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Кафедра граматики англійської мови

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# **ВИДО-ЧАСОВІ ФОРМИ АНГЛІЙСЬКОГО ДІЄСЛОВА**

**Методичні вказівки  
до курсу «Основна іноземна мова (англійська)»  
для здобувачів вищої освіти рівня бакалавра  
спеціальності 035 Філологія  
035.041 Германські мови та літератури  
(переклад включно), перша – англійська**

Одеса  
Букаєв Вадим Вікторовіч  
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В42

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**Видо-часові форми англійського дієслова : метод. вказівки**  
В42 до курсу «Основна іноземна мова (англійська)» для здобувачів вищої освіти рівня бакалавра, спеціальності 035 Філологія 035.041 Германські мови та літератури (переклад включно), перша – англійська / уклад. В. А. Жук, Н. Г. Мойсеєнко. – Одеса : видавець Букаєв Вадим Вікторович, 2020. – 54 с.

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## ПЕРЕДМОВА

Методичні вказівки «Видо-часові форми англійського дієслова» розроблені до курсу «Основна іноземна мова (англійська)» та призначені для роботи із студентами відділення англійської філології факультету РГФ.

Мета даних методичних вказівок – сприяти засвоєнню студентами особливостей вживання всіх видо-часових форм англійського дієслова.

Методичні вказівки містять пояснення теоретичних положень щодо особливостей функціонування видо-часових форм дієслова у сучасній англійській мові, рекомендації щодо їх вживання в усній та письмовій комунікації та тренувальні вправи, націлені на відпрацювання чіткості та швидкості вживання цих форм.

Дані методичні вказівки можуть бути використані як під час аудиторної, так і самостійної роботи студентів.

## THE PRESENT CONTINUOUS

### UNIT 1

To present or revise the Present Continuous used for actions in the real present. The teacher does each action and during each action he says what he is doing. He then repeats these actions, asking the students what he is doing. The students reply as in the example. The teacher should take care that the action is continued until the response has been made.

#### Example:

Teacher (while walking to the window): *I'm walking to the window. What am I doing?*

Student: *You're walking to the window.*

#### DRILL

1. He looks out of the window.
2. He opens the window.
3. He closes the window.
4. He walks back to the desk.
5. He knocks on the desk.
6. He writes on the blackboard.
7. He wipes the blackboard.
8. He draws on the blackboard.
9. He opens his bag.
10. He takes out a pen.

### UNIT 2

To present the Present Continuous (affirmative and negative) for actions in the real present the teacher should insist on the correct contractions.

#### Example:

Teacher to Student A: *Ask him if he's listening to the teacher.*

Student A to Student B: *Are you listening to the teacher?*

Student B: *Yes, I am (No, I'm not).*

Teacher to Student A: *What does he say?*

Student A: *He says he's listening to the teacher (He says he isn't listening to the teacher).*

#### DRILL

1. Are you enjoying your English class?
2. Are you living at home?
3. Are you sitting comfortably?
4. Are you paying attention?
5. Are you learning a lot of English?
6. Are you attending to the lesson?
7. Are you trying hard?
8. Are you feeling cold?
9. Are you sitting in your usual place?
10. Are you thinking about her?
11. Are you doing an easy exercise?
12. Am I speaking clearly enough?

### UNIT 3

To practice the special use of the Present Continuous with **ALWAYS** The Present Continuous is sometimes used with **ALWAYS** to emphasize the frequency with which the action is repeated The feeling conveyed is often one of surprise, irritation or criticism. Notice that there should always be stress on **ALWAYS**:

*I'm always seeing him on the bus* (suggesting surprise).

*She's always changing her mind* (suggesting irritation).

*He's always going to the doctor with some small complaint* (suggesting criticism)

#### Example:

Teacher: *He teases the dog very, very often.*

Student: *He's always teasing the dog.*

#### DRILL

1. He plays the piano all the time.
2. He makes mistakes all the time.
3. She has accidents very, very often.
4. He argues with me all the time.
5. He makes trouble all the time.
6. She asks for advice very often.
7. She interferes with things all the time.
8. Our radio goes wrong all the time.
9. She rings me up very, very often.
10. She criticizes me all the time.

### THE PRESENT INDEFINITE

#### UNIT 4

To practice the form of the tense.

#### Example:

- *How many cups of coffee do you drink every day?*

- *I drink ... cups of coffee every day.*

A. He says he drinks ... cups of coffee every day.

- *Do you drink (different number) cups of coffee every day?*

- *No, I don't.*

A. He says he doesn't drink ... cups of coffee every day.

#### **DRILL A**

*How many times do you go to the cinema every month?*

*How many meals do you eat every day?*

*How many letters do you write every month?*

*How many hours do you spend in school every day?*

1. How often do you wash your hair?
2. What do you write your homework with?
3. What do you have for breakfast?
4. What language do you speak in class?
5. What do you carry your books in?
6. What game do you play?
7. What time do you get up?
8. What time do you leave for school?
9. What time do you have dinner?
10. What time do you go to bed?
11. Where do you have breakfast?

### **DRILL B**

In the following examples, the students should give their answers with adverbials of time suggested in brackets.

1. When do you go for your holidays? (in the summer – winter)
2. When do you wear thick clothes? (in the winter – summer)
3. When do you do your homework? (in the evening – afternoon)
4. When do you go out dancing? (at the weekend – during the week)
5. When do you feel tired? (in the evening – in the morning)
6. When do you receive presents? (on my birthday – every day)
7. When do you work hard? (before an exam – in the holidays)
8. When do you watch television? (in the evening – morning)

### **DRILL C**

After the procedure of Drills A and B has been thoroughly grasped, it should be possible to practice the last section with call words only.

#### **Example:**

Teacher: *wake up*

Student A to Student B: *What time do you wake up?*

Student B: *I wake up at seven o'clock.*

Student A: *He says he wakes up at seven o'clock.*

Teacher: *half past eight*

Student A to Student B: *Do you wake up at half past eight?*

Student B: *No, I don't.*

Student A: *He says he doesn't wake up at 7.30.*

## UNIT 5

To practice the 3<sup>rd</sup> person singular ending when pronounced [s] or [z] (Part 1), and when pronounced [iz] (Part 2). The teacher provided the stimulus, and the students repeat this continuing with a contrasting idea.

### DRILL

#### Part 1

1. I like coffee but my brother ... .
2. I walk slowly but my sister ... .
3. I listen to classical music ... .
4. I collect records ... .
5. I play the violin ... .
6. I understand three languages ... .
7. I start work at eight o'clock ... .
8. I study in the afternoon ... .

#### Part 2

9. I finish work at six o'clock ... .
10. I teach English ... .
11. I use my car at weekends ... .
12. I watch television twice a week ... .
13. I catch an early train ... .
14. I reach work at nine ... .
15. I cross the road at the traffic lights ... .

## UNIT 6

To practice 3<sup>rd</sup> person, singular and plural, with noun subjects.

Example: A barber cuts hair. A barber cuts hair. Barbers cut hair.

### DRILL

1. A dog barks.
2. A butcher sells meat.
3. Tailors make clothes.
4. A gardener grows flowers.
5. Bears like honey.
6. An encyclopedia gives information.
7. A secretary types letters.
8. A refrigerator keeps food cool.
9. Monkeys eat bananas.
10. A nurse looks after people.

## UNIT 7

To practice **DOES** and **DOESN'T** in short-form answers.

Example:

Student A to Student B: *Do you like chocolates?*

Student B: *Yes, I do.*

Student A: *He says he likes chocolates.*

Teacher to Student A: *Does he like chocolates?*

Student A: *Yes, he does.*

Teacher to Student A: *Ask him if he smokes.*

Student A: *Do you smoke?*

Student B: *No, I don't.*

Student A: *He says he doesn't smoke.*

Teacher: *Does he smoke?*

Student A: *No, he doesn't.*

### DRILL

1. Do you like classical music?
2. Do you walk to the University?
3. Do you drive a car?
4. Do you take sugar in your tea?
5. Do you go to the cinema at the weekend?
6. Do you stay out late?
7. Do you sleep well?
8. Do you eat a lot?
9. Do you listen to the radio a lot?
10. Do you have classes on Saturday?

## THE SIMPLE PAST

### UNIT 8

To practice the pronunciation of the Simple Past endings -d and -ed ([t], [d], [ɪd]).

Example: What did he jump over? He jumped over the wall.

### DRILL

[t]

1. Did they walk on the pavement or in the road?
2. Who did he look at?
3. Did they talk in the library or in the classroom?
4. Where did the train stop?
5. Did he pick a red one or a blue one?



6. How long did Mary cook it?
7. Did he work in the house or in the garden?
8. What time did they finish?
9. What did he laugh at?
10. How long did he learn English?

[d]

1. What time did the shop close?
2. Did you use a pen or a pencil?
3. How many times did he explain it?
4. Where did the children play?
5. What time did they arrive?
6. What year did he die?
7. When did he travel?
8. Where did he bathe?
9. What time did it happen?
10. How far did he carry it?

[id]

1. What time did we start the lesson?
2. Who did he point at?
3. How long did he wait for her?
4. How many times did he repeat it?
5. When did they expect the letter?
6. How many did he want?
7. When did the teacher correct the exercises?
8. Where did he mend the radio?
9. How did he treat her?
10. Did he sound angry or pleased?

## UNIT 9

To practice the simple Past of irregular verbs. The question in the sections practice the past forms of most of the irregular verbs that students are likely to need. The teacher should make sure that the students have thoroughly mastered the forms in one section before going on to the next. Section F practices the verbs with unchanging past forms, which may be practiced at the same time as those in other sections.

### DRILL

#### Section A

1. What time did the lesson begin?
2. When did you come to (England)?
3. When did she do the washing up?

4. Did he get a good mark?
5. How much money did you give him?
6. When did you hear this story?
7. Where did she keep her books?
8. How many English books did he know?
9. How many books did he read last week?
10. Did you sit at the front?
11. Where did she take her brother?
12. Did you think of it yesterday?
13. Where did you find that note?
14. Did he go to the cinema?
15. How many mistakes did he make?
16. Did he say “yes” or “no”?
17. Where did he see her?
18. How long did they stand there?
19. How many lines did she write?

### **Section B**

1. How many books did he bring?
2. Did he drink beer or milk?
3. When did he fall down the stairs?
4. How many words did you forget?
5. What time did he light the fire?
6. Did his answer mean “yes” or “no”?
7. What time did he meet you?
8. How much money did he send her?
9. Did he teach you French or German?
10. Did he understand the lesson?
11. Where did he buy that book?
12. What did he eat for dinner last night?
13. Where did he run to?
14. Where did he learn to drive?
15. When did he sell his old car?
16. How much did he pay for his car?
17. How many times did he ring the bell?
18. Did he speak quickly or slowly?
19. Did he hold the pen in his right or in his left hand?

### **Section C**

1. How many teeth did he break?
2. How many houses did they build?
3. Did he catch a big fish or a small one?
4. Did she choose coffee or tea?
5. What did he draw a picture of?
6. How far did you drive in his car?
7. Where did the two men fight?
8. Did he grow flowers or vegetables in his garden?
9. How long did you lie in bed this morning?
10. Where did you lose your ring?
11. How many times did you ride in their car?
12. How many songs did she sing?
13. Did you sleep well or badly?
14. How many hours did the sun shine yesterday?
15. Did the meat smell good?
16. How much money did you spend?
17. How long did she swim in the sea?
18. What time did you wake up this morning?
19. What did she wear last night?
20. How much money did he win?
21. When did he wind up his watch?

### **Section D**

1. When did she become Prime Minister?
2. How many iron bars did the strong man bend?
3. What did you bump your fingers on?
4. What did you dream about last night?
5. How many times did the guard blow his whistle?
6. Did he fly to Phoenix or Tucson?
7. How many times did she forgive him?
8. Where did she hang the picture?
9. Where did he hide the money?
10. How many eggs did the chicken lay?
11. Where did the road lead to?
12. How long did he lean against the wall?
13. How much money did he lend you?
14. What time did the sun rise this morning?
15. How many birds did he shoot?

16. Did he spell the word correctly?
17. How much money did he steal?
18. How many stamps did he stick on the letter?
19. How many pages did he tear out of the book?
20. Did he throw the ball to his brother or to his sister?

### **Section E**

1. How many times did the dog bite him?
2. What time did you creep up the stairs last night?
3. How many letters did the secretary deal with yesterday?
4. How many trees did the man dig up?
5. When did she feed the chickens?
6. Where did his father forbid him to go?
7. When did the lake freeze?
8. Did the miller grind the wheat or the barley?
9. Where did she kneel?
10. How many inches did the curtain shrink?
11. How many times did you shake the medicine?
12. When did the ship sink?
13. Did he slide on his feet or on his behind?
14. How many times did the wheel spin round?
15. Where did the old man spit?
16. Where did the lion spring from?
17. How many people did the swap sting?
18. How many matches did he strike?
19. How many times did she sweep the floor?
20. How many times did he swing the rope round his head?
21. Where did she weep?
22. How long did your nose bleed?
23. Did he breed horses or dogs?
24. Did they bind his wrists with string or rope?
25. Did the man flee to Switzerland or to Portugal?
26. What did the drowning man cling to?
27. What did the kitchen stink of?

## **Section F**

1. Who did you beat at tennis yesterday?
2. How much did you bet on it?
3. When did the water-pipes burst?
4. How much did the book cost?
5. Where did he hit you?
6. What did he hurt?
7. When did the teacher let you go?
8. Where did she put her book?
9. What time did you set your alarm-clock for?
10. When did he shut the shop?
11. What did you spread on the piece of toast?
12. Did he upset his wither with his rudeness?
13. How much did he bid for the antique table?
14. What did he thrust into your hand?
15. How many pieces did the wood split into?

## **UNIT 10**

To practice the pattern “*It’s .... (length of time) since SIMPLE PAST*”.

### **Example:**

*The last time he smoked a cigarette was two years ago.*

*It’s two years since he smoked a cigarette.*

### **DRILL**

1. The last time a saw them was a fortnight ago.
2. The last time she went to a hairdresser was three weeks ago.
3. The last time she drove her car was a year ago.
4. The last time she traveled on a bus was a week ago.
5. The last time he spoke German was long ago.
6. The last time we met her was a month ago.
7. The last time I gave a party was a year ago.
8. The last time I wrote any exercise was ten days ago.
9. The last time he came to a class was ten days ago.
10. The last time I received a letter was over a month ago.

## UNIT 11

To practice the Simple Past with **WHEN** to make a statement about two consecutive past actions. The teacher asks the following questions and the students answer, using the cues provided, as in the first example. When the drill has been done in this way, the two parts of the sentences may be reversed, as in the second example.

### Example 1:

*When did he have dinner?      get home*  
*He had dinner when he got home.*

### Example 2:

*What happened when he got home?*  
*He had dinner when he got home.*

### DRILL

- |                                |                   |
|--------------------------------|-------------------|
| 1. When did you see him?       | come in           |
| 2. When did he break his leg?  | fall downstairs   |
| 3. When did he cut himself?    | pick up the knife |
| 4. When did he notice it?      | look up           |
| 5. When did the car stop?      | run out of petrol |
| 6. When did the doctor come?   | get the message   |
| 7. When did he start coughing? | light a cigarette |
| 8. When did he smile?          | see her           |
| 9. When did he bump his head?  | stand up          |
| 10. When did she go to bed?    | mother tell her   |

## UNIT 12

To practice the Simple Past used when speaking about habits. The teacher asks questions about habits at certain time in the past. He begins each section then asks the students their own questions about the given times.

### DRILL

- A**
1. Did you work well or badly last term?
  2. Did you walk to school or did you go by bus last term?
- B**
1. Did you wear a cardigan or a sweater most days last week?
  2. How long did you spend on your homework each evening last week?
- C**
1. Did you get up late or early during your holidays?
  2. Did you go to bed early or late during your holiday?

## THE PAST CONTINUOUS

### UNIT 13

To contrast the Present Continuous with the Past Continuous, the teacher says a sentence using 'at the moment' with the Present Continuous. The students repeat this and then, change the time and the tense, using at this time 'yesterday' with the Past Continuous.

Example:

*At the moment he's drinking a glass of lemonade.*

*At this time yesterday he was drinking a glass of lemonade.*

### DRILL

1. At the moment she is listening to the teacher.
2. Now we are sitting in the classroom.
3. At the moment she's writing a composition.
4. Now they're paying attention to the lesson.
5. Now she's wearing her new dress
6. Now he's speaking English.
7. Now we are working in class.
8. At the moment Father's having a rest.
9. At the moment I'm doing an exercise.
10. At the moment he's smoking a cigarette.

### UNIT 14

To practice the form of the Past Continuous (affirmative and negative).

### DRILL

Teacher to Student A: *Ask him what he was doing at one o'clock.*

Student A to Student B: *What were you doing at one o'clock?*

Student B: *I was eating my lunch.*

Student A: *He says he was eating his lunch.*

Teacher to Student A: *Ask him if he was sleeping at one o'clock.*

Student A: *Were you sleeping at one o'clock?*

Student B: *No, I wasn't.*

Student A: *He says he wasn't sleeping at one o'clock.*

Practice the drill using the call-words for the underlined parts.

1. seven o'clock this morning, dressing, having breakfast.
2. five o'clock this morning, sleeping, cleaning his shoes.
3. eight o'clock this morning, ....., going to bed.
4. eleven o'clock last night, ....., getting up.
5. eight o'clock yesterday morning, ....., sitting in the class.
6. in the art gallery, ....., reading.
7. at the airport, ....., making an inquiry.
8. at the bus stop, ....., waiting for a taxi.

## UNIT 15

To practice the Past Continuous after **BECAUSE**.

### Example:

*She didn't come to school because she ... feel ill.*

*She didn't come to school because she was feeling ill.*

### DRILL

- |  |                        |
|--|------------------------|
| 1. She didn't hear the bell because she ...      | sleep                  |
| 2. He had an accident because he...              | drive too fast         |
| 3. They never went out because they...           | save for a car         |
| 4. I got wet because...                          | rain                   |
| 5. The teacher got angry because the students... | talk                   |
| 6. She couldn't walk very far because...         | wear high-heeled shoes |
| 7. She looked untidy because the wind...         | blow her hair about    |
| 8. The children were afraid because it...        | get dark               |

## UNIT 16

To practice the Past Continuous with **WHILE** / **WHEN** (for an unfinished action) contrasted with the simple past (for a finished action).

### Example:

*What did he tear when he was climbing the tree?*

*When he was climbing the tree, he tore his trousers.*

### DRILL

1. What did she break when she was washing up?
2. What did he see when he was looking out of the window?
3. What did he read when he was waiting to see the dentist?
4. What did he lose when he was walking in the park?
5. Who did she meet when she was shopping?
6. Who did he see when he was standing outside the cinema?
7. Who did he write to when he was staying in France?
8. What did he drop when he was running?



## UNIT 17

To practice the Simple Past followed by “*JUST AS + Past Continuous*”.

Example:

*When did the phone ring? get into the bath*

*The phone rang just as I was getting into the bath.*

### DRILL

- |   |                            |
|---|----------------------------|
| 1. When did it begin to rain?           | leave the house            |
| 2. When did your pen run out?           | begin to write             |
| 3. When did the alarm ring?             | drop off to sleep          |
| 4. When did the teacher come in?        | start to draw on the board |
| 5. When did they come to see you?       | begin supper               |
| 6. When did the train leave?            | rush into the station      |
| 7. When did the chalk break?            | begin to write             |
| 8. When did he cough?                   | start to speak             |
| 9. When did you get a pain in your leg? | stand up                   |
| 10. When did he fall ill?               | go on holiday              |

## UNIT 18

Example:

*What were you doing when the phone rang? get into the bath*

*When the phone rang I was just getting into the bath.*

### DRILL

- |  |                   |
|--|-------------------|
| 1. What were you doing when it began to rain?      | leave the house   |
| 2. What were you doing when your pen ran out?      | begin to write    |
| 3. What were you doing when the lights fused?      | finish dinner     |
| 4. What were you doing when the telegram arrived?  | sit down to lunch |
| 5. What was she doing when he asked her to dance?  | leave             |
| 6. What were you doing when you ran out of petrol? | leave the town    |
| 7. What were you doing when he came?               | lockup            |

## UNIT 19

Example:

- *How long were you in the shed?*

- *I was in the shed for an hour.*

- *What were you doing all the time? chop wood*

- *I was chopping wood.*

### DRILL

- |                                      |                   |
|--------------------------------------|-------------------|
| 1. How long were you in the kitchen? | wash up           |
| 2. How long were you in the office?  | type a report     |
| 3. How long were you in the garage?  | clean my bicycle  |
| 4. How long were you in the garden?  | weed              |
| 5. How long were you in the store?   | look for a carpet |

For extra practice the teacher may provide the cues for the students to ask the questions.

#### Example:

Teacher: *in the shed.*

Student A: *How long were you in the shed?*

Student B: *I was in the shed for an hour.*

Student A: *What were you doing all that time?*

Student B: *I was chopping wood.*

### DRILL

- |                        |                  |
|------------------------|------------------|
| 1. at the barber's     | wait my turn     |
| 2. at the airport      | watch the planes |
| 3. outside the cinema  | queue up         |
| 4. in the sitting room | read             |
| 5. in the library      | choose a book    |

## UNIT 20

To practice the special use of the Past Continuous with **ALWAYS**.

#### Example:

*He used to tease the dog very often as a child.*

*He was always teasing the dog as a child.*

### DRILL

1. He used to make mistakes all the time at school.
2. They used to have visitors very, very often at their old house.
3. He used to go to the pictures too much as a boy.
4. They used to quarrel a lot in the early days.
5. She used to ask for advice very often at the beginning.
6. She used to change her mind very often at her teens.
7. He used to have arguments with his sister very often as a boy.
8. She used to tell lies too often as a little girl.
9. That old radio used to go wrong all the time.
10. She used to make stupid remarks all the time as a girl.

## THE PRESENT PERFECT SIMPLE

### UNIT 21

#### Example:

*I opened the door and it's still opened now —► I've opened the door.*

#### DRILL

1. He went to the barber and he's there now.
2. He took off his jacket and it's off now.
3. He broke the window and it's broken now.
4. She laid the table and it's laid now.
5. She tore her dress and it's torn now.
6. I wrote three exercises and here they are.
7. He hid the money under the tree and it is still there.
8. He forgot her name and still can't remember it.

### UNIT 22

To contrast the Simple Past (yesterday, last week, etc.) with the Present Perfect (today, this week, etc.) The students repeat the teacher's sentence about the past period of time and then make a similar statement about a present unfinished period of time.

#### Example:

Teacher: *She visited them three times last week.*

Student: *She visited them three times last week.*

*She's visited them three times this week.*

#### DRILL

1. We did three exercises at school yesterday.
2. He took her out three times last week.
3. She ate three meals yesterday.
4. They saw the exhibition twice last month.
5. She broke three plates yesterday.
6. I wrote six letters last week.
7. She drove a thousand miles last month.
8. She asked three questions last lesson.
9. I spent fifty pounds last month.
10. He borrowed twenty pounds from me last month.

## UNIT 23

To contrast the Simple Present (every day (week)) with the Simple Past (yesterday (last week)) and the Present Perfect (today (this week)).

### Example:

Teacher: *He does five hours work every day.*

Student: *He does five hours work every day. He did five hours work yesterday. He's done five hours work today.*

### DRILL

1. He does three exercises every day.
2. He drinks three cups of coffee every day.
3. She has six telephone calls every day.
4. I make a lot of mistakes every day.
5. Our chickens lay a dozen eggs every day.
6. We drive a hundred miles every day.
7. He eats two apples every day.
8. She teaches three classes every day.
9. She writes two letters every day.
10. She reads two novels every week.
11. He takes her out twice every week.
12. I learn some new words every day.

## UNIT 24

To practice the Present Perfect after **BECAUSE**.

### Example:

*She can't go to the party ... catch a cold*  
*She can't go to the party because she's caught a cold.*

### DRILL

- |  |                          |
|--|--------------------------|
| 1. I can't see very well...            | break my glasses         |
| 2. I can't get in...                   | lose my key              |
| 3. I can't pay the bill...             | not bring my money       |
| 4. You can't send this letter. ..      | write it badly           |
| 5. I can't lend you the dictionary...  | leave it behind          |
| 6. I know that story...                | see the film             |
| 7. I know him...                       | meet him before          |
| 8. We don't know how he is...          | not her from him         |
| 9. He won't take a cigarette...        | give up smoking          |
| 10. I'm going to the police station... | someone steal my bicycle |

## UNIT 25

To practice the Present Perfect Simple of irregular verbs with **ALREADY**.

Example:

*Bring the milk in, please. — I've already brought it in.*

*Give him the answer. — I've given it to him already.*

### DRILL

#### Section A

1. Begin your exercise now.
2. When will he come?
3. Give me the money.
4. You must find those tickets.
5. Would you like to hear this record?
6. You must keep you promise.
7. Think about it carefully.
8. Would you like to see my holiday photos?
9. Take your medicine.
10. Tell him the joke.

#### Section B

1. Bring it tomorrow.
2. Don't fall in love with him.
3. Don't forget her telephone number.
4. Why don't you light the fire?
5. Are they holding the meeting soon?
6. That pen will soon run out.
7. Why don't you sell the old car?
8. You must send that letter today.
9. Speak to him about it.
10. Why don't you teach him how to swim?

#### Section C

1. Don't break the glass.
2. When are you going to build the wall?
3. Please, choose the one you want.
4. Draw the curtains, please.
5. Wind the clock.
6. Smell the perfume.
7. Why don't you sleep for a while?
8. You needn't wake him yet.
9. I think Tom will win the competition.
10. Don't spend that money.

### **Section D**

1. It'll become a habit.
2. Don't bend it.
3. You must forgive him.
4. You ought to hang the new pictures.
5. Don't lend him your car.
6. The moon will soon rise.
7. I hope he doesn't tear it.
8. She'll spell the word wrong.
9. It'll lead to trouble.
10. Throw it away.

### **Section E**

1. Be careful or the dog will bite you!
2. The water will freeze soon.
3. Feed the chicken.
4. Sweep the kitchen floor.
5. The clock will strike in a minute.
6. Would you sew that button for me?
7. It'll shrink if you wash.
8. Grind the coffee, please.
9. Dig the hole.
10. You must deal with it tomorrow.

## **UNIT 26**

To practice the negative form of the Present Perfect Simple with **SINCE**, the teacher gives the first part of the sentence, with the verb in the Simple Past. The students repeat and add to it, using the same verb in the Present Perfect Simple negative with **SINCE**.

### **Example:**

*She saw him two years ago ... .*

*She saw him two years ago, but she hasn't seen him since.*

### **DRILL**

1. She forgot her book last week ... .
2. He wrote to his friend last month ... .
3. They choose tomato soup last Sunday ... .
4. He took her out last week ... .
5. He was here last Monday ... .
6. He sang that song last year ... .
7. He swam across the river last week ... .
8. We saw them last month ... .
9. The water froze in 1960 ... .
10. The price rose last week ... .

## UNIT 27

To practice the Present Perfect Simple with **YET**.

Example:

Teacher to Student A: *Ask him if he's written anything in his book yet.*

Student A to Student B: *Have you written anything in your book yet?*

Student B: *No I haven't (No, not yet).*

Teacher to Student A: *What does he say?*

Student A: *He says he hasn't written in his book yet.*

### DRILL

1. Have you learnt enough English yet?
2. Has she found her handbag yet?
3. Have they got married yet?
4. Has she had her baby yet?
5. Have you written to your friend yet?
6. Has she made the beds yet?
7. Have you phoned your friend yet?
8. Has he translated the book yet?

## UNIT 28

To practice the Present Perfect Simple with **EVER, NEVER**.

Example:

Teacher to Student A: *Ask B if he's ever had an operation.*

Student A to Student B: *Have you ever had an operation?*

Student B: *No, I haven't (No, never).*

Teacher to Student A: *What does he say?*

Student A: *He says he's never had an operation.*

### DRILL

1. Have you ever been late for school?
2. Have you ever played in an orchestra?
3. Have you ever had a car accident?
4. Have you ever been to Japan?
5. Have you ever failed an exam?
6. Have you ever broken your leg?
7. Have you ever told a lie?
8. Have you ever overslept?
9. Have you ever fallen downstairs?
10. Have you ever been abroad?

## UNIT 29

To practice the negative forms of the Present Perfect Simple with **STILL**.

Example:

*She's been in the shop for ages but she... buy anything —▶*

*She's been in the shop for ages but she hasn't bought anything.*

### DRILL

*reply do it buy another change them  
write back return play it mend it wash it use it*

1. I've written to them three times but they ... .
2. I've asked you again and again but you ... .
3. She's sent him three letters but he ... .
4. He borrowed my book last term but he ... .
5. He gave me this record for my birthday but I ... .
6. He broke the window three weeks ago but he ... .
7. I made my shirt dirty last week but I ... .
8. She's had that dictionary for a long time but ... .
9. I broke my pen ages ago but ... .
10. I finished reading my library books last week but ... .

## UNIT 30

To contrast the Present Perfect with the Simple Past.

Example:

Student A to Student B: *Have you written the letter?*

Student B: *Yes, I have.*

Student A: *He says he's written the letter.*

Student A to Student B: *When did you write the letter?*

Student B: *I wrote it (last night).*

Student A: *He says he wrote it last night.*

### DRILL

1. Have you played your new record?
2. Have you had breakfast?
3. Have you heard the news?
4. Have you received your money?
5. Has she finished her homework?
6. Has he started to learn French?
7. Have you paid back the money?
8. Has she found the umbrella yet?
9. Have you wound your watch recently?
10. Have they got married yet?



## UNIT 31

To practice the Present Perfect Simple with **JUST**.

Example:

*I heard the news on the radio a quarter of an hour ago.*

*I've just heard the news on the radio.*

### DRILL

1. I gave up smoking a few days ago.
2. She had a bath an hour ago.
3. She opened the window a few seconds ago.
4. She came to England a day or two ago.
5. I had this suit cleaned a few days ago.
6. I threw it away a few minutes ago.
7. He began learning English only a week ago.
8. She ate the last one a few seconds ago.
9. She lost her umbrella a few hours ago.
10. I explained it to you a few minutes ago.

## UNIT 32

To practice the Present Perfect Simple with **FOR** and **SINCE**.

### Section A

Example:

*The last time I read a newspaper was ages ago.*

*I haven't read the newspaper for ages.*

### DRILL

1. The last time we gave a party was six months ago.
2. The last time I made a mistake was three days ago.
3. The last time it rained was three weeks ago.
4. The last time he did his homework was a week ago.
5. The last time I enjoyed a film was ages ago.

### Section B

Example:

*The last time I cleaned my teeth was at eight thirty.*

*I haven't cleaned my teeth since eight thirty.*

### DRILL

1. The last time she met her cousin was in 1976.
2. The last time I rode a sports car was in the summer.
3. The last time she put on her fur coat was in the winter.
4. The last time she phoned me was on Tuesday.
5. The last time he wore a suit was at the party.

**Section C** with *FOR* and *SINCE*

**DRILL**

1. The last time she was here was a year ago.
2. The last time I listened to records was a fortnight ago.
3. The last time we swam was in the summer.
4. The last time I drove a car was two days ago.
5. The last time she saw him was at the party.

**UNIT 33**

To practice the Present Perfect of the verb to be with *FOR* and *SINCE*.

**Example 1:**

*He became a doctor ten years ago.*

*He's been a doctor for ten years.*

**Example 2:**

*The television was put on half past five.*

*The television's been on since half past five.*

**DRILL**

1. She went on holiday a month ago.
2. The weather turned wet three days ago.
3. She became a nurse three five years ago.
4. They got married four years ago.
5. He fell ill three weeks ago.
6. He arrived here on Monday.
7. She became a teacher in 1989.
8. The weather turned cold on Wednesday.
9. He fell asleep at two o'clock.
10. She went out at four o'clock.

**UNIT 34**

To practice *HAVE BEEN* as an extension of the verb *GO*.

**Example:**

*She went to the grocer's twice last week.*

*She's been to the grocer's twice this week.*

**DRILL**

1. She went to her friend's house yesterday.
2. He went to the dentist last week.
3. They went fishing twice last month.
4. I went to the library last month.
5. She went shopping yesterday morning.

Example:

*It's ages since I went there.  
I haven't been there for ages.*

**DRILL**

1. It's three weeks since he went out with her.
2. It's years since he went to the doctor.
3. It's over a week since we went to the pictures.
4. It's years since we went away for a holiday.
5. It's weeks since I went to a concert.

**THE PRESENT PERFECT CONTINUOUS**

**UNIT 35**

To introduce the Present Perfect Continuous, the teacher arranges suitable situations and makes comments about them. After presenting several situations, he repeats each one separately for question and answer, as in the example.

Example:

Teacher: *I sat down a minute ago and I'm still sitting here. How long have I been sitting here?*

Student: *You have been sitting here for a minute.*

**DRILL**

1. I opened my book a minute ago, and I'm still looking at it.
2. I picked up this book five minutes ago, and it's still in my hand. I've been holding this book for five minutes.
3. I put this photo in my pocket two days ago, and it's still there. I've been carrying this photo in my pocket for two days.
4. I started this lesson ten minutes ago, and I'm still teaching you. I've been teaching for ten minutes.

**UNIT 36**

Example:

Teacher: *I began to decorate this room three days ago, and I haven't finished yet.*

Student: *I've been decorating this room for three days.*

Teacher: *He began cleaning the car at nine o'clock, and he hasn't finished yet.*

Student: *He's been cleaning the car since nine o'clock.*

### DRILL

1. I began to write my essay three hours ago, and I haven't finished yet.
2. She began to lay the table at one o'clock, and she hasn't finished yet.
3. She began to wash the shirts an hour ago, and she hasn't finished yet.
4. He began playing the piano at tea-time, and he hasn't finished yet.
5. We began to do this exercise ten minutes ago, and we haven't finished yet.
6. She began to cook the meal at quarter past six, and she hasn't finished yet.
7. He began to translate the book ages ago, and he hasn't finished yet.
8. He began to prepare his lessons at eight o'clock and he hasn't finished yet.
9. He began to read this novel two weeks ago, and he hasn't finished yet.
10. She began to work at eight o'clock, and she hasn't finished yet.

To express the following ideas, the Present Continuous is used for constantly repeated actions.

#### Example:

Teacher: *He started to help her with her homework months ago, and he still does.*

Student: *He's been helping her with her homework for months.*

### DRILL

1. I started to go to the cinema years ago, and I often go there now.
2. He started to read travel books ages ago, and he still reads them.
3. He started to take her out three months ago, and he still does.
4. She started to write to me every month six months ago, and she still does.
5. He started to visit his cousin regularly months ago, and he still does.
6. I started to do morning exercises years ago, and I still do.
7. She started to attend concerts in the autumn, and she still does.

## UNIT 37

To practice Present Perfect Continuous with **FOR** and **SINCE**

### Section A (with FOR)

#### Example:

Teacher: *He began wearing those trousers a year ago.*

Student: *He's been wearing those trousers for a year.*

### DRILL

1. She began living in England a year ago.
2. I began learning the piano six years ago.
3. He began wearing glasses a month ago.
4. We began collecting stamps ten years ago.
5. They began waiting for you ten minutes ago.

### **Section B (with SINCE)**

#### **Example:**

Teacher: *He began studying mathematics in 1982.*

Student: *He's been studying mathematics since 1982.*

#### **DRILL**

1. I began waiting for him at five o'clock.
2. She began living here in 1985.
3. He began earning his own living last year.
4. It began raining at four o'clock.
5. They began working in that factory in August.

### **Section C (with SINCE / EVER SINCE + clause)**

#### **Example:**

Teacher: *He began collecting records after he went to his first concert.*

Student: *He's been collecting records since / ever since he went to his first concert.*

#### **DRILL**

1. He began earning his own living after he left home.
2. They began working harder after they failed the exam.
3. I began listening to the radio after you went out.
4. He began looking at the television after he turned off the radio.
5. I began tidying up the room when you went out.

### **Section B (with FOR and SINCE)**

#### **DRILL**

1. We began shivering after he opened the window.
2. They began talking about that half an hour ago.
3. She began practicing the piano at four o'clock.
4. They began building this block of flats two months ago.
5. She began darning my socks at tea-time.
6. I began asking him to mend the clock months ago.
7. He began getting home at six o'clock when he took his new job.
8. She began getting ready to go out at half past five.
9. It began snowing two days ago.
10. We began feeling cold when you turned off the fire.
11. She began attending this school at the beginning of this term.
12. They began quarrelling when they got married.
13. She began cooking the dinner an hour ago.
14. We began painting the ceiling at the weekend.

## UNIT 38

To practice the special use of the Present Perfect Continuous

Note: The Present Perfect Continuous is normally used for an action or a habit begun in the past and still continuing at the present time. Sometimes, however, this tense is used for a recent action (no longer continuing) to explain a present result. This special use is normally found in such explanatory sentences as: I'm out of breath because I've been running or He's been working hard, that's why he's gone to bed early.

Example:

Teacher: *My throat's dry ... talk too much*

Student A: *My throat's dry because I've been talking too much.*

Student B: *I've been talking too much that's why my throat's dry.*

### DRILL

1. She's looking very ill ... overwork
2. My neck's stiff ... sit in a draught
3. We've spent all our money ... buy presents
4. The pavements are wet ... rain
5. He's got a black eye ... fight
6. His back aches ... garden
7. I've got cramp in my legs ... sit down too long
8. Her arm feels stiff ... play tennis
9. He's soaked to the skin ... walk in the rain
10. You've got square eyes ... watch television

Example: *talk too much*

Teacher: *Why is your throat dry?*

Student A: *Because I've been talking too much.*

### DRILL

1. She's got a duster in her hand ... polish the table.
2. Her hair's wet ... swim.
3. My feet hurt ... walk.
4. He's got his glasses on ... read the paper.
5. His trousers are torn ... climb the tree.
6. I've got white fingers ... write with chalk.
7. She's feeling tired ... have too many late nights.
8. I'm sweating ... move furniture.
9. She's got a camera in her hand ... take photographs.
10. She's crying ... peel onions.

## UNIT 39

To provide practice in answering questions in the Simple Past and the Present Perfect (Simple and Continuous)

Note: In reply to questions not beginning with a question-word the teacher should require the students to give the natural short answer (i.e. *Yes, he did; No, I haven't* (etc.)).

### DRILL

1. How long have you been living in England?
2. How many times have you been to Moscow?
3. Have you ever read *War and Peace*?
4. Did you go to the cinema last night?
5. When did he arrive in Odessa?
6. Has she finished writing her book yet?
7. Did he take her out last night?
8. Where did he take her out last night?
9. Has she done the exercise yet?
10. How long have you known him?
11. Did you find your book in the case or in the drawer?
12. What time did they meet last night?
13. How many miles has he driven in his new car?

## THE PAST PERFECT SIMPLE

### UNIT 40

To introduce the Past Perfect Simple by means of action chains.

He sits down. – After I'd sat down, I opened my writing pad.

He opens his writing pad. – After I'd opened my writing pad, I picked up my pen.

He picks up his pen. – After I'd picked up my pen, I wrote a short note.

He writes a short note. – After I'd written a short note, I took out an envelope.

He takes out an envelope. – After I'd taken out an envelope, I wrote an address on it.

He writes an address on it. – After I'd written the address, I put the letter in the envelope.

He puts the letter in the envelope. – After I'd put the letter in the envelope, I sealed it.

He seals the envelope. He sticks a stamp on it. – After I'd sealed the envelope, I stuck a stamp on it.

## UNIT 41

To practice the Past Perfect Simple with **AFTER**, **WHEN** and **AS SOON AS**

Example:

Student A: *What did you do after you'd woken up?*      *get out of bed*

Student B: *I got out of bed.*

Student A: *When did you get out of bed?*

Student B: *After I'd woken up.*

### DRILL

What did you do after you'd got up?

wash

What did you do after you'd washed?

clean my teeth

What did you do after you'd cleaned your teeth?

comb my hair

What did you do after you'd combed your hair?

dress

What did you do after you'd dressed?

make my bed

## UNIT 42

The teacher requires the students to change the sentences, using **AFTER**, **WHEN** and / or **AS SOON AS**

Example:

Teacher: *She got back home and then she made a cup of tea. (after)*

Student: *After she'd got back home she made a cup of tea. (or)*

*She made a cup of tea after she'd got back home.*

### DRILL

1. I finished my breakfast and then went out.

(when)

2. The train stopped and then we got out.

(as soon as)

3. She did her homework and then she watched the television.

(when)

4. He drank his coffee and then he lit his cigarette.

(as soon as)

5. He locked the front door and then he went up to bed.

(after)

## UNIT 43

To practice the Past Perfect Simple with **AFTER**, the teacher says a sentence and gives a cue. The student repeat the sentence and expand it with a clause introduced by **AFTER** using the Past Perfect Simple of the verb already used and the cue.

Example:

Teacher: *He drank some tea. (lemonade)*

Student: *He drank some tea after he'd drunk some lemonade.*



### DRILL

1. He ate the apple (the orange)
2. She wrote him a letter (a postcard)
3. I tore the envelope (the letter)
4. He saw him (his wife)
5. I did my homework (the washing-up)
6. We drove to London (Oxford)
7. She rang to the door (the hospital)
8. She chose the gloves (shoes)

### UNIT 44

To practice the Past Perfect Simple with **BECAUSE**.

Example:

Teacher: *He ate too much chocolate. He was sick.*

Student: *He was sick because he'd eaten too much chocolate.*

### DRILL

1. I wrote untidily. The teacher couldn't read my homework.
2. He forgot to post the letter. She was angry with him.
3. She went out without a coat. She caught a cold.
4. I fell over. My leg hurt.
5. His pen ran out. He couldn't write anything.
6. She saw him at a party. She recognized him.
7. He didn't understand the question. He gave the wrong answer.
8. I didn't write it down. I forgot the meaning of the word.
9. They lost their way. They arrived late.
10. I arrived late. I was punished.

### UNIT 45

To practice the Past Perfect Simple with **ALREADY**.

Example:

Teacher: *Why didn't she lock the door?*

Student: *Because somebody had already locked it.*

### DRILL

1. Why didn't she lay the table?
2. Why didn't she dust the room?
3. Why didn't he take the letters?
4. Why didn't you ask the question?

5. Why didn't she tidy the room?
6. Why didn't he light the fire?
7. Why didn't she make the beds?
8. Why didn't she sweep the floor?
9. Why didn't she wake him?
10. Why didn't he shut the gate?
11. Why didn't you make the tea?
12. Why didn't you pull the curtains?
13. Why didn't he post the parcel?
14. Why didn't she open the door?

### UNIT 46

To practice the Past Perfect Simple with **ALREADY** followed by a **WHEN clause**.

Example:

Teacher: *They laid the table and then we arrived.*

Student: *They'd already laid the table when we arrived.*

or *When we arrived, they'd already laid the table.*

### DRILL

1. They prepared our rooms and then we arrived.
2. I did it and then she asked me.
3. The sun set and then we left.
4. He wrote six novels and then he wrote his autobiography.
5. They had lunch and then we called to see them.

### UNIT 47

To practice the Past Perfect Simple with **BY THE TIME** and **the Simple Past**.

Example:

Teacher: *He did all his work. He went to bed.*

Student: *By the time he went to bed he had done all his work.*

or *He had done all his work by the time he went to bed.*

### DRILL

1. We got everything ready. They arrived.
2. The film started. We got into our seats.
3. We did five exercises. The bell rang.
4. They all went to sleep. The lecture finished.
5. He forgot her name. He got home.

## UNIT 48

To practice the Past Perfect Simple after **REPORTING VERBS** in the Past.

The teacher makes a statement about something that happened in the past, then he says that he told someone about this. The students combine the two statements, using a reporting verb in the Simple Past with the second verb in the Past Perfect Simple.

Example:

Teacher: *I did it ... and afterwards I told her.*

Student: *I told her that I'd done it.*

### DRILL

1. We wrote to her ... and afterwards we told her brother.
2. We gave him the money ... and afterwards we told his sister.
3. I did my homework ... and afterwards I told the teacher.
4. She spoke to him ... and afterwards she told us.
5. I hid the money ... and afterwards I explained.
6. They made an important discovery ... and afterwards they announced this.
7. He arrived ... and afterwards I mentioned it.
8. I was rude to her... and afterwards she complained.
9. She found his watch ... and afterwards she informed him.
10. I read the book ... and afterwards I told my teacher.
11. He tore his trousers ... and afterwards he confessed.
12. He chose the dearest seats ... and afterwards he boasted about it.
13. We saw the film ... and afterwards we mentioned this.
14. He won the competition ... and afterwards they let him know.
15. I forgot to do it ... and afterwards I admitted it.

## UNIT 49

To practice the Past Perfect Simple with **ONLY** followed by **WHEN** and the Simple Past. Before beginning the drill the teacher should point out that the ideas all have the meaning **LESS THAN EXPECTED** and he should be sure that the students provide the correct stress and intonation to convey this meaning

Example:

*I was there for five minutes. John walked in.*

*I'd only been there for five minutes when John walked in.*

### DRILL

- |                                     |                        |
|-------------------------------------|------------------------|
| 1. We drove five miles.             | We ran out of petrol.  |
| 2. She read one page.               | He took the book away. |
| 3. I wrote six lines.               | My pen ran out of ink. |
| 4. He did half the exercise.        | He stopped working.    |
| 5. I was in the house for a minute. | The phone rang.        |
| 6. He had the pen for a week.       | He lost it.            |

## UNIT 50

The Past Perfect Simple with **BEFORE** and *the Simple Past*.

Note: the ideas all have the meaning **MORE THAN EXPECTED** and the correct stress and intonation should be produced.

Example:

*He answered eight advertisements. Then he got a job.*

*He'd answered eight advertisements before he got a job.*

### DRILL

1. They drove a hundred miles. Then they stopped for lunch.
2. I wrote him three letters. Then he wrote back.
3. I took my driving test four times. Then I got through.
4. They ran six miles. Then they began to feel tired.
5. The men were on strike for eight weeks. Then an agreement was reached.

## UNIT 51

To practice the Past Perfect Simple after **BEFORE** to indicate that the action was prevented or stopped before it was completed. The teacher gives two sentences which the students combine using **BEFORE** as in Example 1, then as in Example 2.

Example 1:

Teacher: *They left. I hadn't explained properly.*

Student: *They left before I'd explained properly.*

### DRILL

1. He arrived. I hadn't finished my lunch.
2. He wanted to go. The lesson hadn't finished.
3. He went back to work. He hadn't recovered properly.
4. He said he didn't like it. He hadn't looked at it.
5. I got to the station. The train hadn't arrived.
6. The exhibition closed. We hadn't had a chance to see all the pictures.

Example 2:

Teacher: *I hadn't done half the work when he came in.*

Student: *He came in before I'd done half of the work.*

### DRILL

1. They hadn't got half-way there when the car broke down.
2. They hadn't finished their lunch when he phoned.
3. I hadn't had a chance to sit down when my friend arrived.
4. He hadn't been there a week when he left.
5. She hadn't read a dozen pages when she put the book down.

## UNIT 52

To practice the Past Perfect Simple after *UNTIL*.

### Part 1. Intermediate

Example:

Teacher: *She only noticed it after he'd pointed it out.*

Student: *She didn't notice it until he'd pointed it out.*

### DRILL

1. I only went to bed after I'd finished my work.
2. We only begun the lesson when all the students arrived.
3. We only left when all the other guests had gone.
4. I only felt better after I'd had a drink.
5. She only understood the question after he'd changed the words.
6. He only wrote back after she'd written him four letters.
7. They only came after I'd called three times.

Example:

Teacher: *I explained. Then he understood.*

Student: *He didn't understand until I'd explained.*

### DRILL

1. She turned off the light. Then he went to sleep.
2. He took her out six times. Then she began to like him.
3. He spent all his money. Then he came home.
4. He examined the goods carefully. Then he made out the check.
5. He drove ten miles out of his way. Then he realized he'd gone wrong.

### Part 2. Advanced

The teacher repeats the statement of the second drill of Part 1 and the students respond as in the example.

Example:

Teacher: *I explained. Then he understood.*

Student: *It wasn't until I'd explained that he understood.*

## UNIT 53

To practice the Past Perfect Simple with **NO SOONER**.

### Part 1. Example:

Teacher: *I took off my raincoat, and immediately it began to rain again.*

Student: *I'd no sooner taken off my raincoat than it began to rain again.*

### DRILL

1. He got into bed, and immediately he fell asleep.
2. He got on the rain, and immediately it left.
3. I said it, and immediately I realized I was wrong.
4. He read the letter, and immediately he tore it up.
5. He took the job, and immediately he fell ill.
6. He began to speak and immediately she interrupted him.
7. She married him, and immediately she regretted it.
8. She lent me the book, and immediately she asked it back.
9. He lit a cigarette, and immediately he began to cough.
10. We sat down, and immediately the telephone rang.

### Part 2.

The teacher repeats the stimuli of the drill above and the students respond as in the example.

### Example:

Teacher: *I took off my raincoat, and immediately it began to rain again.*

Student: *No sooner had I taken off my raincoat than it began to rain again.*

Alternatively, the teacher may use the stimulus:

*I'd no sooner taken off my raincoat than it began to rain again.*

## **THE PAST PERFECT CONTINUOUS**

## UNIT 54

To introduce the Past Perfect Continuous by means of actions.

The teacher writes on the blackboard time lengths: *for a short time; for a little while; for a few seconds.*

*After I'd been looking out of the window for a short time, I sat down.*

*After I'd been sitting down for a little while, I started to read.*

*After I'd been reading for a short time, I closed the book.*

*After I'd been writing for a few seconds, I put away the pen.*

*After I'd been sitting down for a little while, I stood up.*

### DRILL

1. The teacher looks out of the window. He sits down.
2. He sits down. He starts to read.
3. He reads. He closes the book.
4. He writes. He puts away the pen.
5. He sits down. He stands up.

### UNIT 55

To practice **AFTER** + **Past Perfect Continuous** used with the Simple Past.

#### Example:

*They drove for three hours. Then they stopped for lunch.*

*After they had been driving for three hours, they stopped for lunch.*

### DRILL

1. She saved her money for three months. Then she went on holiday.
2. She did her homework for an hour. Then she watched the television.
3. He walked for an hour. Then he sat down for a rest.
4. He learnt English for a year. Then he took his exam.
5. He waited for her for an hour. Then he went home.
6. He worked there for five years. Then he found another job.

### UNIT 56

To practice the Past Perfect Continuous used with **ONLY**, the students are required to join one or two ideas presented by the teacher as in the example, adding an appropriate time phrase with **FOR**. **ONLY** here implies less time than expected, and the time phrase shouldn't conflict with this meaning.

#### Example:

Teacher: *He was staying at the hotel. He decided to leave.*

Student: *He'd only been staying at the hotel for two days when he decided to leave.*

### DRILL

1. She was studying her lesson. Her sister interrupted her.
2. He was writing. His pen went out of ink.
3. He was wearing the suit. He tore the jacket.
4. We were doing our exercises. Our friends arrived.
5. She was learning English. She took her first exam.

## UNIT 57

To practice the Past Perfect Continuous followed by **BEFORE with the Simple Past**.

### Example:

Teacher: *He looked at the photo for ten minutes. Then he realized it was the wrong one.*

Student: *He had been looking at the photo for ten minutes before he realized it was the wrong one.*

### DRILL

1. She learnt English for ten years. Then she came to England.
2. They walked for four hours. Then they had a rest.
3. I drove for five hours. Then I started to feel tired.
4. She tried on hats for an hour. Then she bought one.
5. We lay in the sun for three hours. Then we moved into the shadow.
6. He wore those old trousers for three years. Then he had them cleaned.
7. I sat at the table for a quarter of an hour. Then the waiter took my order.

## UNIT 58

To practice the special use of the Past Perfect Continuous.

Note: The Past Perfect Continuous is sometimes used for a previous action whose result is still continuing (at a stated time in the past) although the action itself has ceased. The use of the Past Perfect continuous is equivalent to the use of the Present Perfect continuous practiced in Unit 38.

### Example:

*He's got a black eye because he's been fighting.*

*He'd got a black eye because he'd been fighting.*

The teacher asks the following questions which the students answer using the cues provided. Example:

Teacher: *Why were they brown?*      *sunbathe*

Student: *They were brown because they'd been sunbathing.*

### DRILL

- |  |                |
|--|----------------|
| 1. Why had she got flour on her hands? | make a cake    |
| 2. Why was he miserable?               | take an exam   |
| 3. Why did he look half asleep?        | rest           |
| 4. Why was she crying?                 | peel onions    |
| 5. Why were you out of breath?         | run            |
| 6. Why did she feel exhausted?         | travel all day |
| 7. Why was he carrying a camera?       | take photos    |
| 8. Why had you got indigestion?        | eat too fast   |
| 9. Why were his trousers torn?         | climb trees    |
| 10. Why were you sweating?             | lie in the sun |



The drill may then be repeated to get shorter answers from the students.

Example:

Teacher: *Why were they brown?*

Student: *Because they'd been sunbathing.*

## THE PRESENT CONTINUOUS FOR FUTURE

### UNIT 59

To introduce the Present Continuous used for a **PLANNED** or **ARRANGED** future.

Example:

Teacher: *Where are you going tomorrow?*

Student: *I'm going to Moscow.*

Note: For the first group of questions **WHERE** will be used, for the second **WHAT**, and for the third **WHEN**.

### DRILL

1. Where are you meeting your friend?
2. Where are you going for your holidays?
3. Where are you having lunch today?
4. Where are you going after school?
5. Where are you having your party?
6. What are you doing on Sunday?
7. What are you doing this evening?
8. What are you doing tomorrow afternoon?
9. What are you giving him for his birthday?
10. What are you cooking for dinner tonight?
11. When are you having your next lesson?
12. When are you having lunch today?
13. When are you meeting your friend?
14. When are you taking the exam?
15. When are you going shopping?
16. When are you taking your holiday this year?

## UNIT 60

To practice the Present Continuous used for a **PLANNED** or **ARRANGED** future.

### Example 1:

Teacher: *I've decided to leave at four o'clock.*

Student: *I'm leaving at four o'clock.*

### DRILL

1. I've decided to get up early tomorrow.
2. I've decided to stay in this evening.
3. I've decided to buy her a watch for her birthday.
4. I've decided to have a party this evening.
5. I've decided to go out for a walk later on.

### Example 2:

Teacher: *He's arranged to telephone me tonight.*

Student: *He's telephoning me tonight.*

### DRILL

1. We've arranged to have a party next Friday.
2. I've arranged to spend a few days in Cambridge next week.
3. Peter's arranged to call for me at eight o'clock.
4. She's arranged to take her exam in December.
5. They've arranged to go to Spain for their holidays this year.

### Example 3:

Teacher: *Has she left school yet?*

Student: *No. She's leaving at the end of the term.*

### DRILL

1. Have you had your party yet?
2. Has he taken her out yet?
3. Have you had your photo taken yet?
4. Has your friend made his speech yet?
5. Has the electrician come yet?
6. Have they had lunch yet?
7. Has she begun her new job yet?
8. Have you worn your new dress yet?

### Example 4:

The teacher asks the following question about arranged future the students answer with **BECAUSE** and a second arranged future, using the cues provided.

*Why are you going to London on Saturday? visit my uncle*

*I'm going to London on Saturday because I'm visiting my uncle.*

### DRILL

- |  |                      |
|--|----------------------|
| 1. Why are you selling your old car?         | buy a new one        |
| 2. Why are you staying at home tomorrow?     | have some friends in |
| 3. Why is she buying a new dress tomorrow?   | go to a party        |
| 4. Why are they canceling their holiday?     | buy a car instead    |
| 5. Why is she changing her flat?             | start a new job      |
| 6. Why is Professor Black getting a present? | retire               |

## THE "GOING TO" FUTURE UNIT 61

To practice "going to" for intention in the future.

Example:

Teacher to Student A: *Ask B if he's going to write the letter in pencil or ink.*

Student A to Student B: *Are you going to write the letter in pencil or ink?*

Student B: *I'm going to write the letter in ink.*

Student A: *He says he's going to write the letter in ink.*

### DRILL

1. Are you going to travel to Moscow by train or by plane?
2. Are you going to make coffee or tea?
3. Are you going to wear a sweater or a suit tonight?
4. Are you going to send a postcard or a letter?
5. Are you going to listen to the radio or to watch television?

## UNIT 62

To practice going to express the speaker's certainty about the future.

Example:

Teacher: *I feel sure it'll be very difficult.*

Student: *It's going to be very difficult.*

### DRILL

1. I feel sure it'll be cold tomorrow.
2. I feel sure you'll miss the train.
3. I feel sure I shall be sick.
4. I feel sure it'll rain soon.
5. I feel sure it'll be very painful.
6. I feel sure he'll be very happy about the news.
7. I feel sure we'll be late.

Example:

Teacher: *I feel sure he won't win the game.*

Student: *He isn't / He's not going to win the game.*

**DRILL**

1. I feel sure he won't get there in time.
2. I feel sure they won't be very pleased about.
3. I feel sure she won't pass her driving test.
4. I feel sure they won't change the arrangements because of her.
5. I feel sure it won't be a heavy storm.
6. I feel sure they won't finish in time.
7. I feel sure it won't last very long.
8. I feel sure we shan't make a profit on that.

Example:

Teacher: *The clouds are lifting. stop raining*

Student: *The clouds are lifting. It's going to stop raining.*

**DRILL**

He isn't working hard enough.	fail the exam
That car is going too fast.	crash
I've forgotten to post his letter.	he – be angry
He thinks he'll pass the exam.	be disappointed
We've missed the train.	arrive late
They are very late.	miss the beginning
The weather is very cold. I think ...	freeze
The sky looks very grey. I think ...	snow
He is a difficult person. I think ...	have trouble with him

**UNIT 63**

To contrast going to (intention) and *shall / will* (pure future) with **IF**.  
First the students answer the teacher's question, supplying suitable adverb of future time. Then they change the sentence, using the Future Tense and the **IF-clause**.

Example:

Teacher: *When are you going to write to her?*

Student: *I'm going to write to her this afternoon.*

Teacher: *If I've got time.*

Student: *I'll write to her this afternoon if I've got time.*

### DRILL

- |  |  |
|--|--|
| 1. When are you going to play tennis?        | if it doesn't rain                     |
| 2. When is he going to leave college?        | if he passes the exam                  |
| 3. When is he going to see the doctor?       | if he doesn't feel                     |
| 4. When is he going to finish his work?      | better if nothing                      |
| 5. When are you going to tidy the garden?    | goes wrong                             |
| 6. When is she going to telephone him?       | if it's fine                           |
| 7. When are you going to have your hair cut? | if the hairdresser's isn't too crowded |

### UNIT 64

To practice *will you ... ?* for a request.

Example:

*I'd like (want) you to close the door.*

*Will you close the door, please?*

### DRILL

1. I want you to open the window.
2. I want you to buy me some stamps.
3. I want you to send me that record.
4. I want you to give him a message.
5. I want you to listen carefully.
6. I want you to wait a minute.
7. I want you to post a letter.
8. I want you to sign it.
9. I want you to lay the table.
10. I want you to wake me up.

### UNIT 65

Example:

*What will you do if you can't get a tallow one?*

*If I can't get a yellow one, I'll buy a red one.*

### DRILL

1. What will you do if it rains?
2. What will you do if you don't like the record?
3. What will you do if lose your way?
4. What will you do if watch stops again?
5. What will you do if you can't find it in the dictionary?
6. What will you do if you can't come next Monday?
7. What will you do if the cinema's full?
8. What will you do if the train's late?
9. What will you do if you are free tomorrow?

## UNIT 66

To practice *I'll (I will / I won't)* for a promise.

### Example:

Teacher: *I promise to speak to him about it.*

Student: *I'll speak to him about it.*

### DRILL

1. I promise to work harder next term.
2. I promise to buy you an ice-cream.
3. I promise to get home before eleven o'clock.
4. I promise to do it carefully.
5. I promise to come in good time.
6. I promise to pay you back on Saturday.
7. I promise to take care of it.
8. I promise to tell you the answer tomorrow.
9. I promise to look after it.
10. I promise to ring you up about it tomorrow.

### Example:

Teacher: *I promise not to do it again.*

Student: *I won't do it again.*

### DRILL

1. I promise not to be late.
2. I promise not to say it again.
3. I promise not to hurt you.
4. I promise not to take too much of your time.
5. I promise not to lose it.
6. I promise not to tell anyone about it.
7. I promise not to give you away.
8. I promise not to go till you come back.
9. I promise not to spend too much.
10. I promise not to make it dirty.
11. I promise not to damage it.

## UNIT 67

To practice “*won't*” for a refusal.

Note: **WON'T** for a refusal can be practiced with things as well as with persons. This use is practiced in the second drill of unit.

Example:

Teacher: *He refuses to pay for her coffee.*

Student: *He won't pay for her coffee.*

### DRILL

1. I refuse to do it.
2. She refuses to listen to him.
3. I refuse to answer this question.
4. That dog refuses to stop barking.
5. He refuses to tell me.
6. She refuses to speak to him.
7. I refuse to give it up.
8. They refuse to sell it.
9. He refuses to admit it.
10. She refuses to take any notice.
11. I refuse to explain it again.
12. His wife refuses to let him wear this tie.

Example:

Teacher: *This door refuses to open.*

Student: *The door won't open.*

### DRILL

1. This picture refuses to hang straight.
2. This button refuses to stay done up.
3. They stain refuses to come out.
4. The radio refuses to work.
5. These scissors refuse to cut properly.
6. His car refuses to start.
7. My pen refuses to write.
8. The light refuses to go out.
9. My watch refuses to go.
10. My hair refuses to coil.

## UNIT 68

To practice “**will**” to express willingness

Note: Compare the following:

- a) *He hasn't any money and so I'm going to lend him some (intention)*  
b) A: *He's come without any money.*  
B: *Really? Oh well, I'll lend him some (willingness)*

In (a) the speaker has had time to think over the situation and come to a decision, the intention to lend the money is premeditated. In (b) the decision to lend money is spontaneous, without any previous intention.

Example:

Teacher: *I've finished my book. get another*

Student: *I'll get you another.*

### DRILL

- |                                       |                      |
|---------------------------------------|----------------------|
| 1. I've come out without any money.   | lend you some        |
| 2. I can't understand this letter.    | translate it         |
| 3. I've forgotten to post the letter. | post it              |
| 4. Professor Sims is very busy today. | wait till tomorrow   |
| 5. The sun's getting in my eyes.      | pull the curtains    |
| 6. I've torn my trousers.             | mend them            |
| 7. I'm feeling terribly hungry.       | make some sandwiches |
| 8. I'm going to town.                 | give you a lift      |

## UNIT 69

To introduce the Future Continuous describing an unfinished action in the Future, by contrasting it with the Present Continuous describing an unfinished action in the real Present. The teacher says a sentence and gives a cue. The students repeat the teacher's sentence and add one of their own, beginning **AT THIS TIME TOMORROW / THIS TIME NEXT MONTH** and continuing with the Future Continuous of the verb already used, followed by the cue.

Example:

Teacher: *Now he's sitting next to Susan. Mary*

Student: *Now he's sitting next to Susan.*

*At this time tomorrow he'll be sitting next to Mary.*



### DRILL

- |  |             |
|--|-------------|
| 1. At the moment he's writing a composition.       | letter      |
| 2. Now she's wearing a blue dress.                 | a red one   |
| 3. At the moment the secretary is typing a report. | a letter    |
| 4. Now he's reading a book.                        | a magazine  |
| 5. Now we're having an English lesson.             | a dictation |
| 6. Now Mrs. Smith is playing tennis.               | golf        |
| 7. At the moment they're eating fish and chips.    | roast beef  |
| 8. At the moment she's listening to Beethoven.     | Mozart      |
| 9. Now we're doing Exercise 46.                    | 47          |
| 10. Now we're drinking tea.                        | coffee      |

### UNIT 70

The Future Continuous after **BECAUSE** for an unfinished action.

Example:

Teacher: *I shan't be able to watch the program.*      *do my homework*

Student: *I shan't be able to watch the program because I'll be doing my homework.*

### DRILL

- |   |                     |
|---|---------------------|
| 1. I can't telephone him at one o'clock.        | have my lunch       |
| 2. The headmaster can't see you then.           | teach               |
| 3. I can't go out with you tomorrow evening.    | write an essay      |
| 4. I shan't be able to see you next week.       | work                |
| 5. She won't be able to attend the meeting.     | visit her sister    |
| 6. I shan't be able to meet you at the station. | have a lesson       |
| 7. She won't be able to get to the party.       | baby-sit            |
| 8. I can't come out tonight.                    | listen to a concert |
| 9. He won't be able to answer the phone.        | rest                |
| 10. I can't lend you that record tonight.       | play it             |

### UNIT 71

To contrast the use of the Future Continuous for a polite question with the use of **WILL YOU... ?** for a request

Example 1: *Come to see me soon* —► *Will you come and see me soon?*

Example 2: *Come to see me soon* —► *Will you be coming and see me soon?*

First the teacher asks the students to change the orders he gives them into requests, then having gone through the drill in this way, he asks them to turn the order into polite questions.

### DRILL

1. Do the washing tomorrow.
2. Give us a dictation.
3. Make all the arrangements.
4. Write to her again.
5. Go to the post office after lunch.
6. Light a fire in the sitting-room.
7. Take the dog for a walk.
8. Get up early tomorrow.

### UNIT 72

The Future Continuous is used for an assumption about the present.

Example:

Teacher: *I should think he's getting out of the train now.*

Student: *He'll be getting out of the train now.*

### DRILL

1. I bet it's raining in Manchester now.
2. I reckon he's just leaving work now.
3. I expect she's going to bed now.
4. I should think it's snowing in the mountains now.
5. I expect she's putting the children to bed now.
6. I expect they are watching television now.
7. I reckon she's doing homework now.

Example:

Teacher: *It's six o'clock. I don't think he's working now.*

Student: *It's six o'clock, he won't be working now.*

### DRILL

1. It's half past eight. I shouldn't think they are having dinner now.
2. It's seven o'clock. I don't suppose he's teaching now.
3. It's nearly lunchtime. I shouldn't think she's shopping now.
4. It's raining. I shouldn't think they're playing tennis now.
5. It's half past six. I don't suppose they're sunbathing now.

## THE FUTURE PERFECT SIMPLE

### UNIT 73

To introduce the Future Perfect Simple by contrasting it with the Past Perfect Simple and the Present Perfect Simple, the teacher says the stimulus and the students report it continuing in the pattern shown in the example.

#### Example:

Teacher: *Up to yesterday I'd written three letters.*

Student: *Up to yesterday I'd written three letters, now I've written five letters, and by tomorrow I'll have written ten letters.*

#### DRILL

1. Up to yesterday she'd read three chapters.
2. Up to last week he'd driven 500 miles.
3. Up to last year the factory had produced one million cars.
4. Up to yesterday I'd translated seven pages.
5. Up to yesterday he'd had four driving lessons.

### UNIT 74

To practice the Future Perfect Simple with **BY THEN**.

In the first drill, the teacher gives the stimulus and the students respond with **YES**, using the appropriate cue with the verb in the future Perfect Simple and **BY THEN**. The same examples are now repeated, the students responding with **NO** and the appropriate cue with the verb in the negative, and **BY THEN**.

In the second drill (Example 3), the teacher gives the stimulus, and the students respond with **NO** and the appropriate cue with the verb in the Future Perfect Simple and **BY THEN**.

#### Example 1:

Teacher: *Can I borrow your bicycle on Saturday?* *mend*

Student: *Yes, I'll have mended it by then.*

#### DRILL

- |   |                 |
|---|-----------------|
| 1. Can you give me your essay tomorrow?             | write           |
| 2. Let me know what you think on Monday.            | make up my mind |
| 3. Tell me if you like that record tomorrow.        | play            |
| 4. Let me know the answer on Wednesday.             | find out        |
| 5. Can you let me have the letter by half past ten? | type            |

Example 2:

Teacher: *Can I borrow your bicycle on Saturday?*

Student: *No, I shan't have mended it by then.*

Example 3:

*Surely you're not going out tonight in that old suit.*

*No, I'll have changed by then.*

- |  |                |
|--|----------------|
| 1. I hope you won't come to the party with your hair like that.  | have it cut    |
| 2. Are you going to watch that program at ten go to bed o'clock? | go to bed      |
| 3. Shall I ring him up at his office at six?                     | leave          |
| 4. Shall I tell her when I see her?                              | see her myself |

**UNIT 75**

To practice the Future Perfect Simple with **BY**, the teacher asks the questions and the students answer using the pattern shown in the example and supplying any suitable expression of time (after **BY**).

Example:

Teacher: *Have they repaired the road yet?*

Student: *Not yet, but they'll have repaired it by Saturday.*

**DRILL**

1. Have you read the book yet?
2. Have they got married yet?
3. Have you written the letter yet?
4. Has she done the washing yet?
5. Have you taken the library books back?
6. Have they had lunch?
7. Have you made up your mind yet?

Навчальне видання

# **ВИДО-ЧАСОВІ ФОРМИ АНГЛІЙСЬКОГО ДІЄСЛОВА**

**Методичні вказівки**

**до курсу «Основна іноземна мова (англійська)»**

для здобувачів вищої освіти рівня бакалавра

спеціальності 035 Філологія

035.041 Германські мови та літератури

(переклад включно), перша – англійська

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