

Рита Файфель

ENGLISH, ENGLISH

Учебник английского языка

Уровень Upper Intermediate Plus



Москва

2017

УДК 811.111(075.4)
ББК 81.2Англ-9
Ф17

Файфель Рита Михайловна

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Дизайн обложки *Киреев С.Г.* Компьютерная верстка *Середа Т.В.*

Подписано в печать 30.12.2016. Формат 84×108/32
Объем 28,29 п.л. Тираж 500 экз. Заказ № 578

Издательство «Прометей»
115035, г. Москва, ул. Садовническая, д. 72, стр. 1
Тел./факс: 8 (495) 799-54-29. E-mail: info@prometej.su

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Ф17 Учебник английского языка «English, English». Уровень Upper Intermediate Plus / Р.М. Файфель. — Москва : Издательство «Прометей», 2017 — 232 с.

ISBN 978-5-906879-22-6

Учебник адресован в первую очередь студентам языковых и филологических факультетов вузов, а также широкому кругу изучающих английский язык на уровне Upper Intermediate и выше. Формат учебника позволяет использовать его как для работы в традиционных группах, так и для индивидуальных занятий.

В каждом разделе учебника представлены неадаптированные отрывки из литературных произведений современных англоязычных авторов. Детально, с большим количеством примеров, упражнений и творческих заданий изложены основные лексико-грамматические и грамматические явления современного английского языка. Представлены также основные правила написания творческих работ и ведения беседы на английском языке.

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"Language most shows a man: Speak, that I may see thee."
Ben Jonson, English dramatist, poet, actor (1572-1637)

UNIT ONE

LOOKING BACK

Warm up

1. Read the poem. Write your own one, speaking about your day, week or event. Try to rhyme it.

I was born on Sunday.
On Monday and Tuesday I was busy.
Wednesday and Thursday were not easy.
On Friday morning I nearly cried.
On Saturday evening I wished I had died.
I was born on Sunday.
I got bored by Monday.

2. Open the brackets, using proper Past forms

- 1) The situation (spin) terribly out of control.
- 2) The swan (spread) its wings and in the next moment it was flying solemnly over the lake, then it (shoot) upwards and (pass) out of sight.
- 3) That job (wear) me out and besides I (feel) awfully insecure. So I (quit) as soon as I (find) another job.
- 4) I (try) to explain everything to her, I (beseech) her to listen to me but she just (hang) up on me.
- 5) As soon as he (enter) the room I (realise) that he (smell) of alcohol.
- 6) Who (feed) the cat in the morning? Who (spill) the milk all over the floor?
- 7) Then one thing (lead) to another: she (shoot) a documentary and (make) a historic film, and the BBC (broadcast) both films at prime time.
- 8) I (see) her and my heart (sink) and tears (spring) from my eyes.
- 9) He (bend) over the oars and (give) her an arch look.
- 10) Her eyes (shine) and she (shake) with laughter as she was telling her story.
- 11) The water (be) so cold that it (sting).
- 12) Do you want to know how much I (do) this morning? I (sweep) the floor and (clean) it. I (run) to the shops and (buy) loads of food and (bring) it home. And I (lay) the table by 3 o'clock, but
- 13) What my father (do)? He (grind) lenses and (bind) up old books.
- 14) The floor (be) so slippery that she (slide) across it, but near the door she (slip) and (fall) down.
- 15) Plague (break) out and disaster (strike) every family. All the animals (flee) from the doomed town.
- 16) How I (make) a fortune? I (dig) for gold in California!
- 17) She (swing) the door open.
- 18) He (shut) himself away in his room.

3. Complete the chart on page 2 with the proper Past forms of the following irregular verbs. Group them according to the sound and spelling: *get, go, grow, make, broadcast, ring, bring, catch, keep, lend, tear, ride, grind, deal, feel, think, find, come, bend, speak, know, lay, tell, blow, sing, bet, spoil, learn, dream, lead, fly, shoot, forgive, steal, flee, hang, strike, upset, spill, break, sting, spend, shake, fight, spread, run, write, hit, send, weep, smell, shine, beseech, sink, swear, leave, arise, bind, cost, lose, dig, slide, swing, creep, shut, quit, strive, spin, spell, meet, freeze, sweep, bleed, stick, stride.*

| [æ] | [e] | [ei] | [ʌ] | [a:] |
|---|---|--|--|--|
| had sat began swam sprang shrank | ate said let fed fell held read mean kneelt | became forbade gave paid lay | cut won Flung | cast |
| [ɒ] | [ɔ:] | [aʊ] | [əʊ] | [ɜ:] |
| forgot was | saw wore bore fought sought taught | wound | rose chose drove sold woke | were hurt heard burst |
| [ɪ] | [i:] | [u] | [u:] | |
| lit bit hid built split | beat | took put | stood could threw | |

Speak up Speak about great people of the 20th century. Think of attributes and expressions that may go with different personalities.

| <i>Personality</i> | <i>Attributes</i> | <i>Words & expressions</i> |
|---|--|--|
| a politician; a leader; a humanist a writer a philosopher an artist a composer a musician; a singer a ballet dancer a scientist a doctor; a surgeon an actor a pop (show-biz) star a sports person a social servant an astronaut a film (theatre) director an inventor | outstanding; prominent famous; world-known for successful; popular with brilliant; genuine; unique legendary; enigmatic extravagant; eccentric stylish; image-conscious inspiring talented; gifted; bright forward-thinking open-hearted; sympathetic courageous; adventurous anti-racist; democratic straight-forward; powerful a born leader a rebel; a bit of a rebel a true genius a consolidator of trends | to create; to invent to devise (a formula; an innovative technique); to prove that to contribute to/make contributions to create an unforgettable image of; to do research into; to investigate; to revolutionise; to develop to be awarded with to become an idol/icon/face of; to struggle for civil rights/reforms to minister and advocate (the poor) to devote one's life to ; to be assassinated/imprisoned to make a breakthrough in; to be the founder of to set records; to win to fascinate the world (of readers) to be a missionary of charity |

1. Look at the pictures of famous people. Do you know any of them?

1



2



3



4



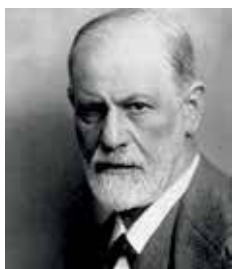
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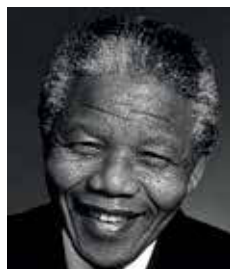
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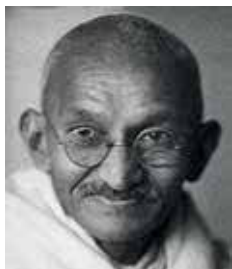
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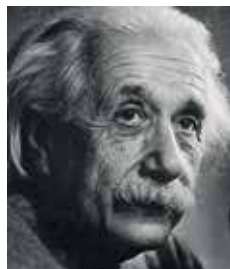
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18



19



20



21



22



23



24



25



If you have recognised them, say a few words about their lives and achievements. If not, try to guess who they are. Use the following expressions:

He/she looks like.... I'd say.... He/she might have been.... This must be..... He/she must have something to do with.... At first glance..... On second thoughts.... Can you give me a clue? I remember seeing this photo before..... No associations, I'm afraid.... This is the first time I've heard of/seen....

If necessary, find the information about them in the Key answers.

At home, make stories of your own about famous people of the 20th century; make emphasis on why they are people of distinction.

Grammar Plus: the **Tenses** we use speaking about **people's profiles**.

-Speaking about **biography details** and **chains of events** we use the **Past Simple**.

E. g. Isaac Newton spent his childhood in a family estate. When his father died, his mother got married again and left her son with his grandmother. Some years later, she returned to Woolsthorpe

-When one action takes place **at a certain moment in the past** or is crossed by another action, we use the **Past Continuous**. We also use it **to describe a scene or somebody's behavior**.

E. g. While Albert Einstein was working at the Patent Office, he began to examine different problems in physics.... In 1919, during a solar eclipse, two groups of scientists were working in different locations to measure the light of several stars.

-To stress **prior action** and **action resulting in the following events**, we use the **Past Perfect** and the **Past Perfect Continuous**.

E. g. Rene Descartes was born in France in 1596, at a time of major change in the World. The great wars that had been going on throughout Europe, had finally ended, creating an atmosphere of peace and stability.... What is more, with the discovery of the New World by Columbus in 1492, a period of exploration and expansion had begun.

-Describing **facts, ideas** and **plots**, we don't follow the rules of the Sequence of Tenses, and normally use **Present Simple**.

E. g. In 1927, Niels Bohr put forward his principle of complementarity, which refers to effects such as wave-particle duality. According to Bohr, things may have dual or contradictory properties.
In his second novel action takes place in a small village and is centered round a young man who....

-To link 'then and now' or **emphasise the meaning of past events to us today**, we use the **Present Perfect**.

E. g. Ancient Greeks came up with many bold ideas, which became the basis for philosophy, mathematics and science. As far as the great thinkers of Antiquity are concerned, the diversity of their interests and independence of mind haven't been surpassed so far.

Reading & English in use



1. Look at the notes on page 5 and restore the introductory lecture on William Shakespeare. Remember that making notes, we don't care about grammatical accuracy, can omit articles, prepositions and linking words (however; still; meanwhile; eventually; nevertheless etc) and use common or personal abbreviations. Some verbs to use are given in brackets. Ignore the gaps for now.

-W. Sh. - greatest playwright the E. language ever (know); every work - very essence of our culture; 450 years on - genius unsurpassed; he still (live) on in his writings. His dramas - extraordinary insight into human experience; his life - enigma

-Born St George's Day 1564, Stratford-Upon-Avon, Father - John, glover, tanner of leather, also (deal) in farm products & wool, wealthy man. Mother - Mary, intelligent, demanding; Sh's childhood - strictly disciplined. Local Grammar school - translating from E into Latin and back, (result in) interest in Roman history ("Anthony and Cleopatra", "Julius Caesar", "Coriolanus"). Interest in theatre - from travelling fairs giving performances in every home, tavern, market available. As a child, (see) a splendid festival in nearby castle belonging to Robert Dudley, suitor of Queen Elizabeth I - music, dance, drama.

-At 14-15 - an apprentice in his f's shop, the business (go) from bad to worse, no university education. Little known about this time, referred to as 'lost years'; but 1582 (Sh - 18) - marriage to Anne Hathaway, 8 years older, pregnant with his child.

-Very little known about his marriage but it (must; be) loveless - no happy marriages in his plays. 3 children: Susanne, twins Hamnet & Judith, (grow) without him. Being married, he (might; be) a soldier, sailor, school master or traveller (early plays take place in Italy). 20 years later, he (work) in London.

-In L, Sh (launch) a sensational career of playwright and theatre-owner ("Globe" - with partners). Literary critics (take against) his talent, fellow-writers (attack) him for "being tied with money", "bombast" and "egotism" (Robert Greene) and "free nature" (Ben Jonson). Career (go) from strength to strength - vast range of material: comedies of errors; dramas; historical plays, sonnets. Sh (draw) attention of aristocratic circles and Royal court; (meet) Earl Southampton, his patron and friend. Sh. (dazzle) with his exterior. Early sonnets, dedicated to younger man, (express) affectionate love & tender feelings. ____ (1) Later sonnets, dedicated to Dark Lady, - obsessive love & disturbing feelings. ____ (2)

-Theatre - calling him back; hard work, rehearsing in mornings, performing in afternoons, writing in evening, in pubs, where light (be) free (paper and candles - expensive). Elizabethan theatre - no scenery, simple costumes, on the open light, lady's parts - by young men. One tool - language to create the world, relying on imagination of audience. Sh's dramas (reverberate) with words, making 600 people cry and laugh.

-1590s career repeatedly (halt) by outbreaks of the plague: people (flee), theatres (close). Horror: if you (feel) the symptoms you (stand) a 70% chance of dying. Fascination with death (resonate) throughout Sh's plays.

-1596 family (strike) with grief - Hamnet died (only son). Sh (speak) openly about his feeling in "King John". ____ (3) He (name) his most famous character Hamlet - to commemorate son's name. Dramas (become) more profound & passionate, often full of rage.

-Troubles not yet over - City fathers (object) to theatres ("ungodly and immoral" entertainment), 'Globe' (move) south across the Thames, district of markets and pubs.

-1603-1607 Sh (create) greatest dramas ever - "Othello", "Macbeth", "King Lear" (revealing human psychology, tremendously moving. "K. L." - his concern with relationship with his daughters; innermost thoughts and deepest feelings raging out. ____ (4)

-Final years - "The Tempest". Prospero, main ch., (have) magical power but (give up) it and (return) to people, = Sh (masked). P's monologue (quote) so many times that nearly everybody (know). ____ (5)

-1616 fire (burn) 'Globe' to the ground. Sh (come back) to Str; (retire) a wealthy man, landowner and gentleman - King James I (award) him with a coat of arms. After a drinking session with friends - too much pickled herring and alcohol - (get) fever and (die) on his birthday - 23rd April.

-Sh (die) without seeing his plays published; without Ben Jonson, his colleague, rival and friend, we (might; lose) them (inaccurately written, kept in so many hands). B. J. (collect) them in folio; (write) beautiful poem, calling Sh "Sweet Swan of Avon"; saying words - to appear on monument: "He was not of an age, but for all time."

-Sh's plays - staged in every continent; performed in best theatres to packed houses; filmed. Sh still (have) the power to transform our lives.

2. Decide on extracts A-E to go in the gaps 1-5 in the text on page 5.

- | | |
|---|---|
| <p>A Yea, all which it inherit, shall dissolve; And, like this insubstantial pageant faded, Leave not a rack behind. We are such stuff As dreams are made on, and our little life Is rounded with a sleep.</p> <p>C My eyes are nothing like the sun; Coral is far more red than lips' red; If snow be white, why then breasts are dun; If hairs be wires, black wires grow on head.</p> <p>E Blow, winds, and crack your cheeks! Rage! Blow! Rumble thy bellyful! Spit, fire! Spout, rain! Nor rain, wind, thunder, fire, are my</p> | <p>B Then, have I reason to be fond of grief? Fare you well: had you such a loss as I, I could give better comfort than you do. I will not keep this form upon my head, When there is such disorder in my wit.</p> <p>D Shall I compare thee to a summer's day? Thou art more lovely and more temperate: Rough winds do shake the darling buds of May, And summer's lease hath all too short a date....</p> |
|---|---|

If you are keen to see the whole text, along with the translation, turn to the Key answers.

At home, make a story about a writer you like. Write the full text for yourself and prepare a list of notes to swap with a partner in class, so that they can restore the story.

Grammar Plus: more about the Past Tenses

The Past Continuous Tense

is used:

-to denote an *action in progress at a certain moment in the past*; the moment can be indicated by a time marker or another action "crossing" the action in progress

- e. g. -What were you doing yesterday between 7 and 8 am? - I was working in the garden.
-I was writing a letter to Jack when the door bell rang. I rushed to the door to open it and saw Jack!
He was carrying a huge bunch of flowers in his hands.
-2012? At that time I was earning quite a lot.

-to describe *a picture or a scene* and also in an opening phrase to a story

- e. g. -It was a gloomy day. It was pouring with rain and rare passers-by were hurrying home.
-Once the King was giving a ball and -The shark started to knock the boat and the next moment
the boat was rocking from side to side

-to denote somebody's *annoying behaviour*

- e. g. -We couldn't talk. She was always interrupting us!

-to *report a future plan* (to observe the rules of the Sequence of Tenses)

- e. g. -The telegram read that his mother was coming the following day.
-She said that they were discussing that last item of the agenda and asked us to wait a little.

NB Two sentences hardly ever take Continuous forms, unless they are equal in duration; in other cases we use the Past Continuous for an action we can control, and the Past Simple for one we can't control or which is definitely shorter.

Compare: -We made the sandwiches quickly: as I was slicing tomatoes, Mary was grating cheese.
-As he was telling his story, his face grew red.

Exercises

1. Open the brackets using the Past Simple or the Past Continuous Tenses.

-So, Ms Denver, when you (graduate) from University?

-In 2003. After the graduation, I (look) for a job with a small advertising agency because I (have) very little experience, although I (work) part-time during my course.

-But then you (start) working for a big company, right? How long you (work) for them?
 -Actually I've worked for two big companies. From 2005 to 2010 I (work) as a project manager for Nestle and from 2010 to 2013 I (work) for Pepsi.
 -For Pepsi?! Why you (quit)? You (hope) to find a better job? A better salary?
 -The salary (be) very good - in 2013 I (earn) about \$ 180 000 a year, but the job (appear) to be rather boring. In big companies you hardly ever work independently. I like to be enterprising and efficient.
 -I see. From June 2013 to March 2014 you (not work) anywhere. What you (do)?
 -I'd saved up enough to make my life-time dream come true - I (take) a round-the-world trip. It (turn) out to be a great experience as I had seen lots of people and lots of goods to buy. I also (be) keen to know how the advertising industry works in other countries.
 -And when you (return)....
 -I (see) recession. It (seem) really hard to find a good job. One of my friends who (know) that I (look) for a job (offer) me a position of an office manager in his company, I (take) it, although I (realise) it (not be) what I (be) worth of. That's what I'm currently doing.

2. Open the brackets, using the Past Simple or the Past Continuous Tenses.

1)-I (break) my arm yesterday. - Poor thing! How it (happen)? - I (ride) a bicycle and suddenly (see) a cat. It (run) across the path. I (not want) to come over it. So I (turn) left and (hit) a stone I (fall) off the bike heavily on my left arm. I (not feel) any strong pain in the beginning, but as I (ride) further it (begin) to hurt badly. As soon as I (reach) town I (come) to the ambulance. The arm (swell) before my eyes! The doctor (have) it X-rayed and said it (be) simple fracture. He (put) my arm in plaster and (say) that I (have to) stay off work for two weeks.

2) I (see) him when I (stand) at the platform waiting for the 21.25 train. As I (get) on the train he just (look) at me, but when the train (start) he (jump) on it. He (sit) opposite me and (pretend) to be reading a newspaper. At every call he (look) at me over the paper to see if I (get) off. After he'd done that several times, I (feel) that I (begin) to get tired of being watched. I (come) over to him and (ask) why he (chase) me. He (say) he (not chase) me at all. I (think) I (look) at him very angrily. But he (give) me an arch look and the next moment he (smile) broadly. "Jack," he (say), "you (not recognise) me?"

3) Once, Mr and Mrs Harris (travel) in Holland. They (rent) a tandem and (go) out for a ride. The weather (be) great: the sun (shine), the birds (sing) and they both (feel) really good. But as they (cycle) uphill, Mrs Harris (fall) off the bike. Mr Harris (not notice) it and (continue) his ride. Only half an hour later did he discover that his wife (miss)! He (turn) to ask her something but there (be) nobody behind his back! He (come) back straightaway but she (not be) there. At that very time Mrs Harris (sit) in a local police station trying to explain what had happened to her and asking them to take her to the hotel where she and her husband (stay). She (try) hard to speak good German but the police officer (not understand) her. He (try) to speak English but she (not understand) him. Finally, she (manage) to draw a picture of a hotel and write the address. The police officer (take) her to the hotel in a patrol car. Mr Harris (come) to a police station in the neighbouring village and (try) to explain that he had lost his wife. The police officer (speak) English quite well, so Mr Harris (not have) to draw pictures, but he (be) asked to describe his wife and say what she (wear). But he never (can) remember what his wife (wear). As he (try) to describe her looks the police officer (get) more and more suspicious. When three hours later, Mr Harris (arrive) at their hotel he (find) his wife really irritated. She (not speak) to him for the whole evening. The next day he (send) a telegram to her mother saying that they (return) to London.

4) What you (do) yesterday between 7 and 8 am? Anybody (come) to see you last night?

5) When I (call) Ann she (not want) to talk, she (explain) she (read) for her exam.

6) We (know) that Nick (look) for a job and that he (want) a very good job. He (say) he (not enjoy) his work and (get) more and more displeased with his colleagues. One of them, who actually (share) the room with him, always (leave) half-empty cups of coffee on Nick's desk and always (lose) documents.

7) While I (clean) my son's room, I (find) this box in his wardrobe. I (ask) him about it but he (reply) it (be not) his. I (feel) he (lie) to me: he (not look) me in the eye and his voice (tremble) as he (talk) to me.

8) In the evening, I (get) a telegram from my friend, she (write) that she (come) on Saturday and (ask) if I (can) meet her at the station.

The Past Perfect Tense

Is used:

-to denote an *action which finished before a specific moment or another action in the past*

e. g. -By 10 o'clock all the guests had already left. -When I arrived at the station, the train had just left.

-to denote a *prior action which had a visible result in the past*

e. g. -She was happy because she had found a new job. -The room was a complete mess: it hadn't been cleaned for weeks.

-with the following *time expressions: before; after; by that time; until*. NB With '*before*' and '*after*' we can use the Past Simple Tense without any difference in meaning, when we *needn't stress the sequence* of actions

e. g. -Nothing in the room had been touched before the police arrived. -I couldn't recognise my aunt: we hadn't met until that day. -After her husband (had) left, she called her mother.

-as an equivalent of the Present Perfect in the past and an equivalent of the Present Perfect and the Past Simple in the Reported Speech

e. g. -No one knew why she had gone away so swiftly. -He asked me if I had heard from Martin and I said that I had seen him a few days before.

-in *emphatic constructions* with: *no sooner than; hardly when; nowhere else; not until; only after; never before*; etc; followed by *Inversion*

e. g. -Hardly had he gone a few yards when she called him. -Only after she had told him the truth, did he wake up to the gravity of the situation. -Not until all the students had finished doing the test, were we allowed to leave the room. -Then I understood: nowhere else had I been so happy. -No sooner had she walked in the door than the telephone rang.

Exercises:

1. Open the brackets, using the Past Simple or the Past Perfect Tenses.

1) When I asked Mary if she (see) Roger before, she (answer) that she (not be sure), but then she (say) that she (meet) his elder brother.

2) After she (graduate) from university she (find) an interesting job on television, then she (work) for the BBC and (have) a very good salary. Some years later, she (go) to work in Australia: she (try) herself as a TV presenter and a TV host. When she (come) back to England, she (offer) a post on Channel 4. Although the salary was good, she (not like) the job - she (say) it (be) boring.

3) He (wonder) why Mary (not answer) his letter. He had been writing to her every day for nearly six months but she never (answer). He (ask) himself whether he (do) something wrong on the first encounter.

4) By the 1st of September they (finish) the repair works.

5) When his book (screen) in 1995, he already (become) famous for his plays, which (stage) in the best theatres of the world.

6) -Why you (not buy) any food for dinner? - Because when I (finish) work the shops already (close).

7) He (not phone) because his boss (delay) him at work and (ask) to do something promptly.

8) The more I (look) at the painting the more I (feel) that I never (see) anything more beautiful.

9) He (arrive) at the same results long before you (come up) with your concept.

2. Open the brackets, using the Past Simple or Past Perfect Tenses. Mind the Inversion.

1) Only after he (finish) the translation, he (let) himself go online to chat with friends.

2) He (break) the law and was to be punished. Not once I (warn) him against Patrick who (lure) him into stealing cars.

3) She hardly (get) dressed when the police (arrive).

4) Not until all the exam papers (check) we (tell) the results.

- 5) He (cannot) take his eyes off her: never before he (see) her be so beautiful and so alienated.
- 6) She (feel) insecure in her new job because she never (work) in the advertising industry before.
- 7) No sooner we (arrive) at the station than the train (pull) in.
- 8) My parents finally (get) divorced after they (live) together for more than 15 years.
- 9) She (not agree) to marry him until he (propose) to her for the third time.

The Past Perfect Continuous Tense

is used to denote an *action* which was *in progress for some time before a certain moment* or another *action in the past* and often explains the result

e. g. -She had been waiting for us for an hour before she left. -His hands were dirty because he had been mending his car.

1. Open the brackets, using the Past Perfect or the Past Perfect Continuous Tense.

- 1) He was really tired because he (run) 15 kilometres.
- 2) -Why was he so tired in the morning? - Because he (run).
- 3) She couldn't go out with us because she (not finish) her report.
- 4) She couldn't go out with us: she was very tired because she (write) a report for eight hours.
- 5) Everything in the room was upside down because the children (play) with the dog.
- 6) "The Boat", a famous picture by Henri Matisse, (hung) upside down in New York's Museum of Modern Art for more than 40 days before someone noticed.
- 7) He didn't know much about his colleagues although they (work) together for ten years.

2. Open the brackets, using the Past Simple, the Past Continuous or the Past Perfect Continuous.

- 1) I (look) back and saw a strange man who (run) after me and (shout) something.
- 2) Some time later, the thieves (realise) that the police (chase) all that time.
- 3) She said she (learn) German because she was going to travel in Germany.
- 4) She (speak) German very well: she (learn) it for two years in Germany.
- 5) When I (see) her she (look) really tired: she (do) some translation on the computer, and I (notice) that she constantly (make) mistakes.
- 6) She (look) really tired because she (translate) the contracts all the morning.
- 7) Mark (start) his career working for a famous IT company. From 2003 to 2009 he (work) for IBM. Soon he (feel) that he (get) more and more dissatisfied with what he (do). In 2010 he (take) a year off and (go) travelling. In 2011 he (start) a business - selling used cars. In 2013 he (earn) £ 85 000 a year.
- 8) By the 1st of November we already (launch) our new product line. We (develop) it since 2013.
- 9) I asked if anybody (buy) bread for dinner. I (cannot) buy it, because I (work) until late in the evening.
- 10) Her dress (tear) because the children (play) Indian and (crawl) on the ground.
- 11) Alice (not know) what to say. She (try) hard to find some words but nothing (come out).
- 12) We (go) past several houses but (cannot) find the one we (need). Then we (realise) that we (turn) left instead of right. We took another direction but it didn't help. After we (look) for the accused house for two hours we (decide) to take a taxi.
- 13) The figures (look) really strange. We (wonder) who (create) them.
- 14) I (cannot) open the file because somebody (mess) up everything on my desktop. When I (ask) my colleagues if anybody (work) on my computer that day, they (look) embarrassed but nobody (confess).
- 15) The telegram (deliver) too late; she already (set off).

3. Open the brackets, using proper Past and Present Tenses.

The Altamira Cave: the Sistine Chapel of the Stone Age

In the late 1800s, there (live) a Spanish nobleman called Don Marcelino de Sautuola. His hobby (be) searching for clues to the lives of prehistoric people. He (know) that their homes (find) in caves nearby, and one cave called Altamira (be) close to his farm. He (begin) to visit the cave and dig through the deep soil on the cave floor. Over the centuries, this soil (pile) up, raising the floor and making the cave dark and narrow. He carefully (search) every shovelful as he (not want) to overlook even the smallest scrap of bone. Once, when he (show) his findings to the family his daughter Maria (ask) him to take her to the cave. At first, Don Marcelino (shake) his head: he (feel) sure that Maria quickly (get) bored. She (nag) him for several weeks before he finally (agree) to take her to the cave if she (promise) not to disturb him at work.

Maria (be) just as disappointed as her father (expect): she (cannot)(find) anything interesting to do. After a time, with a candle in her hand, she (creep) into the low passage. The corridor (get) wider and suddenly she (look) up at the ceiling. She (stop) still, the candle (waver) in her hand, and all around, in the flickering yellow light, she (see) animals!

"Father!" Maria cried, "Bulls! Bulls!"

Don Marcelino (drop) his tools and (crawl) into the little passage. He (have) to be careful not to bump his head on the rough ceiling as he (move) along. At first, he (see) only black lines and some splotches of red and yellow. Then slowly, the lines and splotches (take) on shape. Don Marcelino (understand) why Maria (shout) out the word "Bulls". The more he (look) the more real the animals (seem). He (realise) that he (look) at paintings so skillfully done that they (seem) to be alive.

Don Marcelino (amaze). How these paintings (make) on the ceiling? Who (make) them? As he (study) the animals he (begin) to understand that they (not be) bulls. They (be) actually bison, horned and humped creatures that (disappear) from Europe thousands of years ago.

That very evening, Don Marcelino (write) a letter to scientists in Madrid telling them about the discovery his daughter (make). A lot of scientists, artists and general public (visit) the cave since then. The cave (be) 296 metres long and the paintings (make) about 15 000 years ago! They (be) so impressive that they (call) "the Sistine Chapel of the Stone Age". When Pablo Picasso (visit) the Altamira Cave, he (exclaim), "After Altamira, all's decadence!"

Grammar & Speaking

1. Study the examples below and formulate the rules of using 'used to' and 'would' to denote repeated actions in the past. Give your own examples. Look up the Key answers.

-When at school, I used to have long hair. My mother would plait it every morning.

-Did you use to live in town before you retired? -Did you use to work long hours?

-Mark didn't use to smoke until he went to university.

-In the 1950-s we used to work on Saturdays but we would go to the cinema every Saturday night. Sunday afternoon used to be football time. On Sunday morning we would go to church and then we used to have a family lunch. Thank God, young people are no longer subject to tradition to this extent!

2. Ask each other questions following the pattern: Did you use to.... when you were....(a child/younger)?

3. Analyse the table (from the 2009 survey held by *The Economist*). Say what life **used to** be like 50 years ago for women and for men. What things **have changed** in your lifetime for women and for men? Has life changed for the better? Are people happier?

Aspiration and Reality - % women think they:

| Country | <i>should have all the same rights as men</i> | <i>do have all the same rights as men</i> | <i>are in a better position than grandmother's generations</i> | <i>are happier than grandmother's generation</i> |
|---------------|---|---|--|--|
| Britain | 73 | 9 | 93 | 42 |
| Japan | 21 | 0 | 96 | 82 |
| Mexico | 81 | 18 | 69 | 53 |
| Netherlands | 80 | 20 | 92 | 25 |
| South Africa | 63 | 23 | 77 | 54 |
| United States | 62 | 8 | 93 | 28 |

Listening & Vocabulary Extension

Recording 1 (1-3)

1. Listen to three people speaking about what they used to be like and do and how their lives have changed. Fill in the table, writing down some key phrases and words.

| <i>Speaker</i> | <i>Prehistory: events preceding</i> | <i>What happened and how it felt</i> | <i>Outcome; experience gained</i> |
|----------------|-------------------------------------|--------------------------------------|-----------------------------------|
| Veronica | | | |
| Alex | | | |
| Michelle | | | |

2. Explain the meaning of the underlined words and parts of words without using a dictionary

to stick

- Stick to the point, please. Don't speak about everything at the same time.
- We got stuck in a huge traffic jam on the way here.
- Are you still stuck with that lousy computer? It freezes too often. You should buy a new one.
- Stick with me and you won't get lost.
- She is very purposeful and persistent when she wants to achieve her goal. She will stick at nothing.
- Whatever you may say, I'll stick with my decision.
- As people get older they should cut down on animal food and stick to plant food.

-ward(s)

- I get all permissions for inward and outward flights registered.
- I'd like to move forward in my life, you know, try something new and develop myself.
- Outwardly, my life was full, but deep inside, I often felt lonely.
- Just listen to me! You'll be thankful to me afterwards.

to jump

- It's difficult to follow our new lecturer: he is always jumping from one topic to another!
- They offered him this position and he jumped at the chance.
- Hardly had I suggested to them seeing my new flat when they jumped at the invitation.
- Don't be so quick and so self-assured! I'm afraid you are jumping at conclusions.
- We met through a mutual friend, and everything went well from the word 'go'. We've got a lot in common. In fact, our humours jump together completely!
- He was jumped into that deal. I'm sure they had been deceiving him since the very beginning!

At home, find some more similar expressions, explain their meaning in English, write your examples on a card so that you swap them with your partner in class.

3. Insert proper prepositions. Try to do it from memory. Check yourself in the script.

- He wanted his son to keep politics.
- The first thing that stands is that this picture is one of the artist's self-portraits.
- On seeing him, I fell head heels love. I just flung myself his hands. Has anything like that ever happened you?
- How did your parents react Jim when you moved together?
- Oh, we've run petrol!
- He's very reserved and keeps himself himself.
- Mum! The children are driving me mad! Could you please come and help me?
- We hit it off straightaway and ended getting married after a three week romance.
- Let's move the next question.
- What I really like my husband is his generosity.
- Thank you so much! I've passed my exam only due your help!
- Are you taking this new project?

4. In the script, underline words and expressions you need to tell similar stories. Speak about your own or somebody else's experiences of life-changing decisions.

Grammar Plus and English in Use: the Reported Speech

1. We make **no changes** if the *speaker's words* are given in the *Present tenses* or when we **report facts, rules and quotations**.

E. g. Alex asks if you have seen his book here in the room.

The teacher explained how the Greenhouse effect contributes to global warming.

To this, he said: "My opinion hasn't changed."

Anaxagoras was the first to claim that nothing can be created and nothing disappears.

NB If we use the Past tenses when reporting facts, we express our doubts.

E. g. He said that London was the biggest city in the world.

2. We make **no changes** when reported *statements refer to the future* (which is yet to come).

E. g. Mary called me and said they are coming down to London next week.

(Compare: Mary said they would give us a call before going but they didn't call.)

3. Some **Modal verbs change the form**: can - could/would be able to; may - might/could; shall - should; will - would; must - had to (in the meaning of obligation); needn't - didn't need/didn't have to.

We **don't change the form of modal verbs** used in the **suppositional meaning** and the modal verbs: mustn't (in the meaning of prohibition); ought to; could; would; should; might; had better; used to.

E. g. When she first saw Michael she thought he must be about thirty.

He told Ann that she had to give her talk at the beginning of the meeting.

Gary said that they shouldn't have left without saying a word.

4. Reporting **requests, commands and proposals** we use the **Infinitive; Gerund and Subjunctive Mood**.

E. g. The teacher told the students to hand in their papers.

She invited us to see her new home. He suggested taking a taxi as it was rather far from there.

Our partners suggested that we should discuss the draft of the project again.

5. Reporting **statements**, we make changes: **Present Simple - Past Simple; Present Continuous - Past Continuous; Past Simple and Present Perfect - Past Perfect**; (Past tenses may remain the same if there is a time clause) and **Future tenses - Future in the Past**.

E. g. "I can't do it without your help." - She said she couldn't do that without....

"I haven't met him before." - She assured me that she hadn't met him before.

"I was sleeping when the doorbell rang." - He said he had been/was sleeping when the bell rang.

"I will be reading for my exam this weekend." - He promised he would be reading.... that weekend.

6. Reporting **statements that refer to the past**, we also **replace some time/place markers**: **now - then/at that time; yesterday - the day before; tomorrow - the next/following day; ago - before; just - some time before; come - go; this/these - that/those; here - there** etc.

E. g. "Mike has just left." - She told them that Mike had left some time before.

"We are introducing all these new rules now." - He said they were introducing those rules then.

7. Reporting the speaker's words, we use different verbs (apart from 'said' and 'told sb'): assured sb; confirmed to sb, admitted to; denied; replied; notified; added; remarked; let sb know; claimed; stated; pointed out; explained; promised; made it clear; confessed; complained; exclaimed; etc.

8. Reporting long stories or explanations consisting of several sentences, we give an introductory phrase (reported) and then tell the story without changes.

E. g. She felt that he didn't believe her and tried to explain how all that had happened. They first met in Australia when she was working there as.....

9. Reporting **questions**, we **make interrogative sentences declarative**.

E. g. "Do you mind me bringing my cousin to the party?" - She wondered if she could bring her cousin....

"Where have you been?" - She asked him where he had been.

1. Read the sentences below and underline words and word combinations that must be changed in out-of-date reporting (cases of up-to-date reporting are marked in brackets). Swap the books with your partner and report the sentences, taking turns.

- 1) You must give them a call first thing tomorrow. (up-to-date reporting)
- 2) You don't need to pay in cash.
- 3) If you ask Dave, he'll help you with this work.
- 4) I've been training hard recently.
- 5) Nobody saw them yesterday.
- 6) She can't have forgotten about this meeting.
- 7) I only learnt about this assignment yesterday!
- 8) I'm lost. I don't even remember the name of the hotel I'm staying in.
- 9) We must go home right now.
- 10) I'm going to a party tonight. (up-to-date reporting)
- 11) Oranges grow in hot countries.
- 12) When he rushed into the room the two men were fighting.
- 13) My aunt is coming down to London next week.
- 14) Stop the car!
- 15) Let's go to the countryside this weekend.
- 16) How about throwing a garden party this Saturday?
- 17) Shall I make some tea?
- 18) What were you doing when Hadson knocked at the door?
- 19) How much will it cost to repair this DVD-player?
- 20) Will you wait for me outside the theatre?
- 21) Do you think the results will come out tomorrow?
- 22) Have you visited many interesting places?
- 23) Where did you buy this book?
- 24) Will you be seeing Mary tonight? (up-to-date reporting)



Reading & English in Use

2. Read out aloud the extracts from Oscar Wilde's famous plays. Imagine yourself a character from either of these plays and tell your partner about an important conversation you had, reporting the questions and answers. O. Wilde (1854-1900), the greatest spokesman for aestheticism, Irish poet, writer, playwright.

From "The Importance of Being Earnest" (abridged)

LADY BRACKNELL. [Sitting down.] You can take a seat, Mr. Worthing.

JACK. Thank you, Lady Bracknell, I prefer standing.

L. B. [Pencil and note-book in hand.] I feel bound to tell you that you are not down on my list of eligible young men. However, I am quite ready to enter your name, should your answers be what a really affectionate mother requires. Do you smoke?

J. Well, yes, I must admit I smoke.

L. B. I am glad to hear it. A man should always have an occupation of some kind. There are far too many idle men in London as it is. How old are you?

J. Twenty-nine.

L. B. A very good age to be married at. I have always been of opinion that a man who desires to get married should know either everything or nothing. Which do you know?

J. [After some hesitation.] I know nothing, Lady Bracknell.

L. B. I am pleased to hear it. I do not approve of anything that tampers with natural ignorance. Ignorance is like a delicate exotic fruit; touch it and the bloom is gone. What is your income?

J. Between seven and eight thousand a year.

L. B. [Makes a note in her book.] In land, or in investments?

J. In investments, chiefly. I have a country house with some land, of course, attached to it, about fifteen hundred acres.

L. B. A country house! How many bedrooms? Well, that point can be cleared up afterwards. You have a town house, I hope? A girl with a simple, unspoiled nature, like Gwendolen, could hardly be expected to reside in the country.

J. Well, I own a house in Belgrave Square.

L. B. What number in Belgrave Square?

J. 149.

L. B. [Shaking her head.] The unfashionable side. However, that could easily be altered.

J. Do you mean the fashion, or the side?

L. B. [Sternly.] Both, if necessary, I presume. What are your politics?

J. Well, I am afraid I really have none. I am a Liberal Unionist.

L. B. Oh, they count as Tories. They dine with us. Now to minor matters. Are your parents living?

J. I have lost both my parents.

L. B. To lose one parent, Mr. Worthing, may be regarded as a misfortune; to lose both looks like carelessness. Who was your father? Was he born in what the Radical papers call the purple of commerce, or did he rise from the ranks of the aristocracy?

J. I am afraid I really don't know. ... I don't actually know who I am by birth. I was ... found.

L. B. Found!

J. Mr. Thomas Cardew, an old gentleman of a very kindly disposition, found me, and gave me the name of Worthing, because he happened to have a first-class ticket for Worthing in his pocket at the time.

L. B. Where did the charitable gentleman who had a first-class ticket for this seaside resort find you?

J. [Gravely.] In a hand-bag..... A somewhat large, black leather hand-bag, with handles to it.

L. B. To be born in a hand-bag, whether it had handles or not, seems to me to display a contempt for the ordinary decencies of family life that reminds one of the worst excesses of the French Revolution. It could hardly be regarded as an assured basis for a recognised position in good society.

J. May I ask you then what you would advise me to do? I need hardly say I would do anything in the world to ensure Gwendolen's happiness.

L. B. I would strongly advise you, Mr. Worthing, to try and acquire some relations as soon as possible, and to make a definite effort to produce at any rate one parent, of either sex, before the season is quite over.

From "An Ideal Husband" (abridged)

MRS. CHEVELEY. I want to talk to you about a great political and financial scheme, about this Argentine Canal Company, in fact.

SIR ROBERT CHILTERN. What a tedious, practical subject for you to talk about, Mrs. Cheveley!

M. Ch. Oh, I like tedious, practical subjects. What I don't like are tedious, practical people. Besides, you are interested, I know, in International Canal schemes. You were Lord Radley's secretary, weren't you, when the Government bought the Suez Canal shares?

S. R. Yes. But the Suez Canal was a very great undertaking. It gave us our direct route to India. It had imperial value. It was necessary that we should have control. This Argentine scheme is a commonplace Stock Exchange swindle.

M. Ch. A speculation, Sir Robert! A brilliant, daring speculation.

S. R. Believe me, Mrs. Cheveley, it is a swindle. Let us call things by their proper names. It makes matters simpler. In fact, I sent out a special Commission to inquire into the matter privately, and they report that the works are hardly begun, and as for the money already subscribed, no one seems to know what has become of it. I hope you have not invested in it.

M. Ch. I have invested very largely in it.

S. R. Who could have advised you to do such a foolish thing?

M. Ch. Your old friend - and mine. Baron Arnheim.

S. R. [Frowning.] Ah! yes. I remember hearing, at the time of his death, that he had been mixed up in the whole affair. I fear I have no advice to give you, Mrs. Cheveley, except to interest yourself in something less dangerous. The success of the Canal depends, of course, on the attitude of England, and I am going to lay the report of the Commissioners before the House to-morrow night.

M. Ch. That you must not do. In your own interests, Sir Robert, to say nothing of mine, you must not do that. I want you to withdraw the report that you had intended to lay before the House. Then I want you to say a few words to the effect that the Government is going to reconsider the question, and that you have reason to believe that the Canal, if completed, will be of great international value.

S. R. Mrs. Cheveley, you cannot be serious in making me such a proposition!

M. Ch. I am quite serious. My dear Sir Robert, you are a man of the world, and you have your price, I suppose. Everybody has nowadays.

S. R. [Indignantly.] You have lived so long abroad, Mrs. Cheveley, that you seem to be unable to realise that you are talking to an English gentleman.

M. Ch. I realise that I am talking to a man who laid the foundation of his fortune by selling to a Stock Exchange speculator a Cabinet secret.

S. R. [Biting his lip.] What do you mean?

M. Ch. I mean that I know the real origin of your wealth and your career, and I have got your letter, too. The letter you wrote to Baron Arnheim, telling the Baron to buy Suez Canal shares - a letter written three days before the Government announced its own purchase.

S. R. [Hoarsely.] The affair to which you allude was no more than a speculation. The House of Commons had not yet passed the bill; it might have been rejected.

M. Ch. It was a swindle, Sir Robert. Let us call things by their proper names. It makes everything simpler. And now I am going to sell you that letter, and the price I ask for it is your public support of the Argentine scheme.

S. R. It is infamous, what you propose - infamous! I cannot do what you ask me.

M. Ch. You mean you cannot help doing it. Remember to what a point your Puritanism in England has brought you. In old days nobody pretended to be a bit better than his neighbours. Nowadays, with our modern mania for morality, every one has to pose as a paragon of purity, incorruptibility, and all the other seven deadly virtues - and what is the result? If it were known that as a young secretary to a great minister, you sold a Cabinet secret for a large sum of money, you would be hounded out of public life.

S. R. You want me to withdraw the report and to make a short speech stating that I believe there are possibilities in the scheme?

M. Ch. Those are my terms.

S. R. [In a low voice.] I will give you any sum of money you want.

M. Ch. Even you are not rich enough, Sir Robert, to buy back your past. No man is.

At home, interview one or two of your friends, parents, relatives on the most important things or the most memorable events in their life. Prepare to report the interview to the class.

Revision Exercises - to do either in class or at home.

1. Open the brackets, using correct tense forms. You will need to use the Passive Voice as well.

I

This story took place in the USA, soon after the Civil War. Five brave men (run) away from an American prison. As they (prosecute) they (must) (leave) the country. They (use) a balloon and, after some days of flying on it, (find) themselves on an uninhabited island. As they (be) knowledgeable and energetic they (identify) the position of the island, (build) a hut in the mountains and (provide) themselves with food and shelter.

A lot of mysterious things (happen) to them before they (realize) that somebody (help) them. Someone (see) one of their friends when he (lie) unconscious on the beach and (bring) him into the cave. A big chest filled with useful instruments (cast) ashore although there (not be) any shipwreck near the coast. They also (find) an old bottle in good condition and, from the note inside, (learn) that a man (live) on a small island situated not far from theirs. He (leave) there alone by his mates, for some kind of betrayal. After he (spend) some years in the wilderness he hardly (can) speak. They (rescue) him but when they (sail) back to their island in a small boat, they (lose) their way in the dark. But someone (light) the beacon high on the rock. When one of them (catch) malaria and (die), a box with quinine (put) secretly to their home. That someone (help) them to get rid of wild monkeys which (attack) their home. Finally, he (save) their lives when they (fight) pirates who (sail) to their island on a big ship. When the five heroes (realise) that their powder (come) to an end and they (have) very little weapon, the ship suddenly (catch fire) and (explode).

Who (be) that unknown friend? Why he (hide) there on the island? How they (can) see him? (read) the book (find) out. You already (guess) the name of the book? You (read) it when you (be) a teenager? The book (screen) many times as well as other books by this author. Who (be) he? You (like) the genre of science fiction? You (can)(name) any technical inventions which (predict) and (describe) in his books but (become) reality in the 20th century? There (be) any wild destinations or white spots in the world today? You (like) to travel to some remote places and get involved into real adventure?

II

‘The Adventure of the Speckled Band’ by A. Conan-Doyle (adapted and abridged)

Helen Stoner told Sherlock Holmes her story.

“I (live) in my step-father’s home. My mother (kill) in a train crash when I and my identical twin Julia (be) only six years old. We (live) in deep seclusion and (not have) many chances (meet) people. However, two years ago Julia (meet) a young man who (propose) to her. They (get married) when a catastrophe (break). I will never forget that night. Julia (come) to my room and we (talk) about her wedding when suddenly she (ask) me if I (hear) some strange whistles at night. She (hear) them twice but (cannot, realise) where they (come) from. Julia (return) to her room, I (fall) asleep. But in the middle of the night I (wake up) by a terrible cry from her room. It (be) a cry of terror and pain! I (rush) into her room. Julia (stand) near the bed with a box of matches in her hand. Her face (be) dead-pale. ‘My God! A speckled band,’ she (whisper) before she (die). The investigation (cannot, find out) anything (explain) her death. Personally I (think) she must have died of horror or nervous breakdown. That (be) the end of the only person I (can; confide in).

Since then, my life (be) even more lonely. But a few weeks ago I (get) (acquaint) with our neighbour’s second son who just (come) back from the military service. We (decide) on each other immediately and I (tell) my step-father about the engagement. He (have) nothing against it, but 2 days ago some repairs (start) in the wing where I (live): the wall of my bed-room (damage) and my step-father (suggest) I (settle) in my sister’s room. You (can, imagine) my horror when last night as I (lie) sleepless I (hear) a soft whistle in the dark? I (cannot; wait) (see) you, Mr. Holmes!”

“(calm down),” said Holmes. If you had come to me right after your sister’s death, I might have found something out. Anyway, we will spend this night in your room and learn everything.”

“It (look) like you already (come) to some conclusion, Mr. Holmes,” said Helen Stoner.

“Maybe yes,” answered my friend. “We will come along.”

Two hours later we already (be) in Stock-Morren, an old run-down estate (belong) to Dr. Roylot, Miss Stoner’s step-father. The night (be) dark and stormy. We (sit) in silence for about 3 hours when suddenly we (hear) a soft whistle. Holmes immediately (light up) the lamp which (blind) me for a moment. But then I (see) Holmes (beat) something with his stick. It (be) a yellow with brown dots snake! “A speckled band,” (remember) I the last words of poor Julia Stoner.

Helen Stoner (ask) me (not publicise) this story, and if she hadn’t died two months ago, I wouldn’t have the right to tell the truth about a horrible crime committed by Dr. Roylot.

2. Report the following sentences (into the indirect speech) using the verbs in brackets.

a) John to his girlfriend:

"Do you remember how long we have been dating?" (asked)

"I will never forget seeing you for the first time!" (exclaimed)

"Will you marry me?" (proposed)

b) Sally to her friends:

"I've never seen myself on video before my sister's wedding reception." (admitted)

"It was awful: I was talking non-stop, fidgeting and waving my hands like a lunatic." (added)

"I'm definitely not going to pose for cameras ever again." (promised)

c) Reporters to the Prime Minister:

"Why did you order an investigation into the funds of the Ministry?" (wondered)

"Will Minister for the Environment be prosecuted in court?" (asked)

"Who is supposed to take the office?" (kept asking)

d) The spokesperson for the Minister for the Environment to reporters:

"It's true. The Minister has resigned because of the disappearance of a big sum of money." (confirmed)

"His fault hasn't been proven yet." (remarked)

"He wants an independent investigation." (insisted)

"The Prime Minister has taken this issue under his control." (claimed)

e) Teacher to a student(s):

"I'm really grateful to you, Garry! You've been very helpful." (thanked)

"Don't switch on the furnace unless I'm in the lab." (told)

"Put the first aid kit in the right place, please." (asked)

"Use the fire extinguisher! Be quick!" (ordered)

f) Ann to Robert (her colleague):

"It's your fault! Why didn't you tell me about the changes in the contract?" (blamed)

"The Morton Group are arriving tomorrow." (informed)

"You should be very careful while talking to Mr. Hobbes. He is always giving us problems!" (warned)

"There's a lot of red tape in Germany." (mentioned)

"We'd better register our company as an Ltd in the UK." (suggested)

"Look, these figures refer to the third quarter." (explained)

"As the draft of the contract was approved yesterday, we now have to wait for three days before they confirm that everything is OK." (clarified)

"They are so slow about making decisions!" (complained) "You must look through the documents yourself." (insisted)

"Don't worry! If they have put off the meeting it doesn't mean they don't want to co-operate with us." (reassured)

g) Mister Smith to his wife:

"You've chosen the best place on the whole beach!" (admitted)

"Look, our youngest needs to go to the toilet right now." (reported)

"Our number two daughter doesn't want a pizza!" (declared)

"Our number one daughter has been playing with the car keys and has lost them!" (cried out)

"Oh! Our dog must have stolen somebody's lunch!" (exclaimed)

"Honestly! I haven't been using your towel." (denied)

"Let's set off right now. There will be huge traffic jams in half an hour." (suggested)

"I'm definitely not going to spend a day-off on the beach again." (swore)

"I'll think of something more exciting to do on Sunday." (promised)