b>	retread	retread	do over again
<b>retrofit</b>	retrofit/ retrofitted	retrofit/ retrofitted	provide with parts
<b>rewake</b>	rewoke/ rewaked	reawaken/ rewaked	awake again
<b>rewear</b>	rewore	reworn	change dress
<b>reweave</b>	rewove/ reweaved	rewoven/ reweaved	renew the pattern
<b>rewed</b>	rewed/ rewedded	rewed / rewedded	marry again
<b>rewet</b>	rewet/ rewetted	rewet / rewetted	recharge a firearm
<b>rewin</b>	rewon	rewon	win back/ again
<b>rewind</b>	rewound	rewound	wind again; anew
<b>rewrite</b>	rewrote	rewritten	write again
<b>rid</b>	rid	rid	free from
<b>ride</b>	rode	ridden	travel in a vehicle
<b>ring</b>	rang	rung	produce a sound
<b>rise</b>	rose	risen	move upward
<b>roughcast</b>	roughcast	roughcast	prepare in rough
<b>run</b>	ran	run	move swiftly
<b>sand-cast</b>	sand-cast	sand-cast	produce
<b>saw</b>	sawed	sawed/ sawn	divide with a saw
<b>say</b>	said	said	express in words
<b>see</b>	saw	seen	perceive by sight
<b>seek</b>	sought	sought	search for
<b>sell</b>	sold	sold	deliver for money
<b>send</b>	sent	sent	dispatch
<b>set</b>	set	set	fix firmly

<b>sew</b>	sewed	sewn/ sewed	do needlework
<b>shake</b>	shook	shaken	move back/ forth
<b>shave</b>	shaved	shaved/ shaven	crop; trim
<b>shear</b>	sheared	sheared/ shorn	remove with razor
<b>shed</b>	shed	shed	diffuse
<b>shine</b>	shined/ shone	shined/ shone	emit light
<b>shit</b>	shit/ shat/ shitted	shit/ shat/ shitted	inform
<b>shoot</b>	shot	shot	fire a shot
<b>show</b>	showed	shown/ showed	display
<b>shrink</b>	shrank/ shrunk	shrunk	become smaller
<b>shut</b>	shut	shut	become closed
<b>sight-read</b>	sight-read	sight-read	act not prepared
<b>sing</b>	sang	sung	produce tones
<b>sink</b>	sank/ sunk	sunk	move down
<b>sit</b>	sat	sat	be seated
<b>slay (kill)</b>	slew/ slayed	slain/ slayed	kill violently
<b>slay (amuse)</b>	slayed	slayed	impress
<b>sleep</b>	slept	slept	be asleep
<b>slide</b>	slid	slid	move smoothly
<b>sling</b>	slung	slung	hang loosely
<b>slink</b>	slinked/ slunk	slinked/ slunk	walk stealthily
<b>slit</b>	slit	slit	cut into strips
<b>smell</b>	smelled/ smelt	smelled/ smelt	inhale the odor
<b>sneak</b>	sneaked/ snuck	sneaked/ snuck	move furtively
<b>sow</b>	sowed	sown/ sowed	propagate
<b>speak</b>	spoke	spoken	deliver a speech
<b>speed</b>	sped/ speeded	sped/ speeded	proceed quickly
<b>spell</b>	spelled/ spelt	spelled/ spelt	name the letters
<b>spend</b>	spent	spent	pay out; expend
<b>spill</b>	spilled/ spilt	spilled/ spilt	allow to run
<b>spin</b>	spun	spun	rotate
<b>spit</b>	spit/ spat	spit/ spat	expel; eject
<b>split</b>	split	split	separate into parts
<b>spoil</b>	spoiled/ spoilt	spoiled/ spoilt	damage; impair
<b>spoon-feed</b>	spoon-fed	spoon-fed	feed with a spoon
<b>spread</b>	spread	spread	be extended
<b>spring</b>	sprang/ sprung	sprung	move quickly
<b>stand</b>	stood	stood	be upright

<b>steal</b>	stole	stolen	appropriate
<b>stick</b>	stuck	stuck	puncture
<b>sting</b>	stung	stung	wound painfully
<b>stink</b>	stunk/ stank	stunk	smell badly
<b>strew</b>	strewed	strewn/ strewed	spread here/ there
<b>stride</b>	strode	stridden	walk in long steps
<b>strike (delete)</b>	struck	stricken	damage; destroy
<b>strike (hit)</b>	struck	struck/ stricken	hit sharply
<b>string</b>	strung	strung	thread on
<b>strive</b>	strove/ strived	striven/ strived	exert much effort
<b>sublet</b>	sublet	sublet	rent to another
<b>sunburn</b>	sunburnt/ sunburned	sunburnt/ sunburned	get a sunburn
<b>swear</b>	swore	sworn	make a promise
<b>sweat</b>	sweat/ sweated	sweat/ sweated	excrete moisture
<b>sweep</b>	swept	swept	clear away
<b>swell</b>	swelled	swollen/ swelled	increase
<b>swim</b>	swam	swum	move in water
<b>swing</b>	swung	swung	move back & forth
<b>take</b>	took	taken	gain possession
<b>teach</b>	taught	taught	give instructions
<b>tear</b>	tore	torn	pull apart
<b>telecast</b>	telecast	telecast	broadcast
<b>tell</b>	told	told	communicate
<b>test-drive</b>	test-drove	test-driven	evaluate condition
<b>test-fly</b>	test-flew	test-flown	make control
<b>think</b>	thought	thought	believe; suppose
<b>throw</b>	threw	thrown	propel; reject
<b>thrust</b>	thrust	thrust	push
<b>tread</b>	trod	trodden/ trod	place the foot
<b>typecast</b>	typecast	typecast	play the same role
<b>typeset</b>	typeset	typeset	compose
<b>typewrite</b>	typewrote	typewritten	write; type
<b>unbend</b>	unbent	unbent	become less tense
<b>unbind</b>	unbound	unbound	unfasten; set free
<b>unclothe</b>	unclad/ -ed	unclad/ unclothed	uncover; lay bare
<b>underbid</b>	underbid	underbid	propose less
<b>undercut</b>	undercut	undercut	charge less
<b>underfeed</b>	underfed	underfed	give too little food

<b>undergo</b>	underwent	undergone	experience
<b>underlie</b>	underlay	underlain	be the basis of
<b>undersell</b>	undersold	undersold	sell for less
<b>underspend</b>	underspent	underspent	spend less
<b>understand</b>	understood	understood	comprehend
<b>undertake</b>	undertook	undertaken	agree to start
<b>underwrite</b>	underwrote	underwritten	guarantee; promise
<b>undo</b>	undid	undone	cancel or reverse
<b>unfreeze</b>	unfroze	unfrozen	make available
<b>unhang</b>	unhung	unhung	remove hangings
<b>unhide</b>	unhid	unhidden	discover; disclose
<b>unknit</b>	unknit/ -ed	unknit/ unknitted	weaken; destroy
<b>unlearn</b>	unlearnt/ unlearned	unlearnt/ unlearned	try to forget
<b>unsew</b>	unsewed	unsewn/ unsewed	undo; rip apart
<b>unslung</b>	unslung	unslung	remove ropes
<b>unspin</b>	unspun	unspun	untwist
<b>unstick</b>	unstuck	unstuck	free; loosen
<b>unstring</b>	unstrung	unstrung	loosen the strings
<b>unweave</b>	unwove/ unweaved	unwoven/ unweaved	unfold; undo
<b>unwind</b>	unwound	unwound	undo; unravel
<b>uphold</b>	upheld	upheld	give moral support
<b>upset</b>	upset	upset	disturb stability
<b>wake</b>	woke/ waked	woken/ waked	rouse from sleep
<b>waylay</b>	waylaid	waylaid	wait to attack
<b>wear</b>	wore	worn	have on
<b>weave</b>	wove/ weaved	woven/ weaved	make cloth
<b>wed</b>	wed/ wedded	wed/ wedded	take as a spouse
<b>weep</b>	wept	wept	express grief
<b>wet</b>	wet/ wetted	wet/ wetted	dampen
<b>whet</b>	whetted	whetted	sharpen; stimulate
<b>win</b>	won	won	achieve victory
<b>wind</b>	wound	wound	blow; cover
<b>withdraw</b>	withdrew	withdrawn	remove; retire
<b>withhold</b>	withheld	withheld	refuse to share
<b>withstand</b>	withstood	withstood	oppose with force
<b>wring</b>	wrung	wrung	twist to squeeze
<b>write</b>	wrote	written	put in writing





**Modal Verbs and Modal expressions**

● Modal verbs are common auxiliary verbs in English that indicate modality. Modality – is the grammatical expression of the subjective attitudes and opinions of the speaker including possibility, probability, necessity, obligation, permissibility, ability, desire, and contingency. *Modal verbs* thus are used to moderate the main verb, i.e. to enhance or restrict the verb to a certain context.

● Modal verbs are special verbs which behave very differently from normal verbs. Here are some important differences:

1) Modal verbs do not take "-s" in the third person.

E.g.: He can speak Chinese. She should be here by 9:00.

2) We use "not" to make modal verbs negative, even in Simple Present and Simple Past. E.g.: He should not be late. They might not come to the party.

3) Many modal verbs cannot be used in the past tenses or the future tenses.

● Common Modal Verbs and their pragmatic explanation:

**can** – ability, permission, possibility, request;

**could** – ability, permission, possibility, request, suggestion;

**may** – permission, probability, request;

**might** – possibility, probability, suggestion;

**must** – deduction, necessity, obligation (*in the Past had to*), prohibition;

**shall** – decision, future, offer, question, suggestion;

**should** – advice, necessity, prediction, recommendation;

**will** – decision, future, intention, offer, prediction, promise, suggestion;

**would** – conditional, habit, invitation, permission, preference, request, question, suggestion

● Quasi-modal Verbs are similar to modal verbs and also express modality though they differ from modal verbs in form. While full modals are single words, quasi-modals consist of either a verb plus a preposition functioning as a particle or a verb plus an adverb: **ought to** – should, duty, obligation, advisability, desirability, likelihood, probability;

**used to** – formerly, once but no longer, previously habitually;

**would rather** – preference, prefer to;

**had better/ best** – should, duty, obligation, advisability;

**be able to** – possibility, the ability to do something;

**has/ have (got) to** – necessity, obligation to do something.

● Modal expressions can be used: 1) to say something is necessarily true or necessarily false; 2) to make statements about capacity; 3) as inference (opinion) indicators. E.g.: necessarily; be (to); have (to); must not, cannot, possibly; probably; maybe; be supposed to; had better; be likely to, etc.

● Position of Modal Verbs. Modal verbs always appear in the first position at the beginning of the verb phrase in English. Unlike other verbs, modal verbs do not show tense or number. *The eight (8) possible verb phrase combinations that contain modal verbs in English are:*

- 1) modal verb + base form = will try
- 2) modal verb + be + present participle = will be trying
- 3) modal verb + have + past participle = will have tried
- 4) modal verb + be + past participle = will be tried
- 5) modal verb + have + been + present participle = will have been trying
- 6) modal verb + have + been + past participle = will have been tried
- 7) modal + be + being + past participle = will be being tried
- 8) modal verb + have + been + being + past participle = will have been being tried

● Position of Quasi-modal verbs. Like modal verbs, *quasi-modal verbs* always appear in the initial position at the beginning of a verb phrase functioning as a predicate. The seven possible English verb phrase combinations that contain quasi-modal verbs are:

- 1) quasi-modal verb + base form = ought to study
- 2) quasi-modal verb + be + present participle = ought to be reading
- 3) quasi-modal verb + have + past participle = ought to have eaten
- 4) quasi-modal verb + be + past participle = ought to be cleaned
- 5) quasi-modal verb + have + been + present participle = ought to have been thinking
- 6) quasi-modal verb + have + been + past participle = ought to have been washed
- 7) quasi-modal verb + have + been + being + past participle = ought to have been being finished

● Common Problems with Modals:

1. Whenever you see a modal you should be sure that the verb that follows it is in its base form.
2. Each use of a modal verb changes the meaning of the sentence.
3. Sometimes a modal verb is used on its own, and the modified verb is implied rather than stated.
4. Modal verbs do not have a third person plural "s". (E.g.: She can swim.)
5. Modal verbs invert in questions. (E.g.: Should I go?)
6. Modal verbs do not require "do" for emphasis. (E.g.: You could do it.)
7. Modal verbs cannot be linked. (E.g.: I must do it.)
8. Modal verbs have their own negatives. (E.g.: I couldn't call him.)
9. Functionally, modals have several meanings each.
10. Modal verbs create ellipsis (E.g.: I can do it and so can you.)



## Your Training Exercises



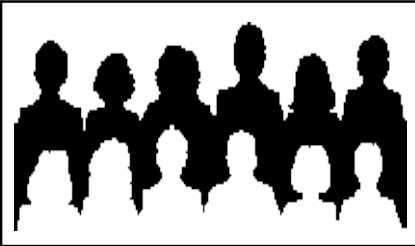
**Exercise A:** Fill in the gaps with any of the following modal verbs:  
*can, can't, be able to or been able to:*

1. I'm good at reading English but I \_\_\_<sup>1</sup> understand when people speak too fast.
2. The defendant \_\_\_<sup>2</sup> appeal after the judgment has been made.
3. "\_\_\_<sup>3</sup> I file the papers later?" "No, we are not \_\_\_<sup>4</sup> to wait so long".
4. The name \_\_\_<sup>5</sup> be the same as the name of another corporation.
5. A lawyer \_\_\_<sup>6</sup> advise clients on different legal issues.
6. We \_\_\_<sup>7</sup> submit the documents as they aren't ready yet.
7. I'm afraid that I won't \_\_\_<sup>8</sup> make that meeting on Friday.
8. The solution of the question of the burden of taxes \_\_\_<sup>9</sup> be endlessly removed.
9. Either partner \_\_\_<sup>10</sup> institute criminal proceeding against the other.
10. I've been trying to call Mr. Ling all day long but I haven't \_\_\_<sup>11</sup> get through so far.
11. If you \_\_\_<sup>12</sup> earn the money, then you may buy the brand new car.
12. If you think you \_\_\_<sup>13</sup> do a thing or think you \_\_\_<sup>14</sup> do a thing, you're right. (*Henry Ford*)
13. \_\_\_<sup>15</sup> resign. It will improve your value to the President and do wonders for your performance. (*Donald Rumsfeld*)
14. Any idiot \_\_\_<sup>16</sup> face a crisis – it's day to day living that wears you out. (*Anton Chekhov*)
15. You \_\_\_<sup>17</sup> observe a lot by just watching. (*Yogi Berra*)
16. If you \_\_\_<sup>18</sup> stand the heat, get out of the kitchen. (*Harry S. Truman*)
17. Money \_\_\_<sup>19</sup> buy happiness, but it can make you awfully comfortable while you're being miserable. (*Clare Boothe Luce*)
18. We \_\_\_<sup>20</sup> help everyone, but everyone \_\_\_<sup>21</sup> help someone. (*R. Reagan*)
19. \_\_\_<sup>22</sup> draw an illustration as least well enough to get your point across to another person. (*Marilyn vos Savant*)
20. Companies used to \_\_\_<sup>23</sup> function with autocratic bosses. We don't live in that world anymore. (*Rosabeth Moss Kanter*)
21. Any cook should \_\_\_<sup>24</sup> run the country. (*Vladimir Lenin*)
22. A man \_\_\_<sup>25</sup> ride your back unless it's bent. (*Martin Luther King, Jr.*)





**Exercise B:** Examine the extract from *A Handbook for trial jurors* and recognize all modal verbs and their function in the sentences:



<http://www.state.wv.us/wvsca/juryinfo/juryhdbk.htm>

(...) Jury service is the fulfilment of a civic obligation and a valuable privilege. There is no more vital work a citizen can perform in the exercise of self-government than honest and conscientious jury service. Service as a juror is

as important as that of the judge, and a trial juror should take great personal satisfaction in the fact that an important duty has been accomplished. Indeed, the effectiveness of our system of justice is measured by the integrity and dedication of the jurors who serve in our courts. (...)

It is necessary that there be courts so that the disputes which arise between people can be settled justly and peaceably. It is necessary that persons charged with crime be fairly tried, that public safety and welfare be protected on the one hand, and that private rights and liberties be safeguarded on the other. It is the business of every citizen to see that this is done, and it is a duty which the people must do for themselves if life, liberty and property are to be kept secure. Suppose Ms. Jones sues Mr. Smith. They may be strangers to you, and you may not care who wins. But as a citizen, it is very important to you and all the people that there be a way by which disputes between people can be settled without conflict and in a rational and just manner. John Doe may be accused of a crime. He may also be a stranger to you, and you may never have heard of the offense with which he is charged. Still, it is important to you as a citizen that the laws be enforced to punish wrongdoers and discourage crime so that you may be safe and secure in your person, your property and your rights. It is equally important that no innocent person be falsely convicted and sent to prison, for if that could happen to someone else, it could also happen to you. The oaths taken by a judge and juror require each of them to accept and apply the law as it is. That is a sworn duty. No person is allowed to disregard the law because he or she thinks the law should be different than it is. Laws are made, repealed or changed by those who are elected to make laws, not judges and jurors. During the trial the judge decides all questions and disputes about the law and the rules for presenting evidence. At the end of the trial, the judge instructs the jury on the law and the main questions it is to decide. The case is then turned over to the jury, and the power and responsibility move from the judge's bench to the jury room. The jury must decide what the facts are and what testimony to believe.



**Exercise C:** Examine the Do's And Don'ts for Jurors. Fill in the gaps with the words and expressions from the box of words below. Pay attention to the *italicized* modal verbs as well!

service	witnesses	repeated attempts	rules	awards
unfair	participate	conduct research	arguments	order
case	be fined	court personnel	parties	judge
prospective	unauthorized	radio broadcasts	accident	trial
unavoidable	obligation	circuit clerk	record	juror

There are certain \_\_\_<sup>1</sup> that a juror *should* follow throughout the trial in order to be fair to all sides.

Inspecting the Scene: The case on trial *may* involve a certain place or thing, such as the scene of an \_\_\_<sup>2</sup>, a particular business place, the operation of a traffic light or the like. If *it is necessary* and *proper* for the jury to make an inspection of the place or thing, the judge *will* \_\_\_<sup>3</sup> that



the entire jury do so, with the \_\_\_<sup>4</sup> and the lawyers present. *It is improper* for any juror to make an inspection unless ordered by the court. An \_\_\_<sup>5</sup> inspection by a juror *might* force a retrial of the case.

Discussing the Case: During or before the trial, jurors *should not* talk about the \_\_\_<sup>6</sup> with each other, with other persons, or allow other people to talk about it in their presence. If anyone insists upon talking about the case after \_\_\_<sup>7</sup> to silence them, the juror *should* report the matter to the judge at the first opportunity.

News Accounts: To ensure that jurors keep an open mind until all the evidence, \_\_\_<sup>8</sup> and the instructions of the court have been heard, they *should not* watch television accounts, listen to \_\_\_<sup>9</sup>, or read newspaper articles which *may* occur during the \_\_\_<sup>10</sup>. Such sources *may* give a biased or unbalanced version of the case.

Talking with Parties or Lawyers: Jurors *should not* talk with any of the parties, \_\_\_<sup>11</sup> or lawyers during the trial. It *may* give the appearance that something \_\_\_<sup>12</sup> is happening.

Jury Research Organizations: There are a number of organizations which \_\_\_<sup>13</sup> on the composition of juries and its potential impact on the verdicts and \_\_\_<sup>14</sup> in different types of cases. Since the names of \_\_\_<sup>15</sup> jurors are a matter of public \_\_\_<sup>16</sup>, there is a small chance that jurors *may* be called prior to, or during, the term of jury service by one of these research

groups. Jurors are under no \_\_\_<sup>17</sup> to provide personal or other information to these organizations and *may* simply refuse to \_\_\_<sup>18</sup> if they wish. These and any other attempts by people other than court officials to contact and




question jurors *should* be reported to the \_\_\_<sup>19</sup> who *will* inform the judge.

Promptness: It is most important that jurors not be late in reporting for duty. One \_\_\_<sup>20</sup> who is late wastes the time of all the other jurors, the judge, the lawyers, the witnesses, and the \_\_\_<sup>21</sup>. A lawyer, witness or juror *may* \_\_\_

\_\_\_<sup>22</sup> for contempt (=having no respect) of court for being tardy (=slow or late) without good cause. The circuit clerk's office *should* be notified of \_\_\_<sup>23</sup> delays.

Personal Problems or Emergencies: Jurors *should* notify the judge of any problem which *may* affect \_\_\_<sup>24</sup> or any personal emergencies which occur during trial. In these situations, a juror *may* send word to the judge through \_\_\_<sup>25</sup> or may ask to see the judge in private.

	<b>Exercise D:</b> Do you need to clarify the meaning of some legal terms? Match the terms with their definitions:
1) Allegation	a) a written or oral pledge to speak the truth
2) Answer	b) who performs as a trial lawyer for the state
3) Appeal	c) who is allowed to testify about a legal case
4) Bailiff	d) who makes a complaint against someone else
5) Cross-Examination	e) the final formal trial decision made by a jury
6) Defendant	f) a direction by a judge to the jury on law in a case
7) Deliberations	g) a request to court to change a previous decision
8) Evidence	h) a court official who maintains courtroom order
9) Instruction	i) a statement of smth. wrong/ illegal has been done
10) Litigant	j) to decide against a decision that has been made
11) Oath	k) a person or group engaged in a lawsuit
12) Overrule	l) any legally presented proof during the trial
13) Parties	m) a questioning of a witness by the opposing side
14) Plaintiff	n) examination of facts and law before a court
15) Prosecutor	o) a person charged with committing a crime
16) Trial	p) jury discussions of the facts prior to a verdict
17) Verdict	q) who have brought a lawsuit/ defendants in a trial
18) Witness	r) the defendant's written response to allegations



**Exercise E:** Complete the sentences using either *could*; *would*; *can*; *should* or expression *managed to*:

1. We had a very successful meeting, and \_\_\_\_\_<sup>1</sup> win the contract.

2. It was very difficult to find a suitable office, but in the end we \_\_\_\_\_<sup>2</sup> rent one near the Central Station.

3. He was a brilliant attorney and \_\_\_\_\_<sup>3</sup> defend any innocent person.

4. We \_\_\_\_\_<sup>4</sup> park the car here yesterday, there was no room.

5. The traffic warden told we \_\_\_\_\_<sup>5</sup> park the car outside the bank.

6. Life \_\_\_\_\_<sup>6</sup> be infinitely happier if we \_\_\_\_\_<sup>7</sup> only be born at the age of eighty and gradually approach eighteen. (*Mark Twain*)

7. Those who \_\_\_\_\_<sup>8</sup> win a war well can rarely make a good peace and those who \_\_\_\_\_<sup>9</sup> make a good peace \_\_\_\_\_<sup>10</sup> never have won the war. (*Winston Churchill*)

8. Whatever your life's work is, do it well. A man \_\_\_\_\_<sup>11</sup> do his job so well that the living, the dead, and the unborn \_\_\_\_\_<sup>12</sup> do it no better. (*Martin Luther King, Jr.*)

9. If a man \_\_\_\_\_<sup>13</sup> have half of his wishes, he \_\_\_\_\_<sup>14</sup> double his troubles. (*Benjamin Franklin*)

10. Government's view of the economy \_\_\_\_\_<sup>15</sup> be summed up in a few short phrases: If it moves, tax it. If it keeps moving, regulate it. And if it stops moving, subsidize it. (*Ronald Reagan*)

11. \_\_\_\_\_<sup>16</sup> you imagine what I \_\_\_\_\_<sup>17</sup> do if I \_\_\_\_\_<sup>18</sup> do all I \_\_\_\_\_<sup>19</sup>? (*Sun Tzu*)

12. I wish I \_\_\_\_\_<sup>20</sup> give you a lot of advice, based on my experience of winning political debates. But I don't have that experience. My only experience is at losing them. (*Richard M. Nixon*)

13. The Canadians have \_\_\_\_\_<sup>21</sup> live peacefully with their Indians. It is disgrace that the United States has not done the same. (*Stephen Ambrose*)

14. One of the things I'm most proud of about my career is the fact I've \_\_\_\_\_<sup>22</sup> keep options open. (*Clive Owen*)

15. Everyone \_\_\_\_\_<sup>23</sup> be respected as an individual, but no one idolized. (*Albert Einstein*)

16. Things \_\_\_\_\_<sup>24</sup> be made as simple as possible, but not any simpler. (*Albert Einstein*)

17. Whatever words we utter (=say) \_\_\_\_\_<sup>25</sup> be chosen with care for people will hear them and be influenced by them for good or ill. (*Buddha*)





**Exercise F:** Examine the given sentences and recognize the intended hidden meaning the author of each statement has:

Use pattern 1 as an example:

<b>№</b>	<b>Statement</b>	<b>Meaning</b>
1	<i>His story <u>can't have been true!</u></i>	<i>impossibility</i>
2	John: The accident has blocked traffic in two directions. Jane: It <u>can't</u> be helped. They have to get the people out of the cars and send them to the hospital.	.....
3	<u>Would</u> you please pass me all these physical exhibits presented by the defending side?	.....
4	He <u>wasn't able</u> to solve that problem.	.....
5	The conference <u>is supposed</u> to begin at ten.	.....
6	He said he <u>would</u> be home after seven.	.....
7	He <u>must</u> finish this report by Friday. I <u>need</u> to proofread it and check the data before we publish it.	.....
8	She hoped the different ethnic groups in the area <u>could</u> live together in peaceful co-existence.	.....
9	You <u>are to</u> be there at nine sharp. You'd <u>better go</u> now, or you'll be late.	.....
10	<u>May</u> I speak to Mr. Brown, please? He told me he <u>might</u> be in the office during this part of the day.	.....
11	<u>Shall</u> we wait for you in the negotiations room? Or <u>would</u> you like us to wait for you right here?	.....
12	He <u>could have been</u> at the scene of the crime yesterday. I <u>m going to</u> invite him for interrogation.	.....
13	I <u>would</u> say that your conclusion is not right. He <u>couldn't</u> have stolen the money from his employers.	.....
14	The paperwork <u>will have to</u> wait until tomorrow, because I'm too busy now.	.....
15	The police <u>had to</u> fire into the air to clear the demonstrators from the streets.	.....
16	<u>Can</u> you open the window, please? It's too stuffy inside. I awfully <u>need</u> some fresh air.	.....
17	When we were younger, we <u>used not to be allowed</u> to participate in any discussions of the adults.	.....
18	Nancy <u>is going</u> to drive me crazy. She <u>would</u> waste	.....



	my time hanging on the phone every night last week! She'd <u>better</u> pay me back that money she owes me.	
19	The cause of the accident <u>may</u> never be discovered.	.....
20	We <u>ought not to</u> have agreed without knowing what it <u>would</u> cost.	.....
21	You <u>might</u> like to try Ruby. Perhaps you've heard of it? Ruby is a "dynamically strongly typed", single-inheritance object oriented programming language.	.....
22	You <u>should</u> find this guidebook helpful.	.....
23	I wonder if I <u>might</u> have a quick look at your report?	.....
24	When you got lost in the forest you <u>must have been</u> very frightened.	.....
25	You <u>shouldn't</u> argue with your boss.	.....
26	I brought him some sandwiches because I thought he <u>might be</u> hungry.	.....
27	We thought they <u>would have</u> got home by five o'clock, but there was no reply when we phoned.	.....
28	They <u>ought to</u> have arrived at lunchtime but the flight was delayed.	.....
29	Manchester United <i>might be</i> an excellent team, but today they played just appallingly.	.....
30	He'd <u>rather</u> die than let me think he need any help.	.....
31	You <u>mustn't</u> show this letter to anyone else. It contains pretty sensitive information.	.....
32	If this project fails it <u>will</u> affect not only our department, but also the whole organization.	.....
33	There <u>should</u> be an investigation into the cause of the disaster.	.....
34	There <u>may be</u> some evidence to suggest she's guilty, but it's hardly conclusive.	.....
35	You've <u>only got to</u> look at her face to see that she's not well.	.....
36	They knew there <u>would be</u> trouble unless the report was finished by the next day.	.....
37	They promised that they <u>would</u> help.	.....
38	Do remind me because I'm <u>likely to</u> forget.	.....



**Exercise G:** Rewrite the given sentences by using the appropriate modal verb/ modal expression:

*Ex.: I believe he didn't steal that money// He may not have stolen the money.*



1. In France female students *are not allowed to wear hijab* (=modest Muslim dress), regarded as a religious symbol, in classes in public establishments such as secondary schools and universities.

**Revised** \_\_\_\_\_

2. No household security devices *are proof against* (=protect completely against) the determined burglar.

**Revised** \_\_\_\_\_

3. Police have released a picture of the man *they want to question*.

**Revised** \_\_\_\_\_

4. *He is permitted to provide foreign exchange currency transactions* because he has a license.

**Revised** \_\_\_\_\_

5. I have a suspicion that *he's having an affair*, though I don't have any concrete (= definite) proof.

**Revised** \_\_\_\_\_

6. *The trial was kept secret* because of the risk of public disorder.

**Revised** \_\_\_\_\_

7. The police feared that *the crowd was becoming disorderly* and so they moved in with horses.

**Revised** \_\_\_\_\_

8. It is feared that the civil unrest we are now witnessing in this country *leads to a full-scale civil war*.

**Revised** \_\_\_\_\_

9. *Please submit your claim* for travelling expenses to the accounts department.

**Revised** \_\_\_\_\_

10. *It is possible to cope with any problem* if you apply yourself.

**Revised** \_\_\_\_\_

11. *It's prohibited to take pets into the courtroom* during the trial.

**Revised** \_\_\_\_\_

12. *Does the new manager do anything other than firefight?*

**Revised** \_\_\_\_\_

13. The terrorists started shooting and *the police returned fire*.

**Revised** \_\_\_\_\_



**Exercise H:** Rewrite the given sentences by using the appropriate construction instead of the modal verb/ modal expression:

*Example: They feared that the loss could bankrupt them. = They feared that the loss would possibly bankrupt them.*

1. Those responsible for these crimes *must be brought* to court and punished.

**Revised** \_\_\_\_\_

2. Drunken driving *can be punished* with a prison sentence in some countries.

**Revised** \_\_\_\_\_

3. The magazine *must have misreported* its sales figures in order to boost advertising revenue.

**Revised** \_\_\_\_\_

4. *How can the Trade Department be revived* from its present moribund state?

**Revised** \_\_\_\_\_

5. Luggage *must not be left unattended*.

**Revised** \_\_\_\_\_

6. *You must be joking* if you think *I'm going to stand* in the rain watching you play rugby!

**Revised** \_\_\_\_\_

7. *The government must admit*, they were not urged to amend the Tax Law.

**Revised** \_\_\_\_\_

8. Draft a proposal for the project and *we can discuss it at the meeting*.

**Revised** \_\_\_\_\_

9. Banks *should be supporting* small private businesses.

**Revised** \_\_\_\_\_

10. *The pictures would sell* for half a million on the open market.

**Revised** \_\_\_\_\_

11. *The software can be modified* to suit the particular needs of the end user.

**Revised** \_\_\_\_\_

12. *We would like to thank all of our customers* for their patronage (=the business given to a shop or restaurant, etc. by its customers) in the past.

**Revised** \_\_\_\_\_

13. *They should put him in prison* and throw away the key!

**Revised** \_\_\_\_\_

14. The article is informative enough, but it's a bit dull – *we need something to lift it*. **Revised** \_\_\_\_\_





**Exercise I:** Put the correct form of either *can*, *can't* or *be able to* for each sentence to reflect either *ability*; or *obligation* or *necessity*; for *permission* or for *making requests*:



1. I haven't \_\_\_<sup>1</sup> concentrate on my work with all that noise. Besides, I \_\_\_<sup>2</sup> manage all this work on my own.
2. When the car drove into the lake, one of the passengers \_\_\_<sup>3</sup> (not) open the door and had to be rescued.
3. We asked the technician if the computer \_\_\_<sup>4</sup> ever access the Internet.
4. He's never \_\_\_<sup>5</sup> admit to his mistakes. His attitude shows an extremely selfish disregard for others.
5. \_\_\_<sup>6</sup> you read that sign from this distance? What are their working hours?
6. Further strikes \_\_\_<sup>7</sup> threaten the job security of the entire 2,000-strong workforce.
7. Many towns and cities have cybercafés where you \_\_\_<sup>8</sup> easily surf the Web for a moderate fee.
8. Without more food and medical supplies, these people from Somalia will surely \_\_\_<sup>9</sup> (not) survive even if they \_\_\_<sup>10</sup> cross the border and seek help in the refugee camps.
9. What new questions \_\_\_ scientists \_\_\_<sup>11</sup> investigate nowadays thanks to the development of satellites?
10. The police seem certain (that) they \_\_\_<sup>12</sup> find the people responsible for the attack pretty soon.
11. \_\_\_<sup>13</sup> I use your telephone, please? Mine is broken.
12. Investors were seriously worried when the stock market began to crash and they \_\_\_<sup>14</sup> (not) do anything to stop it!
13. He is so young that seems to be just unqualified for this particular job. Will he \_\_\_<sup>15</sup> cope with the work?
14. As the burning plane landed, the terrified passengers \_\_\_ hardly \_\_\_<sup>16</sup> scramble\* for the emergency exit (\*= to try to reach the door quickly).
15. \_\_\_<sup>17</sup> you lend me £500? This laptop is too great a temptation!
16. The police think that the robbers \_\_\_<sup>18</sup> have shadowed their victims for days before the crime.
17. All the stress \_\_\_<sup>19</sup> make him go a bit funny.
18. Bad news \_\_\_<sup>20</sup> obviously break his heart.
19. Journalists \_\_\_ always \_\_\_<sup>21</sup> dig for (=to discover) dirt.
20. We \_\_\_<sup>22</sup> go for a drink after work tomorrow, if you like.



**Exercise J:** The following sentences have grammatical and meaning mistakes. Correct the grammatical mistakes and write a comment about the meaning mistakes:

1. Because the server crashed, the web site was unavailable and the company lost a lot of money.
2. The crash may had been caused by a denial-of-service attack by a hacker.
3. The attack was attributed by an ex-employee who had been fired for using pirate software.
4. Owed to the financial losses and the reduced confidence in the company's security, the stock price of the company went down.
5. To prevent further losses, the company may implementing a distributed computing approach by using thousands of PCs rather than a small number of servers.
6. Possibly this will solve the problem.
7. Owing to a lack of evidence, the hacker may probably not be arrested.
8. I am a patriotic person, so Hong Kong is the best place in the world to live.
9. In the 1998 economic downturn, Hong Kong's economy may be influenced by the Japanese economy.



**Exercise K:** Match the modal sentences on the left with their appropriate function on the right:

Modal Sentences	Function
1) Professors can't behave like undergraduates!	a) Ability
2) May I hand my project in a little late?	b) Strong obligation
3) One does not have to know exactly how the program works to use it.	c) Mild obligation
4) Saturated fats can accommodate no more hydrogen.	d) Lack of obligation
5) The University will pay all travel expenses	e) Possibility
6) He could not be reached for comment on Wednesday.	f) Permission
7) The largest hurdle the Republicans would have to face is a state law.	g) Prohibition
8) A U.S. official said, Our policy making should not shift at all.	h) Willingness



**Exercise L:** For each sign, complete the sentence using a phrase from the box below. Each sentence includes a modal verb for obligation, permission or possibility:

should keep	don't have to pay	can pay	shouldn't walk	can't iron
can start	mustn't enter	can buy	mustn't copy or plagiarize	can't smoke

### 1. No Smoking



Smoking is one of the major causes of cardiovascular disease. Smokers are almost twice as likely to have a heart attack as people who have never smoked. Within a wide anti-smoking campaign you see "No Smoking" signs in most of the public places which means: "You \_\_\_<sup>1</sup> in here!"

### 2. Admission Free



Many New York City museums have special days or hours when admission is free or pay-what-you-wish. Normally it only means that you \_\_\_<sup>2</sup> at all!

### 3. Keep In Cool Place



Exposure of medicines to high temperatures in storage or in transit could reduce their efficacy, and most licenses specify storage at 25°C or less. When pharmacies warn: "Keep In Cool Place", they recommend you \_\_\_<sup>3</sup> your medicines in an environment that maintains their efficacy.

### 4. Keep Off The Grass



"Keep off the grass/ Keep of the lawn" signs are aimed to protect your property and normally only mean: "You \_\_\_<sup>4</sup> on the grass."

## 5. Fresh Fruit For Sale

If you are bored to death with all these supermarkets, you'll probably start buying fruits and vegetables from your local produce. Don't miss the "Fresh Fruit for Sale" sign since that's the place where you \_\_\_<sup>5</sup> 100% fresh produce.



## 6. Private Property

Private property rights have an attribute which is the exclusive right of the owner to determine the use of the resource. Thus if you see a "Private Property" sign, remember, you \_\_\_<sup>6</sup> without permission. It's private!



## 7. Cheaters Will Be Expelled

College administration takes cheating seriously. College is competitive. Fellow students will also take cheating more seriously, because they realize what's at stake. Thus you \_\_\_<sup>7</sup>. Keep credible with professors and fellows!

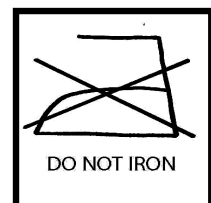


## 8. New Course Begins Tonight

If you like to enhance your knowledge and natural talents then you'd love to attend various courses and extra classes. This sign is right for you and means that you \_\_\_<sup>8</sup> a new course tonight.

## 9. Don't Iron

Some garments are marked with reminder sign "Don't Iron" which means you \_\_\_<sup>9</sup> this or that shirt or other wears due to instruction.



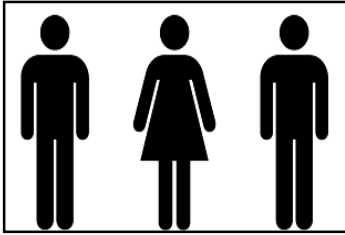
## 10. Donations Welcome

When money or goods are given to help a person or organization we call it a donation. You \_\_\_<sup>10</sup> but donations are optional, not obligatory.

**DONATIONS  
WELCOME**



**Exercise M:** Choose the appropriate option from the multiple choices given below each of the sentences to complete them:



1. I hate to hurry you, but I \_\_\_<sup>1</sup> to leave in a few minutes. **a) may; b) have; c) must; d) can**
2. You \_\_\_<sup>2</sup> follow the law or you will rot in jail.  
**a) could have; b) need; c) must; d) have**
3. The federal rail system \_\_\_<sup>3</sup> to put twenty million pounds into its modernization program. **a) is; b) will; c) would; d) should**
4. Those convicted of violating this law \_\_\_<sup>4</sup> imprisoned for a term of not less than three years nor more than seven years,  
**a) may be; b) shall be; c) would be; d) might be**
5. Technology assessment \_\_\_<sup>5</sup> be an effective tool to analyze the effect of a technology on social and environmental issues, yet in practice it \_\_\_<sup>6</sup> be occasionally used to formalize and legitimize previously decided outcomes.  
<sup>5</sup> **a) may; b) have; c) must; d) can**  
<sup>6</sup> **a) may; b) have; c) must; d) can**
6. Legal aid, by providing representation and individual legal advice \_\_\_<sup>7</sup> the potential to mitigate some of the entrenched inequality in regards to access to justice. **a) has; b) can; c) must; d) may**
7. The large-scale treatment plant \_\_\_<sup>8</sup> the most desirable option to provide for the processing and treatment of wastewater for a 20 000 person population. **a) has; b) can; c) is; d) may**
8. Each party \_\_\_<sup>9</sup> give one month's notice in writing in the event of termination. **a) may; b) shall; c) would; d) might**
9. I \_\_\_<sup>10</sup> be grateful if you \_\_\_<sup>11</sup> kindly send me your latest catalogue.  
<sup>10</sup> **a) may; b) will; c) would; d) should**  
<sup>11</sup> **a) may; b) will; c) would; d) should**
10. Negligence is a failure to exercise the care that a reasonably prudent person \_\_\_<sup>12</sup> exercise in like circumstances.  
**a) may; b) shall; c) would; d) might**
11. The core idea of negligence is that people \_\_\_<sup>13</sup> exercise reasonable care when they act by taking account of the potential harm that they \_\_\_<sup>14</sup> foreseeably cause to other people.  
<sup>13</sup> **a) may; b) will; c) would; d) should**  
<sup>14</sup> **a) might; b) will; c) would; d) should**
12. Although resulting damages \_\_\_<sup>15</sup> be proven in order to recover compensation in a negligence action, the nature and extent of those damages



are not the primary focus of negligence cases.

**a) has; b) can; c) must; d) may**

13. Common law jurisdictions \_\_\_\_<sup>16</sup> differ slightly in the exact classification of the elements of negligence, but the elements that \_\_\_\_<sup>17</sup> be established in every negligence case are: duty, breach, causation, and damages.

<sup>16</sup> **a) may; b) shall; c) must; d) might**

<sup>17</sup> **a) may; b) shall; c) must; d) might**

14. The plaintiff \_\_\_\_<sup>18</sup> prove each element of a negligence case to win.

**a) may; b) shall; c) must; d) might**

15. Therefore, if it is highly unlikely that the plaintiff \_\_\_\_<sup>19</sup> prove one of the elements, the defendant \_\_\_\_<sup>20</sup> request judicial resolution early on, to prevent the case from going to a jury.

<sup>19</sup> **a) may; b) can; c) must; d) might**

<sup>20</sup> **a) may; b) can; c) must; d) might**

16. Without the specific limits provided by the four elements, any plaintiff \_\_\_\_<sup>21</sup> claim any defendant was responsible for any loss, and subject him to a costly trial. **a) could; b) might; c) would; d) should**

17. There are many possible reasons that \_\_\_\_<sup>22</sup> given to justify or explain why someone \_\_\_\_<sup>23</sup> be punished.

<sup>22</sup> **a) may be; b) shall be; c) would be; d) might be**

<sup>23</sup> **a) has; b) can; c) ought to; d) may**

18. For minor offenses, punishment \_\_\_\_<sup>24</sup> take the form of restitution, community service or compensation orders.

**a) may; b) shall; c) must; d) might**

19. Punishment \_\_\_\_<sup>25</sup> serve as a means for society to publicly express denunciation (=public criticism) of an action as being criminal.

**a) has; b) can; c) must; d) may**

20. A principal of the rationale (=reasons or intentions) for the degree punishment meted out (=was given) is that the punishment \_\_\_\_<sup>26</sup> fit the crime. **a) might; b) will; c) would; d) should**

21. Punishments are applied for various purposes, most generally, to encourage and enforce proper behavior as defined by society or family. For example, there \_\_\_\_<sup>27</sup> be judicial punishment for breaches of the law. Punishment \_\_\_\_<sup>28</sup> also be applied on moral grounds.

<sup>27</sup> **a) has; b) can; c) must; d) may**

<sup>28</sup> **a) has; b) can; c) must; d) may**





**Exercise N:** Learn about the US legal advertisement! Match the 1<sup>st</sup> part of the sentence with its 2<sup>nd</sup> half to make meaningful statement. Pay attention to the *legal language* used and the *modal verbs* too:

<b>1<sup>st</sup> part of the sentence</b>	<b>2<sup>nd</sup> part of the sentence</b>
1) A well organized TV advertising for law firms can forever change your business because ...	a) any other media cannot match.
2) A well designed, well written law firm website can make your practice the first source people see, when ...	b) the client himself will be liable for certain expenses in addition to the fee, if such is the case.
3) According to Pennsylvania Rules of Professional Conduct Rule 7.2 (h) advertisements that state or indicate that no fee shall be charged in the absence of recovery shall disclose that ...	c) the name of the certifying organization is clearly identified in the communication.
4) In Florida, USA, all websites and home pages accessed via the Internet that are controlled or sponsored by a lawyer or law firm and that contain information concerning the lawyer's or law firm's service shall ...	d) should be aimed at a target market and include "a call to action".
5) Even though each statement in an advertisement may be literally true, an offence can still arise if ...	e) a quick e-mail link can easily open a line of intended options for direct communications.
6) In Colorado, a lawyer shall not have to state or imply that a lawyer is certified as a specialist in a particular field of law, unless ...	f) they are searching online for legal services and support.
7) Advertising Law refers to the laws defining the ways in which ...	g) the firm's Web site for additional information on his own.
8) When you perform your company's ads, you need all the relevant information about advertising law compliance at your fingertips because ...	h) contact our office at 000-00-00 toll-free to arrange a consultation.
9) A prospective client may normally hear about a law firm through an acquaintance or advertisement, and then seek out ...	i) raise health and safety concerns or may cause economic injury.

10) If a visitor wishes additional information or would like to contact the firm, he may then enjoy the benefits of hypertext links since ...	j) any products can be advertised, such as placement, timing, and content.
11) A Web site can provide a depth and breadth of information and offer a variety of unique qualities that ...	k) suddenly you and your legal business have a prominent presence in the public's eye.
12) A Web site can be an important means of introducing an attorney to a prospective client with no need ...	l) disclose all jurisdictions in which the lawyer or members of the law firm are licensed to practice law.
13) The US Division of Advertising Practices protects consumers from unfair and deceptive advertising marketing practices that can ...	m) there are many pitfalls and problems that could be avoided by having this knowledge.
14) Contact us to discuss how...	n) to step into the attorney's office.
15) If you would like to speak with us regarding your legal issue or have a question about our practice, please	o) the "general impression" conveyed by the advertisement is misleading.
16) The most common type of advertising is called "image or institutional advertising" which makes up most of what you can see	p) be posted up on the noticeboard of a Web site immediately.
17) When the Internet exploded into the popular landscape in the mid-1990s, there was a tremendous concern that ...	q) 1) marketing and advertising are the same thing; 2) that advertising is all about billboards, television commercials and announcements in trade journals.
18) With direct response advertising, you can regularly measure ...	r) they wish to view.
19) If a new attorney is hired, his/her biographical information/ photo can	s) producing a TV or radio commercials and purchasing airtime.
20) Visitors to a legal website can choose which information	t) on television or hear on radio or see in the newspaper or magazine.
21) There are a couple of myths that can particularly damage any attorney's ability to attract clients, namely, that ...	u) the problems and limitations of mainstream advertising would manifest themselves in the new online world as well.
22) A "direct response advertising" carries a specific message which ...	v) the success of every single advertisement you post.
23) Few firms even within the legal business can afford the expense of ...	w) we may be able to assist with your legal concern.



**Exercise O:** Here's a set of tasks for you to fulfill in an intended order. Rewrite the story using all details you get at the end:

a) *Revise some of the vocabulary you might need for your investigation:*

- 1) **a motive** – a reason for doing something;
- 2) **a clue** – a sign which helps you to find the answer to a problem;
- 3) **a suspect** – a person believed to have committed a crime;
- 4) **an alibi** – fact of having been elsewhere when the crime was committed;
- 5) **an intention** – something that you want and plan to do;
- 6) **to bargain** – to expect a lot in exchange for what you pay or do
- 7) **to benefit** – to receive a good profit (=advantage achieved)

b) *Read the short funny (to some extent) text with a serious moral:*

An old man lived alone in Minnesota. He wanted to spade (=dig soil) his potato garden, but it was very hard work for him. His only son, who *would have helped him*, was in prison. The old man wrote a letter to his son and mentioned his miserable situation:



Dear Son,

I am feeling pretty bad because it looks like I won't be able to plant my potato garden this year. I hate to miss doing the garden because your mother always loved that planting time. I'm just getting too old to be digging up a garden plot. If you were here, all my troubles would be over. I know you would dig

the plot for me, if you weren't in prison, Love, Dad

Shortly, the old man received this telegram:

For Heaven's sake, Dad, don't dig up the garden!! That's where I buried the GUNS!!

At 4 a.m. the next morning, a dozen FBI agents and local police officers showed up and dug up the entire garden without finding any guns. Confused, the old man wrote another note to his son telling him what had happened, and asked him what to do next.

His son's reply was:

Go ahead and plant your potatoes, Dad. It's the best I could do for you, from here. Love from your son.

**MORAL:** No matter where you are in the world. If you have decided to do something deep from your heart, you can do it. It is only the Thought and the Love that matters, but not the fact who you are and where you are.

c) Now when you have some information on that case answer the questions given below to lit a light and make your guesses on the real way of events. Rewrite the story, use as many modal verbs as possible to color the plot:

---

1. Why did the old man live alone? How long has he been living alone?

**Answer:** (use modal verbs of possibility, probability or suggestion) \_\_\_\_\_

2. What urgent problems was he having at the time he decided to write a letter to his son? What was the cause for his routine problems?

**Answer:** (use modal verbs of possibility, probability or suggestion) \_\_\_\_\_

3. What was his message about in short words?

**Answer:** (give a direct speech sentence; use modal verb of request) \_\_\_\_\_

4. Where was the old man's son then? Why was he far away from his home? How far away was he? How long has he been away from his home?

**Answer:** (use modal verbs of possibility, probability or suggestion) \_\_\_\_\_

5. What has the old man's son committed to have been convicted?

**Answer:** (use modal verbs of possibility, probability or suggestion) \_\_\_\_\_

6. What did the FBI agents suspect the old man's son in? Had all the circumstances of his former case been fully clarified and stated before the convict was sent to prison (=incarcerated)? What was he charged with while being convicted? Was his guilt felonious? How serious was his guilt?

**Answer:** (use modal verbs of possibility, probability or suggestion) \_\_\_\_\_

7. What was behind the old man's son's message in his telegram back to his father? What was his plot? Was his plot indecent? What was his intention?

**Answer:** (use modal verbs of possibility, probability or suggestion) \_\_\_\_\_

8. Is it permissible to mislead the official investigation or authorities?

**Answer:** (use modal verbs of prohibition or restriction ) \_\_\_\_\_

9. Is it permissible to present the confusing facts while under trial?

**Answer:** (use modal verbs of prohibition or restriction ) \_\_\_\_\_

10. Is it permissible to read e-mails or snail-correspondence of the other?

**Answer:** (use modal verbs of prohibition or restriction ) \_\_\_\_\_

11. Was the convict's behavior illegal? Did his behavior contain any traces of misconduct? How immoral his intention was? How moral his move was?

**Answer:** (use modal verbs of possibility, probability or suggestion) \_\_\_\_\_

12. Did the old man benefit or profit from his son's creative idea? How creative his son's move was?

**Answer:** (use modal verbs of possibility, probability or suggestion) \_\_\_\_\_

13. What are the possible consequences for all participants of the story?

**Answer:** (use modal verbs of possibility, probability or suggestion) \_\_\_\_\_

14. Which side of the story are you personally on?

**Answer:** (use modal verbs of certainty) \_\_\_\_\_

15. How truthful that story is?

**Answer:** (use modal verbs of certainty) \_\_\_\_\_



**Exercise P:** Below please find requests made by different people.  
Who would make these requests? Guess and confirm your choice:

**1. Could you tell me how much it costs?**

- a) a boss to a secretary
- b) a customer to a sales person
- c) a visitor to a company
- d) a policeman to a prisoner



**2. Could you say that again please? I didn't understand.**

- a) a boss to a secretary
- b) a customer to a sales person
- c) a visitor to a company
- d) somebody whose English is not perfect

**3. Could you tell me if the price includes sales tax?**

- a) a boss to a secretary
- b) a customer to a sales person
- c) a hotel receptionist to a visitor
- d) somebody whose English is not perfect



**4. Could you fix us two black coffees please, Barbara?**

- a) a boss to a secretary
- b) a customer to a sales person
- c) a visitor to a company
- d) somebody whose English is not perfect

**5. Could you please speak more slowly? I didn't understand.**

- a) a boss to a secretary
- b) a customer to a sales person
- c) a visitor to a company
- d) somebody whose English is not perfect



**6. Would you mind opening that suitcase?**

- a) a customs officer
- b) a customer to a sales person
- c) a visitor to a company
- d) somebody whose English is not perfect

**7. Would you mind telling me who your present supplier is?**

- a) a boss to a secretary
- b) a customer to a sales person
- c) a sales person to a customer
- d) somebody whose English is not perfect

**8. Would you mind spelling your name please?**

- a) a boss to a secretary
- b) somebody answering the phone
- c) a visitor to a company
- d) a customs officer

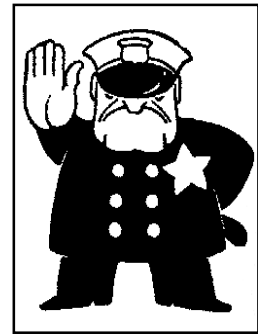


**9. Could you tell me how to pronounce "specialization"?**

- a) a boss to a secretary
- b) a customer to a sales person
- c) a visitor to a company
- d) somebody whose English is not perfect

**10. Would you mind working late tonight?**

- a) a boss to a secretary
- b) a customer to a sales person
- c) a visitor to a company
- d) somebody whose English is not perfect



**11. Could you tell me where Mr. Brown's office is?**

- a) a boss to a secretary
- b) a customer to a sales person
- c) a visitor to a company
- d) somebody whose English is not perfect

**12. Could you tell me if you have any stocks or shares?**

- a) a boss to a secretary
- b) a customer to a sales person
- c) a visitor to a company
- d) somebody whose English is not perfect



**13. Could you lend me thirty dollars till Wednesday, please?**

- a) a customs officer
- b) a customer to a sales person
- c) a visitor to a company
- d) somebody who you've known for ages

**14. Can you tell me where the bank is, please?**

- a) a boss to a secretary
- b) a customer to a sales person
- c) a visitor to a country
- d) a policeman to a prisoner



**15. Could I borrow your calculator for a minute?**

- a) a boss to a secretary
- b) a customer to a sales person
- c) a visitor to a company
- d) somebody whose English is not perfect





**Exercise Q:** Below please find requests made in a rude, stupid or purely ineffective manner. Change them for better (smart) patterns:

*The pool of options to soften your speech:*

Could you	Would you mind	Would you like to
Could I	Would you mind if I	Can't you
May I	Do you mind	Won't you
Can I	Do you mind if I	Would you happen to know
Can you	Would it be OK if I	Can you tell me
Will you	Would it be all right if I	I wonder if you could
Would you	Would you be so kind as to	I wonder if you can

1/ **Stupid:** Help me! Video doesn't work properly on my laptop!

**Smart:** \_\_\_\_\_

**Smarter:** \_\_\_\_\_

2/ **Stupid:** Tell me what time it is!

**Smart:** \_\_\_\_\_

**Smarter:** \_\_\_\_\_

3/ **Stupid:** Hello. I want to have a leaflet about London museums.

**Smart:** \_\_\_\_\_

**Smarter:** \_\_\_\_\_

4/ **Stupid:** Tell me a little about yourself...

**Smart:** \_\_\_\_\_

**Smarter:** \_\_\_\_\_

5/ **Stupid:** Turn off the radio! I can't concentrate on my work!

**Smart:** \_\_\_\_\_

**Smarter:** \_\_\_\_\_

6/ **Stupid:** I'm thirsty! Give me some water!

**Smart:** \_\_\_\_\_

**Smarter:** \_\_\_\_\_

7/ **Stupid:** Pass me that CD over there and give me my laptop back.

**Smart:** \_\_\_\_\_

**Smarter:** \_\_\_\_\_

8/ **Stupid:** Just speak slower. I can't quite follow you.

**Smart:** \_\_\_\_\_

**Smarter:** \_\_\_\_\_

9/ **Stupid:** Stop talking! I have a terrible headache already!

**Smart:** \_\_\_\_\_

**Smarter:** \_\_\_\_\_

10/ **Stupid:** Mrs. Redding, lend me two hundred dollars till next week, o.k.?

**Smart:** \_\_\_\_\_

**Smarter:** \_\_\_\_\_



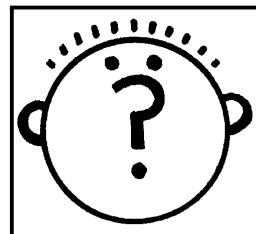


**Exercise R:** Test yourself! How polite are you even in tough situations? Choose the answer you regard an appropriate one and shape your response in a verbal form:

**Situation 1:** Someone you don't really like keeps following you around.

**What will you do and how will you do that?**

- a) Tell him/ her to get lost.
- b) Ask him/ her to quit following you around.
- c) Secretly escape and hide.
- d) Let him/her follow you around.
- e) None of the above.



**Situation 2:** You're really good in English and are taking a test on it on Friday. The coolest student in your class asks you to give him the answers.

**What will you do and how will you do that?**

What do you do?

- a) Give in right away. This student is SO cool!
- b) You don't care if he/ she is cool or not; you don't give the answers.
- c) Give a lame duck (=unsuccessful person) excuse and say no.
- d) Give him/ her the answers but tell your professor after.
- e) Tell him/ her you'll think about it.

**Situation 3:** Somebody has been asking you the same question all over and over again.

**What will you do and how will you do that?**

- a) Roll your eyes and answer.
- b) Tell him/ her to keep going but finally give the required answer.
- c) Give him/ her the wrong answer intentionally.
- d) Pretend not to see that intruding person at all/
- e) None of the above

**Situation 4:** You are hanging out with your friends and everybody wants to do something you don't want to.

**What will you do and how will you do that?**

- a) Agree and go along with them.
- b) Argue, but go along in the end.
- c) Tell them they're losers and leave.
- d) Give them a lame excuse and go home.
- e) None of the above.

**Situation 5:** You're supposed to exchange papers to check an assignment. Somebody who is ALWAYS late to exchange asks you to exchange with him/ her. But you already have your paper ready to check.

**What will you do and how will you do that?**

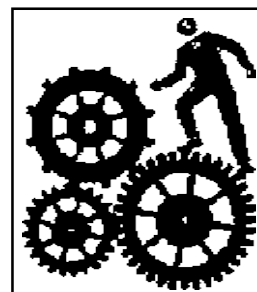
- a) Say no.
- b) Say sure.
- c) Give a lame excuse and refuse.
- d) Roll your eyes and say no.
- e) None of the above



**Situation 6:** People started calling you "Smart Alec" at the University. You don't exactly like this.

**What will you do and how will you do that?**

- a) Ask them to stop.
- b) Suffer but live with it.
- c) Tell them to shut-up or else!
- d) Nicknames don't bother you.
- e) None of the above.



**Situation 7:** There is someone new in your group and nobody hangs out with him/ her.

**What will you do and how will you do that?**

- a) Start teasing him/her.
- b) Be nice whenever you run into him/ her but don't hang out with him/ her.
- c) Hang out with him/ her.
- d) Ignore him/ her.
- e) None of the above.

**Situation 8:** Your best friend has something stuck between his/ her teeth.

**What will you do and how will you do that?**

- a) Tell him/ her right away.
- b) Don't tell him/ her anything so as not to disturb him/ her.
- c) Ask him/ her to smile at himself/ herself in the bathroom mirror.
- d) Tease him/ her about it.
- e) None of the above.

**Situation 9:** Your friend got only 60% on his/ her spelling test.

**What will you do and how will you do that?**

- a) Keep it to yourself.
- b) Tell one or two friends.
- c) Call his parents in frustration.
- d) Tease him/ her about it.
- e) None of the above.

**Situation 10:** You know your friend has a crush on someone in particular.

**What will you do and how will you do that?**

- a) Tease him/ her about it.
- b) Tell everyone around.
- c) Keep it to yourself.
- d) Tell a couple of people and his/ her parents indeed.



**Exercise S:** How do you respond to the questions? Choose the option you regard the appropriate one. Confirm your answer:

**1. Could you tell me how much it costs?**

- a) I'm sorry. Speak louder. I don't understand you.
- b) That model is just \$100.
- c) I'm sorry, don't speak so fast. Your English is terrible!

**2. Could I please use your phone?**

- a) I'm sorry. I don't understand you. Try to speak louder.
- b) Of course. Dial 999 to get an outside line.
- c) I'm sorry, this is an exclusive model. I'll try to fix yours.

**3. Excuse me, could I have some information?**

- a) I'm sorry, I have my lunch break in 5 minutes.
- b) Call 0121 658 3659.
- c) Yes, how can I help you? What do you want to know?

**4. Could you send me confirmation?**

- a) I'm sorry. I don't understand you.
- b) Of course, I'll do it now. You'll get it in the first post tomorrow.
- c) I'm sorry, we do not give any additional information.

**5. Can I speak to Mr. DuPont, please?**

- a) Yes, of course, we can start all again tomorrow.
- b) Of course, that's the way we like it.
- c) Certainly, who's calling?

**6. Can I leave Mr. DuPont a message?**

- a) Certainly, could you wait a moment while I get a pen and paper?
- b) Sorry, I'm off to the airport in a few minutes.
- c) Sure, what would you like me to do?

**7. Could you give me your number, please?**

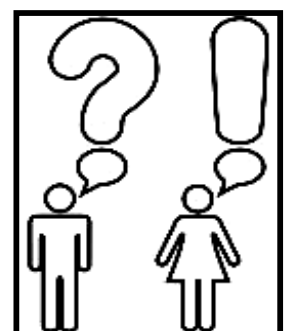
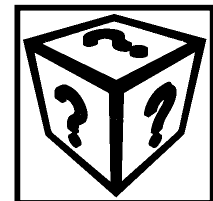
- a) 0121 658 3659.
- b) Yes I can, 0121 658 3659.
- c) Yes I could, 0121 658 3659.

**8. Could I have a receipt, please?**

- a) Of course, do you want the VAT separated?
- b) Of course, that's the way we like it.
- c) I'm sorry, I'm trying not to give any prescriptions so far.

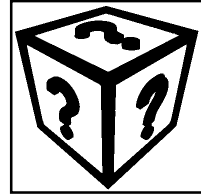
**9. Could I have a glass of water, please?**

- a) No. No water in the office.
- b) You are welcome to choose. Evian? Perrier?
- c) We prefer to drink Coca-Cola.



**10. May I smoke in here?**

- a) I'm sorry you can't smoke in the building.
- b) Oh! No! No! No!
- c) I don't like smoking and do not recommend you.



**11. Could you get us some coffee please?**

- a) No I can't. I'm not a secretary!
- b) No I couldn't. Who's the boss?
- c) I'm sorry but there isn't any.

**12. Could you call me back?**

- a) Sorry, I'm off to the airport in a few minutes.
- b) Certainly, we could. Would you like to leave your personals?
- c) I'm sorry, I'm not the answering machine.

**13. Could you give me a wake-up call at 7.30?**

- a) Yes, of course, call me again tomorrow morning.
- b) Certainly, we would. What is your room number?
- c) I'm sorry, I do not get up that early.

**14. Could you help me?**

- a) Certainly. Would you like a newspaper?
- b) Sure, what would you like me to do?
- c) Call 911 in emergency.



**15. Could we stop now, I'm getting a bit tired?**

- a) Of course. Would you like a newspaper?
- b) Yes, of course, we can start our work again tomorrow.
- c) I'm sorry, I have my own plans.

**16. Could you repeat that last sentence, please?**

- a) Of course, which was the last one?
- b) Of course, is that one about the events in Libya?
- c) Sure, what would you like me to do?

**17. Could you speak a little bit louder, please?**

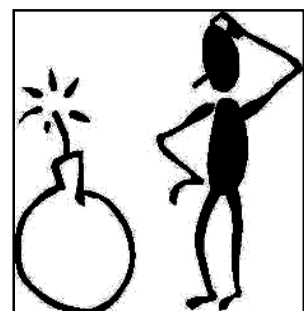
- a) Of course, if you promise to consult your physician the sooner the better!
- b) Yes, of course, let me make a lot of noise, dear.
- c) I'm sorry, I will. I'll try to speak louder and not so fast.

**18. Could you spell that, please?**

- a) Sure, what would you like me to do?
- b) Sure, that's M-O-R-N-I-N-G.
- c) Yes, of course, open your dictionary.

**19. Could you give me a piece of advice?**

- a) No I couldn't. I'm off to the airport in a few minutes.
- b) Of course, what's your problem please?
- c) Of course. We charge only \$50 per advice.





**Exercise T:** Choose the appropriate modal verb from the box of words below to complete the given sentences:

is likely	are about to	will	cannot
will be able to	may	should	can
do not need to	do not have to	must	shall

1. If you have a bad experience with police, you \_\_\_<sup>1</sup> want to make a formal complaint.

2. As a member of the public, you \_\_\_<sup>2</sup> make a complaint if you think a police officer has behaved incorrectly or unfairly.

3. If something happens that you may want to complain about, you \_\_\_<sup>3</sup> record the time and place where the incident occurred as accurately as possible.

4. Your local Citizens Advice Bureau, or a local law centre, \_\_\_ \_\_\_ \_\_\_<sup>4</sup> tell you if you've got grounds for a complaint, and how to go about making it.

5. A special complaints and discipline department of the police service concerned \_\_\_<sup>5</sup> record a complaint from a member of the public if the complaint alleges misconduct by a particular officer or officers.

6. Some complaints \_\_\_<sup>6</sup> be referred to the independent PCA (Police Complaints Authority) for supervision of the investigation.

7. According to Section 75(3) of the Police Act 1996, "If the Chief Officer determines that the report indicates that a criminal offence may have been committed by a member of the police service for his area, he \_\_\_<sup>7</sup> send a copy of the report to the Director of Public Prosecutions."

8. When you are arrested you \_\_\_ \_\_\_ \_\_\_ \_\_\_<sup>8</sup> say anything to the police but if you are later charged with a crime and you have not mentioned, when questioned, something that you later rely on in court, then this may be taken into account when deciding if you are guilty.

9. If the police \_\_\_ \_\_\_ \_\_\_<sup>9</sup> arrest you or have already arrested you, there is no such thing as a 'friendly chat' to sort things out. Anything you say can later be used against you. Think before you talk.

10. At raves, demonstrations etc. the police \_\_\_ \_\_\_ \_\_\_ \_\_\_<sup>10</sup> have a reasonable suspicion that you are carrying a weapon or committing a crime and can use their very wide power to stop and search.

11. A rave is defined as a gathering of 100+ people, at which amplified music is played which \_\_\_ \_\_\_<sup>11</sup> to cause serious distress to the local community, in the open air and at night.

12. When a person is arrested for drink driving, even though he is still entitled to a solicitor, the breath test procedure \_\_\_<sup>12</sup> be delayed.





### What is Modality?

**Modality** may refer to: 1) Education; 2) Humanities; 3) Linguistics; 4) Medicine; 5) Science and technology, etc.

- *The Modality principle or effect in education* refers to the *Cognitive Theory of Multimedia Learning* by Richard Mayer. Information can and should be encoded both as visually and auditory (narration). If verbal information is

encoded auditory it reduces the cognitive load of the learner and they are better able to handle that incoming information.

- *In law*: modality refers to the basis of legal argumentation in United States constitutional law.
- *In theology*: Modality (theology) is the organization and structure of the church, as distinct from sodality or parachurch organizations.
- *Modality (semiotics)* is the channel by which signs are transmitted (oral, gesture, written).
- *Linguistic modality* covers expressions of how the world might be and should be. This includes expressions of necessity, permissibility and probability, and so on. The set of propositions which forms the basis of evaluation is called **the modal base**. The result of the evaluation is called **the modal force**.

Certainty of Conclusion	Modal Verbs	Adverbs	Statement of Claim
Strong	be to, will, can not, must, had to, must not	undoubtedly, always, never, obviously, surely, definitely, clearly	It is certain that... It seems clear that... X is definitely...
Moderate	should, would, can, have to, ought to, tend to, deem to	usually, likely, probably, regularly, often, frequently, rarely, generally, normally	It appears probable It is usually that In case that ... The result suggests It is likely that ... Majority of cases ...
Tentative	may, might, could, maybe, be able to, be going to	possibly, conceivably, sometimes, occasionally, seldom, perhaps, uncertainly	Conceivably, ... It is possible that ... Occasionally, ... It may be the case that ... Minority of cases ...



## It is important to know: An Overview of Modal Verbs

Modal Verbs	Meaning	Present	Past	Future
<b>can</b>	physical ability; informal permission; possibility; informal request; impossibility ( <b>can't</b> )	can	<b>could</b> ability (past); permission; possibility; polite request; suggestion; impossibility ( <b>couldn't</b> )	
<b>may</b>	formal permission; polite request; possibility; probability	may	<b>might</b> possibility; probability; suggestion	
<b>must</b>	deduction, necessity, obligation, prohibition	must	<b>had to</b> (for obligation)	
<b>shall</b>	decision; future; offer; question (asking for consent or directive); suggestion	shall		shall
<b>should</b>	advice, necessity, prediction, recommendation	should		
<b>will</b>	decision; unplanned future action; polite offer; polite request; intention/ willingness; prediction, promise, suggestion; future			will
<b>would</b>	future in the past; conditional; habit; invitation; permission; preference/ desire; request; question, suggestion		would	
<b>be able (to)</b>	ability	am/is/are able to	was/were able to	shall/will be able to
<b>need</b>	necessity; no necessity ( <b>needn't</b> or <b>don't need</b> )	need	- didn't need	
<b>ought (to)</b>	advice; strong probability	ought (to)		
<b>used to</b>	repeated action in the past; habitual past action		used to	
<b>to have (to)</b>	necessity; no necessity ( <b>don't / didn't have to</b> )	have/has (to); have got (to)	had (to)	shall/will have (to)
<b>to be (to)</b>	strong expectation; necessity due to some plan	am/is/are (to)	was/were (to)	



**Exercise 1.** Match the modal verb *would* in the sentences with its function:

Sentences with WOULD	Function of WOULD
1) Even as a boy, he knew that he <i>would</i> succeed in life.	a) use of <i>would</i> for habitual past behavior
2) The candidate said that the government wouldn't increase taxes under any circumstances.	b) <i>would</i> : derogatory (showing no respect)
3) If I had won the lottery I <i>would</i> have bought a car.	c) <i>would</i> for giving advice (conditional)
4) Would you know the answer?	d) <i>would</i> : less certain
5) You'd never know it (=that he was guilty).	e) <i>would</i> : opinion
6) He left 5 minutes late, unaware that the delay <i>would</i> save his life.	f) use of <i>would not</i> to talk about past refusals
7) It <i>would</i> have been very boring to sit through the whole speech.	g) <i>would</i> : Future in past (refers to future from the point of view of the past)
8) <i>Would that</i> it were true!	h) <i>would</i> : no intention
9) We saw a police helicopter overhead yesterday morning. – Really? They <i>would</i> have been looking for those bank robbers.	i) <i>would</i> : Future in past (when talking about smth. has not happened at the time we are talking about)
10) They would say that, wouldn't they?	j) <i>would</i> : possibility
11) John said he didn't steal the money. – Well, he <i>would</i> , wouldn't he?	k) <i>would</i> : derogatory (strong disapproval)
12) They knew there <i>would</i> be trouble unless the report was finished by the next day.	l) when the condition is "understood" (no if-clause)
13) He wanted a divorce but his wife <i>would not</i> agree.	m) <i>would</i> to express the 3 <sup>rd</sup> conditional
14) It <i>would</i> appear that the detector was wrong.	n) <i>would</i> : hope
15) He <i>would</i> seem to be getting better.	o) <i>would that</i> : regret
16) If he lost his job he <i>would</i> have no money.	p) <i>would</i> : polite question
17) I asked him to move his car but he said he <i>wouldn't</i> (= he refused).	q) use of <i>would</i> as a past tense of <i>will</i> or <i>going to</i>
18) Sometimes she <i>would</i> phone me in the middle of the night to share some stupid rumors.	r) <i>would</i> : presumption
19) I <i>would</i> expect the real proof to occur.	s) <i>would</i> : uncertainty
20) I suppose some people <i>would</i> call my current position a complete torture.	t) <i>would</i> : past tense in reported speech
21) If you asked me I <i>would</i> say you should go and testify.	u) <i>would</i> to express the 2 <sup>nd</sup> conditional



**Exercise 2.** Use *can*, *could* or *be able to* for ability, possibility, request, suggestion or offer. Choose from the multiple choices below each sentence:

1. If the party is awful, we \_\_\_<sup>1</sup> always leave.

**a) can; b) could; c) be able to** (in the Present)

2. The doctors are doing all that they \_\_\_<sup>2</sup>, but she's still not breathing properly.

**a) can; b) could; c) be able to** (in the Present)

3. When I was younger I \_\_\_<sup>3</sup> stay up all night and not get tired.

**a) can; b) could; c) be able to** (in the Past)

4. I'm sorry that I (not) \_\_\_<sup>4</sup> to phone you yesterday.

**a) can; b) could; c) be able to** (in the Past)

5. A man fell into the river yesterday. The police \_\_\_<sup>5</sup> save him.

**a) can; b) could; c) be able to** (in the Past)

6. \_\_\_<sup>6</sup> you possibly turn that music down a little, please?

**a) can; b) could; c) be able to** (in the Past)

7. Even three men working together \_\_\_<sup>7</sup> (not) be able to lift the car.

**a) can; b) could; c) be able to** (in the Future)

8. I waited for you for ages – you \_\_\_<sup>8</sup> have said that you weren't coming!

**a) can; b) could; c) be able to** (in the Future)

9. You \_\_\_<sup>9</sup> get very nasty skin diseases from bathing in dirty water.

**a) can; b) could; c) be able to** (in the Future)

10. It's only surprising that most of the students \_\_\_<sup>10</sup> speak English well though they can't write it at all.

**a) can; b) could; c) be able to** (in the Present)

11. According to the recent research data published in the Internet this new drug \_\_\_<sup>11</sup> be an important step in the fight against cancer.

**a) can; b) could; c) be able to** (in the Present)

12. Do the best you \_\_\_<sup>12</sup>, I realize the circumstances are not ideal.

**a) can; b) could; c) be able to** (in the Present)

13. Anyone \_\_\_<sup>13</sup> become rich and famous if they know the right people.

**a) can; b) could; c) be able to** (in the Present)

14. Be careful with that stick – it \_\_\_<sup>14</sup> have gone in my eye!

**a) can; b) could; c) be able to** (in the Past)

15. If I had more time, I \_\_\_<sup>15</sup> travel around the world.

**a) can; b) could; c) be able to** (in the Past)

16. It was such a nasty place where anything \_\_\_<sup>16</sup> happen.

**a) can; b) could; c) be able to** (in the Past)

17. I'm afraid Ms. Ferguson has already left the office. \_\_\_\_<sup>17</sup> I be of any help? **a) can; b) could; c) be able to** (in the Present)

18. Learning a new foreign language \_\_\_\_<sup>18</sup> be a real challenge.

**a) can; b) could; c) be able to** (in the Present)

19. I \_\_\_\_<sup>19</sup> speak Chinese by the time I finish my language course.

**a) can; b) could; c) be able to** (in the Future)

20. John \_\_\_\_<sup>20</sup> (not) have been the one who stole the money.

**a) can; b) could; c) be able to** (in the Past)

21. I'm so angry with him. I \_\_\_\_<sup>21</sup> kill him!

**a) can; b) could; c) be able to** (in the Past)

22. Even a regional nuclear war \_\_\_\_<sup>22</sup> spark unprecedented global cooling and reduce rainfall for years, according to U.S. government computer models. **a) can; b) could; c) be able to** (in the Past)

23. The situation was bad but it \_\_\_\_<sup>23</sup> have been worse.

**a) can; b) could; c) be able to** (in the Past)

24. In Lancashire, UK, if people spot someone carrying a knife they \_\_\_\_<sup>24</sup> text the person's name, school and age to 88551 in confidence under the new scheme. **a) can; b) could; c) be able to** (in the Past)

25. Although cell phone searches are a new and developing area of the law, generally, the police \_\_\_\_<sup>25</sup> (not) take your cell phone and, without consent, read through your texts unless they have at least reasonable suspicion that a crime has been committed or is about to be committed.

**a) can; b) could; c) be able to** (in the Present)

26. The police were very suspicious but he \_\_\_\_<sup>26</sup> convince them that he was not guilty. **a) can; b) could; c) be able to** (in the Past)

27. Dr. Sandberg from the Future of Humanity Institute, University of Oxford, believes that in the future we \_\_\_\_<sup>27</sup> dramatically change what it means to be human and upload our brains to a computer.

**a) can; b) could; c) be able to** (in the Future)

28. Overspending \_\_\_\_<sup>28</sup> crash the economy of a country.

**a) can; b) could; c) be able to** (in the Present)

29. Luckily the driver \_\_\_\_<sup>29</sup> stop his car in time before slamming into a truck and thus avoided an accident.

**a) can; b) could; c) be able to** (in the Past)

30. \_\_\_\_<sup>30</sup> you be so kind to fax me that document by Tuesday?

**a) can; b) could; c) be able to** (in the Present)

31. Some learners \_\_\_\_<sup>31</sup> memorize 30 new words at a time!

**a) can; b) could; c) be able to** (in the Present)

**Exercise 3.** Use **may, might, must, could, had to, can/can't, will/would/should** for speculation/ deduction = *when you guess possible answers to a question without having enough information to be certain*. The hint for the appropriate verb form is given in brackets next to the missed modal verb:

*Example:* Polar bears **must have** (=express a logical conclusion, a sure guess based on information known to the speaker) been starving.

1. The thieves \_\_\_<sup>1</sup> (*express a sure guess*) come in through the window. Look, it's still open.
2. Mike \_\_\_<sup>2</sup> (*talk about something somebody was capable of doing but didn't do*) gone to Oxford University but he preferred Harvard.
3. They \_\_\_ *hardly* \_\_\_<sup>3</sup> (*speculate now about what has happened before*) thought that I was not interested in my current job at all.
4. I \_\_\_<sup>4</sup> (*talk about possible present situations that have not happened*) been earning a lot as an accountant but the work was just too boring.
5. He \_\_\_<sup>5</sup> (*predict what you think has already happened at present*) already read the report by now. It's too late to change it.
6. She \_\_\_<sup>6</sup> (*speculate about events that may or may not have happened*) gotten our email this morning. I expect she'll give us a call about it or write back later.
7. The assistant \_\_\_ not \_\_\_<sup>7</sup> (*say with less certainty that it was possible that something happened in the past*) received my message.
8. I wish I \_\_\_<sup>8</sup> (*express some wish that didn't come true*) helped you.
9. The run-away suspect \_\_\_ not \_\_\_<sup>9</sup> (*say that you just believe something was impossible in Present*) escaped through this window. It is too small.
10. I guess I \_\_\_<sup>10</sup> (*express the possibility of the event, though it did not really happen*) passed my driving test if I'd really tried.
11. Driving so fast, he \_\_\_<sup>11</sup> (*express the possibility that something was possible to happen although not very likely*) had a nasty accident
12. We thought they \_\_\_<sup>12</sup> (*refer back to a time in the past from a point of view in the future*) gotten home by five o'clock, but there was no reply when we phoned.
13. There \_\_\_<sup>13</sup> (*express low degree of probability relating to past events*) been some evidence to suggest she's guilty, but it's hardly conclusive.
14. The islanders were able to carve the stone. The stone \_\_\_<sup>14</sup> (*say something was possible but you are less certain*) been quite soft.
15. The islanders \_\_\_ not \_\_\_<sup>15</sup> (*say you are almost 100 percent certain that something was impossible*) moved the stone! It was too heavy.

**Exercise 4.** Examine these sentences below. They all contain modal verbs which are *italicized*. Rewrite your sentences in the absence of modal verbs; use any identical expression instead so as to keep to the intended meaning:

**Common:** must=have to; must not=not to be allowed to; can=be able to; may= be allowed to; need= have to; need not=not to have to; shall/ should/ ought to= be supposed to/ be expected to/ be to; be able to = manage to; dare=be brave enough to; daresay=agree; be likely=probably/ be expected

*Example:* He **can't** see her tomorrow. = ... **won't be able to**...

1. The FBI detectives **were able to** investigate that complicated murder case in a pretty short time.
2. This completely wrong practice **ought to** have been abandoned long ago and was preserved only out of tradition.
3. **Should** I testify before a Grand Jury?
4. The grand jury **can** compel (=force to do) a witness to testify.
5. The U.S. Attorneys Manual states that prosecutors "**must** recognize that the grand jury is an independent body, whose functions include not only the investigation of crime and the initiation of criminal prosecution but also the protection of the citizenry from unfounded criminal charges."
6. The prosecution **may** grant immunity in one of two forms. Transactional immunity (or "total" immunity) completely protects the witness from future prosecution for crimes related to his or her testimony. "Use and derivative use" immunity prevents the prosecution only from using the witness's own testimony or any evidence derived from the testimony against the witness.
7. However, **should** the prosecutor acquire evidence substantiating the supposed crime – independently of the witness's testimony – the witness **may** then be prosecuted for the same.
8. While prosecutors at the state level **may** offer a witness either transactional or use and derivative use immunity, at the federal level, use and derivative use immunity **should** be the norm.
9. In states where a defendant has a right to testify on his own behalf at a grand jury proceeding, waiver (=an agreement) of immunity **must** be regarded as invariable condition of that right.
10. He gets paid a lot of money, but I **daresay** (that) he earns it.
11. He was under attack for he'd **dared to** criticize the Prime Minister.
12. The school rules state that no child **shall** be allowed out of the school during the day, unless accompanied by an adult.
13. I badly **need** a rest from all this. That was such a nasty time I **shall**

- never forget. There **should** be an investigation into the cause of the disaster.
14. You **mustn't** worry too much about this. Things **are likely** to change for better soon.
15. To guarantee reliability, operating conditions of this device **should** be kept well within maximum ratings.
16. Like anywhere, America has some bad cities. These dangerous cities span (=enlarge fast in number) the U.S., covering both coasts, the north and the Midwest, and while some are places no tourist **would** want to touch with a 10-foot pole (=a long thin stick), others sit very near to ideal locales.
17. Recession with its high unemployment, continuing layoffs, mounting debt, record foreclosures, and tight household budgets **can** be the perfect storm for crime.
18. Some television programming strongly implies that those who threaten our security deserve no rights or liberties and **need** only be stopped in their tracks, violently, by all-American heroes.
19. Television has taken on the more serious task of convincing us that the extension of government and judicial powers, at the expense of civil liberties, is necessary if we **are to** save ourselves from the terrifying creatures pushing at our gates or already hiding inside our porous borders.
20. We are living in an age when people **are** more and more **likely** to be fearful of crime, and we are seeing harsher penalties for criminals: people want vengeance (=extremely cruel punishment), not rehabilitation.
21. The prison service **should** try to rehabilitate prisoners so that they **can** lead normal lives when they leave prison.
22. We **must** accept the results of a democratic election (=an election in which all people can vote).
23. It's important that parents **should** allow their children some independence.
24. Schoolchildren in Lancashire, UK are being asked to anonymously report people who they believe **may** be carrying a knife.
25. To be a good manager, you **must** know how to devolve (=give power or responsibility to a person or organization at a lower or more local level) responsibility downwards.
26. The detectives searched the house from top to bottom (=all over it), but they **couldn't** find any sign of the stolen goods.
27. Under the terms of their contract, employees **must** give 3 months' notice if they leave.
28. British and overseas companies **will** compete for the government contract on equal terms.

**Exercise 5.** Rewrite the given sentences. Use the appropriate modal verbs instead of the *italicized* expressions to intensify the intended meaning:

Example: I *felt* their hostility during the conversation. = I *could feel* their hostility during the conversation.

---

1. I *was expected* to write to her but I haven't had time.
2. You *are required* to leave now, take what you need, you think will last (*It's All Over Now, Baby Blue Lyrics*).
3. The students *are allowed* to take part in the conference.
4. We *managed to* translate this text without a dictionary.
5. I *was unable* to understand him when he spoke very fast.
6. It *is impossible* that this is true.
7. It *is not allowed* to touch the exhibits in a museum.
8. It *is not necessary* to take any entrance examinations to be admitted to an American university.
9. This morning the expert *was planning* to bring some more physical exhibits found on the scene of a crime.
10. These thieves operate with terrifying stealth – they *are capable* to easily steal from the pockets of unsuspecting travelers.
11. There are many possible reasons that *will possibly be given* to justify or explain why someone *is supposed* to be punished.
12. Punishment *is able to* serve as a means for society to publicly express denunciation of an action as being criminal.
13. Punishments differ in the degree of severity of their unpleasantness, and *are permitted* to include sanctions such as reprimands, deprivations of privileges or liberty, fines, incarcerations, ostracism, the infliction of pain, and the death penalty.
14. The cause of the accident *will possibly* never be discovered.
15. I asked him to move his car but he *refused*.
16. Don't worry; I *will certainly* be there to meet the train.
17. To be a successful scientist, *it is necessary*, at the very least, for one to be able to ask questions.
18. If there was someone to put a question it *is almost certain* that there will be someone to answer it
19. Good ideas *are supposed* to be written down before they are forgotten.
20. In many cases *it took some time* before the discovery was appreciated.
21. To eliminate systematic error one *has to take* into account all factors.

**Exercise 6.** Examine these sentences. Identify the modal verbs; state their function next to the verb itself. Explain the particular usage of these verbs:

*Example:* The lawyers can (ability) solve even complicated legal problems.  
The date of the trial can (possibility) be changed.

1. With broadband access, citizens will be able to access the Internet quickly.
2. After a few months on the training course, I could make any public speech quite well.
3. There was a fire at the warehouse last night. We could have lost all our stock.
4. You needn't come in tomorrow – I can deal with the clients myself.
5. The firm's lawyers have to/ have got to provide professional counseling of the clients.
6. Passengers mustn't leave their bags unattended at any time.
7. Boss to employee: You must get that report to me by 5.30. It's urgent.
8. During my military service, we had to be up by 5.30. We had to obey orders and we weren't allowed to go out in the evenings. The good thing was that we didn't have to cook for ourselves.
9. Because he was from the EU, he didn't need to get a visa to visit Britain.
10. It was just foolish to leave so much money in your office. It could have been stolen.
11. The thief had the keys so he was able to enter the house quickly.
12. Even after two months of investigation, they couldn't find out any new facts.
13. If your income is very small you don't have to pay tax.
14. We needn't have rushed to the airport as the plane was late.
15. Those drivers who wish to hire a car must be over 21 and have a full driving license.
16. It is too late to appeal this decision now. You ought to have applied last week.
17. This information should have been given to the tax authorities two years ago.
18. Since we conclude that the plaintiff failed to prove the infringement, the order of district court mustn't be reversed (=changed).
19. When you go to the court next week, you shouldn't argue with the judge.
20. The criminal's confession may not have been sufficient to prove his guilt.
21. The witness testimony could have discovered the identity of the criminal.

22. The investigator ought not to have interviewed those witnesses in their office. The investigating officer must have discovered some more additional facts to associate the accused with crime scene. The officer should have gone to the crime scene once again.
23. The criminal must have already been identified as the perpetrator of the criminal act. The identity of the criminal may have been discovered by eyewitness's testimony.
24. Tracing of the fugitive must have been included in the plan of the investigation just at the beginning of the operation. Also competent credible witnesses must have been discovered at the beginning of the investigation.
25. The criminal's confession may not have been sufficient to prove his guilt.
26. They might make a decision on verdict we want.
27. A significant increase could have a dramatic effect upon business confidence.
28. Specialists say that taxes may rise before the end of the year. One commentator has said that the tax rise might even come next month.
29. The traffic is terrible today – they must be repairing the road again.
30. He sold his shares at their peak, so he must have made a lot of money.
31. Does he have to fill in that form? – Normally businesspersons don't have to complete these forms; their lawyer will do that for them.
32. You mustn't disclose to anybody the know-how of our new invention even after the termination of the agreement.
33. The matters shall be submitted to a binding arbitration clause in accordance with the rules of the American Arbitration Association.
34. To set up a business you will have to send some specified documents and forms to the Registrar of Companies.
35. The insurance company didn't have to pay for the equipment damaged on board of the ship.
36. The law firm was worried they might have to cut the workforce, but they got some new cases and clients, so they didn't need to make anyone redundant (=not employed).
37. We sent the lawyer in our Istanbul branch some important documents by air courier, but we needn't have spent so much money because he was away on holiday at the time.
38. Will you please sit down here?
39. You should keep a detailed account of all your expenses.
40. We eliminated the possibility that it could have been an accident.
41. Your story couldn't be true. In order to get admitted to a law school students had to pass a special LSAT (Law School Admission Test) exam.



**Exercise 7.** Use the appropriate modal verb to complete the given sentences. Choose from the multiple choices below each sentence:

1. Women \_\_\_<sup>1</sup> drive on a public road in some Arab countries.  
**a) could; b) are able to; c) can't; d) could have**
2. I am sure that I \_\_\_<sup>2</sup> work as a lawyer.  
**a) may; b) could; c) was able to; d) will be able to**
3. The lawyer \_\_\_<sup>3</sup> to persuade the jury of her client's innocence.  
**a) can't; b) may; c) was unable; d) can**
4. This agreement in question \_\_\_<sup>4</sup> be modified without a written notice.  
**a) cannot; b) may; c) may not; d) is able to**
5. Some corporations \_\_\_<sup>5</sup> have perpetual (=continuing forever) existence.  
**a) could; b) managed to; c) could have; d) can**
6. Partners \_\_\_<sup>6</sup> terminate the partnership by agreement or by guarantee.  
**a) may; b) cannot; c) could; d) may not**
7. The companies \_\_\_<sup>7</sup> merge in order to continue the operations together.  
**a) can't; b) could have; c) can; d) are able to**
8. Usually a joint venture is a temporary enterprise but it \_\_\_<sup>8</sup> become a permanent one. **a) will be able to; b) may; c) cannot; d) could have**
9. This case \_\_\_<sup>9</sup> be only easy to win.  
**a) was able to; b) could have; c) can; d) managed to**
10. The witness testimony \_\_\_<sup>10</sup> discovered the identity of the criminal.  
**a) can; b) cannot; c) could have; d) may**
11. Democracy \_\_\_<sup>11</sup> be seen to work.  
**a) must not; b) have to; c) needn't; d) must**
12. Everyone \_\_\_<sup>12</sup> register their name and address in order to \_\_\_<sup>13</sup> vote.  
**<sup>12</sup> a) must; b) has to; c) doesn't have to; d) cannot**  
**<sup>13</sup> a) cannot; b) may; c) may not; d) be able to**
13. Trade secret \_\_\_<sup>14</sup> be registered to be protected.  
**a) must not; b) cannot; c) needn't; d) isn't allowed to**
14. To administer justice the judges \_\_\_<sup>15</sup> enjoy little arbitrary power because the law which they administer is defined by statutes and by judicial precedents. **a) cannot; b) must not; c) have to; d) must**
15. You \_\_\_<sup>16</sup> look for the Constitution of Great Britain in one document; it is not codified as a whole in any separate particular document.  
**a) don't have to; b) needn't; c) must not; d) aren't allowed to**
16. The police are not above the law; they \_\_\_<sup>17</sup> act within the prescribed (=demanded) law and order. **a) cannot; b) need to; c) must; d) must not**
17. Peremptory challenge means that the lawyer \_\_\_<sup>18</sup> state the reason for

asking that the juror be excused.

**a) isn't allowed to; b) must not; c) cannot; d) doesn't have to**

18. Only ten jurors \_\_\_\_<sup>19</sup> agree upon a verdict if there are twelve jurors in civil cases. **a) must; b) need to; c) cannot; d) mustn't**

19. An arrested person \_\_\_\_<sup>20</sup> be taken to a police station as soon as it practicable after arrest. **a) must; b) needs to; c) needn't have; d) cannot**

20. An arbitrator \_\_\_\_<sup>21</sup> perform duties diligently and conclude the case as promptly as the circumstances reasonably permit.

**a) shall; b) should have; c) should; d) ought to**

21. The applicant \_\_\_\_<sup>22</sup> to post a covering letter to introduce his/ her CV.

**a) ought; b) shall; c) should; d) should have**

22. The accused \_\_\_\_<sup>23</sup> been jailed for four months for drink-driving.

**a) should have; b) should not have; c) shall have; d) ought to have**

23. The criminal \_\_\_\_<sup>24</sup> have no hope of getting away with his crime and consequently, of going unpunished.

**a) should; b) shouldn't; c) shall; d) should have**

24. The judges \_\_\_\_<sup>25</sup> act according to the law.

**a) shall; b) ought to; c) shouldn't; d) should have**

25. In order to understand the American Constitutional law you \_\_\_\_<sup>26</sup> study numerous documents, various statutes, judicial decisions and others.

**a) ought to; b) shouldn't; c) should; d) shall**

26. The investigator \_\_\_\_<sup>27</sup> also play the role of a laboratory expert in relation to the physical evidence found at the scene of a crime.

**a) ought to; b) should; c) shouldn't; d) shall**

27. The lawyer \_\_\_\_<sup>28</sup> taking a two-day break.

**a) should; b) shall; c) ought to; d) suggested**

28. I saw the accident but fortunately I \_\_\_\_<sup>29</sup> give evidence as there were plenty of other witnesses.

**a) could not; b) didn't have to; c) don't have to; d) may not**

29. Evidence \_\_\_\_<sup>30</sup> also take the form of physical exhibits, such as a gun or a photograph. **a) have to; b) must; c) should; d) may**

30. When summoned for jury duty, Americans \_\_\_\_<sup>31</sup> look upon it as an opportunity to serve their country and their fellow citizens.

**a) can; b) must; c) should; d) may**

31. Many of the questions the judge and lawyers ask you during Voir Dire \_\_\_\_<sup>32</sup> seem very personal to you, but you \_\_\_\_<sup>33</sup> answer them completely.

**a) can; b) must; c) should; d) may**

**a) can; b) must; c) should; d) may**

32. \_\_\_\_<sup>34</sup> to report this accident to the police?

**a) Will we have; b) Can we; c) Should we; d) May we**

**Exercise 8.** Make your own statement. Say what the investigation officer **must have done:**

*Example:* to locate the suspect on that very day → The investigation officer must have located the suspect on that very day.

- 1) to identify the criminal as the perpetrator of the criminal act in the short time limits;
- 2) to discover competent and credible witnesses very soon;
- 3) to complete at least two years as a uniformed officer before applying to join the Criminal Investigation Department;
- 4) to pass the National Investigators' Examination in order to qualify as a Detective;
- 5) to use unofficial though reliable sources of information;
- 6) to obtain additional evidence from a patent study of records;
- 7) to search the wanted person (=fugitive) so as to track him/her down;
- 8) to gather sufficient facts for court presentation;
- 9) to rely on a network of informants he/she has cultivated over the years;
- 10) to obtain a confession from the suspect by means of psychological pressure, within procedural boundaries and without the threat of violence.
- 11) to properly examine the complaint and the documents attached;
- 12) to keep you informed about the progress of your case.

**Exercise 9.** Make your own statement. Say what the criminal/ suspect **may have done:**

*Example:* to be taken in for questioning → The suspect may have been taken in for questioning at Hereford police station.

- 1) to confess of breaking into the apartment;
- 2) to use a knife while having committed the crime;
- 3) to enter the apartment through the open window;
- 4) to break into the house after 6 p.m.;
- 5) to be stupid enough to leave traces at the crime scene;
- 6) to hear the knock at the door and escape through the window;
- 7) to commit several repeated crimes in that particular town;
- 8) to leave some fingerprints on the glass and on the teapot.
- 9) to report his/ her human rights violation;
- 10) to considered himself/herself as one of life's rejects;
- 11) to be subjected to torture and lengthy interrogations;
- 12) to carry out two bomb attacks resulted in dozens of victims.

**Exercise 10.** Match the 1<sup>st</sup> part of the sentence to your left with its 2<sup>nd</sup> part given in the right row:

1 <sup>st</sup> part of the sentence	2 <sup>nd</sup> part of the sentence
1) As a professional lawyer he managed to get a job in Korea, ...	a) he might have suffered brain damage.
2) He was lucky his car was equipped with the air-bags, ...	b) so ten witnesses were expected to testify at the trial.
3) He could have been sent to prison for drinking and driving, ...	c) to justify offering a big variety in export markets.
4) The witness testimony could have identified the links of the criminal with the notoriously rowdy gangsters	d) but the political situation had stopped us from opening an office in Greece.
5) The key witness for the prosecution would be offered police protection ...	e) the party must be attempting to tap (= use) an underlying vein of nationalism in the country.
6) We could have done a great deal of business there ...	f) to defend themselves against the rioters.
7) The doctors say he may now be out of danger, at least, he might not be expected to die, ...	g) they had to lift the veil of secrecy surrounding the Home minister's unexpected resignation.
8) The doctors were worried that ...	h) though he didn't want to live abroad.
9) And what might be the underlying significance ...	i) society is more likely to lose its moral compass.
10) King Edward VIII abdicated (the British throne) in 1936 so that ...	j) but he was lucky they only could have fined him \$500.
11) Before you start your own business ...	k) of these supposedly random acts?
12) These innovative ideas, methods and equipment could be used ...	l) otherwise he could have been killed in the crash.
13) Manufacturers need large sales...	m) for a variety of educational purposes.
14) In its bid to be elected, ...	n) after she received death threats.
15) The government has been urged that ...	o) although he has been extremely hurt in the car accident.
16) All the police officers should be equipped with shields ...	p) he could marry Mrs. Simpson, a divorced woman.
17) Some people believe that the increase in crime shows that ...	q) you should be familiar with the government's rules and regulations.

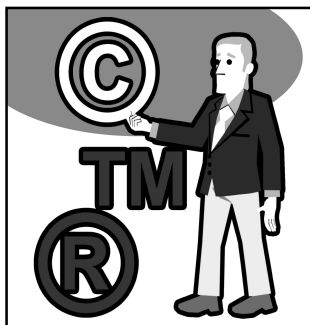


**Exercise 1.** Use the appropriate modal verb to complete the given sentences. Choose from the multiple choices below each sentence:

1. I feel terrible this morning! – It's your own fault. You \_\_\_<sup>1</sup> have slept last night. **a) might; b) should; c) must; d) would; e) could**
2. You aren't serious, are you? You \_\_\_<sup>2</sup> be joking!  
**a) are to; b) can; c) have to; d) could; e) must**
3. Some people believe that to succeed in this world you \_\_\_<sup>3</sup> be ruthless.  
**a) are to; b) can; c) have to; d) could; e) must**
4. Those responsible for these inhuman crimes \_\_\_<sup>4</sup> be brought to court and punished. **a) are to; b) can; c) have to; d) could; e) must**
5. The advertising world \_\_\_<sup>5</sup> be a very cut-throat business.  
**a) are to; b) can; c) have to; d) could; e) must**
6. Everyone at the conference \_\_\_<sup>6</sup> wear a badge with their name on to be instantly recognizable. **a) should; b) could; c) would; d) had to; e) might**
7. You \_\_\_<sup>7</sup> recognize the seriousness of the problems we are facing.  
**a) are to; b) can; c) have to; d) could; e) must**
8. My way of thinking \_\_\_<sup>8</sup> be different from yours, but it's equally valid.  
**a) might; b) should; c) must; d) would; e) could**
9. They said six journalists \_\_\_<sup>9</sup> challenge in court the legality of the ban on broadcasting. **a) might; b) should; c) must; d) would; e) could**
10. How \_\_\_<sup>10</sup> they forgive such barbarous behavior?  
**a) are to; b) can; c) have to; d) could; e) must**
11. This research seems to lend some validity to the theory that the drug \_\_\_<sup>11</sup> cause cancer. **a) might; b) should; c) must; d) would; e) could**
12. New alignments\* \_\_\_<sup>12</sup> be formed within the business community.  
**a) are to; b) can; c) have to; d) could; e) must** (\*=agreements)
13. If the parties \_\_\_<sup>13</sup> not reach agreement now, there will be a civil war.  
**a) are to; b) can; c) have to; d) could; e) must**
14. This program contains language that some viewers \_\_\_<sup>14</sup> find offensive.  
**a) might; b) should; c) must; d) would; e) could**
15. We \_\_\_<sup>15</sup> only deal with the companies which have a good credit record.  
**a) are to; b) can; c) have to; d) could; e) will**
16. Some people \_\_\_<sup>16</sup> suffer severe neural damage as a result of the vaccination. **a) might; b) should; c) must; d) would; e) could**
17. We \_\_\_<sup>17</sup> massive investment to modernize the country's telephone network. **a) might; b) can; c) need; d) could; e) will**

**Exercise 2.** Examine the text about *Intellectual Property*. Fill in the gaps with the appropriate modal verb from the box of words below:

could have	may	would have	need
was to	shall	could	must
can	are supposed to	are to	should



1. Intellectual property (IP) is a term referring to a number of distinct types of creations of the mind for which a set of exclusive rights and the corresponding fields of law \_\_\_<sup>1</sup> be applied.

2. Under intellectual property law, owners \_\_\_<sup>2</sup> be granted certain exclusive rights to a variety of intangible assets.

3. Until recently, the purpose of intellectual property law \_\_\_<sup>3</sup> give as little protection possible in order to encourage innovation.

4. Economists estimate that two-thirds of the value of large businesses in the U.S. \_\_\_<sup>4</sup> be traced to intangible assets.

5. "IP-intensive industries" \_\_\_<sup>5</sup> generate 72 percent more value added (price minus material cost) per employee than "non-IP-intensive industries".

6. Various moral justifications for private property \_\_\_<sup>6</sup> be applicable to justifications for intellectual property.

7. Writer Ayn Rand has argued that the protection of intellectual property \_\_\_<sup>7</sup> be regarded as an essentially moral issue.

8. The belief is that the human mind itself is the source of wealth and survival and that all property at its base \_\_\_<sup>8</sup> be seen as intellectual property.

9. The Berne Convention for the Protection of Literary and Artistic Works (1886), an international agreement governing copyright, states that copyrights for creative works \_\_\_<sup>9</sup> be automatic upon their creation without being asserted or declared.

10. An author \_\_\_<sup>10</sup> not "register" or "apply for" a copyright in countries adhering to the Convention.

11. The United States initially refused to become a party to the Convention, since that \_\_\_<sup>11</sup> required major changes in its copyright law, particularly with regard to moral rights, removal of the general requirement for registration of copyright works and elimination of mandatory copyright notice.

12. This led to the Universal Copyright Convention in 1952 which \_\_\_<sup>12</sup> accommodated the wishes of the United States.



**Exercise 3.** Here are some sayings about lawyers by various famous people. Change the quotes into reported speech form. Mind the modal verbs used:

*Example:* A lawyer with a briefcase **can** steal more than a thousand men with guns (Mario Puzo) = Mario Puzo once said that a lawyer with a briefcase **could** steal more than a thousand men with guns.

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1. While law is supposed to be a device to serve society, a civilized way of helping the wheels goes round without too much friction, it is pretty hard to find a group less concerned with serving society and more concerned with serving themselves than the lawyers. (Fred Rodell)

**Reported Speech** \_\_\_\_\_

2. It is unfair to believe everything we hear about lawyers. Some of it might not be true. (Gerald F. Lieberman)

**Reported Speech** \_\_\_\_\_

3. I never saw a lawyer yet who would admit he was making money. (Mary Roberts Rinehart)

**Reported Speech** \_\_\_\_\_

4. A man who never graduated from school might steal from a freight car. But a man who attends college and graduates as a lawyer might steal the whole railroad (Theodore Roosevelt, while attempting to persuade his son to become a lawyer).

**Reported Speech** \_\_\_\_\_

5. He is no lawyer who cannot take two sides. (Charles Lamb)

**Reported Speech** \_\_\_\_\_

6. A lawyer without history or literature is a mechanic, a mere working mason; if he possesses some knowledge of these, he may venture to call himself an architect. (Sir Walter Scott)

**Reported Speech** \_\_\_\_\_

7. It is not what a lawyer tells me I may do; but what humanity, reason, and justice tell me I ought to do. (Edmund Burke)

**Reported Speech** \_\_\_\_\_

8. A lawyer will do anything to win a case, sometimes he will even tell the truth. (Patrick Murray)

**Reported Speech** \_\_\_\_\_

9. If there were no bad people there would be no good lawyers. (Charles Dickens)

**Reported Speech** \_\_\_\_\_

10. Laws should be like clothes. They should be made to fit the people they serve. (Clarence Darrow)

**Reported Speech** \_\_\_\_\_

11. Choose a subject equal to your abilities; think carefully what your shoulders may refuse, and what they are capable of bearing. (Horace)

**Reported Speech** \_\_\_\_\_

12. As a child I wanted to be everything from a doctor, lawyer, flight attendant to an IT professional and could never make up my mind. I figured as an actor I'd get to play all these professions. (Lavrenti Lopes)

**Reported Speech** \_\_\_\_\_

13. Everybody has a right to be defended, and every lawyer has a duty to defend people accused. And my office is to defend him, to discuss the accusation point by point, as I think this is a normal step in a democracy. (Jacques Verges)

**Reported Speech** \_\_\_\_\_

14. Lawyers should never marry other lawyers. This is called "inbreeding," from which come idiot children and more lawyers. (Kip Lurie)

**Reported Speech** \_\_\_\_\_

15. A man without money needs no more fear a crowd of lawyers than a crowd of pickpockets. (R. Rinkle)

**Reported Speech** \_\_\_\_\_

16. All in all I'd rather have been a judge than a miner. And what's more, being a miner, as soon as you are too old and tired and sick and stupid to do the job properly, you have to go. Well, the very opposite applies with judges. (Peter Cook)

**Reported Speech** \_\_\_\_\_

17. I don't want a Lawyer to tell me what I cannot do; I hire him to tell me how to do what I want to do. (J.P. Morgan)

**Reported Speech** \_\_\_\_\_

18. I don't think you can make a lawyer honest by an act of legislature. You've got to work on his conscience. And his lack of conscience is what makes him a lawyer. (Will Rogers)

**Reported Speech** \_\_\_\_\_

19. If the laws could speak for themselves, they would complain of the lawyers in the first place. (Lord Halifax)

**Reported Speech** \_\_\_\_\_

20. We don't seem to be able to check crime, so why not legalize it and then tax it out of business? (Will Rogers)

**Reported Speech** \_\_\_\_\_



**Exercise 4.** Examine the sentences. Identify the modal verbs; state their function next to the verb itself. Explain the particular usage of these verbs:

Example: **Could** (polite request) you help me with this report, please?

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1. Several criminals managed to escape into the woods.
2. His car broke down again. He should definitely buy a new car.
3. I should have studied harder for my exams. I failed two of them.
4. Tell him that he must be in the office tomorrow morning. We are going to have an important meeting.
5. He must feel terrible after the accident. He would better see a doctor or his injury will completely ruin his chances of healthy living.
6. As the political emphasis shifts, Bulgaria will inevitably become more westernized.
7. You should have come back on Friday. You missed an important meeting.
8. If he wants to go to England, he must obtain a visa first.
9. Evidence suggested that the AIDS virus could spread very quickly among the heterosexual community.
10. He might have told the truth during the police interrogation.
11. He will be issuing directions to judges on sentencing in the next few days.
12. Gregory couldn't be lying to us. He is an honest man. He couldn't have taken the money!
13. He refused to say anything on the grounds that he might incriminate himself.
14. We have exhausted all possible legal remedies for this case and now we must only denounce (=criticize) injustice and oppression.
15. You mustn't leave the door open. You must lock the door when you leave.
16. You have to read this article. We are going to discuss it in our class tomorrow. So you should do it today anyway. Don't take your time!
17. Most of our employees are planning to support their union's call for strike action for a reduction in the working week and improved safety standards next week. You must tell the boss about it.
18. I don't know how they manage to support their expensive lifestyle.
19. We would better synchronize our watches if we all want to be there at the same time.
20. According to the resolution passed recently the syndicate of banks is to finance the deal in question.

**Exercise 5.** Examine the sentences. Identify the modal verbs; state their function next to the verb itself. Put questions to the given sentences:

1. Criminal charges will be brought against the driver.

**Question** \_\_\_\_\_

2. I wouldn't dare say anything against him (= criticize him) to his mother!

**Question** \_\_\_\_\_

3. I have no objection except that it may cost more than expected.

**Question** \_\_\_\_\_

4. Leading opponents of the proposed cuts in defense spending will meet later today.

**Question** \_\_\_\_\_

5. He used to tell his children all those spine-chilling ghost stories.

**Question** \_\_\_\_\_

6. His detractors claim that his fierce temper would make him unsuitable for party leadership.

**Question** \_\_\_\_\_

7. Her objection against the plan could be based on incorrect facts.

**Question** \_\_\_\_\_

8. I should like to add a rider (=extra statement) to the judgment of the court.

**Question** \_\_\_\_\_

9. The pilot of the aircraft will surely be exculpated (=remove blame from someone) when all the facts are known.

**Question** \_\_\_\_\_

10. He must have been disqualified after having tested positive for anabolic steroids.

**Question** \_\_\_\_\_

11. The Irish government announced it was to legalize homosexuality.

**Question** \_\_\_\_\_

12. For some people, marriage is an anachronism from the days when women needed to be protected.

**Question** \_\_\_\_\_

13. It's my quite personal feeling that the money spent on drug prohibition would be better spent on information and education.

**Question** \_\_\_\_\_

14. Heavy cigarette smoking may often cause emphysema.

**Question** \_\_\_\_\_

15. Antitrust laws shall prevent companies from unfairly controlling prices.

**Question** \_\_\_\_\_

**Exercise 6.** Examine the given questions. Identify the modal verbs; state their function next to the verb itself. Answer the given questions:

1. Would anyone object if we started the meeting now?

**Reply** \_\_\_\_\_

2. Here, your eyes are better than mine – could you thread (= put thread through) this needle for me?

**Reply** \_\_\_\_\_

3. Has the government finally introduced a law prohibiting tobacco advertisements on TV? It should have done it long ago!

**Reply** \_\_\_\_\_

4. Will the Housing Bill be given its second reading in Parliament today?

**Reply** \_\_\_\_\_

5. If I go ahead with the plan, can I count on your backing (=support)?

**Reply** \_\_\_\_\_

6. Would you care to partake of a little wine with us?

**Reply** \_\_\_\_\_

7. When has the government ruled that the refugees must be deported?

**Reply** \_\_\_\_\_

8. How long will it take to exorcise (=remove the bad effects of a frightening/ upsetting event) the memory of the accident?

**Reply** \_\_\_\_\_

9. What supernatural powers does the Chancellor have to be able to communicate with the dead? The allegations, if true, could lead to her resignation. Would it be true to say that you've just never liked her?

**Reply** \_\_\_\_\_

10. How poor is the land here that it cannot support any crops at all?

**Reply** \_\_\_\_\_

11. The prime minister issued a diktat that all Cabinet members must attend early-morning meetings. Must the ministers sign it to confirm this?

**Reply** \_\_\_\_\_

12. If you really want the promotion, you'll have to be more assertive. Need I say more?

**Reply** \_\_\_\_\_

13. She argued that they badly needed legal reform. Has she instanced any recent cases with grossly unfair verdicts?

**Reply** \_\_\_\_\_

14. Might these problems be solved by money alone? or should we look for some more options?

**Reply** \_\_\_\_\_

**Exercise 7.** Match the 1<sup>st</sup> part of the quotation to your left with its 2<sup>nd</sup> part given in the right row. Try to cope with your job 100%!

1 <sup>st</sup> part of the quote	2 <sup>nd</sup> part of the quote
1) Only the man who has enough good in him to feel the justice of the penalty...	a) to condemn an educated and sensible woman to spend all her time boiling potatoes and patching old garments. ( <i>Sarah Grimke</i> )
2) A rule that cannot be bent...	b) a workman without tools. ( <i>Thomas Jefferson</i> )
3) The greater the number of laws and enactments, ...	c) it must not stand still. ( <i>Roscoe Pound</i> )
4) A man may as well open an oyster without a knife, ...	d) I'd be in front of the jury singing. ( <i>Jennifer Lopez</i> )
5) What a holler would ensue if people had to pay the minister as much to marry them as they have to pay ...	e) businesses and manufacturers have to cover themselves and their employees – just in case they get sued by a greedy personal injury lawyer. ( <i>Dennis Hastert</i> )
6) The law must be stable and yet ...	f) as a lawyer's mouth without a fee. ( <i>Barten Holyday</i> )
7) The Tort Tax adds to the cost of everything we buy because ...	g) they will plead their clients' causes hereafter, some of them in hell. ( <i>Henry Burton</i> )
8) My parents wanted me to be a lawyer. But I don't think I would have been very happy. (...)	h) a lawyer to get them a divorce. ( <i>Claire Trevor</i> )
9) A lawyer without books would be like ...	i) achieved without some sacrifice of principle. ( <i>Alan Dershowitz</i> )
10) Lawyers belong to the people by birth and interest, and to the aristocracy by habit and taste; they may be looked upon as ...	j) the more thieves and robbers there will be. ( <i>Lao-tzu</i> )
11) Lawyers are operators of toll bridges which ....	k) which can be done to-day. ( <i>Abraham Lincoln</i> )
12) Law is an imperfect profession in which success can rarely be ...	l) can be punished. ( <i>William Ernest Hocking</i> )
13) If lawyers were to undertake no causes till they were sure they were just, a man might be ...	m) the connecting link of the two great classes of society. ( <i>Alexis de Tocqueville</i> )

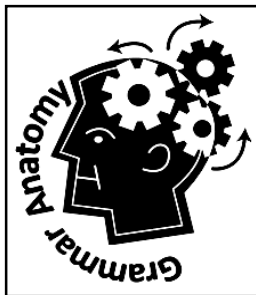
14) When a man points a finger at someone else, he should remember that ...	n) in the long run, they form a counter authority to the law. ( <i>Denis Diderot</i> )
15) In a state where corruption abounds, ...	o) four of his fingers are pointing at himself. ( <i>Louis Nizer</i> )
16) As long as the world shall last there will be wrongs, and if no man objected and no man rebelled, ...	p) will certainly be broken. ( <i>Robert Brault</i> )
17) The decisions of law courts should never be printed:	q) pity, not bribes, be the motive. ( <i>Miguel de Cervantes</i> )
18) Good people do not need laws to tell them to act responsibly, while ...	r) to have too many. ( <i>Michel Eyquem de Montaigne</i> )
19) The leading rule for the lawyer, as for the man of every other calling, is diligence. Leave nothing for tomorrow...	s) anyone in search of justice must pass. ( <i>Jane Bryant Quinn</i> )
20) It would be as wise to set up an accomplished lawyer to saw wood as a business as ...	t) precluded altogether from a trial of his claim, though, were it judicially examined, it might be found a very just claim. ( <i>Samuel Johnson</i> )
21) When the severity of the law is to be softened, let ...	u) cleaned, wound up, and set to true time. ( <i>Henry Ward Beecher</i> )
22) Our wrangling lawyers are so litigious and busy here on earth, that I think ...	v) those wrongs would last forever. ( <i>Clarence Darrow</i> )
23) t would be better to have no laws at all, than ...	w) bad people will find a way around the laws. ( <i>Plato</i> )
24) In all governments, there must of necessity be both the law and the sword; laws without arms would give us not liberty, but licentiousness; and ...	x) more advised than confident. Above all things, integrity is their portion and proper virtue. ( <i>Francis Bacon</i> )
25) Laws and institutions, like clocks, must occasionally be ...	y) laws must be very numerous. ( <i>Publius Cornelius Tacitus</i> )
26) Judges ought to be more leaned than witty, more reverent than plausible, and ...	z) arms without laws, would produce not subjection, but slavery. ( <i>Charles Caleb Colton</i> )



## It is interesting to know

Based on <http://www.esldesk.com/common-errors-english>

### The Most Annoying Mistakes in English



Because English is such a complex language, it is fraught with traps that we all frequently fall into. With this list we hope to clear up at least a few of the confusing words we use every day. This is a list of some of the more common errors people make with English. First let's examine some helpful definitions:

**What are Homophones?** – Words which have the same pronunciation but different meanings and (sometimes) spellings.

**What are Homonyms?** – Words which have the same pronunciation and spelling but different meanings.

**What are Homographs?** – Words which have the same spellings but different meaning and (sometimes) pronunciation.

Accept: (verb) – to receive willingly, to approve, to agree.

Except: (preposition or verb) – exclusion or leave out.

Ad: An advertisement.

Add: to combine, join, unite or to find a sum.

Advice: (noun) – suggestion or recommendation.

Advise: (verb) – to suggest.

Affect: (verb) – to change.

Effect: (noun) – result.

Ate: Past tense of verb [to eat].

Eight: number 8.

Buy: (verb) – to purchase.

By: next to something, by way of something.

Bye: Used to express farewell. Short for [goodbye].

Choose: (verb) – to make a choice or selection.

Chose: past tense of the verb [to choose].

Choice: (noun) choosing; selection.

Cite: to mention something or to quote somebody as an example or proof.

Site: the location of an event or object. A website.

Sight: ability to see, a thing that can be seen.

Decent: kind, tolerant, respectable, modest.

Descent: family origins or ancestry; the process of coming or going down.

Dissent: (verb or noun) disagreement with a prevailing or official view.

Desert: (verb) to leave or abandon. Desert: (noun) waterless land with no vegetation and covered with sand. Dessert: sweet food served after the meal.
Eat: to put food into the mouth, chew it and swallow it. It: the thing, animal or situation which has already been mentioned.
Four: number 4 For: to indicate the object, aim, or purpose of an action or activity.
Here: in, at, or to this place. Hear: to perceive (sound) by the ear.
Knew: past simple of the verb [to know]. New: recently created.
Know: (verb) – to be familiar with someone or something. Now: at the present time or moment. No: negative reply, refusal or disagreement.
Many: consisting of a large number, numerous. Money: currency or coins issued by a government that can be exchanged for goods and services.
Off: away, at a distance in space or time. Of: belonging to or connected with someone or something.
Peace: freedom from war and violence. Piece: a part of something.
Then: refers to time or consequence. Than: used to compare or contrast things.
There: place or position. Their: possessive word that shows ownership of something.
To: preposition (I went to school) or part of an infinitive (to go, to work). Too: also (I like you too) or in excess (That is too much). Two: number 2
Wander: to walk aimlessly or without any destination. Wonder: (noun) feeling of surprise and admiration. (verb) desire to know.
Weather: the atmospheric conditions in area, with regard to sun, cloud, temperature, wind and rain. Whether: introduces indirect question involving alternative possibilities.
Where: to, at or in what place. Were: past tense of the verb [to be] Wear: to have clothing, glasses, etc. on your body.
Write: (verb) – to form letters/words on a surface (paper) with a pen/ pencil Right: morally good, proper. Also opposite of left.



## Have Fun! Lawyer Jokes!

- A local United Way office realized that the organization had never received a donation from the town's most successful lawyer. The person in charge of contributions called him to persuade him to contribute. "Our research shows that out of a yearly income of at least \$500,000, you give not a penny to charity. Wouldn't you like to give back to the community in some way?" The lawyer mulled this over for a moment and replied, "First, did your research also show that my mother is dying after a long illness, and has medical bills that are several times her annual income?" Embarrassed, the United Way rep mumbled, "Um ... no." The lawyer interrupts, "or that my brother, a disabled veteran, is blind and confined to a wheelchair?" The stricken United Way rep began to stammer out an apology, but was interrupted again. "or that my sister's husband died in a traffic accident," the lawyer's voice rising in indignation, "leaving her penniless with three children?!" The humiliated United Way rep, completely beaten, said simply, "I had no idea..." On a roll, the lawyer cut him off once again, "So if I don't give any money to them, why should I give any to you?"

- A lawyer died and arrived at the pearly gates. To his dismay, there were thousands of people ahead of him in line to see St. Peter. To his surprise, St. Peter left his desk at the gate and came down the long line to where the lawyer was, and greeted him warmly. Then St. Peter and one of his assistants took the lawyer by the hands and guided him up to the front of the line, and into a comfortable chair by his desk. The lawyer said, "I don't mind all this attention, but what makes me so special?" St. Peter replied, "Well, I've added up all the hours for which you billed your clients, and by my calculation you must be about 193 years old!"

- A Russian, a Cuban, an American and a Lawyer are in a train. The Russian takes a bottle of the Best Vodka out of his pack; pours some into a glass, drinks it, and says: "In Russia, we have the best vodka of the world, nowhere in the world you can find Vodka as good as the one we produce in Moscow. And we have so much of it, that we can just throw it away..." So he opens the window and throws the rest of the bottle through it. All the others are quite impressed. The Cuban takes a pack of Havana's, takes one of them, lights it and begins to smoke it saying: "In Cuba, we have the best cigars of the world: Havana's, nowhere in the world there is so many and so good cigars and we have so much of them, that we can just throw them away...". Saying that, he throws the pack of Havana's thru the window. One more time, everybody is quite impressed. At this time, the American just stands up, opens the window, and throws the Lawyer through it...





### Infinitives and –ing-forms

*Infinitives and Gerunds* are verb forms that can take the place of a noun in a sentence and as a result can act like nouns. They can follow adjectives and other verbs. Gerunds can also follow prepositions.

**An infinitive** = to + the verb (E.g.: to walk, to talk, to think, to listen, etc.)

**A gerund** (often known as an -ing word) is a noun formed from a verb by adding -ing (E.g.: walking, talking, thinking, listening, etc.)

But NOTE! *Not all words formed with -ing are gerunds.*

1) Both infinitives and gerunds can be *the subject of a sentence*:

E.g.: *To write* in English is difficult. // E.g.: *Writing* in English is difficult.

2) Both infinitives and gerunds can be *the object of a verb*:

E.g.: I like *to write* in English. // E.g.: I like *writing* in English.

3) Only *gerunds* can be *the object of a preposition*

E.g.: We are talking about *writing* in English.

When a verb follows a verb it either takes the gerund or infinitive form. Unfortunately there is no rule as to which form the verb takes. The same is true when the verb follows an adjective. Whether you use a gerund or an infinitive depends on the main verb in the sentence.

- Infinitives are often used when actions are unreal, abstract, or future or when we speak for particular situations.
- Gerunds are often used when actions are real, concrete or completed or when we speak about things in general

● *The best way to learn their correct use is with practice:*

● **Verbs which are normally followed by the infinitive form:**

afford; agree; appear; arrange; ask; attempt; care; choose; claim; come; consent; dare; decide; demand; deserve; determine; elect; endeavour; expect; fail; get; guarantee; hate; help; hesitate; hope; hurry; incline; intend; learn; long; manage; mean; need; offer; plan; prepare; pretend; promise; refuse; resolve; say; seem; tend; threaten; want; wish

● **Verbs that are normally followed by the gerund form:**

acknowledge; admit; adore; anticipate; appreciate; avoid; celebrate; confess; contemplate; delay; deny; describe; detest; discuss; dislike; dread; endure; enjoy; fancy; finish; imagine; involve; keep; justify; mention; mind; miss; omit; postpone; practise; quit; recall; recommend; regret; report; resent; resist; resume; risk; spend (time); suggest; tolerate; understand; waste (time)

● **Verbs which can be followed by the gerund or infinitive form** (with no change in meaning):

begin; continue; hate; like; love; neglect; prefer; start; try

● **Verbs which can be followed by the gerund or infinitive form** (with a change in meaning): forget; remember; stop

Some verbs are followed by *a pronoun* or *noun* referring to a person, and then an infinitive. Gerunds cannot be used in this position.

● **Some common verbs followed by an indirect object plus an infinitive:**  
ask; beg; cause; challenge; convince; encourage; expect; forbid; force; hire; instruct; invite; need; order; persuade; remind; require; teach; tell; urge; want; warn

● **The gerund (-ing form) must be used when a verb comes after a preposition:**

against; at; after; by; on; instead of; talk about; tired of; without

**Note:** Take care not to confuse the preposition "to" with an infinitive form, or with an auxiliary form such as have to, used to, going to

● **Verbs Followed by a Preposition and a Gerund:**

admit to; approve of; argue about; believe in; care about; complain about; concentrate on; confess to; depend on; disapprove of; discourage from; dream about; feel like; forget about; insist on; object to; plan on; prevent from; refrain from; succeed in; talk about; think about; worry about

● *Infinitive Constructions*

**The Complex Object** (The Objective –with – the – Infinitive Construction)  
=Noun / Pronoun in the Objective case + Infinitive (COC)

E.g.: We expect him to solve this problem. It is used:

1) After such verbs of desire as: to want, to wish, to desire, would like;

2) After such verbs of assumption as: to expect, to believe, to think, to suppose, to consider, to find;

3) After such verbs of orders and requests as: to command, to order, to ask, to allow;

4) After such verbs of sensory perception as: to see, to hear, to notice, to feel, to watch, to observe + bare infinitive;

5) After such verbs of encouraging as: to make, to force, to have, to let + bare infinitive.

**The Complex Subject** (The Nominative–with–the–Infinitive Construction)  
=Noun/Pronoun in the Nominative case + Infinitive = CSC=Passive of COC

E.g.: He was said to be one of the most promising lawyers. **It is used:**

1) With such verbs of mental activity in the Passive Voice as: to believe, to think, to consider, to know, to say, to expect, to imagine, to assume, to report, to suggest, to find, to understand, to see, to hear, to notice, etc.

- 2) With such intransitive verbs in the active Voice as: to seem, to appear, to prove, to happen, to turn out;
- 3) With such constructions as: to be likely; to be unlikely; to be certain; to be sure; to be able

**"For + to infinitive" construction** = the infinitive + its own inner subject  
E.g.: For him to be late for the court hearing was unthinkable.

**Absolute Infinitive Construction** = It consists of a noun in the common case + an infinitive. It is generally used in legal texts and business documents: E.g.: The company ordered oil, delivery to be made in May.

• *What makes Infinitive, Gerund and Participle non-finite verbal forms?*

Function of verbals	Infinitive (to+verb)	Gerund (verb+ing)	Participle I Participle II
of a verb	1) express action/ state of being; 2) shows aspect and voice with the help of auxiliary verbs; 3) has indefinite; continuous; perfect; perfect continuous tenses; 4) part of a predicate (modal verbs + bare/ full/ marked infinitive)	1) express action/ state of being; 2) shows aspect and voice with the help of auxiliary verbs; 3) has perfect tense;	1) express action/ state of being; 2) has present/ past tense; 3) acts as part of a predicate; 4) has aspect/voice
of a noun	1) subject of the sentence; 2) direct object of the verb; 3) retained object; 4) subjective complement; 5) appositive/ delayed appositive	1) subject of the sentence; 2) direct object; 3) object of a preposition; 4) retained object; 5) subjective complement; 6) appositive/ delayed appositive	
of an adjective	describes a noun→ acts as an attribute		they modify nouns
of an adverb	describes a verb→ adverbial modifier		



## Your Training Exercises



**Exercise A:** Complete the sentences using either the infinitive or the -ing form of the verbs given in brackets:



1. He was accused of \_\_\_<sup>1</sup> (leak) classified information to the press.
2. He was fined for \_\_\_<sup>2</sup> (drive) without lights.
3. The hostages were rescued without a shot \_\_\_<sup>3</sup> (be) fired.
4. They escaped by \_\_\_<sup>4</sup> (slide) down ropes made of blankets.
5. You'd better consult your lawyer before \_\_\_<sup>5</sup> (decide) to buy the property.
6. He gave up \_\_\_<sup>6</sup> (gamble) after he gambled away all of his savings.
7. Try to avoid \_\_\_<sup>7</sup> (make) him angry.
8. After \_\_\_<sup>8</sup> (talk) for ten minutes I succeeded in \_\_\_<sup>9</sup> (convince) him that there was no danger.
9. Stop \_\_\_<sup>10</sup> (argue) and start \_\_\_<sup>11</sup> (work).
10. I am against \_\_\_<sup>12</sup> (make) any complaints.
11. I suggest \_\_\_<sup>13</sup> (hold) another meeting next week.
12. He finished \_\_\_<sup>14</sup> (speak) and sat down.
13. He lost no time in \_\_\_<sup>15</sup> (get) down to work.
14. They don't allow \_\_\_<sup>16</sup> (smoke) in here.
15. If you put your money into that business you risk \_\_\_<sup>17</sup> (lose) every penny.
16. By \_\_\_<sup>18</sup> (work) day and night he succeeded in \_\_\_<sup>19</sup> (finish) the job in time.
17. If a thing is worth \_\_\_<sup>20</sup> (do) at all it is worth \_\_\_<sup>21</sup> (do) well. (*proverb*)
18. I hate \_\_\_<sup>22</sup> (borrow) money.
19. He was furious at \_\_\_<sup>23</sup> (be mistaken) for an escaped convict.
20. I am looking forward to \_\_\_<sup>24</sup> (see) you.
21. I'm for \_\_\_<sup>25</sup> (do) nothing till the police arrive. They don't like you \_\_\_<sup>26</sup> (move) anything when the crime has been committed.
22. He dreads \_\_\_<sup>27</sup> (have) to retire.
23. I'm not used to \_\_\_<sup>28</sup> (drive) on the left. When you see everyone else \_\_\_<sup>29</sup> (do) it you'll find it quite easy \_\_\_<sup>30</sup> (do) yourself.
24. I arranged \_\_\_<sup>31</sup> (meet) them here.
25. Before \_\_\_<sup>32</sup> (give) evidence you must swear \_\_\_<sup>33</sup> (speak) the truth.
26. He's fully prepared \_\_\_<sup>34</sup> (meet) them any time they choose.



**Exercise B:** Examine the given sentences. Identify the infinitive constructions used in the sentences. State their type and function:

1. Johnny saw the crowd break the line of policemen barring their way.

2. He considers this question to be of great importance.

3. The best thing for you to do is to obey the laws.

4. They were unlikely to come in time. They seemed to have forgotten about our arrangement.

5. She has lost her battle to retain control of the company.

6. I know her to have graduated from the university three years ago.

7. Three people are reported to have been injured in the explosion.

8. The company is said to be losing a lot of money.

9. Many mergers appear to have been motivated by a desire to increase market power rather than by a desire to increase efficiency.

10. The world community wants the transitional government in Libya to introduce the positive changes as soon as possible.

11. The manager considers the results of the merger to be unsatisfactory.

12. The modern system of profitable sales is said to be based upon the principle of competition.

13. They heard the thief crash through the door.

14. Scientists are determined to completely and utterly eradicate (=get rid of completely) the disease.

15. Nature has many secrets to be discovered yet.

16. The group elected one of its members to be their spokesperson.

17. I don't consider him to be a good manager.

18. We expect interest rates to rise next week.

19. She has risen to be head of the company in spite of being a woman in a man's world.

20. More than 200 years ago, the economist Adam Smith formulated a theory to describe industrial practices that were already centuries old.

21. This instruction is targeted for the legal staff of the company to follow.

22. The President is so powerful that he is able to dictate to the government.

23. Many people are reported to be homeless after the floods in Thailand.

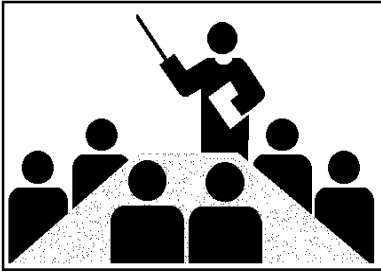
24. The total value of international movements of capital is thought to be at least ten times the value of world trade in goods and services.

25. He spoke loud enough for you to hear.





**Exercise C:** Choose the best option of a non-finite verb form from the multiple-choice options to complete the given sentences:



1. These measures have been taken with a view to \_\_\_<sup>1</sup> the company's profits.

**a) increasing; b) increase**

2. In the light of recent incidents, we are \_\_\_<sup>2</sup> our customers to \_\_\_<sup>3</sup> particular care of their personal belongings.

<sup>2</sup> **a) to ask; b) asking // <sup>3</sup> a) take; b) taking**

3. She had just enough energy to \_\_\_<sup>4</sup> through the day. **a) get; b) getting**

4. The reduction in funds is \_\_\_<sup>5</sup> the development of new programs.

**a) to throttle\*; b) throttling** (\*=prevent from succeeding)

5. I had \_\_\_<sup>6</sup> through the crush to get to the door.

**a) struggling; b) to struggle**

6. Police are \_\_\_<sup>7</sup> the break-in with other recent thefts in the area.

**a) to connect; b) connecting**

7. Discounting is the process of \_\_\_<sup>8</sup> a security for less than its face value.

**a) buying; b) to buy**

8. The doctor has told him to \_\_\_<sup>9</sup> or he'll have a heart attack.

**a) slow down; b) slowing down**

9. Start \_\_\_<sup>10</sup> life here and now instead of \_\_\_<sup>11</sup> for that mythical day when you'll be prominent. <sup>10</sup> **a) to live; living// <sup>11</sup> a) to wait; b) waiting**

10. Does your travel insurance \_\_\_<sup>12</sup> you against the loss or theft of cash?

**a) covering; b) cover**

11. They will only agree to \_\_\_<sup>13</sup> the contract if certain conditions are met.

**a) sign; b) signing**

12. The company has agreed \_\_\_<sup>14</sup> all our expenses.

**a) to meet; b) meeting**

13. The control of the money supply is probably one of the most important instruments for \_\_\_<sup>15</sup> total demand in an economy.

**a) regulating; b) regulate**

14. We discussed \_\_\_<sup>16</sup> a new business. **a) to open; b) opening**

15. We have succeeded in \_\_\_<sup>17</sup> a new competitive market.

**a) enter; b) entering**

16. Senior government officials will be \_\_\_<sup>18</sup> a meeting tomorrow.

**a) attend; b) attending**

17. War, famine and oppression have forced people in the region to \_\_\_<sup>19</sup> from their homes. **a) flee; b) fleeing**



**Exercise D:** Match the first part of the sentence to your left with its 2<sup>nd</sup> half to your right. Pay attention to the non-finite verb forms:

<b>1<sup>st</sup> part of the sentence</b>	<b>2<sup>nd</sup> part of the sentence</b>
1) In the circumstances, I look forward to ...	a) have effect on every aspect of ordinary people's life.
2) I don't remember ...	b) cutting education spending.
3) The opposition party has called for...	c) football hooligans stampeded through the city centre.
4) He is accused of ...	d) consult your doctor immediately.
5) Any increase in government spending and borrowing will ...	e) the company to increase its share capital.
6) She was lucky to ...	f) investigate fraud claims.
7) There were reports of widespread looting (=stealing from shops) as ...	g) have been expropriating company funds.
8) Please apply in ...	h) find work at harvest time.
9) Mexican farm workers migrate into the US each year to ...	i) receiving your client's cheque for the sum of £570 within the next seven days.
10) He was discovered to ...	j) the prime minister to resign.
11) The shareholders voted for ...	k) escape serious injury.
12) The police are increasing their efforts to ...	l) misappropriating \$30 000 to pay off gambling debts.
13) The government has come under attack from all sides for ...	m) be ready and waiting when the robbers came out of the bank.
14) Secret information allowed the police to ...	n) any contract before examining its conditions carefully.
15) If any of these symptoms occur while you are taking the medicine, ...	o) prevent car thefts and subsequent ram-raiding.
16) We knew nothing about his ...	p) fight a challenge in the courts.
17) A commission has just been appointed to ...	q) rehabilitate prisoners so that they can lead normal lives when they leave prison.
18) The government will instigate new measures to ...	r) writing to the address below.
19) The prison service should try to	s) combat terrorism.
20) The company has declared its readiness to ...	t) having been convicted and sent to prison.
21) We have succeeded in ...	u) not having written for years.
22) He apologized for ...	v) entering a new competitive market.



**Exercise E:** Choose between Infinitives or –ing forms to match the context of the given sentences so as to meaningfully complete them:



1. If you are a young, inexperienced driver, it is worth \_\_\_<sup>1</sup> comprehensive insurance. **a) to have; b) having**
2. The air conditioner has stopped \_\_\_<sup>2</sup> due to the damage of the electrical outlet.  
**a) to work; b) working**
3. I couldn't stop \_\_\_<sup>3</sup> at her jokes.  
**a) to laugh; b) laughing**
4. Would you mind \_\_\_<sup>4</sup> your radio down a little please?  
**a) to turn; b) turning**
5. I want to travel because I enjoy \_\_\_<sup>5a</sup> people and \_\_\_<sup>5b</sup> new places.  
**a) to meet and see; b) meeting and seeing**
6. A small dog had somehow managed \_\_\_<sup>6</sup> the fire.  
**a) to survive; b) surviving**
7. I hesitate \_\_\_<sup>7</sup> the experiment again. **a) to try; b) trying**
8. My results justify \_\_\_<sup>8</sup> drastic action. **a) to take; b) taking**
9. She acknowledged \_\_\_<sup>9</sup> assistance. **a) to receive; b) receiving**
10. We delayed \_\_\_<sup>10</sup> the results until we were sure.  
**a) to report; b) reporting**
11. Something seems \_\_\_<sup>11</sup> wrong with the layout of your CV.  
**a) to be; b) being**
12. The trial failed \_\_\_<sup>12</sup> his hypothesis. **a) to confirm; b) confirming**
13. The prosecutor demanded \_\_\_<sup>13</sup> the results of the survey.  
**a) to see; b) seeing**
14. His findings caused him \_\_\_<sup>14</sup> further.  
**a) to investigate; b) investigating**
15. I urge you \_\_\_<sup>15</sup> the instructions before you begin.  
**a) to read; b) reading**
16. I must ask you \_\_\_<sup>16</sup> your statement.  
**a) to reconsider; b) reconsidering**
17. Can you touch your toes without \_\_\_<sup>17</sup> your knees?  
**a) to bend; b) bending**
18. We have learned \_\_\_<sup>18</sup> with caution.  
**a) to proceed; b) proceeding**
19. He insisted on \_\_\_<sup>19</sup> the article again.  
**a) to proofread; b) proofreading**



20. He was accused of \_\_\_\_<sup>20</sup> contraband goods.

**a) to smuggle; b) smuggling**

21. They admitted \_\_\_\_<sup>21</sup> the data. **a) to falsify; b) falsifying**

22. He anticipates \_\_\_\_<sup>22</sup> trouble with his supervisor.

**a) to have; b) having**

23. The results appear \_\_\_\_<sup>23</sup> your theory. **a) to support; b) supporting**

24. Will you consent \_\_\_\_<sup>24</sup> for office? **a) to run; b) running**

25. My assistant will take care of \_\_\_\_<sup>25</sup> the parcel to you.

**a) to send; b) sending**

26. This procedure involves \_\_\_\_<sup>26</sup> each sample twice. **a) to test; b) testing**

27. We should teach them \_\_\_\_<sup>27</sup> all standard procedures.

**a) to follow; b) following**

28. Please remind him \_\_\_\_<sup>28</sup> the references. **a) to check; b) checking**

29. The witness avoided \_\_\_\_<sup>29</sup> most of the police inspector's questions.

**a) to answer; b) answering**

30. We delayed \_\_\_\_<sup>30</sup> the results until we were sure.

**a) to report; b) reporting**

31. Even FBI cannot force her \_\_\_\_<sup>31</sup> her sources of information.

**a) to reveal; b) revealing**

32. We invite all new club members \_\_\_\_<sup>32</sup> the ceremony.

**a) to attend; b) attending**

33. They discussed \_\_\_\_<sup>33</sup> the experiments again. **a) to run; b) running**

34. This review procedure entails \_\_\_\_<sup>34</sup> the test. **a) to repeat; b) repeating**

35. They had planned on \_\_\_\_<sup>35</sup> the conference.

**a) to attend; b) attending**

36. The author forbade his readers \_\_\_\_<sup>36</sup> his wording.

**a) to change; b) changing**

37. They promise \_\_\_\_<sup>37</sup> the new equipment.

**a) to demonstrate; b) demonstrating**

38. We could offer \_\_\_\_<sup>38</sup> the time of the meeting.

**a) to change; b) changing**

39. I do not want you \_\_\_\_<sup>39</sup> an accident. **a) to have; b) having**

40. The rescue team ordered the group \_\_\_\_<sup>40</sup> the building.

**a) to leave; b) leaving**

41. They did not expect us \_\_\_\_<sup>41</sup> an award. **a) to win; b) winning**

42. She refused \_\_\_\_<sup>42</sup> any longer. **a) to cooperate; b) cooperating**

43. The committee has postponed \_\_\_\_<sup>43</sup> the draft of the law in its first reading. **a) to pass; b) passing**





**Exercise F:** Fill in the gaps with the infinitives either with particle to or without it. Explain the reasons for this or that usage:



**The bare infinitive** (infinitive without **to**) is used as follows:

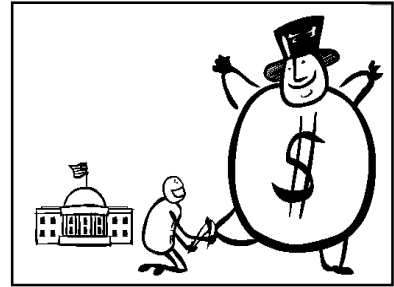
- 1) After modal verbs – can, may, must, needn't, dare ... (the verbs *dare* and *need* can also be followed by the infinitive **with to**);
- 2) After the verbs of senses – feel, hear, see, watch, etc. But: In the passive voice *the infinitive with to* must be used after these verbs;
- 3) After some expressions as – let, make, would rather, had better, help (the verb *help* can also be followed by the infinitive **with to**) But: The passive voice is followed by the infinitive with to.

1. Come to the meeting if you feel you have something \_\_\_<sup>1</sup> (contribute).
2. We received your communication of 11th March and are sorry \_\_\_<sup>2</sup> (inform) you that we won't be attending the conference.
3. You should always \_\_\_<sup>3</sup> (keep) sight of your bags while you're at the airport.
4. Wouldn't you rather \_\_\_<sup>4</sup> (finish) it tomorrow?
5. I scanned through the booklet but couldn't \_\_\_<sup>5</sup> (find) the address.
6. I would \_\_\_<sup>6a</sup> (imagine) we need \_\_\_<sup>6b</sup> (speak) to the boss about this first.
7. She set up her charity \_\_\_<sup>7</sup> (reach out) to the thousands of homeless on the streets.
8. There may \_\_\_<sup>8</sup> (be) other problems that we don't know about.
9. The police are trying \_\_\_<sup>9</sup> (sift\*) out the genuine warnings from all the hoax calls they have received. (\*=separate what is useful from what is not)
10. When I was younger I could \_\_\_<sup>10</sup> (stay up) all night and not get tired.
11. Her career only began \_\_\_<sup>11</sup> (pick up) when she was in her forties.
12. I might \_\_\_<sup>12a</sup> (come and visit) you in America next year, if I can \_\_\_<sup>12b</sup> (save) enough money.
13. There may \_\_\_<sup>13</sup> (be) some evidence to suggest she's guilty, but it's hardly conclusive.
14. It's not what we'd \_\_\_<sup>14</sup> (have expected) from a professional service.
15. I asked him \_\_\_<sup>15</sup> (drive) more slowly, but he didn't take any notice.
16. Did you see anyone \_\_\_<sup>16</sup> (enter) the building?
17. The manager always let us \_\_\_<sup>17</sup> (leave) early on Fridays.
18. Please help me \_\_\_<sup>18a</sup> (fix) the car! That junk car just makes me \_\_\_<sup>18b</sup> (cry)!
19. He would rather \_\_\_<sup>19a</sup> (die) than \_\_\_<sup>19b</sup> (give up).
20. You had better \_\_\_<sup>20</sup> (ask) his permission to extend your visa.



**Exercise G:** Examine the given sentences. Identify *the non-finite verb forms* used. State its form and function next to *each verbal*:

Example: He disagrees with the government dictating (Gerund; object) what children are taught in schools.

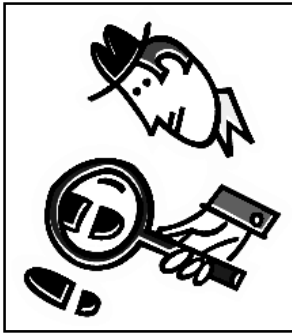


1. The government has produced a series of leaflets designed to extend (= increase) public awareness of the dangers of AIDS.
2. The police are sifting (=making a close examination of) the evidence very carefully to try and find the guilty person.
3. The increasing visibility of the nation's poor and homeless has forced the government into taking action.
4. The suspect ran away very fast so that he could set a new record.
5. The effects of this legislation will extend further than the government intends.
6. The company has been successful in penetrating overseas markets this year.
7. Motor vehicles are prohibited from driving in the town centre.
8. The Housing Bill was given its second reading in Parliament today.
9. The police have warned shopkeepers to look out for forged notes.
10. For me, the warning bells started to ring when she stopped eating properly and lost all that weight.
11. Three fire engines rushed to the school only to discover it was a false alarm.
12. The movie is about a young police-officer and his struggle to expose corruption in the force.
13. She has control of the day-to-day running of the business.
14. The purchasing power of people living on investment income has fallen as interest rates have gone down.
15. They bought their house while prices were low, so now they're sitting pretty.
16. The war was followed by a long period of peace and prosperity.
17. The bank refused to give him a loan, saying that he wasn't creditworthy.
18. Instead of defending traditional values, the church frequently seems weak-kneed\* and irresolute. (\*=not brave or determined enough to defend your beliefs against others)
19. The general's plan involved landing of troops behind enemy lines.
20. The news program prided itself on its balanced reporting.



**Exercise H:** Read some facts about the Forensic Science. Fill in the gaps (due to the hints) with the appropriate verbal from the box:

to detect	escaping	determine	to gather	to bring
studying	presenting	detecting	murdered	using
to appear	to confirm	to answer	to solve	based



Forensic science (or forensics) is the application of a broad spectrum of sciences \_\_\_<sup>1</sup> (Infinitive) questions of interest to a legal system. The word forensic comes from the Latin word meaning "of or before the forum" since in Roman times, a criminal charge meant \_\_\_<sup>2</sup> (Gerund) the case before a group of public individuals in the forum. Both the person accused of the crime and the accuser would give speeches \_\_\_<sup>3</sup> (Participle II) on their sides of the story. The individual with the best argument and delivery would \_\_\_<sup>4</sup> (Inf) the outcome of the case. The ancient world lacked standardized forensic practices, which aided criminals in \_\_\_<sup>5</sup> (Ger) punishment. The first written account of \_\_\_<sup>6</sup> (Ger) medicine and entomology \_\_\_<sup>7</sup> (Inf) criminal cases is attributed to the book of Xi Yuan Lu, written in Song Dynasty China by Song Ci in 1248. In one of the accounts, the case of a person \_\_\_<sup>8</sup> (Part II) with a sickle\* was solved by a death investigator who instructed everyone \_\_\_<sup>9</sup> (Inf) his sickle to one location. (\*=a tool with a short handle and a curved blade) In the 16th-century Europe medical practitioners in army and university settings began \_\_\_<sup>10</sup> (Inf) information on cause and manner of death. Ambroise Paré, a French army surgeon, systematically studied the effects of violent death on internal organs. Two Italian surgeons, Fortunato Fidelis and Paolo Zacchia, laid the foundation of modern pathology by \_\_\_<sup>11</sup> (Ger) changes that occurred in the structure of the body as the result of disease. In the late 18th century, writings on these topics began \_\_\_<sup>12</sup> (Inf). In 1776 a Swedish chemist Carl Wilhelm Scheele devised a way of \_\_\_<sup>13</sup> (Ger) simple arsenic, in corpses, although only in large quantities. This investigation was expanded, in 1806, by German chemist Valentin Ross, who learned \_\_\_<sup>14</sup> (Inf) the poison in the walls of a victim's stomach, and by English chemist James Marsh, who used chemical processes \_\_\_<sup>15</sup> (Inf) arsenic as the cause of death in an 1836 murder trial. In 1909 Rudolph Archibald Reiss founded the first school of forensic science in the world at the University of Lausanne (UNIL).



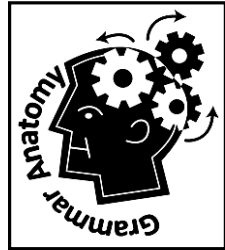


## It is interesting to know: Forensic Linguistics

Based on <http://www.forensiclinguistics.net>

### What is Forensic linguistics?

● **Forensic linguistics** is the application of linguistic knowledge, methods and insights to the forensic context of law, language, crime investigation, trial, and judicial procedure. It is a branch of applied linguistics. There are three principal areas of application for linguists in a forensic context – 1) understanding language of the written law; 2)



3) the provision of linguistic evidence. The discipline of forensic linguistics is not homogenous; it involves a range of experts and researchers in different areas and the field of law.

● **The language of legal texts:** Any text or item of written/spoken language can potentially be a forensic text when it is used in any legal or criminal context. This includes analyzing the linguistics of documents as diverse as Acts of Parliament, private wills, court judgments and summonses, the statutes, emergency calls; ransom demands or other threat communications; suicide notes and letters, etc. This can also refer to the ongoing attempts at making legal language plain and more comprehensible to laypeople.

● **The language of legal processes:** Among other things, this area examines language as it is used in cross-examination, evidence presentation, judge's directions, police cautions, police testimonies in court, summing up to a jury, interview techniques, the questioning process in court and in other areas such as police interviews, interrogations, etc.

● **Use of linguistic evidence in legal proceedings:** This area of application has a varying degree of acceptability or reliability within each of the specific field. Linguists have provided evidence in: 1) Trademark and other intellectual property disputes; 2) Disputes of meaning and use; 3) Author identification (determining who wrote an anonymous text by making comparisons to known writing samples of a suspect); 4) Forensic stylistics (identifying cases of plagiarism); 5) Voice identification (also known as forensic phonetics, used to determine, through acoustic qualities, if the voice on a tape recorder is that of the defendant); 6) Discourse analysis (the analysis of the structure of written or spoken utterance to determine who is introducing topics or whether a suspect is agreeing to engage in criminal conspiracy); 7) Language analysis (forensic dialectology) tracing the linguistic history of asylum seekers (language analysis for the determination of origin); 8) Reconstruction of mobile phone text conversations, etc.

● **Specialist databases** of samples of spoken and written natural language (called **corpora**) are now frequently used by forensic linguists.



**Exercise I:** Create the missed non-finite verb forms to make the complete list of the designated verbals:

№	Infinitive	Gerund	Participle I	Participle II
1	to investigate	.....	.....	.....
2	.....	.....	(be) accusing	.....
3	.....	.....	.....	(be) convicted
4	.....	tracking down	.....	.....
5	.....	.....	(be) searching	.....
6	to inquire	.....	.....	.....
7	.....	tracing	.....	.....
8	.....	.....	(be) legalizing	.....
9	.....	.....	.....	(be) qualified
10	to justify	.....	.....	.....
11	.....	discriminating	.....	.....
12	.....	.....	(be) detaining	.....
13	.....	.....	.....	(be) drafted
14	to incarcerate	.....	.....	.....
15	.....	proofreading	.....	.....



**Exercise J:** Do you need to check the meaning of the terms used in the previous exercise? Match these terms with their definitions:

Legal term	Its English definition
1) to investigate	a) (be) making smth. legal/ lawful
2) (be) accusing	b) to declare smb. to be free from blame
3) (be) convicted	c) (be) composed as a plan for smth.
4) tracking down	d) (be) examining closely/thoroughly
5) (be) searching	e) to confine/ imprison
6) to inquire	f) looking for smb. until captured
7) tracing	g) showing bias/ prejudice
8) (be) legalizing	h) (be) holding/ preventing from leaving
9) (be) qualified	i) (be) expressing blame on smb.
10) to justify	j) to seek information by asking a question
11) discriminating	k) reading a copy for error detection
12) (be) detaining	l) (be) found guilty of a crime
13) (be) drafted	m) chasing persistently, relentlessly
14) to incarcerate	n) (be) able or trained to do a job
15) proofreading	o) to make a detailed examination



**Exercise K:** Change these Active Voice sentences into the Passive Voice ones. Mind the usage of the verbals. May be you'll need some creativity/ effort to try to keep to the intended meaning:

● *Note: No reason to change these sentences "to better" in your real life!*

*Example:* They are the type of teenagers likely to vandalize phone boxes.

*Passive Voice:* Phone boxes are likely to be vandalized by some teenagers.

1. The department is trying to ensure fairer competition among firms bidding for government contracts.

**Passive Voice** \_\_\_\_\_

2. Many doctors want to see a law to ban all tobacco advertising.

**Passive Voice** \_\_\_\_\_

3. It's important to protect your skin from the harmful effects of the sun.

**Passive Voice** \_\_\_\_\_

4. You'll need to take out extra car insurance for another driver.

**Passive Voice** \_\_\_\_\_

5. He claims to have met the President, but I don't believe him.

**Passive Voice** \_\_\_\_\_

6. They claim to undercut their competitors by at least 5%.

**Passive Voice** \_\_\_\_\_

7. I don't want to devalue your achievement, but you seem to have passed your exam without really doing any work.

**Passive Voice** \_\_\_\_\_

8. I'm looking for a job which will enable me to develop my skills/talents.

**Passive Voice** \_\_\_\_\_

9. The government are to step up their attempt to wage war on drugs.

**Passive Voice** \_\_\_\_\_

10. I don't know how they manage to support their expensive lifestyle.

**Passive Voice** \_\_\_\_\_

11. The aim is to transfer responsibility to self-governing regional councils.

**Passive Voice** \_\_\_\_\_

12. The Prime Minister wants to reduce social stratification in the country.

**Passive Voice** \_\_\_\_\_

13. It's traditional for the teams to exchange shirts after the soccer game.

**Passive Voice** \_\_\_\_\_

14. Public pressure to protect the environment is strong and growing.

**Passive Voice** \_\_\_\_\_

15. The prosecution has to establish his guilt beyond a reasonable doubt.

**Passive Voice** \_\_\_\_\_







**Exercise M:** Choose the appropriate fixed expression from the box of words below to complete each of the given sentences:

to cut a long story short	leaves a lot to be desired	needless to say
no reason to doubt	regard it as unnecessary	unable to answer
is rumored	to tell you the truth	to blame for
pleasant to look at	was the first to give	not to mention
to begin with	difficult to deal with	not to say

1. It would be unwise, \_\_\_\_\_<sup>1</sup> stupid, to leave your first job after only six months.

2. He's one of the kindest and most intelligent, \_\_\_\_\_<sup>2</sup> handsome, men I know.

3. Pollution is \_\_\_\_\_<sup>3</sup> because no one owns the air or water. Therefore, it is difficult to establish any kind of accountability for the polluting of these natural resources.

4. The hotel was awful! \_\_\_\_\_<sup>4</sup>, our room was far too small.

5. The company is reducing its workforce by firing 500 employees. Well, \_\_\_\_\_<sup>5</sup>, you're fired.

6. I'm sorry to have to fire you, Mary, but your work really \_\_\_\_\_<sup>6</sup>.

7. \_\_\_\_\_<sup>7</sup>, I heard a rumor that Mary was fired after she was caught stealing from her employer.

8. The hot weather is partly \_\_\_\_\_<sup>8</sup> the water shortage

9. Do you want to have a face that is \_\_\_\_\_<sup>9</sup>? The most essential thing is to let your facial appearance speak for your heart, mind and soul. Believe that you are cute and let it show through a genuine smile.

10. "So where is the missing money?" – "That's a good question. I'm \_\_\_\_\_<sup>10</sup> that question with any certainty".

11. He's never lied to me before, so I have \_\_\_\_\_<sup>11</sup> his word.

12. The government \_\_\_\_\_<sup>12</sup> to harmonize taxation.

13. \_\_\_\_\_<sup>13</sup>, that this young man will have problems when he leaves prison. He obviously needs advice on how to start a new life after a long term of incarceration.

14. Mike \_\_\_\_\_<sup>14</sup> me a hand when I got into trouble.

15. The actress \_\_\_\_\_<sup>15</sup> to have been poisoned. The criminals are said to be hiding overseas.



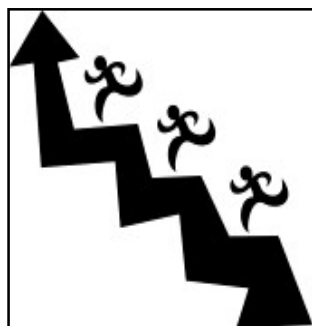


**Exercise N:** Examine the sentences given below. Pay attention to the gerund in bold type; find its base verb; give due definition:

Example: **Skyjacking** has become a major problem for the airlines. Skyjacking → to skyjack = to take control of a flying aircraft by force, usually in order to make political demands



1. The gunman deserves **locking up**.
2. **Denying** everything won't give any results
3. **Taking risks** is an integral part of our job.
4. There's no point in **revising** the matter twice.
5. On **hearing** the joke everybody burst out **laughing**.
6. My boss finally suggested **discussing** my chances of further promotion.
7. Are you accusing Mr. Rey of **spreading** the rumors?
8. In **refusing** to work abroad she missed an excellent job opportunity.
9. The order will be accepted *subject to\** **receiving** your confirmation within two weeks period of time. (\*= depending on the stated thing happening)
10. Our chief manager has no objection to your **helping** the team of councilors with the project.
11. I insisted on the parcel **being delivered** promptly.
12. Persuasion is the art of **getting** other people to do something or to believe something without **compelling** to do so.
13. Specialists organized their considerable resources in an effort to prevent data from **being taken** from International Financial Statistics Bureau.
14. She can't stand **reminding** people of their duties and **being reminded** of hers.
15. The evidence seemed to be overwhelming, but Marsha denied **having committed** the murder.
16. There is no **escaping** the fact that our department won't be able to complete these orders without extra staff.
17. The government has decided to ban **advertising** of tobacco.
18. On **returning** home from the bank he found to have left his credit card at the cashier stand.



19. After **studying** the case attentively the solicitor changed his mind.
20. Anyone **travelling** without a passport runs the risk of **being stopped** by the local police officer.
21. His **demanding** for our withdrawal proved the impossibility of **reaching** any compromise.



**Exercise O:** Use *Infinitive* or *Gerund* due to the prescribed rules. Mind the possibility of using both options. Explain your choice:

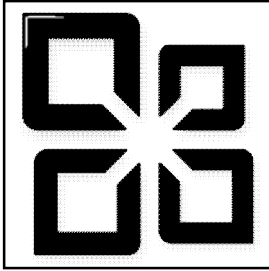
Example: He knew no one with whom \_\_\_ (start) a new business. – He knew no one with whom to start a new business (infinitive; part of a phrase)



1. I felt a sense of betrayal when my friends refused \_\_\_<sup>1</sup> (support) me.
2. He can't forgive her for \_\_\_<sup>2a</sup> (do) the dirty on him and \_\_\_<sup>2b</sup> (have) an affair with his best friend.
3. Anyone who was suspected of \_\_\_<sup>3</sup> (collaborate) with the occupying forces was arrested.
4. He is expected \_\_\_<sup>4</sup> (lose) his seat on the council in next month's elections.
5. The police reasoned with the hijackers \_\_\_ at least \_\_\_<sup>5</sup> (let) the children go free.
6. Both sides in the dispute have agreed \_\_\_<sup>6a</sup> (go) to arbitration so as \_\_\_<sup>6b</sup> (have) the disagreement solved by an arbitrator.
7. The hospital is unable \_\_\_<sup>7</sup> (provide) the highly specialized care needed by very sick babies.
8. The money is intended \_\_\_<sup>8</sup> (be used) for specific purposes.
9. It was a strange spectacle \_\_\_<sup>9a</sup> (see) the two former enemies \_\_\_<sup>9b</sup> (shake) hands and \_\_\_<sup>9c</sup> (slap) each other on the back.
10. We witnessed the extraordinary spectacle of an old lady \_\_\_<sup>10a</sup> (climb) a tree \_\_\_<sup>10b</sup> (rescue) her cat.
11. The police hope \_\_\_<sup>11a</sup> (avoid) a repeat performance of last year, when the festivities turned into \_\_\_<sup>11b</sup> (riot).
12. A large international meeting was held with the aim of \_\_\_<sup>12</sup> (promote) sustainable development in all countries.
13. There are many ways of \_\_\_<sup>13</sup> (tackle\*) this problem. (\*=try to deal with)
14. \_\_\_<sup>14</sup> (sit) still at a computer terminal all day can give you a stiff neck.
15. We were surprised when he announced he wanted \_\_\_<sup>15</sup> (join\*\*) the clergy (\*\*= become a priest).
16. Charlie has a clever idea and plan for \_\_\_<sup>16</sup> (get) us out of our present difficulties.
17. It's better \_\_\_<sup>17a</sup> (give) expression to your anger rather than \_\_\_<sup>17b</sup> (hide) it.
18. She expected him \_\_\_<sup>18</sup> (act) like a star, but she was surprised at his very ordinariness\*\*\* (\*\*\*= how ordinary he was).



**Exercise P:** Certain verbs are followed by either an infinitive or another verb + -ing, but the choice leads to a change in meaning. Match the statement with the true meaning of its leading verb:



1. I will never *forget* meeting Princess Diana.  
a) I will always remember; b) I fail to remember
2. I sometimes *forget* to wear the badge with my name on while in the office so my manager often gives me a severe reprimand for that.  
a) I always remember; b) I fail to remember
3. I could get a better job but it would *mean* moving to Japan.  
a) I intend to; b) it involves
4. I *mean* to see her later this week.  
a) I intend to; b) it involves
5. He was an alcoholic but *stopped* drinking.  
a) ceased; b) in order to
6. He *stopped* to have a drink on his way back home.  
a) ceased; b) in order to
7. She *remembered* to turn off her headlights.  
a) she has a clear memory of this; b) she didn't forget
8. She *remembers* turning off her headlights.  
a) she has a clear memory of this; b) she didn't forget
9. Why don't you *try* giving the staff greater autonomy?  
a) attempt/ make the effort; b) experiment and see what happens
10. He *tried* to learn car maintenance but gave up.  
a) attempt/ make the effort; b) experiment and see what happens
11. I *remembered* to do my homework.  
a) first remember then do; b) first do then remember
12. I remembered doing my homework.  
a) first remember then do; b) first do then remember
13. I *stopped* smoking.  
a) action happened until I stopped; b) the action had not happened yet
14. I stopped to smoke.  
a) action happened until I stopped; b) the action had not happened yet
15. I *remember* to call her.  
a) I have the memory of the past action; b) I'll do it in the future
16. I *remember* calling her.  
a) I have the memory of the past action; b) I'll do it in the future

17. I *regret* to say he is not here.

a) I must tell you he is not here; b) I am sorry I said it

18. I *regret* saying he is not here.

a) I must tell you he is not here; b) I am sorry I said it

19. He *forgot* opening the window.

a) he did, but he forgot doing so; b) he was supposed to, but he forgot

20. He *forgot* to open the window.

a) he did, but he forgot doing so; b) he was supposed to, but forgot

21. She *regrets* quitting her job.

a) now she regrets she did it; b) she is sorry to do it

22. She *regrets* to quit her job.

a) now she regrets she did it; b) she is sorry to do it

23. He *stopped* chatting.

a) he did it, but then he stopped; b) he was doing something else, and then he stop in order to chat

24. He *stopped* to chat.

a) he did it, but then he stopped; b) he was doing something else, and then he stop in order to chat

25. I *remembered* locking the storage.

a) I had a memory in my mind of doing it; b) I did it as I should have

26. I *remembered* to lock the storage.

a) I had a memory in my mind of doing it; b) I did it as I should have

27. They *tried* moving to Australia.

a) they moved for some time to see if it works out for them; b) they didn't move after all

28. They *tried* to move to Australia.

a) they moved for some time to see if it works out for them; b) they didn't move after all

29. I did not *mean* to scare you off.

a) I didn't intend to do it but I did; b) I didn't intend to do it and I didn't

30. Taking a new job in the city *meant* leaving behind my familiar surroundings.

a) I didn't intend to do it but I did; b) I didn't intend to do it and I didn't





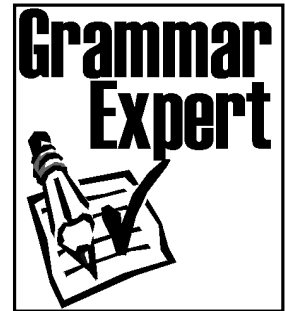
## It is important to know: Finite vs. Nonfinite Verb Forms

Based on <http://grammartips.homestead.com/verbals.html>

### Finite vs. Nonfinite Verb Forms

In English, we call nonfinite verb forms *verbals*. The types of *verbals* are: infinitives, participles and gerunds. The difference between a finite verb and a verbal is that a finite verb is completely inflected. In English, verbs are inflected according to five aspects:

- *Person*: first, second, or third
- *Number*: singular or plural
- *Tense*: past, present, future, or any of the other tenses
- *Mood*: indicative, imperative, or subjunctive
- *Voice*: active or passive



The reason verbs thus inflected are called *finite* is that these inflections limit the verb. A *nonfinite* verb form has not been completely limited by inflection, in the same way that a blank sheet of paper has all sorts of possibilities that a paper with writing or drawing on it no longer has. A clause can only have as its predicate a finite verb, or if it has a verb phrase for a predicate, the auxiliary (helping) verb must be finite.

- *An infinitive* is the uninflected, or plain, form of the verb. In English we usually use the particle "to" when talking or writing about infinitives: to run, to jump, to see, to think, to be.
- *A participle* acts as an adjective (running shoes; broken vase; lost child; unread book), or as the main verb in a verb phrase (the last verb in the series of words that make up a verb phrase: to have run; am walking; had bought; would be thinking). A participle can be either present tense or past tense, but will not have any of the other four inflections found in finite verbs.
- *A gerund* is the *-ing form* of a verb used as a noun. The gerund form of a verb looks exactly like the present participle, but they function differently in a sentence. The gerund will fill a noun slot (subject, direct object, object of preposition, etc.), but the participle will be either an adjective or part of a verb phrase: E.g.: *Don't even think about buying that dress!* (gerund); *This is the new buying guide for used cars.* (participle); *I won't be buying a new car until I can save up a decent down payment.* (participle)

None of these nonfinite verb forms can act alone as the predicate of a clause. You cannot say any of the following things: E.g.: *I to be late for work. I being late for work. I have been late for work.* You can only say something like: E.g.: *I was late for work. I am late for work. I will be late for work. I have been late for work.* In all of these cases, the predicate is either a finite verb or a finite verb phrase, in which the nonfinite verb form (verbal) is supported by a finite (fully inflected) auxiliary verb.



**Exercise Q:** Match the term (in its Gerund verb form) with its definition:

<b>Term</b>	<b>Definition</b>
1) Accusing	a) Announcing information that is not completely true or correct.
2) Appealing	b) Correcting mistakes in the text.
3) Booking	c) Arranging marriages or romantic relationships between people.
4) Challenging	d) Suggesting and further stating that someone has done something bad.
5) Charging	e) Causing someone to believe something that is not true
6) Corroborating	f) Allowing something by law.
7) Counseling	g) Photographing, fingerprinting, recording any identifying data of a suspect
8) Drafting	h) Visiting different websites on the Internet; spending time in the Net
9) Editing	i) Evoking empathic or sympathetic feelings; being able to attract interest
10) Legalizing	j) Changing something so as to correct/ improve it.
11) Matchmaking	k) Asking whether something is true or legal.
12) Misleading	l) Giving not enough care/ attention to smth. that is your responsibility
13) Misreporting	m) Writing down a document for the first time, including the main points.
14) Notifying	n) Adding proof to an account, statement, idea with new information
15) Neglecting	o) Writing something again in different words.
16) Surfing	p) Telling officially about something
17) Streaming	q) Publicly/ formally stating that someone has done something bad.
18) Messaging	r) Listening to someone and giving him/ her advice about the problem
19) Narrating	s) Listening to/ watching sound or video directly from the Internet
20) Revising	t) Telling a story, often by reading aloud from a text,

21) Rewording	u) Exchanging written messages with someone else
22) Resigning	v) Speaking in a court of law thus giving/ providing proof/ evidence
23) Transferring	w) Causing something to happen in a violent and often uncontrolled way
24) Testifying	x) Behaving badly or illegally
25) Wrongdoing	y) Giving up a job or position by telling employer that you are leaving
26) Wreaking	z) Moving from one place to another



**Exercise R:** Match the term (in its Infinitive or base verb form) with its definition:

<b>Term</b>	<b>Definition</b>
1) to apply	a) to decide after thinking carefully
2) to appeal	b) to say you'll certainly do smth.
3) to approve	c) to give or to be a good reason for
4) to apologize	d) to achieve the first position
5) to borrow	e) to give not enough care/ attention
6) to credit	f) to lend; get temporarily and return
7) to clarify	g) to be likely to cause harm/damage
8) to enlighten	h) to put to practical use/ employ
9) to exaggerate	i) to promise you're telling the truth
10) to justify	j) to accept/allow/agree to something
11) to judge	k) to refer to something/ someone
12) to indicate	l) to make a serious/ formal request
13) to intend	m) to show, point or make clear
14) to learn	n) to make excuse for a fault/offense
15) to mention	o) to have/ feel a desire
16) to neglect	p) to believe something to be true
17) to outrun	q) to make someone aware of danger
18) to offer	r) to make smth. seem better/ worse
19) to promise	s) to solve/ end a problem/ difficulty
20) to score	t) to explain true facts about smth.
21) to resolve	u) to get knowledge/skill
22) to swear	v) to develop faster/further than smb.
23) to threaten	w) to have smth. as a plan/ purpose
24) to warn	x) to make clear/easier to understand
25) to wish	y) to provide/ supply smth./someone
26) to win	z) to get a point, goal, etc.





**Exercise S:** Check the usage of Gerunds from Ex. Q in practice.

Fill in the gaps with the appropriate gerund from the box of words:

Accusing	Charging	Drafting	Surfing	Rewording	Wreaking
Appealing	Counseling	Editing	Streaming	Resigning	
Booking	Legalizing	Misleading	Messaging	Transferring	
Challenging	Matchmaking	Notifying	Narrating	Testifying	
Corroborating	Misreporting	Neglecting	Revising	Wrongdoing	

Crosscheck these quotes in the Internet to complete them:

1. How, possibly, could the police have made the "mistake" of \_\_\_<sup>1</sup> the wrong man with the notorious Red Light Bandit crimes? That also is something that is fully revealed in the Pandora's Box of facts I have prepared.

*(Caryl Chessman)*

2. In addition, to punishing sexual offenders and protecting our children, we must also provide services, resources and \_\_\_<sup>2</sup> to the people who are victims of these horrible crimes. *(Jim Costa)*

3. "It is you who are impudent," said Eureka, "for \_\_\_<sup>3</sup> me of such a crime when you can't prove it except by guessing". *(Dorothy and the Wizard in Oz by Baum, L. Frank)*

4. I'm in favor of \_\_\_<sup>4</sup> drugs. According to my values system, if people want to kill themselves, they have every right to do so. Most of the harm that comes from drugs is because they are illegal. *(Milton Friedman)*

5. \_\_\_<sup>5</sup> has helped me understand that one individual's behavior and actions make a difference. (...) The experience of testifying and the aftermath have changed my life. *(Anita Hill)*

6. Government lawyers have a duty to disclose evidence of \_\_\_<sup>6</sup> in the government. *(Ken Starr)*

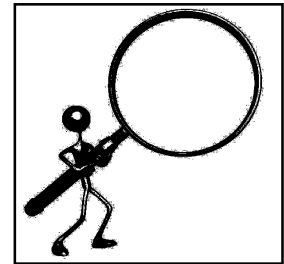
7. In a clamorous \_\_\_<sup>7</sup> to the mercy of the fire, In a mad expostulation with the deaf and frantic fire, Leaping higher, higher, higher, With a desperate desire, And a resolute endeavor Now – now to sit, or never, By the side of the pale-faced moon. *(Poems by Poe, Edgar Allan)*

8. \_\_\_<sup>8</sup> the meaning of life is the truest expression of the state of being human. *(Viktor E. Frankl)*

9. The more worrying feature of the new global corporate structures is their capacity to devastate national labor markets by \_\_\_<sup>9</sup> their operations to cheaper locations overseas. *(Fredric Jameson)*

10. There are few things more dishonorable than \_\_\_<sup>10</sup> the young. *(T. Sowell)*

11. In many cases of Driving under the influence of alcohol (DUI), an



arraignment (=formal accusation) is held shortly after the process of \_\_\_<sup>11</sup>, and the offender has the right to obtain counsel. (*The US DUI/DWI Law*)



12. But because we live in an age of science, we have a preoccupation with \_\_\_<sup>12</sup> our myths. (*Michael Shermer*)

13. I think the hardest part of writing is \_\_\_<sup>13</sup>. And by that I mean the following: A novelist has to create the piece of marble and then chip away to find the figure in it. (*Chaim Potok*)

14. In July, 2011 Google began \_\_\_<sup>14</sup> some users of its search engine that their computers might be infected with a specific form of malware. (<http://www.scmagazineus.com/>)

15. A harsh reality of newspaper \_\_\_<sup>15</sup> is that the deadlines don't allow for the polish that you expect in books or even magazines. (*Bill Walsh*)

16. William Faulkner's "As I Lay Dying" is a prime example of the use of multiple narrators. Faulkner employs stream of consciousness by \_\_\_<sup>16</sup> the story from the first person view of multiple characters. (<http://www.shmoop.com>)

17. \_\_\_<sup>17</sup> a constitution is only the first step. The constitution has to be granted legitimacy by open discussion and a fair, representative referendum. (*Emma Bonino*)

18. With \_\_\_<sup>18</sup> a Web user does not have to wait to download an audio or video file to play it. (<http://www.livestream.com>)

19. People who are able to spend 20 percent or less of their time \_\_\_<sup>19</sup> the Internet at work are more productive than those who don't, according to the University of Melbourne research. (<http://arstechnica.com/web/news>)

20. They also can combine voice with instant \_\_\_<sup>20</sup> and online file sharing. (*Niklas Zennstrom*)

21. Scientists hope that the \_\_\_<sup>21</sup> of some scary phrases from the old warning system – an asteroid risk-assessment system for evaluating the danger of Earth-bound meteors – will better explain to the public what these phrases mean without causing concern. (<http://www.wired.com/science>)

22. Britain's state-controlled BBC and other Western sources were long spreading unverified and false pieces of \_\_\_<sup>22</sup> on Libya's uprising. (<http://dissidentvoice.org>)

23. \_\_\_<sup>23</sup> is the act or process of trying to bring about a marriage for others.

24. A man is called selfish not for pursuing his own good, but for \_\_\_<sup>24</sup> his neighbor's. (*Richard Whately*)

25. I brought myself down. I impeached myself by \_\_\_<sup>25</sup>. (*Richard M. Nixon*)

26. Methamphetamine is a highly dangerous drug that is just like \_\_\_<sup>26</sup> or havoc on families and communities throughout this country. The drug's use is spreading across the United States. (*Rick Larsen*)



**Exercise T:** Check the usage of Infinitives from Ex. R in practice.  
Fill in the gaps with the appropriate verb from the box of words:

to apply	to credit	to judge	to neglect	to resolve	to threaten
to appeal	to clarify	to indicate	to outrun	to swear	
to approve	to enlighten	to intend	to offer	to warn	
to apologize	to exaggerate	to learn	to promise	to wish	
to borrow	to justify	to mention	to score	to win	

*Crosscheck these quotes in the Internet to complete them:*

1. Only nature knows how \_\_\_<sup>1</sup> proportion to the fault the punishment it deserves. (*Percy Bysshe Shelley*)

2. I thought it completely absurd \_\_\_<sup>2</sup> my name in the same breath as the presidency. (*Dwight D. Eisenhower*)

3. Acquaintance is a person whom we know well enough \_\_\_<sup>3</sup> from, but not well enough to lend to. (*Ambrose Bierce*)

4. If it's a good idea, go ahead and do it. It's much easier \_\_\_<sup>4</sup> than it is to get permission. (*Grace Hopper*)

5. The vulgar mind fancies that good judgment is implied chiefly in the capacity to censure; and yet there is no judgment as exquisite as that which knows properly how \_\_\_<sup>5</sup>. (*Walter Gilmore Simms*)

6. It is worth while too \_\_\_<sup>6</sup> the teacher that undue severity in correcting faults is liable at times to discourage a boy's mind from effort. (*Quintilian*)

7. To be a great game, one of the teams has \_\_\_<sup>7</sup> first. (*Mark Lawrenson*)

8. Love is free; \_\_\_<sup>8a</sup> for ever to love the same woman is not less absurd than \_\_\_<sup>8b</sup> to believe the same creed\*; such a vow\*\* in both cases excludes us from all inquiry. (*Percy Bysshe Shelley*) (\*=a set of beliefs; \*\*= a serious promise)

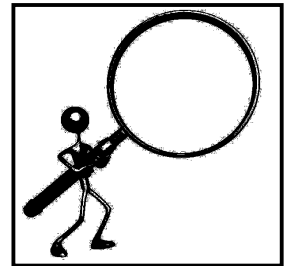
9. The greatest injustice in the world is to bring a child into the world, and not be able \_\_\_<sup>9</sup> it peace. (*Nafisa Joseph*)

10. It is better to conquer yourself than \_\_\_<sup>10</sup> a thousand battles. Then the victory is yours. It cannot be taken from you, not by angels or by demons, heaven or hell. (*Buddha*)

11. I do not want our children and grandchildren to live in a world where everyday they fear some regional strongman with weapons of mass destruction. We need to send a message to these future would-be bullies: you will not be allowed \_\_\_<sup>11</sup> the world. (*George Voinovich*)

12. Jesus is just a word I use \_\_\_<sup>12</sup> with. (*Richard Harris*)

13. When making your choice in life, do not \_\_\_<sup>13</sup> to live. (*Samuel Johnson*)



14. A scientist's aim in a discussion with his colleagues is not to persuade, but \_\_\_\_<sup>14</sup>. (*Leo Szilard*)
15. Every man wants a woman \_\_\_\_<sup>15</sup> to his better side, his nobler instincts, and his higher nature – and another woman to help him forget them. (*Helen Rowland*)
16. Crime for many is not a crime but simply a way of life. If laws are inconvenient, ignore them, they don't \_\_\_\_<sup>16</sup> to you. (*Dick Francis*)
17. Deciding whether to trust or \_\_\_\_<sup>17</sup> a person is always an uncertain task. (*Aldrich Ames*)
18. We're all capable of mistakes, but I do not care \_\_\_\_<sup>18</sup> you on the mistakes we may or may not have made. (*Dan Quayle*)
19. It is almost impossible \_\_\_\_<sup>19</sup> the proneness\*\*\* of the human mind to take miracles as evidence, and to seek for miracles as evidence. (*Matthew Arnold*) (\*\*\*=suffering)
20. You have \_\_\_\_<sup>20</sup> the rules of the game. And then you have to play better than anyone else. (*Albert Einstein*)
21. It's important not \_\_\_\_<sup>21</sup>. People don't try to show their feelings, they try to hide them. (*Robert De Niro*)
22. Never let your zeal\*\*\*\* \_\_\_\_<sup>22</sup> your charity. The former is but human, the latter is divine. (*Hosea Ballou*) (\*\*\*\*=great enthusiasm/ eagerness)
23. To do no evil is good, \_\_\_\_<sup>23</sup> none is much better. (*Claudius*)
24. If two friends ask you \_\_\_\_<sup>24</sup> a dispute, don't accept, because you will lose one friend; on the other hand, if two strangers come with the same request, accept because you will gain one friend. (*Saint Augustine*)
25. Fortunately analysis is not the only way \_\_\_\_<sup>25</sup> inner conflicts. Life itself still remains a very effective therapist. (*Karen Horney*)
26. Always leave something \_\_\_\_<sup>26</sup> for; otherwise you will be miserable from your very happiness. (*Balthazar Gracian*)



### It is interesting to know: Some Legal Proverbs



- In case of doubt it is best to lean to the side of mercy.
- Reason is the soul of law.
- Ignorance of law is no excuse.
- In case of doubt it is best to lean to the side of mercy.
- Prevention is better than the cure.
- A lawyer's opinion is worth nothing unless paid for.
- Lawyers and painters can soon change black to white.
- A lawsuit is a fruit-tree planted in a lawyer's garden.



**Exercise U:** Use Participle I or Participle II due to the hints given in brackets next to the base form of the verb. State function of the Participle in the sentence:

1. Most political prisoners were \_\_\_<sup>1</sup> (free Participle II) under the terms of the amnesty.

2. Everyone was \_\_\_<sup>2</sup> (predict Participle I) a Republican win at the last election and look what happened.

3. The business \_\_\_<sup>3</sup> (run Participle II) by the new manager is very successful.

4. \_\_\_<sup>4</sup> (be built Participle I) of wood, the bridge could not carry heavy loads.

5. They have been \_\_\_<sup>5</sup> (lobby Participle I) Congress to change the legislation \_\_\_<sup>6</sup> (concern Participle I) guns.

6. The survey found a wide spread of opinion over the \_\_\_<sup>7</sup> (propose Participle II) new building.

7. We shall pilot several new cosmetic products to \_\_\_<sup>8</sup> (select Participle II) potential purchasers.

8. Whilst \_\_\_<sup>9</sup> (claim Participle I) to promote positive images of women, advertisers are in fact \_\_\_<sup>10</sup> (do Participle I) the very opposite.

9. She walked quickly, occasionally \_\_\_<sup>11</sup> (break Participle I) into a run.

10. I watched the soldiers \_\_\_<sup>12</sup> (shoot Participle I) the prisoner.

11. \_\_\_<sup>13</sup> (wade Participle I) through\* numerous journal articles, I reviewed the most recent research on cognitive development of adolescents. (\*wade through= to spend a lot of time and effort reading a lot of information)

12. One by one the witnesses narrated the sequence of events which \_\_\_<sup>14</sup> (lead up Participle II) to the disaster.

13. Much of the coast has been \_\_\_<sup>15</sup> (contaminate Participle II) by nuclear waste.

14. The fertilizers and pesticides \_\_\_<sup>16</sup> (use Participle II) on many farms are \_\_\_<sup>17</sup> (pollute Participle I) the water supply.

15. \_\_\_<sup>18</sup> (get Participle I) a new assistant will reduce the workload considerably.

16. \_\_\_<sup>19</sup> (go Participle I) without sleep for a long time makes me feel dizzy and light-headed.

17. \_\_\_<sup>20</sup> (walk Participle I) swiftly, he was at the station within minutes.

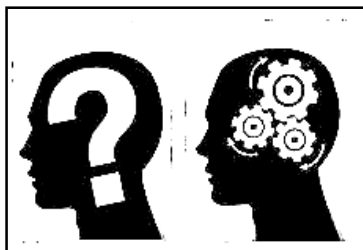
18. The spacecraft and its crew were \_\_\_<sup>21</sup> (incinerate Participle II) by the



billion-degree temperatures \_\_\_\_<sup>22</sup> (generate Participle II) by the fireball.

19. \_\_\_\_<sup>23</sup> (gaze Participle I) at the picture, she recalled the house where she was born.

20. The captain of the \_\_\_\_<sup>24</sup> (sink Participle I) ship remained \_\_\_\_<sup>25</sup> (stand Participle I) on deck.



21. Canada, a multicultural country, is \_\_\_\_<sup>26</sup> (recognize Participle II) by its maple leaf flag.

22. Police are \_\_\_\_<sup>27</sup> (blame Participle I) arsonists for the spate of fires in the Greenfields housing estate.



23. Despite \_\_\_\_<sup>28</sup> (receive Participle I) little support, the women are \_\_\_\_<sup>29</sup> (persevere\*\* Participle I) with their crusade to fight crime. (\*\*=doing something in a determined way, despite having problems)

24. Several \_\_\_\_<sup>30</sup> (know well Participle II) women have been \_\_\_\_<sup>31</sup> (trouble Participle II) by stalkers recently.

25. These are the electrical connectors, \_\_\_\_<sup>32</sup> (case Participle II) in waterproof plastic.

26. The case against cigarette advertising is \_\_\_\_<sup>33</sup> (become Participle I) stronger all the time.

27. By the time I saw the job \_\_\_\_<sup>34</sup> (advertise Participle II) it was already too late to apply.

28. When the pop star tried to leave her hotel she was besieged by \_\_\_\_<sup>35</sup> (wait Participle I) journalists and fans.

29. They paid a high-powered attorney to plead their \_\_\_\_<sup>36</sup> (complicate Participle II) case, i.e. to argue for them in a court of law.

30. He testified that he had seen the man \_\_\_\_<sup>37</sup> (leave Participle I) the building around the time of the murder.

31. The president is \_\_\_\_<sup>38</sup> (predispose Participle II) towards negotiation and favors a peaceful way of resolving the crisis.

32. After years in prison, the men who had wrongfully been \_\_\_\_<sup>39</sup> (find Participle II) guilty of the bombing were finally \_\_\_\_<sup>40</sup> (set Participle II) free.

33. Today's newspaper gives all the ghastly \_\_\_\_<sup>41</sup> (detail Participle II) information of the murder.

34. I only asked him for a cigarette, but two hours later he'd told me his whole a bit \_\_\_\_<sup>42</sup> (confuse Participle I) life history.

35. The department has been \_\_\_\_<sup>43</sup> (accuse Participle II) of being inefficient and hugely \_\_\_\_<sup>44</sup> (overstaff Participle II).



**Exercise V:** Choose the appropriate form of the participle;  
use Participle I or Participle II to fit the context/sentence structure:

1. What are the biggest problems faced by the \_\_\_<sup>1</sup> president? **a) incoming; b) income**

2. The robber ran from the policeman, still \_\_\_<sup>2</sup> the money in his hands. **a) holding; b) held**

3. The \_\_\_<sup>3</sup> baby was found by the police unharmed. **a) stealing; b) stolen**

4. Pollsters asked people their \_\_\_<sup>4</sup> intentions. **a) voting; b) voted**

5. Please bring all of the \_\_\_<sup>5</sup> documents for your interview tomorrow. **a) requiring; b) required**

6. \_\_\_<sup>6</sup> failure, the student was very anxious about the test. **a) fearing; b) feared**

7. Quickly \_\_\_<sup>7</sup> food is necessary to preserve the freshness. **a) freezing; b) frozen**

8. \_\_\_<sup>8</sup> by hunger, the juvenile offender stole a piece of bread. **a) driving; b) driven**

9. Not \_\_\_<sup>9</sup> my way, I had to ask the policeman. **a) knowing; b) known**

10. \_\_\_<sup>10</sup> for a decade, I prepared the manual in a minute. **a) experiencing; b) experienced**

11. \_\_\_<sup>11</sup> none in the class, the teacher became angry. **a) finding; b) found**

12. \_\_\_<sup>12</sup>, they fled from the scene. **a) terrifying; b) terrified**

13. He tried to run away from the police and was charged with \_\_\_<sup>13</sup> arrest. **a) resisting; b) resisted**

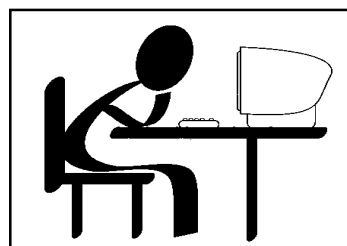
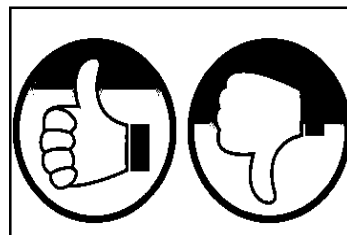
14. These are purely defensive weapons, not \_\_\_<sup>14</sup> for attack. **a) designing; b) designed**

15. Many of the listeners \_\_\_<sup>15</sup> said that they were not satisfied with the station's programs. **a) surveying; b) surveyed**

16. The office is quite bright and airy – it's a pleasant \_\_\_<sup>16</sup> environment. **a) working; b) worked**

17. In 19th-century Britain, industries became \_\_\_<sup>17</sup> in particular localities. **a) concentrating; b) concentrated**

18. The treatment for people \_\_\_<sup>18</sup> to tranquillizers includes training in stress management and relaxation techniques. **a) addicting; b) addicted**





### **Tense–aspect–mood (TAM)**

Tense–aspect–mood (TAM), also called tense–modality–aspect (TMA), is the grammatical system in a language that covers:

- ***the expression of tense*** – location in time (past – present – future); Reference to the past and present is marked by an inflection of the verb;

E.g.: David walks to University (present tense);

E.g.: David walked to University (past tense).

Reference to the future can be made in a number of ways, e.g., by using the modal auxiliary *will/ shall*, or the semi-auxiliary *be going to*.

E.g.: David will walk to University tomorrow.

E.g.: David is going to walk to University tomorrow.

*NOTE:* Since the expression of future time does not involve any inflection of the verb, we do not refer to a "future tense". Strictly speaking, there are only two tenses in English: present and past.

- ***the expression of aspect*** – or fabric of time – a single block of time, continuous flow of time, or repetitive occurrence. *Aspect* refers to how an event or action is to be viewed with respect to time, rather than to its actual location in time. There are normally : *Perfective and Progressive aspects*.

E.g.: David had fallen in love (Perfective Aspect, Past Tense)

E.g.: David was falling in love (Progressive Aspect, Past Tense)

*NOTE:* Aspect always includes tense, while tense can occur without aspect.

- ◆ Although not always identified, the simple aspect is the default aspect of the simple present and simple past tenses. The simple aspect expresses single actions, habits, and routines.

- ◆ The progressive aspect expresses incomplete or ongoing actions or states at a specific time. *For example*, the use of the progressive aspect in I am floating the book indicates that I started floating the book in the past and am still floating the book in the present and presumably the future.

- ◆ The perfect aspect expresses the consequences resulting from a previous action or state. *For example*, the use of the perfect aspect in I have floated the book focuses on the end result of my floating the book (my having floated the book) as opposed to the process of floating the book.

- ◆ The perfect-progressive aspect expresses incomplete or ongoing actions or states that began in the past and continue to a specific time. *For example*, the use of the perfect-progressive aspect in I had been floating the book indicates that I started floating the book in the past and continued to float



the book until a specific point in time at which I stopped floating the book.

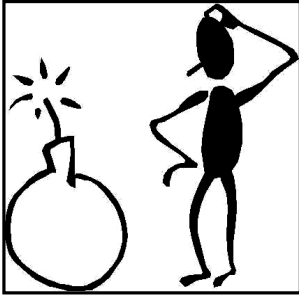
*The TAM chart may be presented in a wider scope as follows:*

	<b>Simple Aspect</b>	<b>Perfective Aspect</b>	<b>Progressive Aspect</b>	<b>Perfective Progressive Aspect</b>
<b>Present Tense</b>	fall	has fallen	is falling	has been
<b>Past Tense</b>	fell	had fallen	was falling	had been falling
<b>Future Tense</b>	will fall	will have fallen	will be falling	will have been falling

- ***the expression of mood or modality*** – degree of necessity, obligation, probability, ability. *Three moods are:* indicative, subjunctive, imperative.
- ◆ **The indicative mood** allows speakers to express assertions, denials, and questions of actuality or strong probability. Most sentences in English are in the indicative mood because the indicative is the most commonly used mood.
- ◆ **The subjunctive mood** expresses commands, requests, suggestions, wishes, hypotheses, purposes, doubts, and suppositions that are contrary to fact at the time of the utterance. The form of the present subjunctive is identical to the base form of English verbs. The form of the past subjunctive is identical to the plural simple past indicative. However, the subjunctive is only distinguishable in form from the indicative in the third person singular present subjunctive and with the verb to be in the present subjunctive and the first and third person singular in the past subjunctive.
- ◆ **The imperative mood** allows speakers to make direct commands, express requests, and grant or deny permission. The form of the English imperative is identical to the base form of any English verb. The negative form of the English imperative is created by inserting the do operator and the negative adverb not before the base form of the verb.
- ***Voice*** is the expression of relationships between the predicate and nominal functions. English has two voices: *active* and *passive*. In the active voice, the subject performs the action of or acts upon the verb and the direct object receives the action of the verb. In the passive voice, the subject receives the action of the transitive verb.
- In some cases, ***the expression of evidentiality*** – whether evidence exists for the statement, and if so what kind – may also be included.



**Exercise A:** Analyze the given sentences according to the given example model. Also explain the meaning of the given message:



Example: By the time the meeting is over, the committee *will have been arguing* about which candidate to interview for three hours. ***will have been arguing***=the future act + perfect progressive aspect + indicative mood + active voice=the act of sustained arguing will take place before the meeting is over.

1. I *will have been studying* Greek for three years by the end of this term.
2. The surgeon *will have operated* on 6 patients before she attends a luncheon meeting.
3. The crowd *moves* across the field in an attempt to see the rock star get into her helicopter.
4. We never *finish* jigsaw puzzles because the cat always *eats* some of the pieces.
5. The union members *are pacing up and down* in front of the factory.
6. They *have not delivered* the documents we need.
7. The health department *has decided* that all high school students should be immunized against meningitis.
8. Even though the coroner *has been carefully examining* the corpse discovered in Sutherland's Gully since early this morning, we still do not know the cause of death.
9. The storyteller *began* every story by saying "A long time ago when the earth was green."
10. The archivists *were eagerly waiting* for the delivery of the former prime minister's private papers.
11. After she *had learned* to drive, Alice felt more independent.
12. A construction crew *had been digging* one pit after another in the middle of the street for three days before they found the water main.
13. They *will have written* their first exam by the time we get out of bed.
14. The selection committee *will be meeting* every Wednesday morning.
15. By the time you get back from the corner store, we *will have finished* writing the letter of complaint.
16. The government *has cut* university budgets; consequently, the dean *has increased* the size of most classes.
17. That dog *has been barking* for three hours; I wonder if someone will call the owner.



**Exercise B:** Each of the following sentences exhibits aspect.  
Is it simple, perfect, progressive or perfect progressive aspect?

1. The material *has been treated* with some substance to make it waterproof. a) **Simple**; b) **Perfect**; c) **Progressive**; d) **Perfect Progressive**

2. He has some cozy arrangement with his supplier, which means he's *able to* sell his goods more cheaply.

a) **Simple**; b) **Perfect**; c) **Progressive**; d) **Perfect Progressive**

3. The child *had been* severely *ill-treated* by his parents.

a) **Simple**; b) **Perfect**; c) **Progressive**; d) **Perfect Progressive**

4. I've *been trying* to solve this problem all week, but I still *haven't cracked* it.

a) **Simple**; b) **Perfect**; c) **Progressive**; d) **Perfect Progressive**

5. It *wouldn't be* cost-effective to buy an expensive new computer when all you *want to do* is word processing.

a) **Simple**; b) **Perfect**; c) **Progressive**; d) **Perfect Progressive**

6. The Government *is elected* for a five-year term of office.

a) **Simple**; b) **Perfect**; c) **Progressive**; d) **Perfect Progressive**

7. Clinton's youthful image *made* him an extremely electable candidate.

a) **Simple**; b) **Perfect**; c) **Progressive**; d) **Perfect Progressive**

8. There *have been* two nominations for the new job.

a) **Simple**; b) **Perfect**; c) **Progressive**; d) **Perfect Progressive**

9. He's *been nominated* by the Green Party as their candidate in the next election. a) **Simple**; b) **Perfect**; c) **Progressive**; d) **Perfect Progressive**

10. This part of the old town *has been disfigured* by ugly new buildings.

a) **Simple**; b) **Perfect**; c) **Progressive**; d) **Perfect Progressive**

11. You *have disgraced* us all with your behavior.

a) **Simple**; b) **Perfect**; c) **Progressive**; d) **Perfect Progressive**

12. It's a disgrace that the government *spends* so much on guns and so little on education.

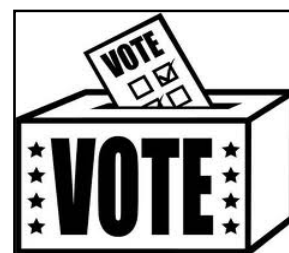
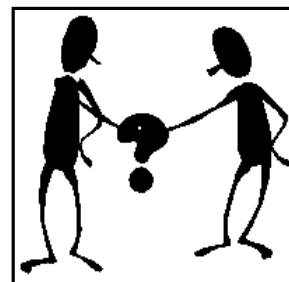
a) **Simple**; b) **Perfect**; c) **Progressive**; d) **Perfect Progressive**

13. He *put on* a large hat and glasses as a disguise and *hoped* no one *would recognize* him.

a) **Simple**; b) **Perfect**; c) **Progressive**; d) **Perfect Progressive**

14. He *was found* guilty and *hanged* later that year.

a) **Simple**; b) **Perfect**; c) **Progressive**; d) **Perfect Progressive**



15. With so little evidence to prove her guilt, few people *thought she should hang*. **a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

16. The education system in Britain *was crying out* for reform.

**a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

17. He again *urged* passage of a constitutional amendment outlawing abortion. **a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

18. As witnesses to the accident, we *were asked* to make written declarations of what we *had seen*.

**a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

19. Twenty people *were shot* dead in the city making it the worst killing spree since the riots.

**a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

20. All the countries *have proclaimed* their loyalty to the alliance.

**a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

21. The Republican Party members *were* confidently *proclaiming* victory even as the first few votes *came in*.

**a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

22. The police *have disclosed* that two officers *are* under internal investigation.

**a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

23. We *try* to put our students out of their misery and *give* them their exam results as early as possible.

**a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

24. It *would be* unwise to predicate that the disease *is caused* by a virus before further tests *have been carried out*.

**a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

25. The sales forecast *is predicated* on the assumption that the economy *will grow* by four per cent.

**a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

26. The bishop's speech *has prompted* an angry response from both political parties. **a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

27. Police *are investigating* how £20 million *was* illegally *transferred* out of the Trust's bank account.

**a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

28. A lot of businesses *are moving* out of London because it's too expensive. **a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

29. I've *been waiting* half-an-hour - I'd almost *given* you up.

**a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

30. The shop *is giving away* a sample pack to every customer.

**a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive**

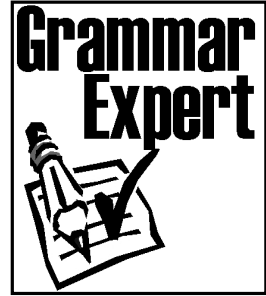


## It is interesting to know: Verb Tenses in Context

Based on <http://depts.washington.edu/engl/askbetty/>

### Verb Tenses in Academic Writing

Verb tenses can convey different meanings and degrees of precision, and most genres of academic writing follow specific conventions for tense and aspect. Conventions governing the use of tenses in academic writing differ somewhat from ordinary usage.



● **Academic Writing:** *Academic writing* generally concerns *writing about research*. As such, your tense choices can indicate to readers the status of the research you're citing. You have several options for communicating research findings, and each has a different rhetorical effect. For example:

E.g.: *According to McMillan (1996), the most common cause of death is car accidents.* – if you choose *the present tense*, you're implying that the findings of the research are generally accepted;

E.g.: *According to McMillan (1996), the most common cause of death has been car accidents.* – *the present perfect tense* implies not only general acceptance but also current relevance and, possibly, the continuity of the findings as an authoritative statement on the causes of death;

E.g.: *According to McMillan (1996), the most common cause of death was car accidents.* – *the past tense* emphasizes the finding at the time the research was conducted, rather than its current acceptance.

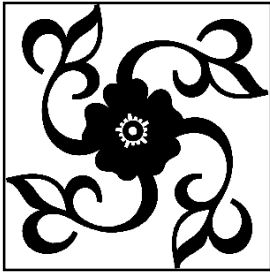
However, if you are writing about *specific research methods, the process of research and data collection, or what happened during the research process*, you will more commonly use *the past tense*, as you would normally use in conversation. The reason is that, you are not emphasizing the findings of the research or its significance, but talking about events that occurred in the past.

E.g.: *During the data collection process, Quirk conducted 27 interviews with students in his class. Prior to the interviews, the students responded to a brief questionnaire.*

● **Books, Poems, Plays, Movies, etc.:** When you are discussing a book, poem, movie, play, or song the convention in disciplines within the humanities is to use *the present tense*, as in:

E.g.: *In An Introduction to English Grammar (2006), Noam Chomsky discusses several types of syntactic structures.* E.g.: *In Paradise Lost, Milton sets up Satan as a hero who changes the course of history.*

- **Historical Contrast:** In cases where it is useful to contrast different ideas that originate from different periods, you can use *the past* and *the present* or *present perfect tense* to do so. The past tense implies that an idea or a theory has lost its currency or validity, while the present tense conveys relevance or the current state of acceptance. *For example*, when you want to discuss the fact that a theory or interpretation has been supplanted by new perspectives on the subject: E.g.:

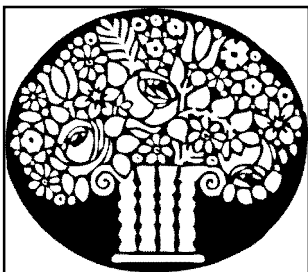


*Stanley Fish (1993) maintained a reader-response stance in his analysis of Milton's L'Allegro and Il Penseroso. However, recent literary critics consider/ have considered this stance to be inappropriate for the two poems.* The verb tenses used above emphasize the contrast between the old view (by Stanley Fish), which is indicated by the past tense, and the new view (by "recent literary critics"), which is indicated by the present tense or the present perfect tense. The difference between the present tense and the present perfect (i.e. between consider and have considered) is that the present perfect suggests that the current view has been held for some time.

*Stanley Fish (1993) maintained a reader-response stance in his analysis of Milton's L'Allegro and Il Penseroso. However, recent literary critics consider/ have considered this stance to be inappropriate for the two poems.* The verb tenses used above emphasize the contrast between the old view (by Stanley Fish), which is indicated by the past tense, and the new view (by "recent literary critics"), which is indicated by the present tense or the present perfect tense. The difference between the present tense and the present perfect (i.e. between consider and have considered) is that the present perfect suggests that the current view has been held for some time.

- **Research Proposals:** *The future tense* is standard in research proposals because they largely focus on plans for the future. However, when writing your research paper, use *the past tense* to discuss the data collection processes, since the development of ideas or experiments – the process of researching that brings the reader to your ultimate findings – occurred in the past.

- **Resumes and Cover Letters:** In a resume, *the past tense* is used for reporting past experience and responsibilities. However, in a statement of purpose, a personal statement, or a cover letter, *the present perfect tense* is commonly used to relate past experience to present abilities. E.g.: *"I have managed fourteen employees."*



- **Stories and Narrative Prose:** *The past tense* is commonly used when writing a narrative or a story, as in: E.g.: *Once upon a time, there was a peaceful kingdom in the heart of a jungle...*

Some writers use *the present tense* in telling stories, a technique called the "historical present" that creates an air of vividness and immediacy. E.g.: *Yesterday when I was walking around downtown, the craziest thing happened. This guy in a suit comes up to me, and says, "If you know what's good for you..."* In this example, the speaker switches from the past tense in giving context for the story to the present tense in relating the events themselves.



**Exercise C:** Change the Active voice sentences into the Passive voice analogues. Analyze the sentences according to the *TAM chart*:

1. Recently, most of my colleagues *have been telling* my boss that I *am* an easy person to deal with.

**Passive** \_\_\_\_\_

2. When Maria *got* her third ticket for speeding, her father *took* her license away.

**Passive** \_\_\_\_\_

3. Drug companies *have been misleading* the public for years through advertisements that all prescription drugs *are* safe.

**Passive** \_\_\_\_\_

4. The ever-increasing prescription drug problem in America and across the globe *has been gaining* mass media attention.

**Passive** \_\_\_\_\_

5. "Fewer countries than ever before *are carrying out* executions. As it *did* with slavery and apartheid, the world *is rejecting* this embarrassment to humanity," *said* Claudio Cordone.

**Passive** \_\_\_\_\_

6. Before Sarah *takes* her driver's test, she *has* to practice parallel parking.

**Passive** \_\_\_\_\_

7. He's *set* himself the goal of making his first million by the time he's 30.

**Passive** \_\_\_\_\_

8. I *know* her to have graduated from the Law school three years ago.

**Passive** \_\_\_\_\_

9. Amnesty International *challenged* the Chinese authorities to reveal how many people they *execute* and *sentence to death*, as the organization *published* its world overview of the death penalty last Tuesday.

**Passive** \_\_\_\_\_

10. The number of countries that *have removed* capital punishment entirely from their laws *rose* to 95 as Burundi and Togo *abolished* the death penalty for all crimes.

**Passive** \_\_\_\_\_

11. Arnold Schwarzenegger *appealed* to California voters by promising to rescind the vehicle license fee.

**Passive** \_\_\_\_\_

12. Increasing the vehicle license fee *angered* most California residents.

**Passive** \_\_\_\_\_



**Exercise D:** Change the Passive voice sentences into the Active voice analogues. Analyze the sentences according to the *TAM chart*:

1. The school *has been criticized* for failing to set up high standards for its students.

**Active** \_\_\_\_\_

2. Three suspects *were taken in* for questioning at Hereford police station.

**Active** \_\_\_\_\_

3. The report on Death Sentences and Executions reveals that at least 714 people *were executed* in 18 countries in 2009 and at least 2001 people *were sentenced to death* in 56 countries last year.

**Active** \_\_\_\_\_

4. We are moving closer to a death penalty free world, but until that day every execution *must be opposed*.

**Active** \_\_\_\_\_

5. Last year the death sentence *was used* extensively to send political messages, to silence opponents or to promote political agendas in China, Iran and Sudan, according to Amnesty International's report.

**Active** \_\_\_\_\_

6. The report addresses the discriminatory way the death penalty *was applied* in the past years, often after grossly unfair trials, and *used* much more often against the poor, minorities and members of racial, ethnic and religious communities.

**Active** \_\_\_\_\_

7. In the Middle East and North Africa at least 624 executions *were known to have been carried out* in seven countries: Egypt, Iran, Iraq, Libya, Saudi Arabia, Syria and Yemen.

**Active** \_\_\_\_\_

8. Following his execution, efforts *were made* to clear his name, and in the 1990s old evidence *was re-examined* with modern forensic techniques which supported the view that Colin Campbell Ross, an Australian wine-bar owner executed for the rape and murder of a child, was innocent.

**Active** \_\_\_\_\_

9. The job *was finally accepted* with the provision that she *would be paid* expenses for relocating.

**Active** \_\_\_\_\_

10. These problems *might not be solved* by money alone, but they *will assuredly not be solved* without it either.

**Active** \_\_\_\_\_





**Exercise E:** Choose the correct subjunctive verb form to complete the following sentences:

1. If he \_\_\_<sup>1</sup> in better shape, he would be a great addition to our legal team.

**a) would be; b) was; c) were; d) would have been**

2. Our professor wishes our students' group \_\_\_<sup>2</sup> more motivated, but he still helps the group as a whole, not just the ones who show promise.

**a) would be; b) was; c) were; d) would have been**

3. Our English professor asked that each student \_\_\_<sup>3</sup> twice a week at least.

**a) practice; b) practiced; c) would practice; would have practiced**

4. The executive board of the University required that each student \_\_\_<sup>4</sup> twenty-five dollars for Halloween festival and dinner.

**a) paid; b) had paid; c) pay; d) would have paid**

5. We wished that we narrowly \_\_\_<sup>5</sup> the nationalists in the local election.

**a) had beaten; b) beat; c) would have beaten; d) would beat**

6. The policeman would grab the mugger if he \_\_\_<sup>6</sup> closer to the offender.

**a) were; b) was; c) had been; d) would have been**

7. The policeman would have grabbed the mugger if he \_\_\_<sup>7</sup> closer to the offender. **a) were; b) was; c) had been; d) would have been**

8. Law enforcement rules require that each police officer \_\_\_<sup>8</sup> responsible for memorizing at least one golden rule for working in a particular situation – and then for teaching that rule to all of his colleagues.

**a) was; b) be; c) is; d) would be**

9. To avoid unnecessary injury, the police instructor insisted that the officers' tackling drills \_\_\_<sup>9</sup> on the proper way to shoot during their in-service training course.

**a) focus; b) focused; c) were focused; d) would have focused**

10. The police instructor realized that if an officer \_\_\_<sup>10</sup> to improve, he or she would need to spend several days working on general physical conditioning. **a) would be; b) was; c) were; d) would have been**



**Exercise F:** Choose the correct Conditional verb form to complete the following sentences:

1. Sara didn't pay any attention to what I had told her to do. Oh, if she \_\_\_<sup>1</sup> my advice! **a) had taken; b) took; c) would have taken; d) would take**

2. But for his laziness Timothy \_\_\_<sup>2</sup> quite successful in business.

**a) would be; b) should be; c) might be; d) could be**



3. I came back to the city to face a terrible destruction and I felt as if I \_\_\_<sup>3</sup>.

**a) went mad; b) had gone mad; c) would have gone mad; d) go mad**

4. We wouldn't have gone to that seaside resort if we \_\_\_<sup>4</sup> its prices.

**a) had known; b) knew; c) know; d) would have known**

5. You'd better \_\_\_<sup>5</sup> this water; it might be infected.

**a) don't drink; b) not drink; c) not to drink; d) didn't drink**

6. Why aren't you listening to me? If only you \_\_\_<sup>6</sup> how important it is!

**a) would have realized; b) had realized; c) realize; d) realized**

7. John has a very nice personality. If you \_\_\_<sup>7</sup> him better, you would like him more. **a) had known; b) know; c) knew; d) will know**

8. He looked at his watch and decided that it was time \_\_\_<sup>8</sup> another phone call. **a) he made; b) he make; c) he makes; d) he would make**

9. I am afraid to lose my job; my boss picks on me all the time. What would you do if you \_\_\_<sup>9</sup> in my shoes? **a) had been; b) was; c) would be; d) were**

10. If she \_\_\_<sup>10</sup> not so absent-minded, she wouldn't have made this silly mistake. **a) had been; b) was; c) would be; d) were**

11. The fire alarm sounded and it was ordered that everybody \_\_\_<sup>11</sup> the building as soon as possible.

**a) would leave; b) should leave; c) could leave; d) might leave**

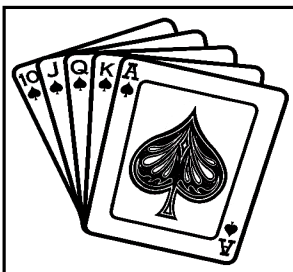
12. Paul is as cool as a cucumber. It is strange that he \_\_\_<sup>12</sup> in the fight.

**a) got involved; b) should get involved; c) should have got involved**

13. We have been walking for two hours. I am so tired. If only we \_\_\_<sup>13</sup> a taxi! **a) had found; b) should find; c) could find; d) ought to find**

14. The doctor recommended that she \_\_\_<sup>14</sup> a specialist about the problem.

**a) should see; b) can see; c) will see; d) could see**



15. If she \_\_\_<sup>15</sup> to be rich, she would be horribly obnoxious (=rude; unpleasant).

**a) had been; b) was; c) would be; d) were**

16. If she \_\_\_<sup>16</sup> in the United States, she wouldn't need a visa to work here.

**a) was born; b) were born; c) had been born; d) will be born**

17. If Darren \_\_\_<sup>17</sup> his Christmas bonus gambling in Las Vegas, he would go to Mexico with us next month.

**a) hasn't wasted; b) hadn't wasted; c) didn't waste; d) wouldn't waste**



**Exercise G:** Make these imperative sentences negative! The given examples are famous people's/ writers' quotes so you may change them only for your limited educational purposes:



• The imperative mood is used to express a command, request or advice. It is used *in the second person* and the subject *you* is usually omitted. If the command is addressed to the person speaking (*First person*), it will begin with *let* followed by *me* or *us*. *Third person* commands will begin with *let* preceded by *the third person subject* (somebody).

• Positive imperative sentences are formed with the help of the infinitive without the particle *to*.

• Negative imperative sentences are formed with the help of the negative form of the auxiliary verb *to do* placed before the notional verb.

1. Act only according to that maxim by which you can at the same time will that it should become a universal law. (*Immanuel Kant*)

2. Go to the edge of the cliff and jump off. Build your own wings on the way down. (*Ray Bradbury*)

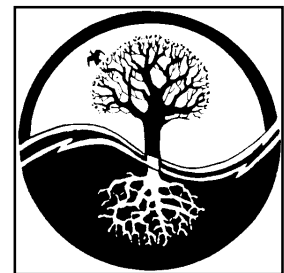
3. Just think of the tragedy of teaching children not to doubt. (*Clarence Darrow*)

4. Let the river rock you like a cradle// Climb to the treetops, child, if you're able// Let your hands tie a knot across the table// Come and touch the things you cannot feel// And close your fingertips and fly where I can't hold you// Let the sun-rain fall and let the dewy clouds enfold you// And maybe you can sing to me the words I just told you,// If all the things you feel ain't what they seem// And don't mind me 'cause I ain't nothing but a dream. (*lyrics by Jerry Merrick, sung by Richie Havens, "Follow"*)

5. Read, every day, something no one else is reading. Think, every day, something no one else is thinking. Do, every day, something no one else would be silly enough to do. It is bad for the mind to be always part of unanimity. (*Christopher Morley*)

6. For all rational beings stand under the law that each of them should treat himself and all others never merely as means, but in every case at the same time as an end in himself. (*Immanuel Kant*)

7. Act so that you treat humanity, whether in your own person or in that of



another, always as an end and never as a means only. (*Immanuel Kant*)

8. Chase after the truth like all hell and you'll free yourself, even though you never touch its coat tails. (*Clarence Darrow*)



9. Always bear in mind that your own resolution to succeed is more important than any other. (*Abraham Lincoln*)

10. Avoid popularity if you would have peace. (*Abraham Lincoln*)

11. Discourage litigation. Persuade your neighbors to compromise whenever you can. As a peacemaker the lawyer has superior opportunity of being a good man. There will still be business enough. (*Abraham Lincoln*)

12. Be sure you put your feet in the right place, then stand firm. (*Abraham Lincoln*)

13. Let every man be respected as an individual and no man idolized. (*Albert Einstein*)

14. Try not to become a man of success, but rather try to become a man of value. (*Albert Einstein*)

15. Let our advance worrying become advance thinking and planning. (*Winston Churchill*)

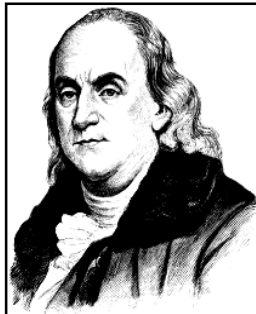
16. Play the game for more than you can afford to lose... only then will you learn the game. (*Winston Churchill*)

17. Be polite to all, but intimate with few. (*Thomas Jefferson*)

18. Be faithful in small things because it is in them that your strength lies. (*Mother Teresa*)

19. Let us always meet each other with smile, for the smile is the beginning of love. (*Mother Teresa*)

20. Spread love everywhere you go. Let no one ever come to you without leaving happier. (*Mother Teresa*)



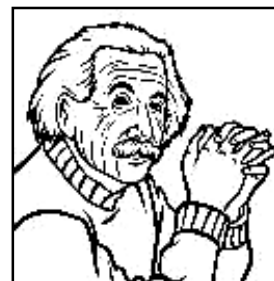
21. Take time to deliberate, but when the time for action has arrived, stop thinking and go in. (*Napoleon Bonaparte*)

22. Be at war with your vices, at peace with your neighbors, and let every New Year find you a better man. (*Benjamin Franklin*)

23. Do good to your friends to keep them, to your enemies to win them. (*Benjamin Franklin*)

24. Eat to please yourself, but dress to please others. (*Benjamin Franklin*)

25. Either write something worth reading or do something worth writing. (*Benjamin Franklin*)





**Exercise H:** Examine the given below imperative statements.  
Identify the category they belong to; choose by the number given:



**NOTE:** Imperative statements can denote:

1. *invitation* (to some sort of activity/ place/ event);
2. *ban* (prohibition);
3. *direct command/ indirect command* (order);
4. *request* or *offer*;
5. *entreaty*=an attempt to persuade someone to do/ not to do smth. (advice);
6. *any sort of exhortation* (strong encouragement);
7. *permission/ deny permission* ;
8. *apology*;
9. *warning*;
10. *instructions*.

1. Don't tell him you're resigning now! Wait until Monday when he's in a better mood.

2. Don't interfere with anything in the Constitution. That must be maintained, for it is the only safeguard of our liberties. (*Abraham Lincoln*)

3. Please don't smoke here.

4. Take this test once. Try your level best to score the maximum marks.

5. Danger! Stay away from the cliff.

6. Do not worry about your difficulties in Mathematics. I can assure you mine are still greater. (*Albert Einstein*)

7. Take care of your health. Don't drink alcohol. Don't eat heavy meals.

8. Never do anything against conscience even if the state demands it. (*Albert Einstein*)

9. The king said, "All subjects will pay taxes annually."

10. Never lose a holy curiosity. (*Albert Einstein*)

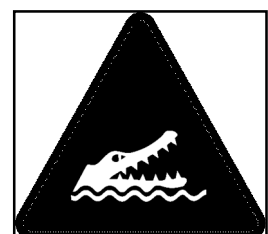
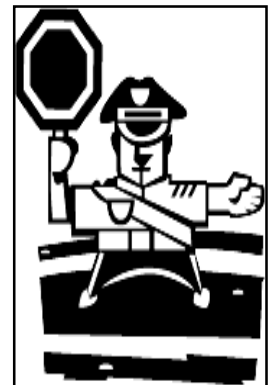
11. Travelers are to carry identification at all times.

12. Let us consider all the possibilities.

13. Do not let spacious plans for a new world divert your energies from saving what is left of the old. (*Winston Churchill*)

14. Watch out! Don't cross the road at a red traffic light!

15. Come back to business!



16. Feed a dog to bark at you. (*Bulgarian proverb*)

17. Let's stop now, I'm getting a headache.



18. Turn left at the traffic lights. Then cross the bridge and turn right at the first set of traffic lights.

19. Students will not run in the halls.

20. Always be home by eleven.

21. Write injuries in dust, benefits in marble. (*Benjamin Franklin*)

22. Come here at once! Turn that computer off now!

23. Call up the shades of Demosthenes and Cicero to vouch for your words; point to their immortal works. (*J. Q. Adams*)

24. Excuse me for arriving late – the bus was delayed.

25. Don't open the window. And don't eat inside this room.

26. Give assistance to anyone in difficulties or distress.

27. How to send a telegram or parcel? – Go to the Post Office, take a form, fill it up...

28. Read this report, and then give it to your supervisor for proofreading.

29. Please hold the line. Let's not argue!

30. Honor all men; love all men; fear none. (*Channing*)

31. Don't take the car out tonight! Have mercy on us.

32. Kindly return the documents as soon as possible and send me 2 copies of your brochure.

33. Ask not what your country can do for you. Ask what you can do for your country. (*President John F. Kennedy*)

34. For an appropriate answer, get in touch with this Web site.

35. Andrew's late again." "Cut him some slack – his wife's just had a baby."



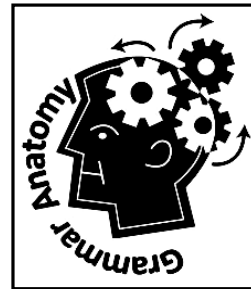
**Exercise I:** Compose positive and negative imperative statements using the given expressions where possible:

to decrease the speed	to be aware of pick-pockets	to make a will
to start the engine	to make fun of somebody	to do one's best
to make progress	to make a mess of smth.	to make a mistake
to accuse the guilty	to stop smoking here	to come tomorrow
to honor the adults	to have a nice trip	to judge people
to let him be late	to mind your own business	to stop eating
to go home in peace	to come along with me	to write a report
to manage the office	to take the car out tonight	to come to my party
to deal with anxiety	to wait long for the lawyer	to test the data once



**English Phrases**

English phrases are groups of words, without both a subject and a verb, functioning as a single part of speech. This means that while an English phrase is made up of multiple words (all of which have their own function), all of the words work together to perform one larger function.



N <sup>o</sup>	Type	Form	Function	Example
1	Prepositional Phrases	preposition + modifiers + object	act as adjectives; act as adverbs	of the jobs; for the day; except junk
2	Verb Phrases	main verb+ helping verb	acts as a verb	must have told; is going
3	Noun Phrases	pronoun/noun + any associated modifiers	acts as a noun	place of pride; book to read; busy teacher
4	Adjective Phrases	preposition + object	acts as an adjective: modifies a noun or pronoun	tells <i>which</i> or <i>what kind?</i>
5	Adverb Phrases	preposition + object	acts as an adverb: modifies a verb/ an adjective	tells <i>how/ how much/ when/ where/ why?</i>
6	Infinitive Phrases (Verbals) ↓ full or bare Infinitive	The complex object: verb + object + the Infinitive	act as nouns; act as adjectives; act as adverbs	We expect him to solve this problem.
		The complex subject: nominative + the Infinitive construction	acts as a passive of complex object: act as nouns; act as adjectives; act as adverbs	This problem is expected to be solved by him.
7	Gerund Phrases (Verbals)	direct objects; predicate nominatives/ adjectives; or modifiers	act as a noun – as a subject; appositive; direct/indirect object object of preposition predicate nominative	blaming others; eating late at night; your trying hard
8	Participial Phrases (Verbals)	a participle + any complements	act as adjectives; modifies <i>the subject</i> of a sentence	forgetting his promise; going home in peace
9	Appositive Phrases	a noun renames/ follows another noun/ pronoun	acts as a noun; acts as a pronoun	the professor, <i>a man of forty</i> , is very clever





11. Do you have a reason for your absence from class?
12. The class was delighted by the outcome of the story.
13. The real owner of the property is not available for comment.

Exercise D: Pick out the adverb prepositional phrases in these sentences, identify what they tell us, and what they modify:

1. The early settlers were very careless of our forests.
2. We divided the candy among the children at the party.
3. I still live in that stucco house in the next block.
4. The three contestants listened carefully to each question.
5. The sound of whispers came to us through the window.
6. In the cage we saw a huge jaguar from the jungles of Brazil.
7. Everyone in the class finished the test at the same time.
8. The children were awakened by a sudden clap of loud thunder.
9. The dark shadows stretched across the road and the park.
10. The employee came for his money.
11. The pirate map was hidden underneath a big rock.
12. A deep ditch was dug near the boundary of the factory.



Exercise E: Find the gerunds, gerund phrases, participles, participial phrases, infinitives or infinitive phrases in these sentences, tell what kind of verbal they are, and how they are used:

1. I had only one desire, leaving for home.
2. The glancing blow did little damage.
3. Go to the dictionary to look for the answer.
4. This computer game is easy to play and to understand.
5. Have you tried writing it down daily?
6. His chief interests are skiing and racing.
7. Blaming others is not being honest with oneself.
8. We do not plan to change the rules.
9. Forgetting his promise, Jeff returned home late.
10. My dog is too old to learn new tricks.
11. The only way to improve your skills is regular practice.
12. Your weeping and wailing will not change a thing.
13. You know my weakness, eating late at night.
14. To decorate for the dance will cost too much.



Exercise F: Find the appositive phrases and tell what they modify:

1. My car, a Plymouth van, rolled over and over on the highway.
2. Mr. Smith, our sponsor, is upset with our advertising, Helen.
3. Gentlemen, we must help our young people, the leaders of tomorrow.
4. There goes David. He is the owner of many businesses.
5. That woman is my neighbor. She is a well-known lawyer.



## Your Self - Assessment Test: Test №3

**Exercise 1.** Examine the given sentences. Identify the non-finite verb forms. State each form of a verbal; recognize its function in the sentence:



1. In Asia, thousands of executions were likely to have taken place in China, where information on the death penalty remains a state secret.
2. Belarus remains the only nation to use the death penalty in the region.
3. The largest mass commutation of death sentences ever known to Amnesty International took place in Kenya as the government announced that more than 4,000 condemned prisoners would have their sentences commuted to imprisonment.
4. Iranian authorities executed Delara Darabi in Rasht Central Prison on Friday morning and she is the second person to be executed this year after being convicted of a crime she was alleged to have committed while still less than 18, Amnesty International has revealed.
5. "Amnesty International is outraged at the execution of Delara Darabi, and particularly at the news that her lawyer was not informed about the execution, despite the legal requirement that he should receive 48 hours' notice," said Hassiba Hadj Sahraoui, Deputy Director of the Middle East and North Africa Program.
6. "This appears to have been a cynical move on the part of the authorities to avoid domestic and international protests which might have saved Delara Darabi's life."
7. Delara Darabi was executed despite her having been given a two-month stay of execution by the Head of the Judiciary on 19 April the same year.
8. Conditions in the prison are said to be appalling.
9. It was a maximum-security prison intended to be especially difficult to escape from.
10. The district attorney said if McVeigh was given the death penalty and his conviction was upheld on appeal, the state prosecution would become moot.
11. The government stands accused of eroding freedom of speech.
12. Have they any evidence to implicate him in the robbery?
13. You can't really blame Helen for not wanting to get involved.
14. I don't blame him for getting angry – she's behaving dreadfully.

**Exercise 2.** Make non-finite verb forms according to the instructions below:

**Exercise A: Put the verb in bracket into its appropriate infinitive form:**

1. They tried \_\_\_<sup>1</sup> (put) the blame for the killing on an innocent army officer.
2. The two men allege that the police forced them \_\_\_<sup>2</sup> (make) false confessions.
3. The company criticized in the documentary was given the opportunity \_\_\_<sup>3</sup> (answer) back.
4. It's our duty \_\_\_<sup>4</sup> (preserve) the planet for future generations.
5. They called a demonstration \_\_\_<sup>5</sup> (protest) against proposed job cuts.
6. We've received permission \_\_\_<sup>6</sup> (go ahead) with the music festival in spite of opposition from local residents.
7. She is an actress who always tries \_\_\_<sup>7</sup> (submerge) herself completely in a role.
8. A group of four teachers were delegated \_\_\_<sup>8</sup> (represent) the school at the union conference.
9. I have engaged a secretary \_\_\_<sup>9</sup> (deal) with all my paperwork.
10. I'd like \_\_\_<sup>10</sup> (introduce) our newly appointed members of staff.
11. They had \_\_\_<sup>11</sup> (fight) hard for improvements to the road system.
12. I felt a sense of betrayal when my friends refused \_\_\_<sup>12</sup> (support) me.

**Exercise B: Put the verb in bracket into its appropriate gerund form:**

1. He responded by \_\_\_<sup>1</sup> (march off) and \_\_\_<sup>2</sup> (slam) the door behind him.
2. I got so fed up with \_\_\_<sup>3</sup> (wait) for him to do it that I just went ahead and did it myself.
3. \_\_\_<sup>4</sup> (cut down) the old forest was an act of vandalism.
4. Security did not prevent an interloper from \_\_\_<sup>5</sup> (get) onto the stage at the opening ceremony.
5. She was taken to hospital after \_\_\_<sup>6</sup> (be submerged) in an icy river for 45 minutes.
6. The management guaranteed that \_\_\_<sup>7</sup> (outsource) wouldn't mean job losses.
7. Motor vehicles are prohibited from \_\_\_<sup>8</sup> (drive) in the town centre.
8. The Athletics Federation has banned the runner from future races for \_\_\_<sup>9</sup> (use) proscribed drugs.
9. The policy of \_\_\_<sup>10</sup> (charge) air travelers for vegetarian meals proved unpopular and has already been rescinded\*. (\*=to have no (legal) power)
10. The health risk from \_\_\_<sup>11</sup> (drink) unclean water is considerable.
11. \_\_\_<sup>12</sup> (eat) spaghetti can be a messy business.
12. I've had to tighten my belt since I stopped \_\_\_<sup>13</sup> (work) full-time.

**Exercise 3.** Choose the best option of non-finite verb forms from the multiple choices given next to each sentence to complete these sentences:

1. Anyone who was suspected of \_\_\_\_<sup>1</sup> with the occupying forces was arrested. **a) collaborate; b) collaborating; c) collaborated**
2. The pharmaceutical company has been charged with \_\_\_\_<sup>2</sup> from the AIDS crisis. **a) profit; b) profiteering; c) profited**
3. Unions are \_\_\_\_<sup>3</sup> a plan by universities to \_\_\_\_<sup>4</sup> all non-academic services.  
**<sup>3</sup> a) fight; b) fought; c) fighting**  
**<sup>4</sup> a) outsource; b) outsourcing; c) outsourced**
4. There's a rumor shared by many people that she intends to \_\_\_\_<sup>5</sup> the company. **a) leave; b) leaving; c) left**
5. The Broadcasting Act allows ministers to \_\_\_\_<sup>6</sup> any channel that offends against good taste and decency.  
**a) proscribe; b) proscribing; c) proscribed**
6. The photographs of starving children shocked people into \_\_\_\_<sup>7</sup> money.  
**a) give; b) giving; c) given**
7. The President ended his visit by \_\_\_\_<sup>8</sup> a wreath of flowers at the war memorial. **a) lay; b) laying; c) laid**
8. Police are \_\_\_\_<sup>9</sup> arsonists for the spate of fires in the Greenfields housing estate. **a) blame; b) blamed; c) blaming**
9. The recession has forced a lot of companies to \_\_\_\_<sup>10</sup> on graduate recruitment. **a) cut down; b) cutting down; c) be cut down**
10. I think \_\_\_\_<sup>11</sup> should be abolished.  
**a) to bull fight; b) bullfighting; c) bull fought**
11. I hope this is a public footpath and we're not \_\_\_\_<sup>12</sup> on someone's land.  
**a) trespass; b) trespassing; c) trespassed**
12. A senior judge is \_\_\_\_<sup>13</sup> as referee in the pay dispute between the trade union and management. **a) act; b) acted; c) acting**
13. She found out that he'd been \_\_\_\_<sup>14</sup> on her.  
**a) cheat; b) cheated; c) cheating**
14. You should have seen the look of shock on her face when he started \_\_\_\_<sup>15</sup>! **a) swear; b) be sworn; c) swearing**
15. We need the public's help in \_\_\_\_<sup>16</sup> crime.  
**a) fight; b) fighting; c) be fought**
16. With storm clouds \_\_\_\_<sup>17</sup> over them, the mountains looked dark and forbidding. **a) rush; b) be rushed; c) rushing**
17. \_\_\_\_<sup>18</sup> export rates have impacted on the country's economy quite considerably. **a) fall; b) fallen; c) falling**

**Exercise 4.** Paraphrase the given sentences. Use Complex Subject infinitive construction instead of a dependent clause:

*Example:* We heard that a car stopped outside the door. → A car was heard to stop outside the door.

1. It was announced that all the people except one who were on the aircraft have now been identified.

**Revised** \_\_\_\_\_

2. The NBC reported yesterday that at least ten people have been injured in the terrible explosion in Delhi.

**Revised** \_\_\_\_\_

3. Some experts think that the fire has been caused by a gas explosion.

**Revised** \_\_\_\_\_

4. People suppose that physicians are often poor communicators, particularly when they have to give patients bad news.

**Revised** \_\_\_\_\_

5. I suppose that all the lottery tickets will be sold by now.

**Revised** \_\_\_\_\_

6. People rumor that he lost his job when he was found to have appropriated some of the company's money.

**Revised** \_\_\_\_\_

7. They reported that the sole survivor of the accident was found in the water after six hours.

**Revised** \_\_\_\_\_

8. Businessmen throughout the country are demanding that small businesses shall receive uniform treatment from the banks.

**Revised** \_\_\_\_\_

9. The jury concluded from the evidence that the defendant was innocent.

**Revised** \_\_\_\_\_

10. It is believed that the average car has a top speed of 155 miles per hour.

**Revised** \_\_\_\_\_

11. His detractors claim that his fierce temper makes him unsuitable for party leadership.

**Revised** \_\_\_\_\_

12. Many scientists consider that the human contribution to global CO<sub>2</sub> emissions occurring on the planet is absolutely negligible\*. (\*=too slight to be of importance)

**Revised** \_\_\_\_\_

**Exercise 5.** Paraphrase the given sentences. Use Complex Object infinitive construction instead of a dependent clause:

*Example:* I know that my friend is a just man. → I know my friend to be a just man.

1. She didn't expect that the treatment would only aggravate the condition.

**Revised** \_\_\_\_\_

2. He being a judge certainly knows that aggravating factors can affect the sentence set by the court.

**Revised** \_\_\_\_\_

3. We heard that they breached the agreement they had made with their employer.

**Revised** \_\_\_\_\_

4. The fishermen claimed that ships from another country had violated their territorial waters.

**Revised** \_\_\_\_\_

5. He claimed that the way he'd been treated was a gross violation of his human rights.

**Revised** \_\_\_\_\_

6. A recent survey found and revealed that 58% of people did not know where their heart is.

**Revised** \_\_\_\_\_

7. The authorities know that Sarah's boyfriend is a cocaine dealer.

**Revised** \_\_\_\_\_

8. Our professor explained that these ancient scholars were all steeped in poetry and painting, as well as math and astronomy.

**Revised** \_\_\_\_\_

9. A jeweler told that the gold-plated earrings are much cheaper than solid gold ones.

**Revised** \_\_\_\_\_

10. Small investors are hoping that the markets will improve.

**Revised** \_\_\_\_\_

11. The magazine misreported that its sales figures were high enough in order to boost advertising revenue.

**Revised** \_\_\_\_\_

12. It was Ptolemy who propounded the theory that the Earth was at the centre of the universe.

**Revised** \_\_\_\_\_

**Exercise 6.** With the help of <http://www.quotations.me.uk> we have created a list of slogans of some well-recognized companies. Go to their official websites to check what they produce. Also think whether their slogans correlate with their activity? Name the companies which use imperative-style mottos!

<b>Company</b>	<b>Company Slogan</b>	<b>Products</b>
American Express	Do More	<a href="http://www.americanexpress.com">www.americanexpress.com</a>
ATI Technologies	Get In the Game	<a href="http://www.atitechnologies.net">www.atitechnologies.net</a>
Burger King	Have It Your Way	<a href="http://www.bk.com">www.bk.com</a>
Canon	Know How	<a href="http://www.canon.com">www.canon.com</a>
Citigroup	Live Richly	<a href="http://www.citigroup.com">www.citigroup.com</a>
Dell Computer	Get More out of Now	<a href="http://www.dell.com">www.dell.com</a>
Ericsson	Taking You Forward	<a href="http://www.ericsson.com">www.ericsson.com</a>
Globe Telecom	Making great things possible	<a href="http://www.globe.com.ph">www.globe.com.ph</a>
Hewlett-Packard	Invent	<a href="http://www.hp.com">www.hp.com</a>
Hilton Hotels	Take Me To The Hilton	<a href="http://www.hilton.com">www.hilton.com</a>
Honda	Power of Dreams	<a href="http://www.honda.com">www.honda.com</a>
IBM	We Make IT Happen	<a href="http://www.ibm.com">www.ibm.com</a>
L'Oreal	Because You're Worth It	<a href="http://www.loreal.com">www.loreal.com</a>
Mazda	Zoom Zoom	<a href="http://www.mazda.com">www.mazda.com</a>
McDonald's	I'm Lovin' It	<a href="http://www.mcdonalds.com">www.mcdonalds.com</a>
Mitsubishi	Better Built, Better Backed	<a href="http://www.mitsubishicars.com">www.mitsubishicars.com</a>
Motorola	Hello. Moto	<a href="http://www.motorola.com">www.motorola.com</a>
Nestlé	Good Food. Good Life	<a href="http://www.nestle.com">www.nestle.com</a>
Nike	Just Do It	<a href="http://www.nike.com">www.nike.com</a>
Nintendo	Born to play	<a href="http://www.nintendo.com">www.nintendo.com</a>
Nokia	Connecting People	<a href="http://www.nokia.com">www.nokia.com</a>
Panasonic	Ideas for Life	<a href="http://www.panasonic.com">www.panasonic.com</a>
Pepsi	It's the Cola	<a href="http://www.pepsi.com">www.pepsi.com</a>
Porsche	There Is No Substitute	<a href="http://www.porsche.com">www.porsche.com</a>
Rolls-Royce	Trusted to Deliver Excellence	<a href="http://www.rolls-royce.com">www.rolls-royce.com</a>
Samsung Electronics	Imagine	<a href="http://www.samsung.com">www.samsung.com</a>
Toyota	Oh What a Feeling	<a href="http://www.toyota.com">www.toyota.com</a>
Weight Watchers	Watch Yourself Change	<a href="http://www.weightwatchers.com">www.weightwatchers.com</a>
Procter & Gamble	Touching Lives, Improving Life	<a href="http://www.pg.com">www.pg.com</a>
Pragma	Operate at Your Optimum	<a href="http://www.pragmaworld.net">www.pragmaworld.net</a>
Lowe's	Improving Home Improvement	<a href="http://www.lowes.com">www.lowes.com</a>
Intel	Intel Inside	<a href="http://www.intel.com">www.intel.com</a>
Infineon	Keep on Thinking	<a href="http://www.infineon.com">www.infineon.com</a>
FedEx	Relax, It's FedEx	<a href="http://www.fedex.com">www.fedex.com</a>
Nissan Motors	The power comes from inside	<a href="http://www.nissan-global.com">www.nissan-global.com</a>
Oracle	Information Driven	<a href="http://www.oracle.com">www.oracle.com</a>
JVC	The Perfect Experience	<a href="http://www.jvc.com">www.jvc.com</a>
J.C. Penney	It's all Inside	<a href="http://www.jcpenney.com">www.jcpenney.com</a>

**Exercise 7.** Analyze the sentences below according to the given example model and *TAM* standards. Also explain the meaning of the given message:

*Example:* The pending releases of the prisoners *are meant to create* a climate for negotiation. ***are meant to create***→ present tense + simple aspect + indicative mood + passive voice; *the pending releases and climate of negotiations are interdependent and happen at the same time*

1. When Mr. Smith retires next week, he *will have been working* for our firm for 30 years.
2. We *need* a reference from your former employer.
3. His executive skills *will be* very useful to the company.
4. The new director *has introduced* a series of changes against little opposition from the supine staff.
5. Could you give me an example of the improvements you *have mentioned*?
6. In a speech to captains of industry, he *predicted* economic growth of 3.5% next year.
7. If I *have* any comments to make, I'll write them in the margin.
8. They could take legal action against you if you break the terms of the contract.
9. The applicants will be examined in three main areas; speaking, listening and reading comprehension.
10. The candidates listed below have failed to satisfy the examiners.
11. Offices can easily become more environmentally-friendly by, for example, using recycled paper.
12. Unemployment has risen in Europe again for the third consecutive month.
13. How long have you been looking for employment?
14. She was prepared to take on the job, with all its associated risks.
15. Once the CEO (=chief executive officer) had formulated a new direction for the company, he wasted no time in putting it into effect.
16. In recent years the government has provided financial assistance towards the costs of developments in microelectronics, office automation, computer-aided design, robots and aerospace.
17. The persons forming a company are required to submit several documents to the Registrar of Companies.
18. An industry which is being increasingly mechanized may be employing less labor but increasing its output.





**Exercise 1.** Examine the given sentences. Identify; underline; state the non-finite verb forms; recognize their function in the sentence:

1. All the passengers in the bus were listening to the story of the boy who had been saved from drowning by the quickness of the driver.

2. The violence is unlikely to stop without military strikes against terrorist bases.

3. The UN is supervising the distribution of aid by local agencies in the disaster area.

4. The minister pushed past the waiting journalists, refusing to speak to them.

5. Under cross-examination, the witness admitted her evidence to have been mostly lies.

6. After much persuasion they managed to extract the required information from him.

7. There's a growing recognition that this country can no longer afford to be a nuclear power.

8. New alignments are being formed within the business community.

9. He had not expected the people so readily to internalize the values of democracy.

10. You must recognize the seriousness of the problems we are facing.

11. You'll have to sign the visitors' book, but it's just a formality.

12. I understand that you are interested in borrowing some money from us.

13. In the courtroom it is understood that loud talking on the part of the public is not permissible.

14. She put the figures up on the board to underline the seriousness of the situation.

15. I think we should put as much emphasis on preventing disease as we do on curing it.

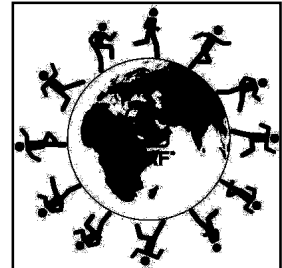
16. The company has been expanding rapidly and I feel it's now time to consolidate.

17. She advised us to look abroad for more lucrative business ventures.

18. The Glasgow-based company is to launch a stock-market flotation this summer.

19. Stock markets around the world are reacting to news of the US president's announcement.

20. He is accused of misappropriating \$30 000 to pay off gambling debts.



**Exercise 2.** In each of the following sentences, indicate whether the *italicized* verb form is **finite** or **nonfinite**. Put a tick to confirm your choice:



1. Although many of his policies were unpopular, he had the courage of his convictions *to see* them through.  
Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_
2. Economic recovery *is gathering* pace.  
Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_
3. It took him a great courage *to continue* driving after the accident. Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_
4. The pilot *avoided* a collision by changing course.  
Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_
5. *Changing* the course of the river would cause serious environmental damage to the whole valley.  
Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_
6. I want *to have* this package delivered by motorcycle courier.  
Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_
7. Stock prices *fell* yesterday in heavy trading so they decided *to buy* some shares on the London stock exchange.  
Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_ // Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_
8. Stocks *are regarded* as good long-term investments.  
Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_
9. I called my broker for advice about *investing* in the stock market.  
Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_
10. Wales *will be divided* into 21 unitary authorities instead of eight counties and 37 districts.  
Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_
11. The municipality *provides* services such as electricity, water and rubbish collection.  
Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_
12. What was once an informal event has now become *institutionalized*.  
Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_
13. The police have been instructed *to patrol* the building and surrounding area.  
Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_
14. The management has ordered a cutback in *spending*.  
Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_
15. The judge directed the defendant *to remain* silent.  
Finite \_\_\_\_\_ Nonfinite \_\_\_\_\_

**Exercise 3.** Using the verbs in brackets, complete the second sentence so that it has the similar meaning with the first one and has either of the non-finite verb forms inside:

*Example:* Travelling doesn't bother me as long as there are no delays. (not mind) → **I don't mind** travelling as long as there are no delays.

1. There's a danger we will lose the case to our rivals. (risk)

**We** \_\_\_\_\_

2. We will provide a 24 hour-a-day hot-line on urgent problems. (undertake)

**We** \_\_\_\_\_

3. I certainly did not disclose any legal secrets. (deny)

**I firmly** \_\_\_\_\_

4. If you like we can send the news report by satellite. (offer)

**They have** \_\_\_\_\_

5. I have every intention of complaining about the bad service. (intend)

**I fully** \_\_\_\_\_

6. I think it would be a good idea to get in touch with the experienced lawyer. (suggest) **I** \_\_\_\_\_

7. I'm not sure, but I think there is a virus in the computer program. (appear) **There** \_\_\_\_\_

8. He was late so I didn't see him. (miss)

**Since he was late** \_\_\_\_\_

9. The government closed the borders with the aim of catching the criminals. (catch) **In order** \_\_\_\_\_

10. They thought that he had already boarded the plane in New York. (be expected) **He** \_\_\_\_\_

11. Send them the samples they requested – don't forget, will you? (remember) **Please** \_\_\_\_\_

12. In my job I have to meet many people. (involve)

**My job** \_\_\_\_\_

13. I anticipate receiving an answer soon. (expect)

**I** \_\_\_\_\_

14. She should have told them of the potential problem. (neglect)

**She** \_\_\_\_\_

16. We fully expect to double our turnover in the next two years. (anticipate) **We** \_\_\_\_\_

17. She says she has the necessary authority. (claim)

**She** \_\_\_\_\_

18. Why on earth did you spend so much on entertainment? (justify)

**How can you** \_\_\_\_\_ ?

**Exercise 4.** Complete the sentences using the words from *the box of words* below and read it carefully. Then follow the further instructions:

broken	going through	being	beating	to move	to check
lying	whispering	to explode	clattering*	to detect	to take
to mess	running away	to climb up	drinking	hear	to be

(\* = making continuous loud noises)

a) Fill in the gaps with the appropriate word and read the text:

What has happened?



There was a break-in at the headquarters of one company one night and the same day the night watchman\*\* made a statement to the police saying what he has seen and heard. (\*\* = a person who is employed to guard a building at night)

The consequences of the aggravated burglary: the night watchman was badly wounded (but refused to go to the hospital); all computers were infected by a Trojan horse virus; all sensitive data has been wiped off the main computer (server) by a virus; the CEO's\*\*\* office has been damaged in explosion; no valuables have been stolen (\*\*\*) = chief executive officer)

The night watchman's statement:

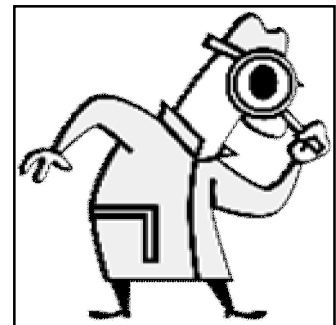


I have worked as a night watchman here for six years and there has never been any trouble before. But on that day ... hm-m ... that particular night just at about 3 a.m. when I was idly staring at the switched on TV screens in my security room I saw someone \_\_\_<sup>1</sup> about in one of the offices. Yes, I thought I could hear someone moving around upstairs. So I took my torch\* (= a small light) and went to \_\_\_<sup>2</sup>. Some sounds can be detected by the human ear as real but some could be just a figment of your imagination. So I decided \_\_\_<sup>3</sup>. I decided not \_\_\_<sup>4</sup> the lift because if there was any intruder he would easily hear it \_\_\_<sup>5</sup> so I walked upstairs as quietly as I could. I stopped on the second floor and listened to my heart and pulse \_\_\_<sup>6</sup>. I took out my revolver and took off the safety catch. At that moment I imagined myself \_\_\_<sup>7</sup> a gun battle and I couldn't prevent myself from \_\_\_<sup>8</sup> afraid. I've always been afraid of unexpected, strange or dramatic turns of events. I imagined myself \_\_\_<sup>9</sup> lonely in a pool of blood in the deserted building. Yes, right, sir, sometimes my imagination is \_\_\_<sup>10</sup>. Ok, then I continued \_\_\_<sup>11</sup> to the third floor and then I walked down the corridor. I

could \_\_\_<sup>12</sup> two men \_\_\_<sup>13</sup> something to each other. Their speech was inarticulate and it was obvious they had been \_\_\_<sup>14</sup>. I bravely walked on, and through an open door I observed two masked men \_\_\_<sup>15</sup> all about the contents on the CEO's desk. Then after about 30 seconds – but for me it seemed \_\_\_<sup>16</sup> an eternity – I heard something having \_\_\_<sup>17</sup>. I had a feeling that the whole building has been violently \_\_\_<sup>18</sup> up into pieces. That lasted for a second or two but then everything got dark and the rest is history.\*\*\*\*  
 (\*\*\*\*=everything which happened since then is well known)

b) Answer the given questions; pick up your version and make your own conclusion with the reference to the given facts:

1. The witnessing night watchman seems to \_\_\_<sup>1</sup>, doesn't he? **a) tell the truth; b) exaggerate; c) mislead the investigation; d) cheat; e) take his time**
2. The watchman has chosen to work night hours because he was \_\_\_<sup>2</sup> during the day, wasn't he?



- a) babysitting; b) working for another employer; c) hacking the Net; d) writing an e-book; e) idly surfing the Net-pages**
3. The watchman's college education was connected with \_\_\_<sup>3</sup>, wasn't it?  
**a) computing; b) engineering; c) mending roofs; d) sewing; e) travelling**
4. At the time of the burglary the night watchman was \_\_\_<sup>4</sup>, wasn't he?  
**a) sleeping; b) guarding a building; c) playing computer games**
5. What strange did the watchman hear or see? – He saw/heard someone \_\_\_<sup>5</sup>  
**a) moving around upstairs; b) talking over mobile; c) drinking brandy**
6. Why did the watchman decide to detect the strange situation? To \_\_\_<sup>6</sup>  
**a) fulfill his duty; b) satisfy his curiosity; c) gladly meet his accomplices**
7. Why did the watchman take some necessary precautions while detecting?  
 To \_\_\_<sup>7</sup> **a) show his professional skills; b) satisfy the rules of the game; c) create alibi for himself; d) look as a movie star; e) scare his old pals**
8. Why did the watchman describe his outlook of the events in all details?  
 To \_\_\_<sup>8</sup> **a) make his statement full; b) confuse the police; c) have fun**
9. Why did the suspects trespass the office premises? To \_\_\_<sup>9</sup> **a) steal money; b) infect the computers; c) drink some brandy; d) meet the pal**
10. The offenders exploded something so as \_\_\_, didn't they? To \_\_\_<sup>10</sup>  
**a) to conceal the traces; b) attract attention; c) injure the watchman**

c) Now having made your own decision, please, summarize all events and write your own story of the crime. Do not forget to use as many non-finite verb forms as possible. Also try to stick to the plot and legal lexis.

**Exercise 5.** Choose the best option of non-finite verb forms from the multiple choices given next to each sentence to complete these sentences:



1. The police are trying to trace the mother of a newborn baby found \_\_\_<sup>1</sup> outside a hospital.  
**a) abandoning; b) abandoned; c) to abandon; d) having abandoned**
2. This is an argument that seems \_\_\_<sup>2</sup> in the face of common sense.  
**a) flying; b) flew; c) to fly; d) be flown**
3. A large international meeting was held with the aim of \_\_\_<sup>3</sup> sustainable development in all countries.  
**a) promoting; b) promoted; c) promote; d) have promoted**
4. The officers noticed two men \_\_\_<sup>4</sup> suspiciously as if they were doing something wrong near the parking lot.  
**a) acted; b) acting; c) act; d) have acted**
5. "I'm \_\_\_<sup>5</sup> you on suspicion of illegally possessing drugs," said the police officer. **a) arrested; b) arresting; c) arrest; d) have arrest**
6. The suspension of fighting is to \_\_\_<sup>6</sup> effect at 6 am on Monday.  
**a) take; b) taking; c) took; d) taken**
7. The police suspect him of \_\_\_<sup>7</sup> out two bomb attacks.  
**a) have carried; b) carried; c) to carry; d) carrying**
8. He survived the accident, but his car was \_\_\_<sup>8</sup> beyond repair.  
**a) have damaged; b) damaging; c) damaged; d) damage**
9. The newspaper cautioned its readers against \_\_\_<sup>9</sup> shares without getting good advice first.  
**a) to buy; b) buying; c) bought; d) have bought**
10. The public were warned to be on the alert for \_\_\_<sup>10</sup> carefully for suspicious packages.  
**a) have watched; b) watch; c) watching; d) watched**
11. Beware salespeople who promise offers that seem too good to \_\_\_<sup>11</sup> true. **a) be; b) was; c) were; d) being**
12. The police have warned shopkeepers to look out for \_\_\_<sup>12</sup> notes.  
**a) have forged; b) forge; c) forging; d) forged**
13. Three fire engines rushed to the school only to \_\_\_<sup>13</sup> it was a false alarm. **a) have discovered; b) discovered; c) discover; d) discovering**
14. He filed a \$12 million libel suit against the newspaper, \_\_\_<sup>14</sup> his professional reputation had been damaged by the paper's stories.  
**a) claiming; b) to claim; c) have claimed; d) claimed**

**Exercise 6.** Put the verbs in brackets into the appropriate non-finite form:

1. If the arrest is \_\_\_<sup>1</sup> (make) as a result of \_\_\_<sup>2</sup> (observe) a law violation, an investigation is \_\_\_<sup>3</sup> (conduct) to \_\_\_<sup>4</sup> (determine) whether or not a crime was \_\_\_<sup>5</sup> (commit).
2. The preliminary hearing is an investigation by a magistrate of the facts and circumstances \_\_\_<sup>6</sup> (surround) a suspect who has been \_\_\_<sup>7</sup> (charge) with a crime and \_\_\_<sup>8</sup> (arrest), in order to determine whether there are sufficient reasons for trial.
3. After \_\_\_<sup>9</sup> (hear) the evidence the magistrate may find no basis for the charges and dismiss them or present the case to the trial.
4. Mobility has \_\_\_<sup>10</sup> (give) people the opportunity to \_\_\_<sup>11</sup> (commit) crimes far away from home.
5. A person can cover great distances rapidly, \_\_\_<sup>12</sup> (make) it very difficult for law enforcement to \_\_\_<sup>13</sup> (operate) effectively.
6. The court ruled that an officer may lawfully search a person in the course of \_\_\_<sup>14</sup> (make) an arrest.
7. However, the police can only search the suspect and the area immediately \_\_\_<sup>15</sup> (surround) the suspect, but not an entire room or house, without a search warrant.
8. According to law, the police must bring a suspect before a magistrate within the period of time between 48 and 72 hours, during which time the interrogation takes place mostly with the aim to \_\_\_<sup>16</sup> (obtain) confession.
9. Although a person under arrest has a right to \_\_\_<sup>17</sup> (refuse) to \_\_\_<sup>18</sup> (answer) questions, the \_\_\_<sup>19</sup> (arrest) officer may lawfully search the person \_\_\_<sup>20</sup> (arrest) and find some \_\_\_<sup>21</sup> (incriminate) evidence.
10. Since objects \_\_\_<sup>22</sup> (seize) in the course of an illegal search are inadmissible as evidence in courts, the importance of strict observance by the \_\_\_<sup>23</sup> (arrest) officer of the limitations on his power to \_\_\_<sup>24</sup> (arrest) without warrant is obvious.
11. The police arrested her for \_\_\_<sup>25</sup> (drink) and \_\_\_<sup>26</sup> (drive).
12. The German Chancellor intervened yesterday in a dispute with the energy industry over plans to \_\_\_<sup>27</sup> (stop) \_\_\_<sup>28</sup> (use) nuclear power.
13. In 2002 five big US networks donated airtime to political candidates for the first time but a survey of \_\_\_<sup>29</sup> (register) voters showed that most of them did not remember \_\_\_<sup>30</sup> (see) the broadcasts.
14. Apparently, our boss meant to \_\_\_<sup>31</sup> (inform) the investigators of the secret payments into a special fund but was \_\_\_<sup>32</sup> (persuade) not to do so.

**Exercise 7.** Put the verbs in such a non-finite verb form which is indicated next to the bare form of the verb in brackets. Give summary of the episodes:



Episode 1: A man went on a \_\_\_<sup>1</sup> (*shoot; Participle I*) spree \_\_\_<sup>2</sup> (*kill; Gerund*) at least 10 people in Philippines. The dead include five from his cousin's family. The man first attacked and wounded five of his relatives with whom he used \_\_\_<sup>3</sup> (*live; Full Infinitive*) in a remote village outside Calbayog city in central Samar province. Two of the cousin's sons, \_\_\_<sup>4</sup> (*age; Participle II*) 5 and 7, later died at a hospital. After \_\_\_<sup>5</sup> (*shoot; Gerund*) his cousins to death, the man then barged into a neighbor's house, where he stabbed and hacked to death a 37-year-old pregnant woman and three of her daughters and two sons. All of them were \_\_\_<sup>6</sup> (*rush; Participle II*) to a nearby hospital where two of the lady's daughters survived. Further, he embarked on two other nearby homes where five people were \_\_\_<sup>7</sup> (*sleep; Participle I*). He killed two men there, and then returned back to the place where he had been \_\_\_<sup>8</sup> (*drink; Participle I*) earlier and attacked everyone who came in his way. \_\_\_<sup>9</sup> (*follow; Gerund*) this, he surrendered to the police in another village. The incident left 14 persons \_\_\_<sup>10</sup> (*injure; Participle II*). The reason behind such bloodbath is still \_\_\_<sup>11</sup> (*not to know; Participle II*). Police are \_\_\_<sup>12</sup> (*try; Participle I*) \_\_\_<sup>13</sup> (*investigate; Infinitive*) further.



Episode 2: The Jackal is \_\_\_<sup>1</sup> (*know; Participle II*) \_\_\_<sup>2</sup> (*be; Full Infinitive*) one of the most dangerous criminals in the world. \_\_\_<sup>3</sup> (*rob; Gerund*) banks is his specialty, although he also enjoys \_\_\_<sup>4</sup> (*kidnap; Gerund*) every now and again. So far, the police have failed \_\_\_<sup>5</sup> (*catch; Full Infinitive*) him, and they would be very happy \_\_\_<sup>6</sup> (*receive; Full Infinitive*) any information that could \_\_\_<sup>7</sup> (*lead; Bare Infinitive*) to his arrest. The public have been \_\_\_<sup>8</sup> (*warn; Participle II*) not \_\_\_<sup>9</sup> (*approach; Full Infinitive*) the Jackal if they see him, as he has a gun and he doesn't mind \_\_\_<sup>10</sup> (*use; Gerund*) it. The last person \_\_\_<sup>11</sup> (*try; Gerund*) \_\_\_<sup>12</sup> (*arrest; Full Infinitive*) him was \_\_\_<sup>13</sup> (*shoot; Participle II*) in the foot. Fortunately, we are unlikely \_\_\_<sup>14</sup> (*come across; Full Infinitive*) the Jackal in this country in the nearest future. He was \_\_\_<sup>15</sup> (*see; Participle II*) \_\_\_<sup>16</sup> (*sunbathe; Gerund*) on a beach in Brazil.

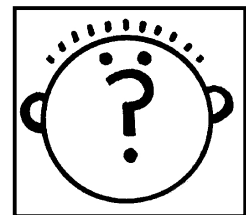


*Episode 3:* I hate \_\_\_\_<sup>1</sup> (*sit; Gerund*) in this awful cell day after day. I must \_\_\_\_<sup>2</sup> (*admit; Bare Infinitive*) that I regret \_\_\_\_<sup>3</sup> (*rob; Perfect Gerund*) that bank but I regret \_\_\_\_<sup>4</sup> (*be caught; Perfect Gerund*) even more! I tried so hard \_\_\_\_<sup>5</sup> (*become; Full Infinitive*) a successful criminal because I've never really \_\_\_\_<sup>6</sup> (*want; Participle II*) \_\_\_\_<sup>7</sup> (*work; Full Infinitive*). My mother meant \_\_\_\_<sup>8</sup> (*bring me up; Gerund*) properly, but she failed. I remember \_\_\_\_<sup>9</sup> (*lie; Gerund*) and \_\_\_\_<sup>10</sup> (*steal; Gerund*) when I was a teenager and I stopped \_\_\_\_<sup>11</sup> (*go; Gerund*) to school when I was 15. I'll never forget the police \_\_\_\_<sup>12</sup> (*arrest; Perfect Gerund*) me for the first time. I still went on \_\_\_\_<sup>13</sup> (*break; Gerund*) the law when I got out of prison. \_\_\_\_<sup>14</sup> (*be; Gerund*) a criminal means \_\_\_\_<sup>15</sup> (*spend; Gerund*) most of your life in prison. When I get out of here, I'm \_\_\_\_<sup>16</sup> (*go; Participle I*) \_\_\_\_<sup>17</sup> (*try; Full Infinitive*) very hard \_\_\_\_<sup>18</sup> (*stay; Full Infinitive*) out of trouble.



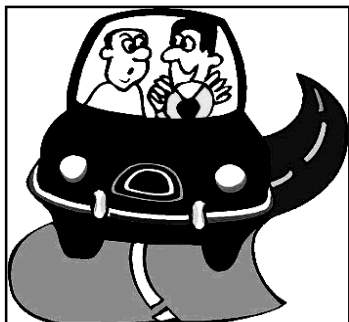
**Exercise 8.** Complete these sentences about yourself or about your real or imaginary experiences using any of the suitable non-finite verb forms:

1. I enjoy studying, but I wouldn't mind \_\_\_\_\_
2. When I was 16, I decided \_\_\_\_\_
3. If I moved to another town, I would miss \_\_\_\_\_
4. At the moment I can't afford \_\_\_\_\_
5. I am really looking forward to \_\_\_\_\_
6. In a few years time, I hope \_\_\_\_\_
7. At the moment I'm considering \_\_\_\_\_
8. My parents encouraged me \_\_\_\_\_
9. I'll never forget \_\_\_\_\_
10. I am/I'm not a very organized person. I like \_\_\_\_\_
11. As I was walking home the other night, I noticed someone \_\_\_\_\_
12. On the train the other day, \_\_\_\_\_
13. While we were driving along the motorway recently, \_\_\_\_\_
14. On our visit to the amusement park, \_\_\_\_\_
15. As I walked through the crowds of people yesterday, \_\_\_\_\_
16. I don't know if it's true but \_\_\_\_\_
17. I felt as though all the romance we had \_\_\_\_\_
18. Yes, I thought to myself, it's time \_\_\_\_\_
19. I'm not used to \_\_\_\_\_
20. I am furious at \_\_\_\_\_



**Exercise 9.** Examine the given short conversations. Summarize each reply; denote the idea of the sentence in a newly built form with the help of any of the appropriate non-finite verbs and those verbs given in brackets:

Conversation A:



Anna: I know we're short of money, but why did you have to do something extreme?

Harris: I didn't take the driving tests, honestly!

Anna: I tried so hard to stop you.

Harris: I'm not going to say I did something I didn't do in fact.

1. (resort to) Anna couldn't understand why he had resorted to doing something so extreme.

2. (deny) Harris \_\_\_\_\_

3. (discourage) Anna \_\_\_\_\_

4. (own up to) Harris \_\_\_\_\_

Conversation B:



Dave: You convinced me to let you take the test for me.

Harris: But you didn't disagree.

Dave: I really wanted to pass the test. At any cost.

1. (persuade) Harris: \_\_\_\_\_

2. (object to) Dave: \_\_\_\_\_

3. (admit) Dave: \_\_\_\_\_

Conversation C:



Judge: Charles Harris, by your reckless actions you have endangered the lives of thousands of motorists. I am sentencing you to six months in prison as an example to the others who may wish to copy your illicit actions. Let us hope that nothing like this ever happens again.

1. (accuse) The judge \_\_\_\_\_

2. (deter) The judge sentenced Harris to six months in prison in order to \_\_\_\_\_

3. (prevent) The judge hoped that the sentence \_\_\_\_\_

**Exercise 10.** Complete this courtroom conversation between a female lawyer and a witness using the verbs in brackets in a non-finite verb form. At the completion please answer the clue questions (*U.S. code Title 18*):

Lawyer: And now tell the court, Ms. Porches, why you decided to \_\_\_<sup>1</sup> (look out) of your window at 5.30 in the morning.

Ms. Porches: Yes, Madam, I'll do my best. Well, I had \_\_\_<sup>2</sup> (wake up) because I heard someone \_\_\_<sup>3</sup> (try) to start their car.

Lawyer: Do you mean that it was that specific noise of \_\_\_<sup>4</sup> (start) the engine?

Ms. Porches: Yes, I do \_\_\_<sup>5</sup> (mean) exactly that sort of noise.

Lawyer: So when you looked out of the window on \_\_\_<sup>6</sup> (hear) that noise, what did you see?

Ms Porches: I saw my neighbor, the defendant Mr. Crook, \_\_\_<sup>7</sup> (hit) the steering wheel of his car. And then I heard him \_\_\_<sup>8</sup> (shout) angrily.

Lawyer: Will you be more precise, Ms. Porches? Did you observe your neighbor \_\_\_<sup>9</sup> (strike) the steering wheel once or several times?

Ms Porches: Mm-m... I didn't count really... But, I'm sure, I saw him \_\_\_<sup>10</sup> (punch) it just continuously.

Lawyer: Your window was closed, wasn't it? Did you actually hear him, I mean your neighbor, Mr. Crook \_\_\_<sup>11</sup> (shout)?

Ms Porches: No, but I knew he was, because I could see his mouth \_\_\_<sup>12</sup> (open) and \_\_\_<sup>13</sup> (close) nervously for some time.

Lawyer: Well, I see. And what happened next? Are you able to \_\_\_<sup>14</sup> (remember) what happened next?

Ms Porches: Yes, I'll try. I saw him \_\_\_<sup>15</sup> (get out) of the car, \_\_\_<sup>16</sup> (slam\*) the door and \_\_\_<sup>17</sup> (walk) away. (\*=to shut)

Lawyer: You mean that your neighbor attempted to \_\_\_<sup>18</sup> (slam) the door of his own car, don't you? In other words, do you insist that the car belongs to Mr. Crook?

Ms Porches: Mm-m... I am not sure who's the actual owner of the car but I saw Mr. Crook frequently \_\_\_<sup>19</sup> (ride) this car. And this is true...

Lawyer: Ok. Now, can you tell the court what happened when you were lucky enough to \_\_\_<sup>20</sup> (see) your neighbor again?

Ms Porches: Yes, the next time I saw him just about ten minutes later, when I happened to \_\_\_<sup>21</sup> (look out) of the window again. I saw him \_\_\_<sup>22</sup> (pour) petrol over his car. I ran to \_\_\_<sup>23</sup> (phone) the police – but as I was \_\_\_<sup>24</sup> (describe) what I had \_\_\_<sup>25</sup> (see) I heard the car \_\_\_<sup>26</sup> (explode).

**Question:** *What is the defendant charged with? What could have he committed? What could the punishment be for his misdeed if it's proven?*



## Have Fun! Lawyer Jokes!

- An applicant was filling out a job application. When he came to the question, "Have you ever been arrested?" He answered, "No." The next question, intended for people who had answered in the affirmative to the last one, was "Why?" The applicant answered it anyway: "Never got caught."

- A business was looking for office help. They put a sign in the window, stating the following: "HELP WANTED! Must be able to type, have computer skills, and be bilingual. We are an Equal Opportunity Employer." A dog trotted up to the window, saw the sign and went inside. He looked at the receptionist and wagged his tail, then walked over to the sign, looked at it and whined a bit. Getting the idea, the receptionist got the office manager. The office manager looked at the dog and was surprised, to say the least. However, the dog looked determined, so he led him into the office. Inside, the dog jumped up on a chair and stared at the manager. The manager said "I can't hire you. The sign says you have to be able to type." The dog jumped down, went to the typewriter and proceeded to type out a perfect letter. He took out the page and trotted over to the manager and gave it to him, then jumped back up on the chair. The manager was stunned, but then told the dog, "The sign also says you have to be good with a computer." The dog jumped down again and went to the computer. The dog proceeded to enter and execute a perfect spreadsheet that worked flawlessly the first time. By this time, the manager was totally dumb-founded! He looked at the dog and said, "I realize that you are a very intelligent dog and have some interesting abilities. However, I still can't give you the job." The dog jumped down and went over to a copy of the sign and put his paw on the sentence about being an Equal Opportunity Employer. The manager said "Yes, but the sign also says that you have to be bilingual." The dog looked at that manager calmly and said, "Meow."

- Employer to applicant: "In this job we need someone who is responsible." Applicant: "I'm the one you want. On my last job, every time anything went wrong, they said I was responsible."

- "Young man, do you think you can handle a variety of work?" "I ought to be able to. I've had ten different jobs in four months."

- When you hire people that are smarter than you are, you prove you are smarter (*R.H. Grant*)



## Your Final Evaluation Test

**Task 1.** Read the given information; evaluate your level of comprehension:

### Top Ten Canadian Insurance Crimes



1. *Too Many Encores:* His acting was quite good, and he also doubled as his own stunt man, but eventually his performance would earn him a very bad review. The man's act was simple and convincing. He would hang out in a parking lot until he spotted a woman or a senior backing out of a space. He would then step behind the car, bang the trunk with his fist and fall to the ground in apparent pain. At first, various insurers would settle his claim, so he gave a repeat performance every two weeks. He put on a total of eleven shows until a sharp-eyed adjuster gave him the thumbs down. After an investigation, his next appearance was in court, where he received a bad review and was ordered to repay his victims. His acting career is over.

2. *Pirate Shipping:* Stolen cars are one of Canada's fastest growing exports. Every year, an estimated 20,000 of them are loaded into shipping containers and sent overseas. One crook thought he'd try to cash in on both ends of this illicit trade. First, he arranged to export his brand new high-end vehicle to his home country in Europe. Ninety days later, he filed an insurance claim in Canada saying his car had been stolen. Problem was, his car had already been seized at a port in Belgium along with two other stolen Canadian cars found in the same container. Investigators were naturally suspicious of a theft report concerning a vehicle that had already spent weeks impounded in Belgium. They wondered why it had taken him so long to realize it was missing. So did the insurer. Claim denied.

3. *Fender Bender Fraud:* The man thought the damage to his car looked relatively minor. He'd accidentally scraped the left front quarter panel as he was pulling out of a parking space. So he was shocked to see the enormous bill and list of replacement parts – including a new front grill and cooling system – which the body shop was sending to the insurance company. The insurer agreed something seemed amiss. During the investigation, a sharp-eyed appraiser recognized that the damaged parts that the body shop employees claimed had been removed from the man's car were actually from another vehicle. Fooling around with somebody else's parts can

backfire. The body shop is currently being investigated by police.

4. *The Chop Shop King*: He was a very wealthy man, and when insurance investigators and police looked into his car dealership and body shop operations it was easy to see why. He ran two bustling (=busy) chop shops – illegal garages where stolen cars are stripped for parts –

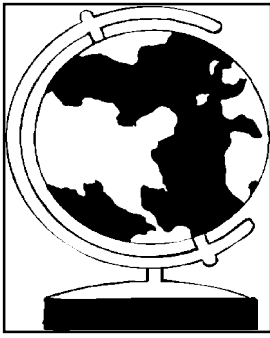


and he had a significant side business that altered vehicle identification numbers. When police moved in, they seized 40 stolen vehicles with a cash value totaling \$1 million. In fact, the case was so big that the trial took 119 days and involved 190 witnesses. When the gavel came down, the Chop Shop King was removed from his throne, sent to jail to serve a six-year sentence and ordered to pay a \$774,000 fine. As he pronounced the sentence, the judge referred to an IBC-commissioned study that highlighted the social costs of car theft and said, in effect, that it's a crime that costs all Canadians.

5. *Field of Schemes*: It began as a routine auto theft claim. The man reported that his high-end pickup truck had been stolen, and he collected \$68,000 from his insurer. Months later, insurance investigators received a tip that led them to a farm owned by the man's mother. There, in the middle of a field, they spotted the truck – what was left of it. The man was selling it off piece by piece. The wheels were already gone along with a range of other parts. The investigators seized what remained, the insurer launched a lawsuit, and the man was charged with public mischief, fraud and obstructing a police officer.

6. *Phantom Injuries*: The "victims" weren't even in the car when it crashed, but they filed injury claims totaling over \$200,000. Turns out the fraudsters had received some expert coaching. A paralegal had recruited them and led them down a crooked trail. They were sent to a clinic – also a partner in the crime – for assessments and treatment of injuries that didn't exist, and the claims were sent in. The whole scam was working fine until one of the "victims" revealed the truth. In the end, the only thing that really crashed was a conspiracy of greed.

7. *Too Good To Be True*: It looked like a bargain to the car owners wanting a deal on insurance. Salespeople at a few car dealerships and other businesses were offering an insurance special. They were charging \$500 – a "finder's" or "consulting" fee – to arrange insurance with a broker they claimed would save the car owners lots of money on premiums. The scam



artists were intentionally putting bogus (=false and not legal) information on the applications so that customers would be put into a cheaper rate group. However, because the policies were purchased under false pretenses, they were invalid. IBC received a tip that led to the discovery and dismantling of this scam, which involved hundreds of policies and finder's fees amounting to about \$1 million. The insurance company has since offered new policies, based on the correct information, to the duped customers.

*8. Persistence Doesn't Pay:* The ringleader didn't have to go far from home to find recruits to join her gang of crooks. At first she persuaded friends and family to join her in staging car collisions and filing false claims. Business was good, so she decided to expand by signing up her neighbors. Some of them took her up on her offer to make a quick, crooked buck, but she got greedier and greedier and needed more and more recruits. Eventually, she got so desperate that she began repeatedly pestering neighbors who had already turned her down. Finally, someone became annoyed enough to secretly record her pitch. It wasn't long before she was singing a different tune to police and Crown attorneys.

*9. The Invisible Workers:* Investigators noticed that the employees of one particular firm seemed to be very unlucky. A great many of them were getting involved in car collisions and filing injury claims. That was news to the company's owner and, when he was shown the long list of his unfortunate workers, the scam began to unravel. The owner scanned the names and said none of the people had ever worked for him. In fact, he had never even heard of them. It turned out that a rogue paralegal was the driving force behind a staged accident ring and, to boost the compensation claims of his "victims," he had forged their employment forms. The paralegal's out of work now, too.

*10. Very Bad Advice:* A man injured in a collision decided to get some cheap legal advice and assistance from a paralegal. He certainly got what he paid for. The paralegal had the man sign a pile of legal forms without explaining what they meant and, all the while, assured him that he would look after him. The paralegal went on to negotiate on the man's behalf with the insurance company without telling his client, then forged the man's signature on the resulting cheques and cashed them. When confronted by his client, the paralegal shamelessly denied any wrongdoing. He continued to deny it during his trial and even after he was convicted.

**Task 2.** Now analyze each paragraph very carefully and with all your due diligence answer the following questions:

1. How many crimes and which (namely) were mentioned in the text?

1) *Total number of offences and varieties of offensive behavior* \_\_\_\_\_

2) *Crimes (by name)* \_\_\_\_\_

2. What punishment has been imposed if any in each separate case? \_\_\_\_\_

3. Now let's check your Grammar acquisition. (*NOTE!* Whenever you illustrate your answer with examples, please do not forget to refer to the episode (paragraph) you've used by indicating its number; put it in brackets at the end of your example. That will only add weight to your statements and make the process of evaluation more comfortable and easy.)

1) *Write down all adverbs used in the text. Some may belong to 2 groups:*

Adverb	Example	Adverb	Example
Adv of manner		Adv of certainty/ negation/ affirmation	
Adv of time		Adv of degree/ quantity	
Adv of place		Interrogative adv	
Adv of comment		Relative adv	
Adv of frequency		Conjunctive adv	
Adv of reason		Adv of Number	

2) *Write down all modal verbs used in the text if there were any.* (State the form and usage. Write down those sentences the modals were used in as examples):

№	Modal verb	Example	Form	Usage

3) *Write down all non-finite verb-forms used in the text if there were any.*

(Write down those sentences the non-finite verb-forms were used in as examples):

№	Non-finite form	Example
1	Infinitive	
2	Gerund	
3	Participle I	
4	Participle II	

4) *Indicate which verb tenses have been used in the text:*

№	Tense	Form	Example



**Task 3.** Give *TAM* (tense-aspect-mood) analysis of the following sentences:

1. One crook thought he would try to cash in on both ends of this illicit trade. (1) \_\_\_\_\_

2. After an investigation, his next appearance was in court, where he received a bad review and was ordered to repay his victims. (1) \_\_\_\_\_

3. Investigators were naturally suspicious of a theft report concerning a vehicle that had already spent weeks impounded in Belgium. (2) \_\_\_\_\_

4. The body shop is currently being investigated by police.(3) \_\_\_\_\_

5. When police moved in, they seized 40 stolen vehicles with a cash value totaling \$1 million. (4) \_\_\_\_\_

6. The man reported that his high-end pickup truck had been stolen, and he collected \$68,000 from his insurer. (5) \_\_\_\_\_

7. The whole scam was working fine until one of the "victims" revealed the truth. (6) \_\_\_\_\_

8. The scam artists were intentionally putting bogus (=false and not legal) information on the applications so that customers would be put into a cheaper rate group. (7) \_\_\_\_\_

9. It wasn't long before she was singing a different tune to police and Crown attorneys. (8) \_\_\_\_\_

10. The owner scanned the names and said none of the people had ever worked for him. (9) \_\_\_\_\_

11. It turned out that a rogue paralegal was the driving force behind a staged accident ring and, to boost the compensation claims of his "victims," he had forged their employment forms. (9) \_\_\_\_\_

12. When confronted by his client, the paralegal shamelessly denied any wrongdoing. (10) \_\_\_\_\_



## Some additional Internet Resources that might be useful (*by topic*)

Topic	Web Link
<b>Adverbs</b>	<a href="http://www.esldesk.com/grammar/adverbs">http://www.esldesk.com/grammar/adverbs</a> <a href="http://www.ucl.ac.uk/internet-grammar/adverbs/adverbs.htm">http://www.ucl.ac.uk/internet-grammar/adverbs/adverbs.htm</a> <a href="http://www.englishclub.com/grammar/adverbs.htm">http://www.englishclub.com/grammar/adverbs.htm</a> <a href="http://esl.about.com/od/grammarforbeginners/a/adverb_use.htm">http://esl.about.com/od/grammarforbeginners/a/adverb_use.htm</a> <a href="http://www.momswhothink.com/reading/list-of-adverbs.html">http://www.momswhothink.com/reading/list-of-adverbs.html</a> <a href="http://www.paulnoll.com/Books/Clear-English/English-adverbs.html">http://www.paulnoll.com/Books/Clear-English/English-adverbs.html</a> <a href="http://www.bbc.co.uk/skillswise/topic/adverbs">http://www.bbc.co.uk/skillswise/topic/adverbs</a> <a href="http://owl.english.purdue.edu/owl/resource/536/01/">http://owl.english.purdue.edu/owl/resource/536/01/</a> <a href="http://www.edufind.com/english/grammar/adverbs_menu.php">http://www.edufind.com/english/grammar/adverbs_menu.php</a>
<b>Modal verbs</b>	<a href="http://www.englishpage.com/modals/modalintro.html">http://www.englishpage.com/modals/modalintro.html</a> <a href="http://usefulenglish.ru/grammar/modal-verbs-introduction">http://usefulenglish.ru/grammar/modal-verbs-introduction</a> <a href="http://www.englishclub.com/grammar/verbs-modals.htm">http://www.englishclub.com/grammar/verbs-modals.htm</a> <a href="http://www.perfect-english-grammar.com/modal-verbs.html">http://www.perfect-english-grammar.com/modal-verbs.html</a> <a href="http://www.elearnenglishlanguage.com/esl/grammar/modalverbs.html">http://www.elearnenglishlanguage.com/esl/grammar/modalverbs.html</a> <a href="http://www.really-learn-english.com/english-modal-verbs.html">http://www.really-learn-english.com/english-modal-verbs.html</a> <a href="http://www.english-4u.de/modal_verbs">http://www.english-4u.de/modal_verbs</a> <a href="http://lovelylanguage.com/grammar/grammar-rules">http://lovelylanguage.com/grammar/grammar-rules</a> <a href="http://membres.multimania.fr/jcviel/articles/article_modals1.htm">http://membres.multimania.fr/jcviel/articles/article_modals1.htm</a>
<b>Verb Tense Forms</b>	<a href="http://www.englishpage.com/verbpage/verbtenseintro.html">http://www.englishpage.com/verbpage/verbtenseintro.html</a> <a href="http://www.athabascau.ca/courses/engl/155/support/verb_tenses.htm">http://www.athabascau.ca/courses/engl/155/support/verb_tenses.htm</a> <a href="http://www.examples-help.org.uk/parts-of-speech/verb-tenses.htm">http://www.examples-help.org.uk/parts-of-speech/verb-tenses.htm</a> <a href="http://www.ucalgary.ca/UofC/eduweb/grammar/course/speech/1_3c.htm">http://www.ucalgary.ca/UofC/eduweb/grammar/course/speech/1_3c.htm</a> <a href="http://www.writingcentre.uottawa.ca/hypergrammar/tenses.html">http://www.writingcentre.uottawa.ca/hypergrammar/tenses.html</a> <a href="http://www.english-grammar-revolution.com/verb-tenses.html">http://www.english-grammar-revolution.com/verb-tenses.html</a> <a href="http://www.englishtenseswithcartoons.com/">http://www.englishtenseswithcartoons.com/</a> <a href="http://www.testden.com/toEIC/grammar-verb-tense.htm">http://www.testden.com/toEIC/grammar-verb-tense.htm</a> <a href="http://depts.washington.edu/engl/askbetty/tenses.php">http://depts.washington.edu/engl/askbetty/tenses.php</a>
<b>Non-finite verb forms</b>	<a href="http://grammartips.homestead.com/verbals.html">http://grammartips.homestead.com/verbals.html</a> <a href="http://www.weblearneng.com/finite-non-finite-verbs">http://www.weblearneng.com/finite-non-finite-verbs</a> <a href="http://www.wisegeek.com/what-is-a-non-finite-verb.htm">http://www.wisegeek.com/what-is-a-non-finite-verb.htm</a> <a href="http://lovelylanguage.com/grammar/grammar-rules/verbals-in-english/">http://lovelylanguage.com/grammar/grammar-rules/verbals-in-english/</a> <a href="http://queen-iraq.com/html/article117.html">http://queen-iraq.com/html/article117.html</a> <a href="http://en.academic.ru/dic.nsf/enwiki/1078141">http://en.academic.ru/dic.nsf/enwiki/1078141</a> <a href="http://grammar.about.com/od/words/a/notesonverbs.htm">http://grammar.about.com/od/words/a/notesonverbs.htm</a>
<b>Tense-aspect-mood forms (TAM)</b>	<a href="http://languagetools.info/grammarpedia/verb.htm">http://languagetools.info/grammarpedia/verb.htm</a> <a href="http://www.whitesmoke.com/tense-aspect-mood">http://www.whitesmoke.com/tense-aspect-mood</a> <a href="http://www.brighthub.com/education/languages/articles/39260.aspx">http://www.brighthub.com/education/languages/articles/39260.aspx</a> <a href="http://duermueller.tripod.com/EGrammar.html">http://duermueller.tripod.com/EGrammar.html</a> <a href="http://ezinearticles.com/?Verbs-and-Their-Forms&amp;id=6572731">http://ezinearticles.com/?Verbs-and-Their-Forms&amp;id=6572731</a> <a href="http://www.dmtturner.org/English/Grammar/verbsheet.htm">http://www.dmtturner.org/English/Grammar/verbsheet.htm</a> <a href="http://luke-arnott.suite101.com/understanding-the-grammatical-forms-of-verbs-a123936">http://luke-arnott.suite101.com/understanding-the-grammatical-forms-of-verbs-a123936</a>
<b>Lawyers jokes</b>	<a href="http://www.ahajokes.com/lawyer_jokes.html">http://www.ahajokes.com/lawyer_jokes.html</a> <a href="http://www.workjoke.com/lawyers-jokes.html">http://www.workjoke.com/lawyers-jokes.html</a> <a href="http://www.allfreejokes.com/lawyers-jokes/">http://www.allfreejokes.com/lawyers-jokes/</a>



## Your Glossary of Essential Grammar Terms (with Russian equivalents)

№	Term	English Definition	Russian equivalent
1	<b>Abbreviation</b>	A shortened form of a word or expression: e.g. Conn.–Connecticut, USA	Аббревиатура (сокращение)
2	<b>Abstract Noun</b>	It names: an idea, event, quality, or concept, e.g., courage; freedom	Отвлечённое существительное
3	<b>Acronym</b>	A word constructed by combining the <i>initial letters</i> of the principal words in a phrase: e.g., NATO, EU, USA, etc.	Акроним// Звуковая аббревиатура
4	<b>Action Verb</b>	Specifies/shows the action performed by the subject; the most common verbs: e.g., to hit the ball.	Глагол действия; активный глагол
5	<b>Active Voice</b>	One of two voices in English; a direct form of expression where the subject of the sentence performs/ causes the action expressed by the verb.	Активный залог
6	<b>Adjective</b>	Describes a noun/ pronoun and have three (3) forms or degrees: Positive (new); Comparative (newer); Superlative (the newest). It answers the questions: which? what kind of? how many?	Прилагательное // степени сравнения: положительная; сравнительная; превосходная
7	<b>Adjunct</b>	A word, phrase, or clause – usually an adverbial – that is integrated within the structure of a sentence (unlike a disjunct or sentence adverb) and that can be omitted without making the sentence ungrammatical. E.g.: I need your answer by tomorrow.	Обстоятельственное слово (дополнение)
8	<b>Adverb</b>	Modifies verbs, adjectives, or other adverbs. Adverbs answer such questions as: <i>how? when? where?</i> According to their morphologic form, adverbs may be categorized as being: 1) primary; 2) derivate; 3) compound; 4) adverbial phrases. Based on their function adverbs are: 1) adverbial particles (also known as "verbal particles"); 2) qualifying adverbs; 3) determining adverbs.	Наречие
9	<b>Adverb (or adverbial)</b>	A dependent clause used as an adverb within a sentence to indicate time,	Обстоятельное придаточное

	<b>clause</b>	place, condition, contrast, concession, reason, purpose, or result; begins with a subordinating conjunction (if, when, because, although); includes a subject and a predicate. It describes an action; answers such questions as: when, where, how, in what circumstances?	предложение
10	<b>Adverb Affirmative or of Affirmation</b>	They are used to indicate that a statement is true/ in some other way to affirm it. They can be used within sentences, often as a way of adding emphasis, but they are often used alone as the answer to a question.	Наречия подтверждения/ согласия
11	<b>Adverb of Comment</b>	It provides a comment/ opinion about a situation.	Наречие комментария
12	<b>Adverb Conjunctive</b>	see Conjunctive Adverb	Наречие-связка, соединительное
13	<b>Adverb of Degree</b>	It tells us about the intensity/ degree of an action; answers such questions as: How much? To what extent?	Наречие степени
14	<b>Adverb of Frequency</b>	It provides information on how often something happens; answers such questions as: How often? For how long? How many times?	Наречие частотности
15	<b>Adverb Interrogative</b>	Adverbs answer the questions How? When? Where? Why?, but these words themselves are adverbs. They may be used as adverbs at the beginning of direct questions.	Вопросительное наречие
16	<b>Adverb of Manner</b>	It tells us how something happens; answers such question as: How?	Наречие образа действия
17	<b>Adverb of Place/ location</b>	It tell us where something happens; answers such question as: Where?	Наречие места/ местоположения
18	<b>Adverb of Purpose</b>	Adverbs which answer the question: Why?	Наречие цели
19	<b>Adverb of Time</b>	It tells us when an action happened; answers such question as: When?	Наречие времени
20	<b>Adverb Relative</b>	An adverb (where, when, or why) that introduces a relative clause, also known as a relative adverb clause.	Наречие относительное
21	<b>Adverbial</b>	A word, phrase or clause that performs the modifying function of an adverb. But their characters are different. An adverbial is a sentence element or functional category. It is a part of a sentence that performs a certain	Обстоятельственное наречие

		function. An adverb, on the other hand, is a type of word or part of speech. We can say that an adverb may serve as an adverbial, but an adverbial is not necessarily an adverb.	
22	<b>Adverbial phrase</b>	A group of words that acts like an adverb to modify a verb (action)	Обстоятельный оборот (группа)
23	<b>Agreement (concord)</b>	The correspondence of a verb with its subject in person and number and of a pronoun with its antecedent in person, number, and gender.	Согласованность/ согласование
24	<b>Affirmative</b>	Statement that expresses/ claims to express truth/ "yes" meaning; opposite of negative.	Утвердительная форма предложения
25	<b>Affix</b> (Synonyms: prefix, suffix)	Language unit (morpheme) that occurs before/ after/ sometimes within the root or stem of a word: e.g.: un- in unhappy (prefix), -ness in happiness (suffix)	Аффикс// приставка, суффикс, постфикс, флексия
26	<b>Amplifier</b>	These are adverbs that increase, enlarge, expand a gradable adjective	Усилитель
27	<b>Antecedent</b>	The word (noun/ pronoun) for which the pronoun stands. The antecedent always comes before the word for which it is the antecedent. E.g.: The boy, (he) likes his new car.	Антецедент (предыдущий член отношения)
28	<b>Apostrophe</b>	The punctuation mark (') that indicates a) possession, or b) that a letter is missing in a contraction.	Апостроф// знак'; надстрочная запятая
29	<b>Appositive</b>	A word/ group of words that identifies/ renames the noun/ pronoun that it follows.	Слово в функции приложения или относящееся к нему
30	<b>Article:</b> definite article; indefinite article	A determiner that modifies nouns and used before a noun. The indefinite articles are A and AN. The definite article is THE.	Артикль: определённый; неопределённый
31	<b>Aspect</b>	The form which shows how the meaning of a verb is considered in relation to time, typically expressing whether an action is complete, repeated or continuous.	Вид (отношение ко времени)
32	<b>Auxiliary verb</b>	A verb that is used with the main verb to help indicate something such as tense or voice. The most common auxiliaries are forms of be, do, and have.	Вспомогательный глагол
33	<b>Case: common;</b>	The form of a noun or pronoun that	Падеж: общий;

	nominative; genitive; possessive	reflects its grammatical function in a sentence as subject (they), object (them), or possessor (their).	именительный; родительный; притяжательный
34	<b>Clause:</b> main; principal; subordinate	A group of related words that contains a subject and predicate.	Предложение: главное; придаточное
35	<b>Collocation</b>	A word/ phrase which is frequently used with another word/ phrase, in a way that sounds correct to the native speakers of the language; a sequence of words/ terms that co-occur more often than would be expected by chance. <u>e.g.:</u> heavy rain; strong tea; ins & outs, etc.	Сочетание слов (в предложении и т. п.)/ словосочетание
36	<b>Comparative</b>	A form of an adjective or adverb made with "-er" or "more" that is used to show differences or similarities between two things.	Степень сравнения (сравнительная)
37	<b>Complex subject</b>	It consists of a noun phrase and any words/ phrases/ clauses that modify it.	Сложное подлежащее
38	<b>Compound noun</b>	A noun that is made up of more than one word; can be one word/ hyphenated/ separated by a space.	Сложное существительное
39	<b>Conditional clause</b>	A type of adverbial clause that states a hypothesis or condition, real or imagined. It may be introduced by the subordinating conjunction if or another conjunction, such as unless or in case of.	Условное придаточное предложение
40	<b>Conditional sentence</b>	A structure where one action depends on another ("if-then" or "then-if" structure); most common are 1st, 2nd, and 3rd conditionals.	Условное предложение
41	<b>Conjugate</b>	To show the different forms of a verb according to voice, mood, tense, number and person.	Спрягать (спряжение глаголов)
42	<b>Conjunction</b>	A word that joins or connects two parts of a sentence; connects words, phrases and clauses.	Союзное слово; союз/ связка
43	<b>Conjunctive adverb</b>	An adverb that indicates the relationship in meaning between two independent clauses. Unlike a conventional adverb, which usually affects the meaning of only a single word or phrase, CA affects the entire clause of which it is a part. (see the list	Соединительное наречие

		of adverbs on p. 33)	
44	<b>Continuous (progressive)</b>	A verb form (an aspect) indicating actions that are in progress/ continuing over a given time period (past, present or future); formed with "be" + "verb-ing"	Продолженное (длительное) время
45	<b>Contraction</b>	Shortening of two or more words into one: e.g.: isn't (is not), we'd've (we would have)	Стяжение; контрактура; сокращение
46	<b>Countable noun</b>	Things that you can count.	Исчисляемое существительное
47	<b>Dependent/ subordinate clause</b>	A part of a sentence that contains a subject and a verb but does not form a complete thought and cannot stand on its own or alone.	Подчинённое предложение
48	<b>Determiner</b>	A word such as an article or a possessive adjective or other adjective that typically comes at the beginning of noun phrases.	Определяющее слово/ детерминанта
49	<b>Direct Object</b>	Something/someone the action is done to in a sentence.	Прямое дополнение
50	<b>Direct speech</b>	Saying what someone has said by using their exact words.	Прямая речь
51	<b>Disjunct</b>	A type of sentence adverb that comments on the content/ manner of what is being said or written.	Разъединённое, выделенное наречие
52	<b>Disjunction</b>	A coordinate construction that uses a disjunctive conjunction (usually or either . . . or) to indicate a contrast. The items on either side of the disjunctive conjunction are called disjuncts.	Дизъюнкция, разделение/ противопоставление
53	<b>Downtoner</b>	A degree adverb that generally decreases the effect of a modified item.	Уменьшитель степени/ качества
54	<b>Embedded question</b>	A question that is not in a normal question form with a question mark; it occurs within another statement or question and generally follows statement structure.	Встроенный/ косвенный вопрос
55	<b>Emphasizer</b>	Adverb used to give added force/ greater degree to another word.	Усилитель Степени/ качества
56	<b>Finite verb</b>	A verb form that has a specific tense, number and person.	Личный глагол (спрягаемый)
57	<b>First conditional</b>	"If-then" conditional structure used for future actions or events that are seen as realistic possibilities.	Условное предложение 1-го типа
58	<b>Function</b>	A purpose or "job" of a word form or	Функция

		element in a sentence.	
59	<b>Future continuous (progressive) tense</b>	Tense used to describe things that will happen in the future at a particular time; formed with WILL + BE + VERB-ing	Будущее продолженное (длительное) время
60	<b>Future perfect tense</b>	Tense used to express the past in the future; formed with WILL HAVE + VERB-ed	Будущее совершённое время
61	<b>Future perfect continuous (progressive) tense</b>	Tense used to show that something will be ongoing until a certain time in the future; formed with WILL HAVE BEEN + VERB-ing	Будущее совершённо-продолженное время
62	<b>Future simple tense</b>	Tense used to describe something that hasn't happened yet such as a prediction or a sudden decision; formed with WILL + BASE VERB	Будущее неопределённое время
63	<b>Gender</b>	The grammatical arrangement of nouns, pronouns or adjectives into masculine/ feminine/ neuter type.	Род
64	<b>Gerund</b>	A noun form of a verb, formed with VERB-ing	Герундий (неличная форма глагола)
65	<b>Helping verb</b>	Another term for auxiliary verb.	Вспомогательный глагол
66	<b>Idiom</b>	An expression that has a figurative meaning separate from the literal meaning/ definition of the words of which it is made. <u>E.g.</u> : face the music = go to the court	Идиома// фразеологический оборот
67	<b>Imperative mood</b>	A form of verb used when giving a command; formed with the BASE VERB only.	Повелительное наклонение
68	<b>Independent clause (main clause)</b>	A group of words that expresses a complete thought and can stand alone as a sentence.	Независимое (главное) предложение
69	<b>Indirect Object</b>	The person/thing the action is done to or for in a sentence.	Косвенное дополнение
70	<b>Indirect question</b>	Another term for embedded question.	Косвенный вопрос
71	<b>Indirect speech</b>	Saying what someone said without using their exact words.	Косвенная речь
72	<b>Infinitive verb</b>	A base form of a verb preceded by "to".	Неопределённая форма глагола (инфинитив)
73	<b>Intensifier</b>	Intensifiers are adverbs that enhance adjectives and adverbs; they come before the words they modify.	Усилитель значения прилагательных и наречий



74	<b>Interjection</b>	A common word that expresses emotion but has no grammatical value; can often be used alone; is followed by an exclamation mark.	Междометие/ восклицание
75	<b>Interrogative</b>	A formal sentence type typically inverted normally used when asking a question.	Вопросительная форма предложения
76	<b>Inversion</b>	Any reversal of the normal word order, especially placing the auxiliary verb before the subject; used in a variety of ways, as in question formation, conditional clauses and agreement or disagreement	Инверсия/ перестановка/ изменение нормативного порядка слов на обратный
77	<b>Irregular verb</b>	A verb that has a different ending for past tense and past participle forms than the regular "-ed".	Неправильный глагол
78	<b>Lexicon, lexis</b>	All of the words and word forms in a language with certain meaning or function.	Словарный запас
79	<b>Linking verb</b>	Verbs that connect the subject to more information but do not indicate action, such as be/ seem	Глагол-связка
80	<b>Main clause</b>	Another term for independent clause.	Главное предложение
81	<b>Main verb (lexical verb)</b>	Any verb in a sentence that is not an auxiliary verb; a main verb has meaning on its own.	Основной глагол
82	<b>Modal verb (modal)</b>	Auxiliary verb such as can, could, must, should, etc.; paired with the bare infinitive of a verb.	Модальный глагол
83	<b>Modifier</b>	Words and phrases that provide additional detail about a subject, action (verb) or object in the sentence. It functions as an adjective/ adverb to limit or qualify the meaning of another word or word group (=the head). Modifiers that appear before the head are premodifiers. Modifiers that appear after the head are postmodifiers.	Модификатор/ определение
84	<b>Mood:</b> Indicative; Imperative; Subjunctive	A sentence type that indicates the speaker's view towards the degree of reality of what is being said, e.g., subjunctive, indicative, imperative	Наклонение: изъявительное; повелительное; сослагательное
85	<b>Negative/ negation</b>	A form which changes a "yes" meaning to a "no" meaning; opposite of affirmative.	Отрицательная форма

86	<b>Noun:</b> common; proper; abstract; collective; material	A part of speech that names a person, place, thing, quality, quantity, idea or concept. Most nouns have a plural form and a possessive form.	Существительное нарицательное; собственное; отвлечённое; собирательное; вещное
87	<b>Noun clause</b>	A clause that takes the place of a noun and cannot stand on its own; often introduced with words such as that, who or whoever.	Именное придаточное предложение
88	<b>Noun phrase (NP)</b>	Any word or group of words based on a noun or pronoun that can function in a sentence as a subject, object or prepositional object; can be one word or many words; can be very simple or very complex.	Конструкции с существительным
89	<b>Number:</b> singular; plural	A change of word form indicating one person or thing (singular) or more than one person or thing (plural).	Число: единственное; множественное
90	<b>Numeral:</b> cardinal; ordinal	A symbol that represents a number.	Числительное: количественное; порядковое
91	<b>Object</b>	A thing or person affected by the verb; the noun or pronoun that completes a prepositional phrase or the meaning of a transitive verb: direct object (a noun phrase in a sentence that directly receives the action of the verb) and indirect object (a noun phrase representing the person or thing indirectly affected by the action of the verb).	Дополнение (прямое дополнение; косвенное дополнение)
92	<b>Part of speech</b>	One of the classes into which words are divided according to their function in a sentence.	Часть речи
93	<b>Participle:</b> Participle I; Participle II	A verb form that can be used as an adjective or a noun; there are: past participle and present participle.	Причастие
94	<b>Passive voice</b>	One of two voices in English; an indirect form of expression in which the subject receives the action.	Пассивный залог
95	<b>Past tense (simple past)</b>	Tense used to talk about an action, event or situation that occurred and was completed in the past.	Прошедшее неопределённое время
96	<b>Past continuous</b>	Tense that refers to the past in the past; formed with HAD + VERB-ed.	Прошедшее продолженное или

	<b>tense</b>		длительное время
97	<b>Past perfect continuous tense</b>	Tense that refers to action that happened in the past and continued to a certain point in the past; formed with HAD BEEN + VERB-ing	Прошедшее совершённо-продолженное время
98	<b>Past Participle = Participle II</b>	A verb form (V3) – usually made by adding "-ed" to the base verb – typically used in perfect and passive tenses; sometimes used as an adjective.	Прошедшее причастие
99	<b>Perfect tense</b>	A verb form specifically an aspect; formed with HAVE/HAS + VERB-ed (present perfect) or HAD + VERB-ed (past perfect).	Совершённое время
100	<b>Person</b>	A grammatical category that identifies people in a conversation; there are three persons: 1st person (pronouns I/me, we/us) is the speaker(s), 2nd person (pronoun you) is the listener(s), 3rd person (pronouns he/him, she/her, it, they/them) is everybody/ everything else.	Лицо
101	<b>Personal pronoun</b>	A pronoun that indicates person.	Личное местоимение
102	<b>Phrasal verb</b>	A multi-word verb formed with a verb + adverb.	Фразовый глагол
103	<b>Phrase</b>	Two or more words that have a single function and form part of a sentence; phrases can be noun, adjective, adverb, verb or prepositional.	Фраза
104	<b>Plural</b>	Of a noun/ form indicating more than one person or thing; plural nouns are usually formed by adding "-s".	Множественное число
105	<b>Position</b>	A grammatically correct placement of a word form in a phrase or sentence in relation to other word forms.	Положение слова в предложении или фразе/ местоположение
106	<b>Positive</b>	A basic state of an adjective or adverb when it shows quality but not comparative or superlative.	Положительная степень сравнения
107	<b>Possessive adjective</b>	Adjective (also "determiner") based on a pronoun: my, your, his, her, its, our, their.	Притяжательное прилагательное
108	<b>Possessive case</b>	A case form of a pronoun indicating ownership or possession: mine; hers, etc.	Притяжательный падеж
109	<b>Possessive</b>	Pronoun that indicates ownership or	Притяжательное

	<b>pronoun</b>	possession: mine; hers, etc.	местоимение
110	<b>Predicate</b>	One of the two main parts (subject and predicate) of a sentence; the predicate is the part that is not the subject. Verb or action being done.	Сказуемое
111	<b>Prefix</b>	Affix that occurs before the root or stem of a word.	Приставка (префикс)
112	<b>Preposition</b>	A part of speech that typically comes before a noun phrase and shows some type of relationship between that noun phrase and another element (including relationships of time, location, purpose, etc.): at, in, for, etc.	Предлог
113	<b>Present participle</b>	-ing form of a verb except when it is a gerund or verbal noun.	Настоящее причастие
114	<b>Present simple (simple present) tense</b>	Tense usually used to describe states and actions that are general, habitual or (with the verb "to be") true right now; formed with the basic verb (+ s for 3rd person singular)	Настоящее неопределённое время
115	<b>Present continuous (progressive) tense</b>	Tense used to describe action that is in process now, or a plan for the future; formed with BE + VERB-ing.	Настоящее продолженное (длительное) время
116	<b>Present perfect tense</b>	Tense that connects the past and the present, typically used to express experience, change or a continuing situation; formed with HAVE + VERB-ed.	Настоящее совершённое время
117	<b>Present perfect continuous (progressive) tense</b>	Tense used to describe an action that has recently stopped or an action continuing up to now; formed with HAVE + BEEN + VERB-ing.	Настоящее совершённо-продолженное время
118	<b>Progressive tense</b>	Another term for continuous.	Продолженное (длительное) время
119	<b>Pronoun</b>	A word that replaces a noun or noun phrase; there are several types including personal pronouns, relative pronouns, indefinite pronouns, etc.	Местоимение
120	<b>Proper noun</b>	A noun that is capitalized at all times and is the name of a person, place or thing.	Имя собственное
121	<b>Qualifier</b>	A word or phrase that precedes an adjective or adverb, increasing or decreasing the quality signified by the word it modifies, e.g.: very, quite,	Уточнитель/ определитель

		rather, somewhat, more, most, less, least, too, so, just, enough, indeed, still, almost, fairly, really, pretty, even, a bit, a little, a (whole) lot, a good deal, a great deal, kind of, sort of.	
122	<b>Quantifier</b>	A determiner or pronoun that indicates quantity: some, many, all.	Выражение количества// квантификатор
123	<b>Question tag</b>	A final part of a tag question; mini-question at end of a tag question.	Вопрос-переспрос
124	<b>Reflexive pronoun</b>	A pronoun ending in -self or -selves, used when the subject and object are the same, or when the subject needs emphasis.	Возвратное местоимение
125	<b>Regular verb</b>	A verb that has "-ed" as the ending for past tense and past participle forms.	Правильный глагол
126	<b>Reported speech</b>	Another term for indirect speech.	Косвенная речь
127	<b>Second conditional</b>	"if-then" conditional structure used to talk about an unlikely possibility in the present or future.	Условное предложение 2-го типа
128	<b>Sentence</b>	The largest grammatical unit must always include a subject (except for imperatives) and predicate; a written sentence starts with a capital letter and ends with a full stop/ period (.), question mark (?) or exclamation mark (!); it contains a complete thought as a statement/ question/ request/ command.	Предложение
129	<b>Singular</b>	Of a noun or form indicating exactly one person or thing.	Единственное число
130	<b>Subject</b>	One of the two main parts (subject and predicate) of a sentence; the subject is the part that is not the predicate; typically, the subject is the first noun phrase in a sentence and is what the rest of the sentence "is about". Who or what the sentence is about. The person doing the action.	Подлежащее
131	<b>Subjunctive mood</b>	Typically used to talk about events that are not certain to happen, usually something that someone wants, hopes or imagines will happen; formed with BARE INFINITIVE (except past of "be")	Сослагательное наклонение

132	<b>Suffix</b>	Affix that occurs after the root or stem of a word.	Суффикс
133	<b>Superlative</b>	Adjective or adverb that describes the extreme degree of something.	Превосходная степень
134	<b>Tag-question</b>	A special construction with statement that ends in a mini-question or a question tag; usually used to obtain confirmation.	Разделительный вопрос
135	<b>Tense:</b> Future; Present; Past	A form of a verb that shows us when the action or state happens.	Время
136	<b>Tense-aspect - mood forms</b>	Refers to the correspondence between the form of the verb, its time and mood	Видовременные формы
137	<b>Third conditional sentence</b>	"if-then" conditional structure used to talk about a possible event in the past that did not happen and is therefore now impossible.	Условное предложение 3-го типа
138	<b>Transitive verb</b>	Action verb that has a direct object (receiver of the action) while intransitive verb does not take a direct object.	Переходный глагол
139	<b>Uncountable noun</b> – mass/ non-count nouns	Things that you cannot count, such as substances or concepts.	Неисчисляемое существительное
140	<b>V1, V2, V3</b>	Referring to Verb 1, Verb 2, Verb 3 - being the base, past and past participle	Глагольные формы 1, 2 и 3-го типов
141	<b>Verb</b>	A word that describes the subject's action/ state that we can change/ conjugate tense and person.	Глагол
142	<b>Voice:</b> Active; Passive	A form of a verb that shows the relation of the subject to the action.	Залог: Активный; Пассивный
143	<b>WH-question</b>	A question using a WH-word and expecting an answer that is not "yes" or "no"; WH questions are also called "open" questions.	Специальный вопрос
144	<b>Word order</b>	An order or sequence in which words occur within a sentence; basic word order for English is subject-verb-object or SVO.	Порядок слов в предложении
145	<b>Yes-no question</b>	A question to which the answer is <i>yes</i> or <i>no</i> ; these questions are also called "closed" questions.	Общий вопрос
146	<b>Zero conditional sentence</b>	"if-then" conditional structure used when the result of the condition is always true (based on fact): e.g.: "If you dial O, the operator comes on".	Нулевое условие = условное предложение, выражает факт или истинность чего-л.



**Answers and Solutions to the exercises and tasks**  
*(which may cause questions or confusion)*

**p. 9 Test yourself:** 1-verb; 2-adjective; adjective (*for example*, instead of saying "a large, impressive house" (2 adjectives + 1 noun) we could simply say "a mansion" (1 noun)); 3-interjection; 4-noun (or put more simply, *a noun* is a word used to name a person, animal, place, thing or abstract idea); 5-pronouns; 6-noun; adjective; noun; noun; noun; noun; adjective; 7-conjunction; 8-preposition; 9-verb; verbs; 10-nouns; 11-pronouns; 12-prepositions; preposition; 13-adverbs; 14-verbs; 15-conjunctions; conjunctions; 16-verb; noun; conjunction; preposition; adjective; adverb; interjection; nouns; 17-verb; verb; 18-Conjunctions; 19-pronouns; adjectives; pronoun; adjective; 20- pronouns; pronoun; 21-adverbs; verbs; 22-adjective; 23-adjectives; 24-verbs; 25-adjectives; 26-adverbs; verbs; 27-verbs; 28-verbs; 29-adverbs; adverbs; 30-pronouns.

**p. 14 Ex. A:** 1-quickly; 2-easily; 3-carefully; 4-rarely; 5-quietly; 6-clearly; 7-exactly; 8-badly; 9-regularly; 10-freely; 11-shockingly; 12-close; 13-generally; 14-shortly; 15-straight ; 16-finally; 17-absolutely 18-economically; 19-rarely; 20-immediately; 21-kindly; 22-publicly; 23- almost; 24-certainly; 25-willingly 26-scarcely; 27-suddenly; 28-highly; 29- further; 30-recently

**p. 15 Ex. B:** *Correct order:* 1) Laws are always insufficient in the jungles. 2) You can hardly expect a pay rise when you have only been working for the company for two weeks! 3) Modern societies generally regard crimes as offences against the public or the state. 4) Usually a natural person perpetrates a crime, but legal persons may also commit crimes. 5) Conversely, at least under U.S. Law, nonpersons such as animals cannot commit crimes. 6) In criminal law, an offence against the person usually refers to a crime which is committed by direct physical harm or force being applied to another person. 7) It is commonly believed that serial killers cannot stop, because their compulsion is so strong that they are literally addicted to murder. 8) It stands to reason that violent imagery will often affect certain people in a way that inspires them to act out. 9) The American traitor once said the best way to hide a lie is by wrapping it in layers of truth. 10) They have long been involved in a crusade for racial equality. 11) Suddenly share prices became lower after news of poor trading.

**p. 16 Ex. C:** 1-lately; 2-widely; 3-mostly; 4-slow; 5-little; 6-wrongly; 7-quickly; 8-highly; 9-far; 10-further; 11-long; 12-late

**p. 16 Ex. D (possible answers):** 1-illegally; 2-recently; 3-efficiently; 4-urgently; 5-immediately; 6-currently; 7-three years ago; 8-clearly; 9-regularly; 10-only; 11-automatically; 12-efficiently; 13-certainly; 14-illegally; 15-immediately.

**p. 17 Ex. E:** 1-c; 2-c; 3-d; 4-b; 5-a; 6-b; 7-c; 8-d; 9-c; 10-c; 11-c; 12-d; 13-b; 14-b; 15-b; 16-b; 17-d.

**p. 18-19 Ex. G: a)** strange-strangely; humble-humbly; probable-probably; care-carefully; doubt-doubtfully; luck-luckily; hope-hopefully; expect-expectantly; complete-completely; express-expressively

**b)** 1. She was strangely (1) calm which I found to be quite disturbing. 2. She carefully (4) folded the letter and put it in her pocket. 3. He had completely (8) changed so I didn't recognize him. 4. During the 1962 Cuban missile crisis, Nikita Khrushchev made a speech and expressively (9) promised to supply rockets for the protection of Cuba against American aggression. 5. He very humbly (2) ascribed his previous successes and experience to his future boss. 6. "Are you telling me the truth?" the police officer

asked doubtfully (5). 7. The people were waiting expectantly (7) and were all wondering in their hearts if John might possibly be the Christ (Luke 3:15, New International Version, 1984). 8. He probably (3) didn't even notice the unpleasant expression on her face. 9. Luckily (6) for our purposes, the country has worked out the principle of the economics behind the policies.

**p. 19 Ex. H:** 1-b; 2-b; 3-a; 4-b; 5-b; 6-b; 7-b; 8-b; 9-b; 10-a.

**p. 20 Ex. I:** 1-c; 2-g; 3-h; 4-l; 5-i; 6-j; 7-m; 8-e; 9-b; 10-a; 11-f; 12-13-o; 14-d; 15-n.

**p. 21 Ex. G:** 1-AdvP of manner; 2-AdvP of time; 3-\*AdvP of place; \*\*AdvP of manner; 4-\*AdvP of purpose; \*\*AdvP of place; 5-AdvP of manner; 6-\*AdvP of place; \*\*AdvP of time; 7-\*AdvP of place; \*\*AdvP of purpose; 8-\*AdvP of time; \*\*AdvP of purpose; 9-AdvP of purpose; 10- AdvP of place; 11-AdvP of frequency; 12-AdvP of purpose.

**p. 22 Ex. K:** 1-more smoothly; 2-most notoriously; 3-more carefully; 4- further/farther; 5-better 6-more clearly 7-most suspiciously 8-best; 9-legally; 10-least; 11-worst; 12-publicly; 13-hardest; 14-least comfortably; 15-more personally responsible; 16-more conveniently; 17-directly; usually; 18-really; 19-most commonly; 20-more capriciously.

**p. 23 Ex. L:** 1-DT (quick enough, but not the quickest); 2-A (expresses a desirable or evident quality); 3-A; 4-A; 5-E; 6-DT; 7-A; A; 8-DT; 9-A; 10-DT; 11-A (quite right = absolutely right); 12-DT (quite good=not really good but not too bad); 13-E; 14-E; 15-DT; 16-DT (=not too late, but late enough); 17-DT; 18-E; 19-A; 20-E; 21-A; 22-E; 23-E; 24-DT; A; 25-E.

**p. 24-25 Ex. M:**

Nº	Kinds of adverbs	Examples from the above text (by number)
1	Adverbs of Manner	4, 7, 9, 14, 16, 31, 33, 46, 49, 51, 54, 55, 58, 65, 67, 76, 79, 83, 88, 89, 94, 99, 102, 105
2	Adverbs of Place	11, 26, 27, 34, 57, 59, 62, 71, 81, 87, 90, 100
3	Adverbs of Time	1, 2, 12, 13, 18, 19, 20, 22, 28, 32, 35, 36, 37, 41, 43, 52, 56, 63, 64, 72, 82, 86, 91, 95, 97, 98, 101
4	Adverbs of Frequency	3, 21, 25, 39, 42, 45, 48, 70, 73, 80,
5	Adverbs of Purpose/ Reason	24, 29, 47, 61, 92, 103
6	Adverbs of Assertion	53, 74, 77,
7	Adverbs of Degree or Quantity	6, 8, 10, 15, 17, 30, 44, 50, 60, 66, 75, 78, 84, 85, 93, 104
8	Adverbs of Number	38, 40
9	Adverbs of Comment	5, 23, 106

**p. 26 Ex. N:** 1. You must drive your car carefully. 2. They should be able to pass their exams quite easily. 3. We waited patiently for the hearings to begin. 4. He quickly realized that she wasn't telling the truth. 5. She worked in a hospital for two days every week last year. 6. The buses run less frequently on Sundays. 7. Police questioned him and he was later arrested. 8. They are completely exhausted from all that red tape. 9. He has certainly forgotten the meeting. But he will probably remember about it tomorrow morning when it is all late. 10. Fortunately, there were enough seats left for the public. 11. We'll let you know our decision next week. 12. She entirely agrees with him. 13. They deliver the newspaper daily. 14. I went downstairs to answer the phone. 15. I totally agree with you. 16. It might take him ages but he'll do it eventually. 17. They couldn't find what they wanted and decided to look elsewhere.

**p. 27 Ex. O:** 1-5; 2-9; 3-11; 4-14; 5-3; 6-2; 7-12; 8-10; 9-1; 10-6; 11-4; 12-7; 13-8; 14-15; 15-13.



**p. 29-30 Ex. Q:** 1-D; 2-B; 3-A; 4-A; 5-A; 6-A; 7-B; 8-B; 9-B; 10-A

**p. 34 Ex. R:** 1-**However**; what you do is more important than what you say; 2-**although**; if things are good at the end of some situation then we should be satisfied with these results; 3-**always**; someone is not as bad-tempered as they appear; 4-**now**; do not risk losing something that you have by trying to get something that is not certain; 5-**when**; crime is not profitable or beneficial and a person will probably be caught and punished if he commits a crime; 6-**never**; you'd better never disagree with the customers no matter what the problem is; or you may lose the customer; 7-**sadly**; people who commit violent acts will encounter violence themselves; 8-**one day**; honesty is the best policy; 9-**still**; you cannot change someone's basic human nature; 10-**again**; the same type of misfortune does not occur twice to the same person; 11-**yesterday**; saying nothing or not saying *no* to something means that you agree; 12-**quickly**; to take action quickly and at a good opportunity; 13-**first**; everything has a small beginning before becoming big; 14-**already**; time seems to pass very quickly; 15-**usually**; the winner of something achieves power over people and property; 16-**probably**; something is impossible (used when you do not believe that something will happen).

**p. 35 Ex. S:** 1-honestly; 2-simple; 3-lawful; 4- seriously; 5-illegal; 6- comfortable; pleasant; 7-honestly; fairly; 8-clearly; particular; 9- undoubtedly; 10-evidently; 11-obvious; 12-happy; 13-serious; quickly; 14-simple; clear; 15-self-evident; 16-exactly; 17-easy; 18- especially; 19-real

**p. 36-37 Ex. T:**

Adv of manner	1 (1); 1(2); 11 (2); 12; 16; 27 (2);	Adv of certainty Affirmation/ Negation adv	5 (1); 14 (1)
Adv of time	4 (3); 10 (2); 15 (2-6); 17 (2)	Adv of degree	1 (3); 14 (2); 19 (1, 3); 20 (2); 26 (1, 2); 28 (1)
Adv of place	3; 4 (2); 13	Interrogative adv	7;
Adv of comment/ Viewpoint	2; 10 (1);	Relative adv	5 (1); 11 (1); 15 (1, 7); 17 (1);
Adv of frequency	4 (4); 6; 8 (2, 3); 20 (1); 21; 24 (1, 2); 27 (3); 28 (2, 3)	Conjunctive adv	4 (1); 27 (1);
Adv of reason	8 (1); 9; 19 (2); 23;	Adv of Number	25 (1, 2); 30 (1, 2)

**p. 42 Your self-assessment test №1:**

**p. 42 Ex.1:** 1-a; 2-b; 3-d; 4-c; 5-b; 6-a; 7-b; 8-b; 9-b; 10-b

**p. 43 Ex. 2:** 1-a; 2-a; 3-b; 4-b; 5-c; 6-c; 7-a; 8-c; 9-c; 10-a; 11-c; 12-b; 13-c; 14-b; 15-c; 16-c.

**p. 44 Ex. 3:**

Adv of Manner – AM; Adv of time – AT; Adv of place – AP; Adv of comment – AC; Adv of frequency – AF; Adv of reason – AR; Adv of certainty/ negation/ affirmation – ACNA; Adv of degree/ quantity – ADQ; Adv of Number – AN; Interrogative adv – IA; Relative adv – RA; Conjunctive adv – CA
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An employer will consider you seriously (AM) for a position only (AD) when (RA) you can show them that you know who you are, what you can offer and where you are going. Sometimes (AF) it is difficult to know what your weaknesses are. Clearly (AC) not everyone is equally (AD) good at everything. You may need to improve in some areas and taking effective steps in that particular area could turn a weakness into

strength indeed (AD). Your honesty and the desire for self-improvement will surely (ACNA) lead to success in getting the right job. But first (AN) please explore the following seven areas to get to know yourself better (AD). These are: your aptitude, your skills, your personality, and the level of responsibility you feel comfortable with, your interests and your needs.

1. If you try an activity and find you pick it up quickly (AM), you may have an aptitude for occupations related to that activity. On the other hand (CA), with training and experience you may eventually (AM) learn new tasks and find that you have an aptitude for some of them either (=likewise) (CA).

2. Your skills are something you have learnt to do later (AT) by applying your aptitudes and knowledge. Any tasks, which you can already (AT) do to a reasonable standard, may help you get a job in a related field.

3. Your personality will strongly (AD) impact the sort of occupation you may enjoy and vice versa, because every occupation definitely (ACNA) calls for certain personal qualities. Remember, your personal qualities are not good or bad, they just (AD) shape you as a more (AD) or less (AD) suitably (AD) qualified person to certain occupations.

4. Think hard (AM) about how much (IA) supervision, responsibility and decision making you would be generally (AF) comfortable with in your job. Bear in mind, however (CA), that you may find your feelings about these things change once (AF) you are trained and gain experience in a job.

5. The activities you enjoy at school and in your spare time may also (CA) provide useful clues to the type of work that might interest you. Remember though (CA) that some hobbies are best (AD) kept just (AD) as hobbies.

6. Think twice (AN) about what (IA) you would like an occupation to offer you. List these in order of importance to you. Unfortunately (AC), you may have to sacrifice one need to meet another.

7. Your choice of career will also (CA) affect other areas of your life. The trick here (AP) is to strike a balance between your lifestyle plans and your career aspirations. Again (AF), remember that some of your values are likely (=probably) (AC) to change as you get older, so you should keep your options open.

**p. 45 Ex. 4:** 1-awkwardly; was timed; 2-enormously; hard; 3-inadequately; poorly; 4-monthly; are paid; 5-Obviously; the whole sentence; 6-formerly; was called; 7-eventually; died; 8-generally; favorable; 9-deeply; irritating and offensive; 10-fairly; flew out; 11-highly; is thought; 12-practically; have stopped talking; 13-thoroughly; went through; 14-purely; practical; 15-fairly and squarely; lays the blame; 16- awfully; long; 17-a) Fortunately; the whole sentence; b) heavily; started to rain; 18-nearly; had a heart attack; 19-entirely; is run; 20-terribly; pleased to hear; 21-patiently; waiting; 22-roughly; said; 23-punctually; started; 24-rightfully; belongs to; 25-carefully; folded; 26-correctly; have pronounced; 27-Calmly and deliberately; she poured petrol over the car.

**p. 46-47 Ex. 5: Adverbs of Manner:** 1-cheerfully; 2-smoothly; 3-wisely; 4-violently; 5-truthfully; 6-swiftly; 7-really; 8-straight; 9-slowly; 10-sharply; 11-repeatedly; 12-rarely; 13-promptly; 14-nervously; 15-calmly. **Adverbs of Degree:** 1-perfectly; 2-decidedly; 3-fully; 4-hardly; 5-indeed; 6-least; 7-rather; 8-most; 9-very; just; 10-purely; 11-somewhat; 12-virtually; 13-pretty; 14-terribly. **Adverbs of Place:** 1-upstairs; 2-towards; 3-outside; 4-nearby; 5-backwards; 6-abroad; 7-above; 8-back; 9-behind; 10-under. **Adverbs of Time/ Frequency:** 1-annually; 2-generally; 3-never; 4-previously; 5-early; 6-lately; 7-finally; 8-constantly; 9- seldom; 10-ever since.

**p. 48 Your Teacher's Assessment Test №1:**

**p. 48 Ex. 1:** 1-AM; AT; AT; 2-AD; 3-AT; CA; AT; AM; 4-AM; AF; 5-AM; 6-AT; 7-AF; 8-AF; AM; 9-AM; AD; AP; 10-AD; AP; AT; AP; 11-AF; AF; 12-AF; AD; 13-AD; 14-AD; AP.

**p. 49 Ex. 2:** 1-also; 2-widely 3-through; 4-just; 5-justly; 6-even; 7-only; 8- although; 9-generally; 10-usually; 11-before; 12-normally; 13-greatly; 14-absolutely; 15-carefully; 16-highly; 17-Instead; 18-Firstly; 19-secondly; 20-effectively.

**p. 50 Ex. 3:** 1-Adj; 2-Adv; adj; adj; 3-adj ; 4-adv; noun; adv; noun; 5-adv; 6-adj; 7-adv; adj; adj; adv; adj; 8-adj; 9-noun; adv; 10-adv; 11-adv; adj; adj; 12-adj; noun; adv; noun; 13-adv; adj; 14-adv.

**p. 51 Ex. 4:** 1-F; 2-T; 3-F (e.g., *friendly, lovely, lonely* and *neighborly* are all adjectives); 4-F (opposite); 5-T; 6-F (Where?); 7-T; 8-F (all except *NOUNS*); 9-F (these questions for Adverbs of Degree); 10-T; 11-F (they mainly modify *VERBS*); 12-F (it is called *ADVERB CLAUSE*); 13-T; 14-F (Adverbs can modify adjectives, but an adjective *CANNOT* modify an adverb); 15-T; 16-T; 17-F (they easily move around in a sentence); 18-F (adverbs really *HAVE ORDER*, but it could be called *A ROYAL ADVERB ORDER*: Manner→ Place→ Frequency→ Time→ Purpose); 19-T; 20-F (we use *more* and *most*, *less* and *least* quite often).

**p. 58-59 Test yourself №2:** 1-PrS; 2-PrC; 3-PS; 4-PrP; 5-PS; PC; 6-PS; PS; 7-PS; 8-PrP; 9-PPC; PS; 10-FS; 11-FPC; PrS; 12-PrS; 13-PS; PS; 14-PS; 15-F-in the-P; 16-PrP; 17-PS; 18-PS; 19-FC; 20-PrS; 21-FP; 22-FC; 23-PrS; 24-PrC; 25-PS; 26-PrC; FS; 27-PrC; PrS; 28-PS; PP; 29-PrP; 30-PrC; 31-PrC; 32-PrP; 33-PP; 34-PrS; FS; 35-PS; PS; 36-F-in the-P; 37-PS; 38-PP; PS; 39-PrPC; 40-PrC; PS; PrP; 41-PrC; 42-FP; PrS; 43-PS; 44-PrC; 45-PrC; 46-PP; 47-PS; 48-PP; 49-PrP; 50-PrP.

PrS	1; 11(2); 12 (2); 20; 24 (2); 27 (2); 34 (1, 3); 41 (1); 42 (2)	PrC	2; 8; 24 (1); 27 (1); 31; 40 (1); 41 (2); 44	PrP	4; 8; 16; 29; 32; 40 (3); 49; 50	PrPC	39; 45 (1)
PS	3; 5 (1); 6 (1, 2); 7; 13 (1, 2); 14 (1, 2); 17; 18; 25 (1, 2, 3); 28 (1); 35 (1, 2); 37; 40 (2); 43; 45 (2, 3)	PC	5 (2); 26 (1)	PP	28 (2); 33; 38 (1); 46; 48	PPC	9
FS	10; 23; 24 (2); 34	FC	19; 22; 30	FP	12 (1); 21; 42 (1); 47	FPC	11 (1)
FIP	15; 36	FCIP		FPIP	26 (2)	FPCIP	

**p. 61 Ex. A- 1:** 1-refers; 2-make; 3-is; 4-require; 5-are; 6-is; 7-are; 8-is; 9- places; 10-are; 11-distinguish; 12-classifies; 13-classify; 14-specify; 15- mitigates; 16-are; 17-is; 18-constitutes; 19-is; 20-accept

**p. 62 Ex. A-2:** 1-was; 2-became; 3-was; 4-studied; 5-worked; 6-was; 7-tried; 8-proposed; 9-had; 10-could; 12-argued; 13-were; 14-could; 15-was; 16-were; 17-have been discredited; 18-focused; 19-have shifted; 20-were; 21-have been found; 22-have been linked; 23-have allowed

**p. 63 Ex. A-3:** 1-went; 2-spent; 3-had planned; 4-had sent; 5-had insured; 6- decided; 7-had been robbed; 8-could; 9-was; 10-decided; 11-was; 12-left; 13-went; 14-stopped; 15-bought; 16-screamed; 17-stopped; 18-told; 19- followed; 20-got; 21-knew; 22-told;

23-had put; 24-looked down; 25-had disappeared; 26-described; 27-were; 28-had practiced; 29-told; 30-had lost; 31-wasn't; 32-had always liked; 33-convincing; 34-gave; 35-had seen; 36-was told; 37-got back; 38-sent; 39-told; 40-spent; 41-knew; 42-sent; 43-waited; 44-received; 45-hadn't taken; 46-would not pay; 47-couldn't; 48-was; 49-received; 50-had been found; 51-had also been found; 52-got; 53-was.

**p. 64 Ex. A-4:** 1-will look; 2-will be recorded; 3-will provide; 4-will have; 5-will get; 6-will be; 7-will thwart; 8-will be networked; 9-will grow; 10-will lay; 11-will create; 12-will become; 13-will be outdated; 14-will require; 15-will necessitate; 16-will be involved; 17-will hit; 18-will be living; 19-will only worsen; 20-will become; 21-will gradually accelerate.

**p. 65 Ex. A-5:** a) 1-has become; 2-has asked; 3-has learned; 4-have bought; 5-has prosecuted; b) 1-has started; c) 1-has been recognized; 2-has awarded; 3-has been nominated; 4-has won; 5-has spawned; d) 1-has learned; 2-have been thwarted; 3-have turned over; 4-have cut.

**p. 66 Ex. B:** 1-PS; PS; 2-FS; PrS; 3-PrS; PrS ; PrS; 4-PP; FIP; 5-PrP; 6-PrC; 7-FP ; PrS; 8-PC; PS; PPC; PS; 9-FC; 10-FPC; 11-PrPC; PrPC; 12-FPCIP

**p. 70 Ex. D-1:** 1-have you been working; 2-have been exporting; 3-has been falling; 4-hasn't been investing; 5-haven't been flying; 6-have been trying; 7-have been making; 8-have you been using; 9-haven't been feeling; 10-have been consulting; 11-have been learning; 12-have you been waiting; 13-have carefully been looking; 14-has been producing; 15-have been increasing; 16-has been taking a swipe/ has been attempting to damage; 17-has been gunning/ has been criticizing to cause trouble.

**p. 72- Ex. D-3:** 1-b; 2-a; 3-a; 4-a; 5-a; 6-b; 7-b; 8-b; 9-b; 10-a; 11-a.

**p. 73 Ex. D-4:** 1-had been debating; 2-had been trying; 3-had been looking forward; 4-had been arguing; 5-had been writing; 6-had been lying; 7-had been working; 8-had been repairing; 9-had been commuting; 10-had been planning; 11-had been working; 12-had been changing; 13-had been moving; 14-had been discussing; 15-had been presenting; 16-had been serving; 17-had been gaining; 18-had been investigating; 19-had been arriving

**p. 74-75 Ex. D-5:** 1-has passed (PrP); 2-was cited (PS); 3-found (PS); 4-had been deporting (PPC); 5-were (PS); 6-has been going on (PrPC); 7-have rekindled (PrP); 8-has been (PrP); 9-have been crossing (PrPC); 10-have been struggling (PrPC); 11-has also been (PrP); 12-had been drowning (PPC); 13-was (PS); 14-have been arguing (PrPC); 15-claimed (PS); 16-refused (PS); 17-could not (PS); 18-has come (PrP); 19-have blamed (PrP); 20-has also generally blamed; 21-have been intentionally causing (PrPC); 22-robbed (PS); 23-created (PS); 24-have had (PrP); 25-have both contributed (PrP); 26-have often been (PrP); 27-rose (PS); 28-were (PS); 29-were rescued (PS); 30-have been squabbling (PrPC); 31-have also criticized (PrP); 32-have been calling (PrPC); 33-have highlighted (PrP); 34-has now been created (PrP); 35-has for the first time accepted (PrP); 36-have been intercepted (PrP); 37-started (PS); 38-had been suffering (PPC); 39-have been suffering (PrPC); 40-had been persistently blocking (PPC); 41-admitted (PS); 42-was (PS).

**p. 76 Ex. D-6:** 1-c; 2-a; 3-b; 4-c; 5-b; 6-b; 7-a; 8-c; 9-b; 10-b; 11-a; 12-c; 13-a; 14-b.

**p. 84-85 Ex. G:** 1-causing a disturbance; were arrested – PS; 2-commercial law; has specialized – PrP; became – PS; 3-crack down; have decided – PrP; 4-to draw up an agreement; is helping – PrC; 5-false pretenses; was acting – PC; went – PS; asked – PS; 6-go on record; will go on record – FS; 7-have a case against; do not – PrS; 8-in bad faith; was acting – PC; refused – PS; 9-in perpetuity; was promised – PS; would

receive – FSIP; 10-the letter of the law; like – PrS; 11-moral turpitude; accused – PS; used – PS; 12-the next of kin; notified – PS; had been wounded – PP; 13-stretching the truth; was stretching the truth – PC; told – PS; had never seen or known – PP; was – PS; 14-under a cloud of suspicion; was fired – PS; 15-blow the deal; had been working – PPC; did not blow the deal – PS; 16-to get to the bottom; will be – FS; 17-hanging in the balance; has been hanging– PrPC; had – PS; 18- came down hard on; came down – PS; had been arrested – PP; 19-a hung jury; ended – PS; made – PS; 20-under oath; explained – PS; had happened – PP; 21-punitive damages; was awarded – PS

**p. 85-86 Ex. H:** 1-d; 2-b; 3-a; 4-c; 5-d; 6-c; 7-d; 8-b; 9-a; 10-b; 11-b; 12-a; 13-a; 14-a; 15-d; 16-d; 17-b; 18-b; 19-a; 20-d; 21-c; 22-c

**p. 90-91 Ex. L:** 1-was invented (PS; PV); 2-was built (PS; PV); 3-won (PS; AV); 4-was first scaled (PS; PV); 5-was (PS; AV); 6-forms (PrS; AV); 7-had been (PP; AV); 8-flew (PS; AV); 9-is flowing (PrC; AV); 10-is dedicated (PrS; PV); 11-extends (PrS; AV); 12-dominates (PrS; AV); 13-is headed (PrS; PV); 14-is situated (PrS; PV); 15-are engraved (PrS; PV); 16-is (PrS; AV); 17-was performed (PS; PV); 18-does (PrS; AV); 19-had never attended (PP; AV); 20-was taken (PS; PV); 21-was not elected (PS; PV); 22-is listed (PrS; PV); 23-forgot (PS; AV); 24-was clean shaven (PS; PV); 25-made (PS; AV); 26-is not allowed (PrS; PV); 27-refers (PrS; AV); 28-is known (PrS; PV); 29-has been continuously staging (PrPC; AV); 30- has sent (PrP; AV); 31-has opened (PrP; AV); 32-was expecting (PC; AV); 33-have reigned (PrP; AV); 34-suffered (PS; AV); 35-is considered (PrS; PV); 36-were built (PS; PV); 37-were admitted (PS; PV); 38-was intending (PC; AV); 39-conquered (PS; AV); 40-was not bombed (PS; PV).

**p. 92 Ex. M:** 1-9; 2-3; 3-8; 4-6; 5-7; 6-10; 7-2; 8-1; 9-4; 10-5

**p. 93 Ex. N:** 1-8; 2-5; 3-10; 4-7; 5-2; 6-1; 7-4; 8-3; 9-6; 10-9

**p. 107 Ex. A:** 1-can't; 2-can; 3-can; 4-able; 5-can't; 6-can; 7-can't; 8-be able to; 9-can't; 10-can; 11-been able to; 12-can; 13-can; 14-can't; 15-Be able to; 16-can; 17-can; 18-can't; 19-can't; 20-can't; 21-can; 22-Be able to; 23-be able to; 24-be able to; 25-can't

**p. 108 Ex. B:** (...) Jury service is the fulfilment of a civic obligation and a valuable privilege. There is no more vital work a citizen **can** (ability) perform in the exercise of self-government than honest and conscientious jury service. Service as a juror is as important as that of the judge, and a trial juror **should** (necessity) take great personal satisfaction in the fact that an important duty has been accomplished. Indeed, the effectiveness of our system of justice is measured by the integrity and dedication of the jurors who serve in our courts. (...) **It is necessary** (modal expression; inference indicator) that there be courts so that the disputes which arise between people **can** (possibility) be settled justly and peaceably. **It is necessary** (modal expression; inference indicator) that persons charged with crime be fairly tried, that public safety and welfare be protected on the one hand, and that private rights and liberties be safeguarded on the other. It is the business of every citizen to see that this is done, and it is a duty which the people **must** (obligation) do for themselves if life, liberty and property **are to be** (probability) kept secure. Suppose Ms. Jones sues Mr. Smith. They **may** (probability) be strangers to you, and you **may** (probability) not care who wins. But as a citizen, it is very important to you and all the people that there be a way by which disputes between people **can** (ability) be settled without conflict and in a rational and just manner. John Doe **may** (probability) be accused of a crime. He **may** (probability) also be a stranger to you, and you **may** (probability) never have heard of the offense with which he is charged. Still, it is important to you as a citizen that the laws be enforced to punish wrongdoers and discourage crime so that you **may**

(permission) be safe and secure in your person, your property and your rights. It is equally important that no innocent person be falsely convicted and sent to prison, for if that **could** (suggestion) happen to someone else, it **could** (suggestion) also happen to you. The oaths taken by a judge and juror require each of them to accept and apply the law as it is. That is a sworn duty. No person is allowed to disregard the law because he or she thinks the law **should** (prediction) be different than it is. Laws are made, repealed or changed by those who are elected to make laws, not judges and jurors. During the trial the judge decides all questions and disputes about the law and the rules for presenting evidence. At the end of the trial, the judge instructs the jury on the law and the main questions it **is to** (obligation) decide. The case is then turned over to the jury, and the power and responsibility move from the judge's bench to the jury room. The jury **must** (obligation) decide what the facts are and what testimony to believe.

**p. 109-110 Ex. C:** 1-rules; 2-accident; 3-order; 4-judge; 5-unauthorized; 6-case; 7-repeated attempts; 8-arguments; 9-radio broadcasts; 10-trial; 11-witnesses; 12-unfair; 13-conduct research; 14-awards; 15-prospective; 16-record; 17-obligation; 18-participate; 19-circuit clerk; 20-juror; 21-parties; 22-be fined; 23-unavoidable; 24-service; 25-court personnel.

**p. 110 Ex. D:** 1-i; 2-r; 3-g; 4-h; 5-m; 6-o; 7-p; 8-l; 9-f; 10-k; 11-a; 12-j; 13-q; 14-d; 15-b; 16-n; 17-e; 18-c

**p. 111 Ex. E:** 1-managed to; 2-managed to; 3-could; 4-managed to; 5-could; 6-would; 7-could; 8-can; 9-could; 10-would; 11-should; 12-could; 13-could; 14-would; 15-could; 16- Can; 17-would; 18-could; 19-can; 20-could; 21- managed to; 22-managed to; 23-should; 24-should; 25-should

**p. 112-113 Ex. F:** 1-impossibility; 2-impossibility; 3-polite request; 4-disability in the past, with realized action; 5-expectation; 6-future in the past; 7-strong necessity; necessity; 8-ability in the past; 9-necessity due to some plan; advice with a warning of bad result; 10-polite request; possibility 11-asking for consent or directive; polite request with the option of preference and desire; 12-possibility/ suggestion; preplanned action; 13-supposition; impossibility; 14- necessity; 15-strong necessity; 16-informal request; necessity; 17-habitual past action or situation that doesn't exist now; 18-preplanned action; repeated action in the past; advice; 19-possibility; 20-duty; future in the past; 21-suggestion; 22- probability; 23-permission; 24-probability; 25-advice; 26-possibility; 27- supposition; 28-strong probability; 29-possibility; 30-preference/ desire; 31-strong necessity; 32-Future tense; 33-duty; 34-possibility; 35-necessity; 36-supposition for the future action in the past; 37-intention; 38-possibility.

**p. 114 Ex. G:** *POSSIBLE*: 1-must not wear; 2-can protect; 3-need to; 4-can provide; 5-might be having; 6-should be kept; 7-would become disorderly; 8-will lead; 9-you may submit; 10-you can cope with; 11-mustn't take; 12-will the new manager be able to do; 13-had to return.

**p. 115 Ex. H:** *POSSIBLE*: 1-will certainly be brought; 2-is punishable; 3-possibly misreported; 4-Is it possible to the Trade Department to revive?; 5-It is against the rules to leave; 6-You've got to be joking; will stand; 7-there is a strong necessity to admit; 8-it will be possible to discuss; 9-It is only natural that banks will support; 10-If offered for sale without a fixed price the pictures will be sold for half a million; 11-It is possible to modify the software; 12-We desire to thank all of our customers; 13-It is strongly recommended to put him in prison; 14-it is necessary to enhance it/ add more interesting facts.

**p. 116 Ex. I:** 1-been able to; 2-can't; 3-could; 4-could; 5-been able to; 6-Can; 7-could;

8-can; 9-be not able to; 10-can; 11-are \_\_\_ able to; 12-can; 13-Could; 14-couldn't; 15-be able to; 16-were hardly able to; 17-Could; 18-could; 19-can; 20-can (could); 21-are always able to; 22-could.

**p. 117 Ex. J: Comment:**

1. don't use **Because** as the first word in a sentence: it's bad style. There are a number of alternatives. You can use: Due to..., Owing to ..., As...;

*The correct answers are:*

1) The server crashed, so the web site was unavailable and the company lost a lot of money.

2) As the server crashed, the web site was unavailable and the company lost a lot of money.

3) Owing to the crash of the server, the web site was unavailable and the company lost a lot of money.

4) Due to the fact that the server crashed, the web site was unavailable and the company lost a lot of money.

2. *may had been caused* is not correct; use – *may have been caused*;

The correct answer is: The crash **may have been caused** by a denial-of-service attack by hackers. Use an infinitive verb after modal verbs such as 'may'.

3. The attack was attributed **by** an ex-employee – not correct preposition; to attribute smth. **to** smb. Use **attributed by** to refer to the person such as an *official commenting on something*; e.g. The comment was attributed by the reporter to the witness, or *to a source of information such as a newspaper or web site*; e.g. The statement was attributed by the HK Star newspaper to the company's spokesperson.

4. The correct answer is: **Owing to** the financial losses and the reduced confidence in the company's security, the stock price of the company went down. **Owing to** does not change to past tense.

5. The correct answer is: To prevent further losses, the company may **implement** a distributed computing approach by using thousands of PCs rather than a small number of servers. Use an infinitive verb after modals like 'may'.

6. The correct answer is: This may **possibly** solve the problem. For adverbs of degree, such as 'possibly', it's better to put the adverb just in front of the verb that it defines; i.e. 'possibly solve'. Only use 'will' for high probability adverbs such as 'will definitely', 'will probably' and 'will undoubtedly'.

7. The correct answer is: Owing to a lack of evidence, the hacker **will probably not be arrested**. Don't use 'may' for situations where the probability is high.

8. The correct answer is: I am a patriotic person, so I believe that Hong Kong is the best place in the world to live. OR As I am a patriotic person, I believe that Hong Kong is the best place in the world to live. Don't confuse personal beliefs about causes and effects with facts.

9. The correct answer is: In the 1998 economic downturn, Hong Kong's economy **may have been influenced** by the Japanese economy. This is an example of the less certain past. Just changing 'may' to 'might' is not correct, as this does not show the past. Instead 'be' needs to change to present perfect tense.

**p. 117 Ex. K:** 1-g; 2-f; 3-d; 4-a; 5-h; 6-e; 7-b; 8-c.

**p. 118-119 Ex. L:** 1-can't smoke; 2-don't have to pay; 3-should keep; 4- shouldn't walk; 5-can buy; 6-mustn't enter; 7- mustn't copy or plagiarize; 8- can start; 9-can't iron; 10-can pay

**p. 120-121 Ex. M:** 1-b; 2-c; 3-a; 4-b; 5-d; 6-a; 7-a; 8-c; 9-b; 10-d; 11-c; 12-c; 13-d; 14-

a; 15-c; 16-a; 17-c; 18-c; 19-b; 20-a; 21-a; 22-d; 23-c; 24-a; 25-26-d; 27-b; 28-d.

**p. 122-123 Ex. N:** 1-k; 2-f; 3-b; 4-l; 5-o; 6-c; 7-j; 8-m; 9-g; 10-e; 11-a; 12-n; 13-i; 14-w; 15-h; 16-t; 17-u; 18-v; 19-p; 20-r; 21-q; 22-d; 23-s.

**p. 133 Ex. T:** 1-may; 2-can; 3-should; 4-will be able to; 5-will; 6-must; 7-shall; 8-do not have to; 9-are about to; 10-do not need to 11-is likely; 12-cannot

**p. 136 Your Self – Assessment Test: Test № 2**

**p. 136-137 Ex. 1:** 1-q; 2-t; 3-m; 4-p; 5-l; 6-i; 7-j; 8-o; 9-r; 10-k; 11-b; 12-g; 13-f; 14-s; 15-d; 16-u; 17-h; 18-a; 19-n; 20-e ; 21-c.

**p. 137-138 Ex. 2:** 1-a; 2-a; 3-b; 4-c; 5-c; 6-b; 7-c; 8-b; 9-a; 10-a; 11-b; 12-a; 13-a; 14-b; 15-b; 16-b; 17-a; 18-a; 19-c; 20-b; 21-b; 22-b; 23-b; 24-a; 25-a; 26-c; 27-c; 28-b; 29-c; 30-b; 31-c.

**p. 139 Ex. 3:** 1-must have come; 2-could have gone; 3-can hardly have thought; 4-could have been earning; 5-will have already read; 6-should have gotten; 7-might not have received; 8-could have helped; 9-can not have escaped; 10-could have passed; 11-might have had; 12-would have got; 13-may have been; 14-may have been; 15-could not have moved.

**p.140-141 Ex. 4:** 1-managed to investigate; 2-was supposed to have been abandoned; 3-am I expected to testify; 4-is able to compel; 5-have to recognize; 6-is allowed to grant; 7-if the prosecutor is to acquire; is allowed to be prosecuted; 8-are allowed to offer; is expected to be; 9-has to be regarded; 10-agree; 11-had been brave enough to criticize; 12-is supposed to be allowed; 13-strongly want=have to have; am supposed not to forget for ever; is supposed to be; 14-do not have to worry; are expected to change; 15-are expected to be kept; 16-are expected to touch; 17-is able to be; 18-have only to be stopped; 19-are supposed to save; 20-are probably much more fearful; 21-is supposed to try to rehabilitate; are able; 22-have to accept; 23-are supposed to allow; 24-are probably carrying; 25-have to know; 26-were not able to find; 27-have to give; 28-are expected to compete.

**p. 142 Ex. 5:** 1) I *should* have written to her but I haven't had time. 2) You *must* leave now, take what you need, you think will last (It's All Over Now, Baby Blue Lyrics). 3) The students *may* take part in the conference. 4) We *were able to* translate this text without a dictionary. 5) I *couldn't* understand him when he spoke very fast. 6) This *can't* be true. 7) You *can't* touch the exhibits in a museum. 8) You shouldn't take entrance examinations to be admitted to an American university. 9) This morning the expert *might* bring some more physical exhibits found on the scene of the crime. 10) These thieves operate with terrifying stealth – they can easily steal from the pockets of unsuspecting travelers. 11) There are many possible reasons that *might* be given to justify or explain why someone *ought to* be punished. 12) Punishment *can* serve as a means for society to publicly express denunciation of an action as being criminal. 13) Punishments differ in the degree of severity of their unpleasantness, and *may* include sanctions such as reprimands, deprivations of privileges or liberty, fines, incarcerations, ostracism, the infliction of pain, and the death penalty. 14) The cause of the accident *may* never be discovered. 15) I asked him to move his car but he *said he wouldn't*. 16) Don't worry, I *shall be* there to meet the train. 17) To be a successful scientist one *must*, at the very least, be able to ask questions.

18) If there was someone to put a question there *must* be someone, sooner or later, to answer it. 19) Good ideas *should* be written down before they are forgotten. 20) In many cases *it would have taken some time* before the discovery was appreciated. 21)



To eliminate systematic error one *should take* into account all factors.

**p. 143-144 Ex. 6:** 1-will be able to (ability); 2-could (general ability); 3-could have (possibility; we talk about something in the past which was possible, but which did not happen); 4-needn't (lack of necessity); 5-have to/have got to (obligation); 6-mustn't (prohibition; we say that something is forbidden); 7- must (obligation; order); 8-had to (past obligation); had to (past obligation); weren't allowed to (past prohibition); didn't have to (in the absence of past obligation); 9-didn't need (lack of necessity; meaning: it wasn't necessary so he didn't get one); 10-could have (strong possibility; we talk about something in the past which was possible, but which did not happen); 11-was able to (ability); 12-couldn't (lack of ability); 13-don't have to (lack of necessity); 14-needn't have (lack of necessity; meaning: you did it, but it wasn't necessary); 15-must (obligation); 16-ought to have (advice; criticism about past action); 17-should have (advice; criticism about past action); 18-mustn't (prohibition); 19-shouldn't (advice); 20-may not have (possibility); 21-could have (possibility); 22-ought not to have (advice); must have (strong probability); should have (advice); 23-must have (strong probability); may have (possibility); 24-must have (strong probability); must have (strong probability); 25-may not have (possibility); 26-might (possibility); 27-could (suggestion; we speculate about the future); 28-may (possibility); might (possibility); 29-must (strong probability); 30- must have (strong probability); 31-Does ... have to (necessity); don't have to (lack of necessity); will (Future tense; willingness); 32-mustn't (prohibition); 33-shall (suggestion in a form of directive); 34-will have to (necessity); 35-didn't have to (lack of necessity); 36-might have (possibility); didn't need (lack of necessity: it wasn't necessary, so they didn't do it); 37-needn't have (lack of necessity: they did it, but it wasn't necessary); 38-Will (polite request); 39-should (advice); 40-could have (possibility); 41-couldn't (impossibility); had to (necessity).

**p. 145-146 Ex. 7:** 1-c; 2-d; 3-c; 4-c; 5-d; 6-a; 7-c; 8-b; 9-c; 10-c; 11-d; 12-b; 13-d; 14-c; 15-c; 16-b; 17-c; 18-d; 19-b; 20-a; 21-c; 22-a; 23-a; 24-a; 25-b; 26-c; 27-b; 28-d; 29-b; 30-d; 31-c; 32-d; 33-c; 34-a.

**p. 148 Ex. 10:** 1-h; 2-l; 3-j; 4-b; 5-n; 6-d; 7-o; 8-a; 9-k; 10-p; 11-q; 12-m; 13-c; 14-e; 15-g; 16-f; 17-i.

**p. 149 Your Teacher's Assessment Test: Test №2:**

**p. 149 Ex. 1:** 1-c; 2-e; 3-c; 4-e; 5-b; 6-a; 7-e; 8-a; 9-d; 10-b; 11-a; 12-a; 13-b; 14-a; 15-e; 16-e; 17-c.

**p. 150 Ex. 2:** 1-are to; 2-shall; 3-was to; 4-can; 5-are supposed to; 6-could; 7-should; 8-may; 9-must; 10-need; 11-would have; 12-could have.

**p. 153 Ex. 4:** 1-managed to (ability for the past action); 2-should (advice for past action was a mistake.); 4-must (strong necessity); 5-must (strong probability); would better (a warning in the present of a possible unpleasant consequence/ result if the advice is not followed); 6-will (possibility of some unplanned future action); 7-should have (advice/ recommendation for the past missed action); 8-must (strong necessity; the idea of the future is expressed by the present tense with the help of the context); 9-could (possibility: with less than 50% certainty); 10-might have (possibility of the event with a medium certainty); 11-will (for Future action); 12-couldn't (impossibility in the present: the speaker strongly believes that something is really impossible); couldn't have (impossibility of the past event); 13-might (possibility); 14-must (strong necessity for the present action); 15-mustn't (prohibition/ strong necessity not to do something); must (strong necessity to do something); 16-have to (informal; less strict necessity);

should (advice, recommendation showing necessity but in terms when the speaker wants to sound less categorical); 17-must (strong necessity, obligation); 18-manage to (ability for the present); 19-would better (a warning in the present of a possible unpleasant consequence/ result if the advice is not followed); 20- is to (strong expectation according to some plan).

**p. 156-157 Ex. 7:** 1-l; 2-p; 3-j; 4-f; 5-h; 6-c; 7-e; 8-d; 9-b; 10-m; 11-12-i; 13-t; 14-o; 15-y; 16-v; 17-18-w; 19-k; 20-a; 21-q; 22-g; 23-r; 24-z; 25-u; 26-x.

**p. 164 Ex. A:** 1-leaking; 2-driving; 3-being; 4-sliding; 5-deciding; 6-gambling; 7-making; 8-talking; 9-convincing; 10-arguing; 11-working; 12-making; 13-holding; 14-speaking; 15-getting; 16-smoking; 17-losing; 18-working; 19-finishing; 20-doing; 21-doing; 22-borrowing; 23-being mistaken; 24-seeing; 25-doing; 26-to move/ moving; 27-having; 28-driving; 29-doing; 30-doing; 31-meeting; 32-giving; 33-to speak; 34-to meet.

**p. 165 Ex. B:** 1-Johnny saw **the crowd break** the line of policemen barring their way. (COC) –object; 2-He considers **this question to be** of great importance. (COC) –object; 3-The best thing **for you to do** is to obey the laws. (for-C)–retained object; 4-**They** were unlikely **to come** in time. (CSC)-subject; **They** seemed **to have forgotten** about our arrangement. (CSC)-subject; 5-She has lost **her battle to retain** control of the company. (COC) –object; 6-I know **her to have graduated** from the university three years ago. (COC) –object; 7-**Three people** are reported **to have been injured** in the explosion. (CSC)-subject; 8-**The company** is said **to be losing** a lot of money. (CSC)-subject; 9-**Many mergers** appear **to have been motivated** by a desire to increase market power rather than by a desire to increase efficiency. (CSC)-subject; 10-The world community wants **the transitional government** in Libya **to introduce** the positive changes as soon as possible. (COC)–object; 11-The manager considers **the results to be** unsatisfactory. (COC)–object; 12-The modern **system** of profitable sales is said **to be based** upon the principle of competition. (CSC)-subject; 13-They heard **the thief crash** through the door. (COC)–object; 14-**Scientists** are determined **to completely and utterly eradicate** (=get rid of completely) the disease. (CSC)-subject; 15-Nature has many **secrets to be discovered** yet. (COC) –object; 16-The group elected **one of its members to be** their spokesperson. (COC) –object; 17-I don't consider **him to be** a good manager. (COC)–object; 18-We expect interest **rates to rise** next week. (COC)–object; 19-**She** has risen **to be** head of the company in spite of being a woman in a man's world. (CSC)-subject; 20-More than 200 years ago, the economist Adam Smith formulated **a theory to describe** industrial practices that were already centuries old. (COC)–object; 21- This instruction is targeted **for the legal staff** of the company **to follow**. (for-C)–retained object; 22-The President is so powerful that **he** is able **to dictate** to the government. (CSC)-subject; 23-Many **people** are reported **to be** homeless after the floods in Thailand. (CSC)-subject; 24-The total **value** of international movements of capital is thought **to be** at least ten times the value of world trade in goods and services. (CSC)-subject; 25-He spoke loud enough **for you to hear** (for-C)–retained object.

**p. 166 Ex. C:** 1-a; 2-b; 3-a; 4-a; 5-b; 6-b; 7-b; 8-a; 9-a; 10-b; 11-b; 12-b; 13-a; 14-a; 15-a; 16-b; 17-b; 18-b; 19-a.

**p. 167 Ex. D:** 1-i; 2-n; 3-j; 4-l; 5-a; 6-k; 7-c; 8-r; 9-h; 10-g; 11-e; 12-o; 13-b; 14-m; 15-d; 16-17-f; 18-s; 19-q; 20-p; 21-v; 22-u.

**p. 168-169 Ex. E:** 1-b; 2-b; 3-b; 4-b; 5-b; 6-a; 7-a; 8-b; 9-b; 10-b; 11-a; 12-a; 13-a; 14-

a; 15-a; 16-a; 17-b; 18-a; 19-b; 20-b; 21-b; 22-b; 23-a; 24-a; 25-b; 26-b; 27-a; 28-a; 29-b; 30-b; 31-a; 32-a; 33-b; 34-b; 35-b; 36-a; 37-a; 38-a; 39-a; 40-a; 41-a; 42-a; 43-b.

**p. 170 Ex. F:** 1-to contribute; 2-to inform; 3-keep (after the modal verb *should*); 4-finish (after the modal verb *would*); 5-find; 6-imagine (after the modal verb *would*); to speak (after the modal verb *need*); 7-to reach out; 8-be (after the modal verb *may*); 9-to sift; 10-stay up (after the modal verb *could*); 11-to pick up; 12-come and visit (after the modal verb *might*); save (after the modal verb *can*); 13-be (after the modal verb *may*); 14-have expected (after the modal verb *would*); 15-to drive; 16-enter (after the verb *see*); 17-leave (after the verb *let*); 18-fix (with or without *to* depending on where you are; in the US – bare infinitive); cry (after the verb *make*); 19-die (after *would rather*); give up (after *would rather*); 20-ask (after *had better*).

**p. 171 Ex. G:** 1-to extend (Infinitive; adverbial function- how?); 2-(are) sifting (Participle I; Present Continuous; part of a predicate); to try and find (Infinitive; adverbial function–In what way?); 3-taking action (Gerund; retained object); 4-set (Infinitive; part of a predicate after the modal verb *could*); 5-extend (Infinitive; part of a predicate after the modal verb *will – shows Future Action*); 6-penetrating (Gerund; retained object); 7-driving (Gerund; retained object); 8-reading (Gerund; direct object); 9-to look out (Infinitive; retained object); 10-to ring (Infinitive; part of a predicate); eating (Gerund; direct object); 11-to discover (Infinitive; part of a predicate); 12-to expose (Infinitive; describes a noun→ acts as an attribute); 13-running (Gerund; retained object); 14-living (Participle I; describes a noun→ acts as an attribute); 15-(are) sitting (pretty) (Participle I; Present Continuous; part of a predicate); 16-(was) followed (Participle II; Passive Voice; Past Simple; part of a predicate); 17-to give (Infinitive; direct object); saying (Participle I; part of a hidden predicate); 18-defending (Gerund; retained object); 19-landing (Gerund; direct object); 20-balanced (Participle II; attribute); reporting (Gerund; retained object).

**p. 172 Ex. H:** 1-to answer; 2-presenting; 3-based; 4-determine; 5-escaping; 6-using; 7-to solve; 8-murdered; 9-to bring; 10-to gather; 11-studying; 12-to appear; 13-detecting; 14-to detect; 15-to confirm.

**p. 174 Ex. J:** 1-o; 2-i; 3-l; 4-f; 5-d; 6-j; 7-m; 8-a; 9-n; 10-b; 11-g; 12-h; 13-c; 14-e; 15-k.

**p. 175 Ex. L:** 1. Fairer competition is being tried to be ensured by the government among firms bidding for government contracts. 2. All tobacco advertising is wished to be legally banned by many doctors. 3. Your skin urgently needs to be protected from the harmful effects of the sun. 4. Extra car insurance might be necessary to be taken out for another driver. 5. The President is claimed to have been met by him, but his words are hardly believable. 6. Their competitors were claimed to be undercut by at least 5% by them. 7. Although your achievements should not be devalued, but your exam seems to have been passed without any effort/ work having been done by you. 8. I'm looking for a job where my skills and talents will be enabled to be developed. 9. There is an attempt on the part of the government to be stepped up to wage war on drugs. 10. I wonder what they do for their expensive lifestyle to be supported. 11. Responsibility to self-governing regional councils is aimed to be transferred. 12. Social stratification is intended to be reduced in the country by the Prime Minister. 13. The teams are known to be traditionally exchanged shirts after the soccer game. 14. Public pressure for the environment to be protected is strong and growing. 15. His guilt has to be established beyond a reasonable doubt by the prosecution.

**p. 177 Ex. M:** 1-not to say; 2-not to mention; 3-difficult to deal with; 4-to begin with;

5-to cut a long story short; 6-leaves a lot to be desired; 7-to tell you the truth; 8-to blame for; 9-pleasant to look at; 10-unable to answer; 11-no reason to doubt; 12-regard it as unnecessary; 13-needless to say; 14-was the first to give; 15-is rumored.

**p. 178 Ex. N:** 1-**locking up** →to lock up → to put someone in a prison; 2-**denying** → to deny →to refuse; 3-**taking risks** →to take risks → to do smth. you know might be dangerous; 4-**revising** → to revise→ to review; 5a-**hearing** → to hear→ to be told or learn (of); receive news; 5b-**laughing** → to laugh→ to smile while making sounds with your voice that show you think something is funny or you are happy; 6-**discussing** → to discuss→ to tell each other your ideas or opinions; 7-**spreading** → to spread→ to have an effect on a wider or increasing area; 8-**refusing** → to refuse→ to say that you will not do or accept something; 9-**receiving** → to receive→ to get or be given something; 10-**helping** → to help→ to give assistance to; aid; 11-**being delivered** → be delivered→ to deliver → to take goods, letters, parcels, etc. to people's houses or places of work; 12a- **getting** → to get→ to cause someone or something to do something; 12b-**compelling** → to compel → to force someone to do something; 13-**being taken** → to be taken → to take → to accept or have; 14a-**reminding** → to remind → to make someone think of something they have forgotten or might have forgotten; 14b-**being reminded** → to be reminded → to remind →see above 14a; 15- **having committed** → to commit→ to do something illegal or something that is considered wrong; 16-**escaping** → to escape→ to get free from something, or to avoid something; 17-**advertising** → to advertize→ to make something known generally or in public, especially in order to sell it; 18-**returning** → to return → to come or go back to a previous place; 19-**studying** → to study→ to examine something very carefully; 20a-**travelling** → to travel → to make a journey over a long distance; 20b-**being stopped** →be stopped →stop → to finish doing something; 21a-**demanding** →to demand → to ask for something forcefully, in a way that shows that you do not expect to be refused; 21b-**reaching** →to reach → to make an agreement about something

**p. 179 Ex. O:** 1-to support (after the verb *to refuse*); 2-doing (after preposition *for*); having; 3-collaborating (after preposition *of*); 4-to lose (after the verb *to expect in Passive*); 5- to let; 6-to go; to have; 7-to provide; 8-to be used; 9-to see; shaking hands; slapping; 10-climbing; to rescue; 11-to avoid; rioting; 12-promoting; 13-tackling; 14-sitting; 15-to join; 16-getting; 17-to give; hiding; 18-to act.

**pp. 180-181 Ex. P:** 1-a; 2-b; 3-b; 4-a; 5-a; 6-b; 7-b; 8-a; 9-b; 10-a; 11-a; 12-b; 13-a; 14-b; 15-b; 16-a; 17-a; 18-b; 19-a; 20-b; 21-a; 22-b; 23-a; 24-b; 25-a; 26-b; 27-a; 28-b; 29-a; 30-b.

**pp. 183-184 Ex. Q:** 1-d; 2-i; 3-g; 4-k; 5-q; 6-n; 7-r; 8-m; 9-b; 10-f; 11-c; 12-e; 13-a; 14-p; 15-l; 16-h; 17-s; 18-u; 19-t; 20-j; 21-o; 22-y; 23-z; 24-v; 25-x; 26-w.

**p. 184 Ex. R:** 1-h; 2-l; 3-j; 4-n; 5-f; 6-p; 7-x; 8-t; 9-r; 10-c; 11-a; 12-m; 13-w; 14-u; 15-k; 16-e; 17-v; 18-y; 19-b; 20-z; 21-s; 22-i; 23-g; 24-q; 25-o; 26-d.

**pp. 185-186 Ex. S:** 1-charging; 2-counseling; 3-accusing; 4-legalizing; 5-testifying; testifying; 6-wrongdoing; 7-appealing; 8-challenging; 9-transferring; 10-misleading; 11-booking; 12-corroborating; 13-revising; 14-notifying; 15-editing; 16-narrating; 17-drafting; 18-streaming; 19-surfing; 20-messaging; 21-rewording; 22-misreporting; 23-matchmaking; 24-neglecting; 25-resigning; 26-wreaking.

**pp. 187-188 Ex. T:** 1-to justify; 2-to mention; 3-to borrow; 4-to apologize; 5-to approve; 6-to warn; 7-to score; 8-to promise; to promise; 9-to offer; 10-to win; 11-to threaten; 12-to swear; 13-neglect; 14-to clarify; 15-to appeal; 16-apply; 17-credit; 18-to enlighten; 19-to exaggerate; 20-to learn; 21-to indicate; 22-outrun; 23-to intend; 24-to

judge; 25-to resolve; 26-to wish.

**p. 189-190 Ex. U:** 1-were freed (Passive voice; part of a predicate); 2-was predicting (Past tense; Continuous aspect; part of a predicate); 3-run (attribute); 4-Being built of wood (a participial phrase; action-based description of *bridge*); 5-have been lobbying (Perfect continuous aspect; part of a predicate); 6-concerning (attribute); 7-proposed (attribute); 8-selected (attribute); 9-Whilst claiming to promote positive images of women (a participial phrase; adverbial modifier of time); 10-(are) doing (Present tense; Continuous aspect; part of a predicate); 11-occasionally breaking into a run; (a participial phrase; adverbial modifier of manner); 12-shooting (attribute); 13-wading through numerous journal articles (a participial phrase; adverbial modifier of time); 14-led (attribute); 15- contaminated (Perfect aspect; passive voice; part of a predicate); 16-used (attribute); 17-(are) polluting (Present tense; Continuous aspect; part of a predicate); 18-getting a new assistant (a participial phrase; a subject); 19-going without sleep for a long time (a participial phrase; a subject); 20- Walking swiftly (participial phrase; attribute); 21-(were) incinerated (Passive voice; part of a predicate); 22-generated (attribute); 23-Gazing at the picture (a participial phrase; an attribute); 24-sinking (attribute); 25- standing (attribute); 26-(is) recognized (present tense; Passive voice; part of a predicate); 27-(are) blaming (Present tense; Continuous aspect; part of a predicate); 28-despite receiving little support (a participial phrase; adverbial modifier of manner); 29-(are) persevering (Present tense; Continuous aspect; part of a predicate); 30-well-known (attribute); 31-have been troubled (Perfect aspect; Passive voice; part of a predicate); 32-cased (attribute); 33-(is) becoming (Present tense; Continuous aspect; part of a predicate); 34-advertised (attribute); 35-waiting (attribute); 36-complicated (attribute); 37-leaving (the building); participial phrase; attribute; 38-(is) predisposed (Passive voice; part of a predicate); 39-had wrongfully been found guilty (Perfect aspect; passive voice; part of a predicate); 40-(were) set (free); part of a predicate; 41-detailed (attribute); 42-confusing (attribute); 43-has been accused (Perfect aspect; Passive voice; part of a predicate); 44-overstaffed (attribute).

**p. 191 Ex. V:** 1-a; 2-a; 3-b; 4-a; 5-b; 6-a; 7-b; 8-b; 9-a; 10-b; 11-a; 12-b; 13-a; 14-b; 15-b; 16-a; 17-b; 18-b.

**p.194 Ex. A:** 1) the ongoing nature of the future act of the studying (will occur before the upcoming end of term) + Perfect Progressive Aspect + indicative mood + active voice; 2) the act of operating ("will have operated") takes place in the future sometime before the act of attending ("attends") + Perfect Aspect + indicative mood + active voice; 3) the present tense + Simple aspect + indicative mood + active voice=describes an action taking place in the present; 4) the verb describes an action taking place in the present and indicates a habitual action + Simple aspect + indicative mood + active voice; 5) the on-going nature of the action is emphasized by the use of the present tense + progressive aspect + indicative mood + active voice; 6) this sentence suggests that the documents were not delivered in the past and that they are still undelivered, though the action refers to the present tense + perfect aspect + indicative mood + active voice; 7) the present tense +perfect aspect + indicative mood + active voice = in order to suggest that the decision made in the past is still of importance in the present; 8) the present tense +perfect progressive aspect + indicative mood + active voice=is used to describe an action that has begun in the past and continues into the present; the present perfect progressive, however, is used to stress the on-going nature of that action; 9) the past tense + simple aspect + indicative mood + active voice= describes an action taking

place at some point in the past; 10) the past tense + progressive aspect + indicative mood + active voice= the ongoing action of "waiting" occurred at some time unconnected to the present; 11) the past tense + perfect aspect + indicative mood + active voice= the learning took place and was completed at a specific time in the past and the learning preceded the feeling of independence; 12) the past tense + Perfect Progressive Aspect + indicative mood + active voice= the action of digging ("had been digging") took place in the past and occurred over a period of time; the digging was followed by the action of finding ("found"); 13) the future tense + Perfect Aspect + indicative mood + active voice= the act of getting out of bed will occur sometime after the writing of the exam in the future; 14) future tense + progressive aspect + indicative mood + active voice= describes action ongoing in the future; progressive aspect is used to refer to continuing action that will occur in the future; 15) future tense + perfect aspect + indicative mood + active voice= the act of returning from the store ("get back") takes place after the act of writing ("will have written"); 16) present tense + perfect aspect + indicative mood + active voice=both actions took place sometime in the past and continue to influence the present; 17) present tense + perfect progressive aspect + indicative mood + active voice= describes an event that has begun in the past and continues into the present; perfect progressive is used to stress the on-going nature of that event.

**p. 195-196 Ex. B:** 1-b; 2-a; a; 3-b; 4-d; b; 5-a; a; 6-a; 7-a; 8-b; 9-b; 10-b; 11-b; 12-a; a; 13-a; a; a; 14-a; a; 15-a; a; 16-c; 17-a; 18-a; b; 19-a; 20-b; 21-c; a; 22-b; a; 23-a; a; 24-a; a; b; 25-a; a; 26-b; 27-c; a; 28-c; a; 29-d; b; 30-c.

**p. 201 Ex. E:** 1-c (this sentence expresses a condition contrary to fact, and thus requires a subjunctive verb form, with no helping verbs, in the subordinate clause); 2-c (this sentence expresses a wish, and thus requires a subjunctive verb form "were", not the indicative "was"); 3-a (this sentence, which indicates a demand, requires the subjunctive form in the subordinate clause beginning with "that"); 4-c (this sentence, which indicates a demand, requires a subjunctive form in the subordinate clause beginning with "that"); 5- a (this sentence expresses a wish in the past, and thus requires a past perfect subjunctive verb form); 6-a (this sentence expresses a condition contrary to fact, and thus requires the subjunctive verb form "were" in the subordinate clause); 7- c (this sentence expresses a past condition contrary to fact, and thus requires a past perfect subjunctive verb form in the subordinate clause); 8-b (this sentence expresses a requirement, and thus requires the subjunctive verb form "be"); 9-a (this sentence expresses a demand, and thus requires a subjunctive form in the subordinate clause beginning with "that"); 10-c (this sentence expresses a condition contrary to fact, and thus requires the subjunctive verb form "were").

**p. 201-202 Ex. F:** 1-a; 2-c; 3-b; 4-a; 5-b; 6-d; 7-c; 8-a; 9-d; 10-d; 11-b; 12-c; 13-c; 14-a; 15-d; 16-c; 17-b.

**p. 205 Ex. H:** 1-advice (5); 2-prohibition (2); 3-request (4); 4-advice (5); 5- warning (9); 6-strong encouragement (6); 7-advice (5); 8-advice (5); 9-order (3); 10-advice (5); 11-instructions (10); 12-invitation (1); 13-warning (9); 14- warning (9); prohibition (2); 15-invitation (1); 16-advice (5); 17-invitation (1); 18-instructions (10); 19-instructions (10); 20-order (3); 21-warning (9); 22- order (3); 23-order (3); 24-apology (8); 25-prohibition (2); prohibition (2); 26-advice (5); 27-instructions (10); 28-instructions (10); 29-request/ offer (4); 30-order (3); 31-deny permission (7); request (4); 32-instructions (10); 33-strong encouragement (6) and advice (5); 34-instructions (10); 35-permission (7).

**p. 208-209 Ex. J:** (A): 1-on the wall, of the house; 2-in the shade, of the apricot tree, of the jobs, for the day; 3-over the mound, behind the barn, into the street; 4-but you, from home, with parental permission; 5-around the yard, for miles, except junk; (B): 1-can understand – action; 2-is going – action; 3-can be held – action; 4-have seen – action; 5-can understand; 6-must have told; 7-shall go; 8-was howling; 9-are going; 10-have been resting; 11-must be; 12-will be finished; (C): 1-of the new book modifies "title"/ about morals modifies "book"; 2-on the planning commission modifies "work"/ of ideas and concepts modifies "kinds"; 3-on the west side modifies "houses"/ of town modifies "side"; 4-in the next room modifies "man"; 5-of the citizens modifies "few"; 6-in Alaska modifies "people" telling which/ from the heat modifies "suffered" telling how; 7-during the morning modifies "drove" telling when/ through the lovely mountains modifies "drove" telling where; 8-at noon modifies "ate" telling when/ at the summit modifies "ate" telling where/ with great excitement modifies "ate" telling how; 9-down the wooded path modifies "strolled" telling where; 10-in the mountain modifies "hole" telling what kind or which/ of our past modifies "monument" telling what kind; 11-for your absence modifies "reason" telling what kind / from class modifies "absence" telling which; 12-by the outcome modifies "was delighted" telling how or why/ of the story modifies "outcome" telling which; 13-of the property modifies "owner" telling which/ for comment modifies "available" telling how; (D): 1-of our forests modifies "careless" telling how; 2-among the children modifies "divided" telling how/ at the party modifies either "children" telling which or "divided" telling where; 3- in that stucco house modifies "live" telling where/ in the next block modifies "house" telling which; 4- to each question modifies "listened" telling how; 5-of whispers modifies "sound" telling what kind / to us modifies "came" telling where / through the window modifies "came" telling how; 6-in on cage modifies the verb "saw"/ from the jungles modifies the direct object "jaguar"/ of Brazil modifies the object of the preposition "jungles"; 7-in the class modifies the subject "everyone"/ at the same time modifies the verb "finished"; 8-by a sudden clap modifies the verb "were awakened"/ of loud thunder modifies the object of the preposition "clap"; 9-across the road and the park modifies the verb "stretched"; 10-for his money modifies the verb "came"; 11-underneath a big rock modifies the verb "was hidden"; 12-near the boundary modifies "was dug" telling where / of the factory modifies "boundary" telling which; (E): 1- leaving for home = appositive; 2-glancing is a participle modifying the subject blow; 3-to look for the answer is an adverb infinitive phrase modifying the verb go; 4-to play/to understand are adverb infinitives modifying the predicate adjective easy; 5-writing it down daily is a gerund phrase used as the direct object; 6-skiing/racing are gerunds used as predicate nominatives; 7-blaming others is a gerund phrase used as the subject; 8-to change the rules is a noun infinitive phrase used as the direct object; 9-forgetting his promise is a participial phrase modifying the subject Jeff; 10-to learn new tricks is an adverb infinitive phrase modifying the predicate adjective old; 11-to improve is an adjective infinitive modifying the subject way; 12-your weeping/wailing are gerunds used as subjects; 13-eating late at night is a gerund phrase used as an appositive; 14-to decorate for the dance is a noun infinitive phrase used as the subject;

**p. 210 Your Self-Assessment Test №3: Test №3:**

**p. 210 Ex. 1:** 1-to have taken place (Infinitive; perfect; part of a predicate); 2-to use (Infinitive; attribute); 3-ever known (Participle II; attribute); condemned (Participle II; attribute); (would have) ... commuted (Participle II; part of a predicate); 4-to be

executed (Infinitive; passive; attribute); being convicted (Gerund; passive; indirect object); to have committed (Infinitive; perfect; adverbial modifier); (has) revealed (Participle II; part of a predicate); 5-(is) outraged (Participle II; part of a predicate); (was not) informed (Participle II; part of a predicate); 6-to have been (a cynical move) (part of Infinitive phrase; perfect; direct object); to avoid (Infinitive; attribute); (might have) saved (Participle II; part of a predicate); 7-(was) executed (Participle II; part of a predicate); having been given (Gerund; passive; perfect; indirect object); 8-to be (Infinitive; attribute); appalling (Participle I; attribute); 9-intended (Participle II; attribute); to be (Infinitive; object); to escape from (Infinitive; object); 10-(was) given (Participle II; part of a predicate); (was) upheld (Participle II; part of a predicate); 11-accused (Participle II; attribute); (of) eroding (Gerund; object); 12-to implicate (Infinitive; object); 13-(for) not wanting (Gerund; object); to get involved (Infinitive; object); 14-(for) getting (Gerund; object); (is) behaving (Participle I; part of a predicate).

**p. 211 Ex. 2:** (A): 1-to put; 2-to make; 3-to answer (back); 4-to preserve; 5-to protest; 6-to go (ahead); 7-to submerge; 8-to represent; 9-to deal (with); 10-to introduce; 11-to fight; 12-to support; (B): 1-marching off; 2-slamming; 3-waiting; 4-cutting (down); 5-getting; 6-being submerged; 7-outsourcing; 8-driving; 9-using; 10-charging; 11-drinking; 12-eating; 13-working.

**p. 212 Ex. 3:** 1-b; 2-b; 3-c; 4-a; 5-a; 6-a; 7-b; 8-b; 9-c; 10-a; 11-b; 12-b; 13-c; 14-c; 15-c; 16-b; 17-c; 18-c.

**p. 215 Ex. 6:**

Company	Products	Company	Products
American Express	world-class Charge and Credit Cards, Gift Cards, Rewards, Travel, Personal Savings, Business Services, Insurance and more	Citigroup	financial conglomerate with operations in consumer, corporate, and investment banking and insurance
ATI Technologies	Advanced Micro Devices (NYSE: AMD);	Nokia	mobile phones
Burger King	chain of fast food restaurants	Panasonic	electronics including HD plasma & LCD TVs, and more
Canon	Imaging/ digital products	Pepsi	carbonated soft drinks
Nintendo	portable video game systems	Porsche	vehicles
Dell Computer	Laptops, Netbooks, Tablet PCs, Desktops, Monitors, Servers, Storage, Mobile Phones, Printers and Computer Accessories	Rolls-Royce	Vehicles; a range of products and services for air, sea and land applications.
Ericsson	mobile phones	Samsung Electronics	electronics and information technology
Globe Telecom	telecommunications	Toyota	Cars, Trucks, SUVs, Hybrids, Accessories & Motorsports
Hewlett-Packard	printers, desktops, laptops, servers, storage, enterprise solutions	Weight Watchers	weight loss plans/ menus and food
Hilton Hotels	brand hotels worldwide	Mazda	vehicles
Honda	cars, motorcycles, personal	Pragma	innovative trading solutions



	watercraft, ATVs, engines, lawn mowers, generators, marine motors		to buy-side and sell-side clients
IBM	technology and consulting	Lowe's	appliances, paint, patio furniture, tools
L'Oreal	cosmetics, beauty, perfumes	Intel	computing devices
Procter & Gamble	pharmaceuticals, cleaning supplies, personal care, and pet supplies	Infineon	semiconductor solutions, microcontrollers, LED drivers, sensors, etc.
McDonald's	fast food restaurants	FedEx	International Shipping
Mitsubishi	Vehicles	Nissan Motors	innovative vehicles
Motorola	Mobile Phones; Accessories; PC	Nestlé	food and nutrition
Oracle	hardware and software	Nike	shoes, clothing and sports gear
JVC	home, mobile, and automotive electronics equipment	J.C. Penney	Online store for clothing

**p. 217 Your Teacher's Assessment Test: Test №3**

**p. 217 Ex. 1:** 1-(were) listening (Participle I; part of a predicate); drowning (gerund; object); 2-to stop (Infinitive; object); 3-(is) supervising (Participle I; part of a predicate); 4-waiting (Participle I; attribute); refusing (Participle I; attribute); 5-to have been (Infinitive; object); 6-to extract (Infinitive; object); 7-growing (Participle I; attribute); to be (Infinitive; object); 8-(are) being formed (Participle I; part of a predicate); 9-to internalize (Infinitive; object); 10-(must) recognize (Infinitive; part of a predicate); (are) facing (Participle I; part of a predicate); 11-to sign (Infinitive; part of a predicate); 12-borrowing (gerund; object); 13-talking (gerund; subject); 14-to underline (Infinitive; adverbial modifier); 15-preventing (gerund; object); curing (gerund; object); 16-(has been) expanding (Participle I; part of a predicate); to consolidate (Infinitive; object); 17-to look (Infinitive; object); 18-Glasgow-based (Participle II; attribute); to launch (Infinitive; part of a predicate); 19-(are) reacting (Participle I; part of a predicate); 20-misappropriating (gerund; object); gambling (Participle I; attribute).

**p. 220-221 Ex. 4:** a) 1-to move; 2-to detect; 3-to check; 4-to take; 5-clattering; 6-beating; 7-going through; 8-being; 9-lying; 10-running away; 11-to climb up; 12-hear; 13-whispering; 14-drinking; 15-to mess (about); 16-to be; 17-exploded; 18-broken.

**p. 222 Ex. 5:** 1-b; 2-c; 3-a; 4-b; 5-b; 6-a; 7-d; 8-c; 9-b; 10-c; 11-a; 12-d; 13-c; 14-a

**p. 223 Ex. 6:** 1-made; 2-observing; 3-conducted; 4-determine; 5-committed; 6-surrounding; 7-charged; 8-arrested; 9-hearing; 10-given; 11-to commit; 12-making; 13-to operate; 14-making; 15-surrounding; 16-to obtain; 17-to refuse; 18-to answer; 19-arresting; 20-arrested; 21-incriminating; 22-seized; 23-arresting; 24-to arrest; 25-drinking; 26-driving; 27-to stop; 28-using; 29-registered; 30-seeing; 31-to inform; 32-persuaded.

**p. 224-225 Ex. 7:** *Episode 1:* 1-shooting; 2-killing 3-to live; 4-aged; 5-shooting; 6-rushed; 7-sleeping; 8-drinking 9-following; 10-injured; 11-unknown 12- trying; 13-to investigate; *Episode 2:* 1-known; 2-to be; 3-robbing; 4-kidnapping; 5-to catch; 6-to receive; 7-lead; 8-warned; 9-to approach; 10-using; 11-trying; 12-to arrest; 13-shot; 14-to come across; 15-seen; 16-sunbathing; *Episode 3:* 1-sitting; 2-admit; 3-having robbed; 4-having been caught; 5-to become; 6-wanted; 7-to work; 8-bringing me up; 9-lying; 10-stealing; 11-going; 12-having arrested; 13-breaking; 14-being; 15-spending;

16-going; 17-to try; 18-to stay.

**p. 227 Ex. 10:** 1-to look out; 2-awoken up; 3-trying; 4-starting; 5-mean; 6-hearing; 7-hitting; 8-shouting; 9-striking; 10-punching; 11-shouting; 12-opening; 13-closing; 14-to remember; 15-getting out; 16-slamming; 17-walking away; 18-to slam; 19-riding; 20-to see; 21-to look out; 22-pouring; 23-phone; 24-describing; 25-(had) seen; 26-having exploded. **Answers to the clue questions:** the defendant could probably be charged with *Insurance Fraud (Hard Fraud)*. This is when someone deliberately fakes an accident, injury, theft, arson or other loss to collect money illegally from insurance companies. **Title 18 of the U.S. Code, Section 1033** is used to prosecute anyone engaged in the perpetration of insurance fraud. The punishment ranges from a fine to imprisonment for not more than 10 years, or both depending on the gravity of a crime.

**p. 229 Your Final Evaluation Test:**

**p. 230: Task 2: 1-1)** - we may speak about at least **31** offences or variations of offences (offensive behavior); 2) - **(1)** acting under false pretences (=made to seem true in order to deceive people); **(2)** Pirate shipping; illicit trade; theft; stealing of cars (=car theft; auto theft); **(3)** Fender Bender Fraud (a road accident in which the vehicles involved are only slightly damaged); fooling with somebody else’s car parts; **(4)** keeping chop shops (illegal garages where stolen cars are stripped for parts); changing of vehicle identification numbers; car theft; **(5)** a scheme (=a plan for getting an advantage for yourself, especially by deceiving others); auto theft; public mischief (damage); fraud; obstructing a police officer (preventing from fulfillment of duty); **(6)** a scam (an illegal plan for making money); filing false claims; gang (organized criminal group); a conspiracy of greed (secret plan to gain illegal funds); **(7)** a scam; putting bogus (=false and not legal) information on the applications; false pretences (disapproving in order to get something illegally); **(8)** gang (organized criminal group); staging car collisions; filing false claims; pestering (behaving in an annoying manner towards someone by doing or asking for something repeatedly usu. by force/ threats); **(9)** a scam; forgery of employment forms; **(10)** forgery of signature; cashing of some else’s cheques; misappropriation (= stealing smth. that you have been trusted to take care of and use it for your own good);

**2-(1)** offender received a bad review for insurance companies; was ordered to repay his victims; **(2)** investigation had been provided; the insurer denied the claim; **(3)** the body shop is currently being investigated by police; no mention of possible punishment yet; **(4)** forfeiture of illegal funds and property; a six-year sentence of imprisonment; \$774,000 fine; **(5)** punishment referring to public mischief, fraud and obstructing a police officer; **(6)** no mention of possible punishment; **(7)** no mention of possible punishment; **(8)** no mention of possible punishment; **(9)** dismissal out of work; no other mention of possible punishment; **(10)** conviction; no other mention of possible punishment.

**3-1)**

<b>Adverb</b>	<b>Example</b>
Adv of manner	Along (together) (2); naturally (2); amiss (3); actually (3); easy (4); fine (6); really (6); like (7); intentionally (7); secretly (8); shamelessly (10)
Adv of time	After (1); At first (1); First (2); later (2); already (2); along (2); already (2); long (2); currently (3); when (4); when (4); when (4); later (5); already (5); along (5); when (6); until (6); in the end (6); since (7); at first (8); already (8); finally (8); long before (8); when (9); ever (9); never (9); now (9); all the while (10); when (10); during (10); after (10)

Adv of place	Behind (1); down (1); where (1); overseas (2); around (3); down (4); there (5); down (6); under (7); far (8); behind (9)
Adv of frequency	Eventually (1); accidentally (3); Eventually (8); repeatedly (8)
Adv of degree/ quantity	Quite (1); very (1); so (2); relatively (3); very (4); so (4); even (6); over (6); some (6); also (6); only (6); so (7); about (7); more and more (8); so (8); enough (8); very (9); even (9); very (10); some (10); without (10); without (10); any (10); even (10)
Adv of certainty	In fact (4); in effect (4); In fact (9); certainly (10)
Interrogative adv	Why (2)
Relative adv	Where (1); why (2); why (4); where (4); what (10)
Conjunctive adv	However (7)
Adv of Number	At first (1); First (2); At first (8)

### 3-2)

N <sup>o</sup>	Modal verb	Example	Form	Usage
(1)	would	would earn	Future in the past	supposition
(1)	would	would hang out	Future in the past	Repeated action
(1)	would	would step behind	Future in the past	Repeated action
(1)	would	would settle	Future in the past	Repeated action
(1)	be to	was (ordered) to	Past simple, passive	obligation or duty
(2)	would	would try	Future in the past	supposition
(3)	can	can backfire	Present simple	ability
(3)	seem	seemed amiss	Past simple, active	Probability
(7)	would	would be put	Future in the past, passive	Repeated action
(7)	would	would save	Future in the past	supposition
(8)	have to do	didn't have to go	Past simple, active, negative	Lack of necessity
(8)	need	needed	Past simple, active	necessity

### 3-3)

N <sup>o</sup>	Non-finite	Example
1	Infinitive	to repay (1); to cash in (2); to export (2); to realize (2); to see (3); to see (4); to serve (4); to pay (4); to be (true) (7); to arrange (7); to (secretly) record (8); to make (8); to expand (8); to find (8); to join (8); to join (8); to go (far) (8); to boost (9); to unravel (9); to be (9); to get (10); to negotiate (10); to deny (10).
2	Gerund	acting (1); backing (out of a space) (1); shipping (2); saying (2); concerning (2); including (3); fooling (around) (3); obstructing (5); (expert) coaching (6); dismantling (7); pestering (neighbors) (8); signing (up her neighbors) (8); filing (false claims) (8); staging (car collisions) (8); filing (9); explaining (10); telling (10); wrongdoing (10).
3	Participle I	convincing (1); parking (1); acting (career) (1); growing (exports) (2); shipping (containers) (2); missing (2); (was) pulling out (3); (a) parking (space) (3); cooling (system) (3); (was) sending (3); (is currently) being investigated (3); bustling (3); totaling (4); (was) selling (5); totaling (6); (was) working (6); wanting (7); (were) offering (7); (were) charging (7); "consulting" (fee) (7); (were intentionally) putting (bogus) (7); amounting (7); (was) singing (8); driving (force) (9); (were) getting (involved) (9); resulting (10).
4	Participle II	sharp-eyed (1); stolen (cars) (2); estimated (2); (are) loaded (2); (had been) stolen (2); (had already been) seized (2); stolen (Canadian cars) (2); found (2); (had already) spent (2); impounded (2); (had) taken (2); (was) shocked (3); sharp-eyed (3); damaged (parts) (3); (had been) removed (3); stolen (cars) (4); (are) stripped (4); stolen (vehicles) (4); was removed (4); (was)

		sent (4); IBC-commissioned (4); (had) been stolen (5); owned (5); (was) left (5); (were already) gone (5); (was) charged (5); (had) received (6); (had) recruited (6); (had) led (them down) (6); (were) sent (6); (would be) put (7); (were) purchased (7); (has since) offered (7); based (7); duped (7); annoyed (8); crooked (buck) (8); (had) forged (9); staged (accident ring) (9); (had never even) heard (9); (had ever) worked (9); (were getting) involved (9); Injured (10); confronted (10); (was) convicted (10)
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### 3-4)

No	Tense	Form	Tense Example
1	Present	Simple/ active	paralegal's out of work (9); it's (4); costs (4)
2	Present	Simple/passive	are loaded (3); are stripped (4)
3	Past	Simple/ active	The man's act was simple (1);
4	Past	Simple/ passive	was ordered (1); was shocked (3); were gone (5)
5	Future in the Past	Simple/ active	would earn him (1); would save (7);
6	Future in the Past	Simple/passive	would be put (into a cheaper rate group) (7)
7	Present	Continuous/pass	is (currently) being investigated (3)
8	Past	Continuous/act	were offering (7); was singing (8)
9	Past	Continuous/pass	were getting involved (9)
10	Present	Perfect/ active	has since offered (7)
11	Past	Perfect/ active	had (ever) worked (9)
12	Past	Perfect/passive	had been removed (3); had been stolen (5)

### **Task 3:**

- has 2 sentences = (past tense + simple aspect + indicative mood + active voice) + (future in the past tense + simple aspect + conditional mood + active voice)
- has 3 sentences = (past tense + simple aspect + indicative mood + active voice) + (past tense + simple aspect + indicative mood + active voice) + (past tense + simple aspect + indicative mood + passive voice)
- has 2 sentences = (past tense + simple aspect + indicative mood + active voice) + (past tense + perfect aspect + indicative mood + active voice)
- present tense + continuous aspect + indicative mood + passive voice;
- 2x (past tense + simple aspect + indicative mood + active voice)
- has 3 sentences = (past tense + simple aspect + indicative mood + active voice) + (past tense + perfect aspect + indicative mood + passive voice)
- 2x = (past tense + continuous aspect + indicative mood + active voice) + (past tense + simple aspect + conditional mood + active voice)
- 2x = (past tense + continuous aspect + indicative mood + active voice) + (future in the past tense + simple aspect + conditional mood + passive voice)
- has 2 sentences = (past tense + simple aspect + indicative mood + active voice negative) + (past tense + continuous aspect + indicative mood + active voice)
- has 2 sentences = (past tense + simple aspect + indicative mood + active voice) + (past tense + perfect aspect + indicative mood + active voice)
- has 3 sentences = (past tense + simple aspect + indicative mood + active voice) + (past tense + simple aspect + indicative mood + active voice) + (past tense + perfect aspect + indicative mood + active voice)
- (participle II construction) + (past tense + simple aspect + indicative mood + active voice); both actions happen at the same time in the past.

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## What you should know and how much you'd score:

<b>Rubrics // Exercises to fulfill // Tests to pass // Records to keep*</b>	<b>Importance level</b>	<b>Total 100% Suffice 70%</b>	<b>Best 100% Least 40%</b>
Grammar Rules: Your Quick Revision of the Parts of Speech	high	all	100/40
Before you start: Test Yourself: Revision Test №1	high +	30/21	30/12
Grammar Rules: Adverbs	high	all	100/40
Your Training Exercises	medium	451/316	451/180
Your Self - assessment Test №1	high +	136/95	136/54
Your Teacher's assessment Test №1	high +	88/62	88/35
Grammar Rules: Your Quick Revision of English Tenses	high	all	100/40
Before you start: Test Yourself: Revision Test №2	high +	50/35	50/20
Your Training Exercises	medium	581/407	581/232
Grammar Rules: Modal Verbs and Modal Expressions	high	all	100/40
Your Training Exercises	medium	369/258	369/148
Your Self - assessment Test №2	high +	232/162	232/93
Your Teacher's assessment Test №2	high +	124/87	124/50
Grammar Rules: Infinitives and common -ing Forms	high	all	100/40
Your Training Exercises	medium	505/354	505/202
Grammar Rules: Revision of Tense Aspect Mood Forms (TAM)	high	all	100/40
Your Training Exercises	medium	244/171	244/98
Your Self - assessment Test №3	high +	137/96	137/55
Your Teacher's assessment Test №3	high +	230/161	230/92
Your Final Evaluation Test	high +	92/64	92/37

\*Keep records of your achievements/ Fill in your self-assessment list regularly/ Attach your assessment list and exercise files to your E-portfolio case-file (all templates are available at your English professor's or tutor's department)

*Учебное издание*

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Хакимзянова Алсу Саетзяновна**

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for law students**

**with short comments,  
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Учебное пособие  
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юридических факультетов вузов

Часть 3

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