UNDERSTANDING GRAMMAR IN CONTEXT

TASKS AND EXPLANATIONS

JUDIT DOMBI & TAMÁS FEKETE
Understanding Grammar in Context

Tasks and explanations

Írta:

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A kiadvány szerkesztési, lektorálási, grafikai és tördelési munkáit a Virágmandula Kft végezte

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In most language instruction books English tense system is presented in the following ways:

(1) English has either 12 tenses:
- **Present** Simple, Continuous, Perfect, Perfect Continuous;
- **Past** Simple, Continuous, Perfect, Perfect Continuous;
- **Future** Simple, Continuous, Perfect, Perfect Continuous;

(2) or as many as 24 tenses: the twelve listed above plus the passive variant of each.

The actual state of affairs is much more simple: English has two tenses. Past and present. The English language has no future (English doesn't inflect verbs to indicate future tense). The reason behind this is that separate word-forms exist only for the past and for the present tense and there is no word-form for the future tense, as illustrated below:

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
<th>Future tense</th>
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<tbody>
<tr>
<td>I talkø</td>
<td>I talkedø</td>
<td>I will talk</td>
</tr>
<tr>
<td>you talkø</td>
<td>you talkedø</td>
<td>you will talk</td>
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<tr>
<td>he/she/it talkø</td>
<td>he/she/it talkedø</td>
<td>he/she/it will talk</td>
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<td>we talkø</td>
<td>we talkedø</td>
<td>we will talk</td>
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<tr>
<td>you talkø</td>
<td>you talkedø</td>
<td>you will talk</td>
</tr>
<tr>
<td>they talkø</td>
<td>they talkedø</td>
<td>they will talk</td>
</tr>
</tbody>
</table>

The future tense is expressed by a modal auxiliary (will) and not by a single word-form. However, this modal changes the modality of the verb, not its tense. The future tense can also be expressed in a variety of ways (e.g. Present Simple, will, be going to, be about to, etc), but it is not possible to indicate futurity by only inflecting the verb. In essence, tense is what can be marked on the verb, which makes the present and the past forms realizations of tenses, while the future can only be marked by an auxiliary. The present form is not marked in any way in English, which alone is enough to set it apart from the past tense which is always marked. The -s marking in he/she/it walks is an inflection for person and not for tense.

The 12 “tenses” given above are actually the combinations of a tense (present or past) and an aspect (progressive [or continuous], perfect, and perfect progressive). The term aspect refers to how the speaker sees the temporal quality of the action described by the verb. Each aspect brings a specific component of meaning to the whole mix. This meaning is mostly the same in each occurrence of that given aspect. Regardless of the tense, the progressive aspect will always carry the same meaning. Similarly, the perfect aspect will also carry the same core meaning no matter what tense it is combined with, and the perfect progressive construction is in fact the combination of two different aspects.

| Tense | tells us the time reference of the verb (i.e. past, present, future), and aspect tells us how the speaker interprets the action’s time-related characteristics (i.e. duration and recentness). |
I. Look at the following snippets from song lyrics

A) Sit by my side, come as close as the air, Share in a memory of gray; And wander in my words, and dream about the pictures That I play of changes.

B) Green leaves of summer turn red in the fall, To brown and to yellow they fade. And then they have to die, trapped within The circle time parade of changes.

C) Scenes of my young years were warm in my mind, Visions of shadows that shine. Till one day I returned and found they were the Victims of the vines of changes. (A-C: Phil Ochs – Changes)

D) He was a most peculiar man. He lived all alone within a house, Within a room, within himself, A most peculiar man. He had no friends, he seldom spoke And no one in turn ever spoke to him, 'Cause he wasn't friendly and he didn't care And he wasn't like them. Oh, no! he was a most peculiar man. (Simon & Garfunkel – A most peculiar man)

E) 'Cause he gets up in the morning, And he goes to work to nine, And he comes back home at five-thirty, Gets the same train every time. 'Cause his world is built 'round punctuality, It never fails.

F) And he's oh, so good, And he's oh, so fine, And he's oh, so healthy, In his body and his mind. He's a well respected man about town, Doing the best things so conservatively. (E-F: The Kinks – A well respected man)

G) I can hear the soft breathing Of the girl that I love As she lies here beside me Asleep with the night And her hair, in a fine mist Floats on my pillow Reflecting the glow Of the winter moonlight (Simon & Garfunkel – Wednesday morning 3 AM)

H) He freely gave to charity, he had the common touch, And they were grateful for his patronage and thanked him very much, I) So my mind was filled with wonder when the evening headlines read: "Richard Cory went home last night and put a bullet through his head." (H-I: Simon & Garfunkel – Richard Cory)
Which of these examples describe or refer to...

...general states, general truths:
...habits, frequently done actions:
...instructions:
...narration, commentary, storytelling:

Regardless of tense, with the basic form, we express what we see to be a matter of fact, and we see the action described by the verb to be total and complete. The difference between past and present forms is that the present form expresses immediacy, i.e. the action is still real and valid, while the past form expresses remoteness, meaning that the action is located in time prior to the present moment. With the basic forms, the speaker does not emphasize the duration or recentness of the action, but concentrates on the objective, factual nature of the action. With the basic forms, the focus is on the action or state itself and not how long it goes on for. The action is seen as a complete and indivisible unit, with a beginning and an end. We can think about it as if it were part of a timetable or schedule, especially with habits and frequently done actions.

In summary, the basic form means that

- the focus is on the action or state itself
- the action is seen to be complete
- we talk about the action in as general and factual terms as possible
- we are not interested in the duration of the action
- the action is seen as timeless, meaning that it has happened multiple times before and if we’re using the present tense then it will happen in the future
- when we’re using the forms for narration or commentary, we see the actions as if they were a series of very brief events
- we imagine the action or state to be a point in time without any other dimensions

II. Complete the text with the appropriate form of the verbs.

The attack on Pearl Harbor

The attack on Pearl Harbor (1) ________ (be) a surprise military strike by the Imperial Japanese Navy Air Service against the United States naval base at Pearl Harbor, Hawaii Territory, on the morning of December 7, 1941. The attack, also known as the Battle of Pearl Harbor, (2) __________ (lead) to the United States’ entry into World War II.

Japan (3) ___________ (intend) the attack as a preventive action to keep the U.S. Pacific Fleet from interfering with its planned military actions in Southeast Asia against overseas territories of the United Kingdom, the Netherlands, and the United States.

The attack (4) ________ (commence) at 7:48 a.m. Hawaiian Time (18:18 GMT). The base (5) ______________ (attack) by 35 Imperial Japanese aircraft (including fighters, level and dive bombers, and torpedo bombers) in two waves, (6) ___________ (launch) from six aircraft
carriers. All eight U.S. Navy battleships (7) ________ (damage), with four sunk. One hundred eighty-eight U.S. aircraft (8) ________ (destroy); 2,403 Americans (9) ________ (kill) and 1,178 others (10) ________ (wound). Important base installations such as the power station, dry dock, shipyard, maintenance, and fuel and torpedo storage facilities, as well as the submarine piers and headquarters building (also home of the intelligence section), (11) ________ (not attack). Japanese losses (12) ________ (be) light: 29 aircraft and five midget submarines lost, and 64 servicemen killed. One Japanese sailor, Kazuo Sakamaki, (13) ________ (capture).

The surprise attack (14) ________ (come) as a profound shock to the American people and (15) ________ (lead) directly to the American entry into World War II in both the Pacific and European theaters. The following day, December 8, the United States (16) ________ (declare) war on Japan, and several days later, on December 11, Germany and Italy each (17) ________ (declare) war on the U.S. The U.S. (18) ________ (respond) with a declaration of war against Germany and Italy. Domestic support for non-interventionism, which (19) ________ (fade) since the Fall of France in 1940, (20) ________ (disappear).

Source: https://en.wikipedia.org/wiki/Attack_on_Pearl_Harbor

Discussion questions:

- Which construction is mostly used in the text?

- Why?

- What is the form of the text?

- How does the writer see the temporal quality of the actions?
III. Complete the sentences below with the given verbs in the appropriate tense. Then, determine which use of the verb form is found in each sentence.

<table>
<thead>
<tr>
<th>break</th>
<th>agitate</th>
<th>begin</th>
<th>take</th>
</tr>
</thead>
<tbody>
<tr>
<td>dream</td>
<td>reminisce</td>
<td>not realize</td>
<td>see</td>
</tr>
<tr>
<td>know</td>
<td>wear</td>
<td>accumulate</td>
<td>charter</td>
</tr>
</tbody>
</table>

1. When an aerial shot is needed, filming crews typically _________ a helicopter to fly from an airport or heliport with fuel and people on board. (habits)

2. He _________ about how back in 2004, over pizza, he and his friends _________ of the next great software platform. (narration/storytelling)

3. As seafloor sediments _________, each layer’s composition reflects the regional climate. When combined with carbon dating of plankton in each layer, the sediments provide markers of climate shifts. (general truth [scientific facts])

4. I am most proud that I got the courage to write about something personal that no one _________ about me. Not even my mom. (general state)

5. Something I _________ until I took yoga was how important the actual way you breathe is. (general state)

6. Pump the oil into a processor and add a catalyst. _________ the mixture and then allow it to rest. (instruction)

7. She always looked taller because she hardly ever _________ anything but boots. (habit)

8. War _________, and never ended; history _________ a turn and kept turning, as if intent upon grinding every last American assumption to dust. (narration/storytelling)

9. Go _________ the movies you want to watch. You’re a grown-ass man. You know what to do. (instruction)

10. He smells the rotten-egg odor of the hydrogen sulfide gas as he _________ the seal of his mask. (narration/storytelling)
IV. Finish the following sentences in any way you find appropriate

1. Whenever I feel...
2. When I was a child, I often...
3. In the summertime...
4. The best thing about...
5. I never really...
6. Yesterday...
7. I hate that I always...
8. Every day...
9. In America...
10. Whenever I felt...

V. Fill the gaps with the suitable verb from the box. Use a tense you find appropriate.

<table>
<thead>
<tr>
<th>abandon</th>
<th>adopt</th>
<th>be (4x)</th>
<th>become (2x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>come</td>
<td>crush</td>
<td>deprive</td>
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<tr>
<td>invade</td>
<td>know</td>
<td>loose</td>
<td>settle (2x)</td>
</tr>
<tr>
<td>speak</td>
<td>support</td>
<td>survive</td>
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The event that (1) ___________ the transition from Old English to Middle English (2) ___________ the Norman Conquest of 1066, when William the Conqueror (Duke of Normandy and, later, William I of England) (3) ___________ the island of Britain from his home base in northern France, and (4) ___________ in his new acquisition along with his nobles and court. William (5) ___________ the opposition with a brutal hand and (6) ___________ the Anglo-Saxon earls of their property, distributing it to Normans (and some English) who (7) ___________ him.

The conquering Normans (8) ___________ themselves descended from Vikings who (9) ___________ in northern France about 200 years before (the very word Norman (10) ___________ originally from Norseman). However, they (11) ___________ their Old Norse language and wholeheartedly (12) ___________ French (which (13) ___________ a so-called Romance language, derived originally from the Latin, not Germanic, branch of Indo-European), to the extent that not a single Norse word (14) ___________ in Normandy.

However, the Normans (15) ___________ a rural dialect of French with considerable Germanic influences, usually called Anglo-Norman or Norman French, which (16) ___________ quite different from the standard French of Paris of the period, which we (17) ___________ as Francien. The differences between these dialects (18) ___________ even more marked after the Norman invasion of Britain, particularly after King John and England (19) ___________ the French part of Normandy to the King of France in 1204 and England (20) ___________ even more isolated from continental Europe.
Which tense is mostly used in this text? Why? Can you think of an event or story in the past and talk about it in a similar way?

VI. Write a short summary of something you watched recently (on TV, on the internet) and that the group is also likely to be familiar with. Give pseudonyms to the characters and the others will have to guess from the storyline.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

VII. *Some like it hot, and I certainly do.*

1. Listen to Nigella Lawson cooking an Italian dish. (up to 7:22) 
   https://www.youtube.com/watch?v=KQ2iQK56cTM
2. Discuss the following questions in pairs.
   - How does Nigella feel about the kitchen in general?
   - How does Nigella feel about eating?
   - Where does Slut’s Spaghetti get its name from?
   - What does the sauce contain?
3. Read the transcript. Which tense is mostly used here? Why? (see the italicized sentences in paragraph 2.)

   The kitchen for me it’s not just a place to cook in and eat it, it’s a place to live in. And maybe I shouldn’t say this, because it’s a terrible cliché, but it’s true: the kitchen really is the heart of the home. And what’s also true for me is that it doesn’t really matter whether I’ve got time on my hands and I can cook slowly and leisurely, or if I am really up against it and have to do frantically fast meals the thing is if I’m in the kitchen I’m happy.

   My evening meal is one of the highlights of the day, and something to be celebrated, even when time or energy are in short supply. How could I not relish a supper called “Slut spaghetti”? I make it out of ingredients from the store cupboard. My Spanish chicken with Chorizo and potatoes has it all: looks, taste, ease. The leftovers make the most fantastic morning-after quesadillas. My no-fuss fruit tart is an absolute show-stopper and it’s stress-free. And when I’m dining alone, I love to treat myself to my lemony salmon, with cherry-tomato couscous.

   I don’t believe in guilty pleasures. I think the only thing anyone should ever feel guilty about is not taking pleasure. But having said that, I do concede that the amount of enjoyment I get from eating supper in bed is almost shameful. But I need to be prepared, I am ever-hopeful, so I have to keep the ingredients in the house that enable me to rustle up a quick supper whenever I want.
Pasta Putanesca, an Italian stalwart, is generally translated on English menus anyway, as pasta cooked in a whoreish fashion. Now, I’m sorry to be immodest but I prefer my translation: Slut’s spaghetti.

_Sauce._
I’m gonna start with some anchovies, and I have a special anchovy prize. The thing about slut’s spaghetti, is that there’s a bit of a debate about why it’s called this. Some people say it’s because it’s got such gutsy flavours, others say it’s because it’s very quick to make, so you could probably rustle up a dish of it in between entertaining gentlemen callers but I think it’s probably because the ingredients for it all come from tins or jars or like anchovies preserved so in other words, you could be the sort of slattern who didn’t go to market everyday and buy fresh products, but still make this sauce.

**VIII. Pairwork:**
- Summarize in a narrative fashion how Slut’s Spaghetti is made.
- Tell your partner about the steps of making a dish (or drink) without telling the name. Let them guess.
- Do you usually cook for yourself? What are some of the dishes you often make? Do you always eat on your own?
- Nigella, Britain’s self-claimed Domestic Goddess is passionate about food and cooking. Do you feel similarly about something? Can you give the others an account of something that gets you hooked? (See paragraph 1)

**IX. Have a look at this dish and try to write down the possible steps of how it is made.**
Mind map

Draw a mind map to summarize what you have learned about the basic form of the verb. You can add more bubbles and complete this initial template to suit your needs. Make sure you also write example sentences.
UNIT 2 The English Verb II: The progressive aspect

Present Continuous & Past Continuous

Grammar explanations in this unit are based on:


Grammatically aspects in English are expressed via aspectual auxiliaries: the progressive aspect (BE + present participle [also known as the -ing form]) and the perfect aspect (HAVE + past participle). We will first survey the progressive – or continuous – aspect.

I. Look at the following snippets from song lyrics

A) Bye, bye Miss American Pie
   Drove my Chevy to the levee but the levee was dry
   And them good old boys were drinking whiskey and rye
   Singin' this'll be the day that I die
   This'll be the day that I die (Don McLean – American pie)

B) Father wears his Sunday best
   Mother's tired she needs a rest
   The kids are playing up downstairs
   Sister's sighing in her sleep
   Brother's got a date to keep
   He can't hang around (Madness – Our house)

C) The world's spinning madly, it drifts in the dark
   Swings through a hollow of haze,
   A race around the stars, a journey through
   The universe ablaze with changes. (Phil Ochs – Changes)

D) Hello there George, newsagent on the corner,
   How's the old car, yes the climate's getting warmer (Madness – In the middle of the night)

Does the progressive form refer to permanent situations? Yes / No
Are the actions denoted by the progressive forms completed? Yes / No
Are the actions seen as discrete points in time? Yes / No
Is the duration of the actions important? Yes / No

Why do you think the present simple and present progressive is used in the lyrics above?
II. Complete the following excerpt from a textbook with the progressive or simple forms of the words given in the boxes above each paragraph.

Economic relationships between the developed countries and those of the ‘third world’ (1) _______________________. Indian and Chinese economies, especially, (2) _______________________ fast. According to the OECD, China could overtake the USA and Germany to become the largest exporter in the world in the next 5 years. In December 2005, China revised its estimations of economic growth, showing that it (3) ______________ Italy in GDP and was likely to become the world’s fourth largest, overtaking the UK, by the end of 2006. China’s services sector (4) __________ particularly underestimated and probably already (5) __________________ for over 40% of its GDP.

The world economy (6) ________________ the impact of two new economic superpowers emerging simultaneously. But it (7) _______________ not just China and India whose economies (8) _______________ fast. Together with Brazil and Russia they (9) ____________ a group referred to by economists as BRICs. An analysis in 2003 by Goldman Sachs (10) __________________ what the combined impact would be on the world economy of this emergent group.

In January 2006, the Worldwatch Institute, a US think-tank, (11) _______________ that India and China are ‘planetary powers that (12) _______________ the global biosphere’ who, if they were to consume as much per capita as Japan, would ‘(13) _______________ a full planet Earth to meet their needs’. Many (14) _____________ fearful of the political consequences of such a global shift of economic power. Others (15) _____________ the growth of both countries and the contribution to the global economy which they will make.

Source: David Graddol: *English Next*, pp. 32-33

The progressive aspect is expressed with the present or past form of BE plus the present participle, that is the -ing form of the verb.

The main use of the progressive aspect (in any tense) is

(i) to denote actions that are ongoing at the given moment,
(ii) to emphasize that the action is going on for a longer period of time,
(iii) and to express that an action frequently occurs around a given time

As opposed to the basic form, the progressive aspect implies that for some reason the speaker wishes to underline the duration of the action. Another main distinction is that the action is not seen as a discrete point, but as a limited period and as being incomplete but completable.
Use of the progressive form also means that the time reference is limited to a given period, and the speaker wants to draw attention to the fact that a period was involved.

**Summary:** Indicate whether the items in the list of features below (A–H) are true for the basic form or the progressive form

(A) the action is seen as a point in time basic / progressive
(B) the focus is on the duration basic / progressive
(C) the action or state is seen to be temporary basic / progressive
(D) the action can exist for an indefinite amount of time basic / progressive
(E) the action is seen as a period basic / progressive
(F) the action is incomplete but completable basic / progressive
(G) the focus is on the action or state itself basic / progressive
(H) the action is complete basic / progressive
(I) the action exists for a limited amount of time basic / progressive
(J) the action or state can be seen to be permanent basic / progressive

**III. Describe the difference between the following pairs of sentences. In some cases one of the sentences in the pair might be ungrammatical. Give reasons why.**

1a I swear I didn’t do anything.
1b I’m swearing I didn’t do anything.

2a You always complain about everything.
2b You’re always complaining about everything.

3a I hate awkward situations like this.
3b I’m hating this awkward situation.

4a He snored and talked in his sleep all night long.
4b He was snoring and talking in his sleep all night long.

5a What did you think when you suggested that we hitchhike home?
5b What were you thinking when you suggested that we hitchhike home?

**IV. Read this text on Colony Collapse Disorder, a serious phenomenon that is threatening beekeepers all around the world.** Imagine that you are spokesperson for your local Beekeepers’ Association and you need to inform local authorities about the state of affairs. Use clues from the text to support your argumentation. Make sure you use the right aspect to signal how you see the actions.

**Colony collapse disorder (CCD)** is the phenomenon that occurs when the majority of worker bees in a colony disappear and leave behind a queen, plenty of food and a few nurse bees to care for the remaining immature bees. While such disappearances have occurred throughout the history of apiculture, and were known by various names (disappearing disease, spring dwindle, May disease,
autumn collapse, and fall dwindle disease), the syndrome was renamed colony collapse disorder in late 2006 in conjunction with a drastic rise in the number of disappearances of western honey bee (Apis mellifera) colonies in North America. European beekeepers observed similar phenomena in Belgium, France, the Netherlands, Greece, Italy, Portugal, and Spain, Switzerland and Germany, albeit to a lesser degree, and the Northern Ireland Assembly received reports of a decline greater than 50%.

The National Agriculture Statistics Service reported 2.44 million honey-producing hives were in the United States in February 2008, down from 4.5 million in 1980, and 5.9 million in 1947, though these numbers underestimate the total number of managed hives, as they exclude several thousand hives managed for pollination contracts only, and also do not include hives managed by beekeepers owning fewer than five hives. This under-representation may be offset by the practice of counting some hives more than once; hives that are moved to different states to produce honey are counted in each state's total and summed in total counts.

In 2007 in the US, at least 24 different states had reported at least one case of CCD. In a 2007 survey of 384 responding beekeepers from 13 states, 23.8% met the specified criterion for CCD (that 50% or more of their dead colonies were found without bees and/or with very few dead bees in the hive or apiary). In the US in 2006–2007, CCD-suffering operations had a total loss of 45% compared to the total loss of 25% of all colonies experienced by non-CCD suffering beekeepers.

According to the European Food Safety Authority (EFSA), in 2007, the United Kingdom had 274,000 hives, Italy had 1,091,630, and France 1,283,810. In 2008, the British Beekeepers Association reported the bee population in the United Kingdom dropped by around 30% between 2007 and 2008, and an EFSA study revealed that in Italy the mortality rate was 40–50%. However, EFSA officials point out the figures are not very reliable because before the bees started dying, no harmonization was used in the way different countries collected statistics on their bee populations. At that time (2008), the reports blamed the high death rate on the varroa mite, two seasons of unusually wet European summers, and some pesticides.

In 2009, Tim Lovett, president of the British Beekeepers' Association, said: "Anecdotally, it is hugely variable. There are reports of some beekeepers losing almost a third of their hives and others losing none." John Chapple, chairman of the London Beekeepers' Association, put losses among his 150 members at between a fifth and a quarter. "There are still a lot of mysterious disappearances; we are no nearer to knowing what is causing them." The government's National Bee Unit continued to deny the existence of CCD in Britain; it attributes the heavy losses to the varroa mite and rainy summers that stop bees foraging for food.

In 2010, David Aston of the British Beekeepers' Association stated, "We still do not believe CCD (which is now better defined) is a cause of colony losses in the UK, however we are continuing to experience colony losses, many if not most of which can be explained." He feels recent studies suggest "further evidence to the evolving picture that there are complex interactions taking place between a number of factors, pathogens, environmental, beekeeping practices and other stressors, which are causing honey bee losses described as CCD in the US".

Beekeepers in Scotland also reported losses for the past three years. Andrew Scarlett, a Perthshire-based bee farmer and honey packer, lost 80% of his 1,200 hives during the 2009/10 winter. He attributed the losses to a virulent bacterial infection that quickly spread because of a lack of bee inspectors, coupled with sustained poor weather that prevented honey bees from building up sufficient pollen and nectar stores.

In Germany, where some of the first reports of CCD in Europe appeared, and where, according to the German national association of beekeepers, 40% of the honey bee colonies died, there was no scientific confirmation; in early May 2007, the German media reported no confirmed CCD cases seemed to have occurred in Germany.

In 2012, a report was published stating the first case of CCD, according to more stringent definitions, occurring outside of the US was in Switzerland. At the end of May 2012, the Swiss government reported about half of the bee population had not survived the winter. The main cause of the decline was thought to be the parasite Varroa destructor.

Source: https://en.wikipedia.org/wiki/Colony_collapse_disorder
V. Describe the picture. Try to come up with original ideas about what is happening.

VI. Complete the following sentences with the simple or progressive forms of the verbs given in brackets. In some cases both versions are acceptable, but the meanings will be different.

1. A new, more radio-friendly LP is being cranked out as quickly as possible. Meanwhile, no one ___________ (doubt) that the young singer eventually will emerge a star.

2. The father of two Manhattan middle schoolers said conferences provided a chance to ask whom his children ___________ (hang) out with.

3. There were sounds of rapid dressing, and then she ___________ (fling) open the door.

4. Three hours and forty-six minutes until lunch. She ___________ (stare) at the clock and ___________ (imagine) federal agents in white hooded suits shoving contaminated books into plastic bags.

5. Preservation groups ___________ (contemplate) a survey of every home and primary structure in the city to determine each one's historic significance.

6. While half a dozen witnesses ___________ (corroborate) the suspect's alibi, the DNA sample was enough to convince the jury.
7. I _________ (sit) on a subway and some guy next to me _________ (blast) music through his headphones. How do I get him to stop?

8. The lighted end of my cigarette just hit one of my fingers as I _________ (muse) on the purposelessness of life.

VII. Read the text below and choose the best alternative in each case

The Latin influence on English and British Celtic (= Brittonic) is/was/had been usually measured by the number of loanwords Latin was/donating/donated/donates to those languages. The picture that emerged/is emerging/emerges is familiar: the number of loanwords was/is/can be high, which is to be expected in the case of the politically, socio-economically and culturally high-prestige language that was/has been/is early-first-millennium Latin, and it is higher in Brittonic than in English, for the very good reason that Brittonic unlike the predecessor of English had been spoken/was being used/was spoken within the boundaries of the Roman Empire for the best part of four centuries.

Lexical borrowing represents/represented/is representing the most superficial level on which languages can influence one another. Particularly in the case of Latin, influences on a more structural level are/is/will be to be expected. The success of linguistic Romanization within the Empire demonstrates/was demonstrated/is demonstrated by the disappearance of all other languages that were being spoken/are spoken/were spoken when the legions were marching/marched/march in, apart from three telling exceptions: Albanian, Basque and British Celtic. All three survive/are surviving/survived in remote mountainous areas within a territory that at least in the case of Brittonic and Basque is/was/has been originally larger (the original spread of Albanian is unclear). All three are packed/are packing/packed with Latin loanwords, some of which expresses/are expressing/express elementary notions.

VIII. Write a short paragraph starting with the following prompt. You are free to use the progressive form and any other construction you judge appropriate.

The education system is facing serious challenges today

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________
IX. Pair work: Look at the picture and guess what is happening in this house.

Mind map

Draw a mind map to summarize what you have learned about the progressive aspect in English. You can add more bubbles and complete this initial template to suit your needs. Make sure you also write example sentences.

Glossary – define these grammar terms with your own words.

aspect

auxiliary

present participle
UNIT 3 The English Verb III: The perfect aspect

Present Perfect & Past Perfect

Grammar explanations in this unit are based on:


The perfect aspect (regardless of time reference) expresses **beforeness**. The speaker wants to underline that a given action occurred **before** a specific time. Thus, the actions or states described by the **present perfect** occurred before the present, those described by the **past perfect** occurred before a given point in the past, and those described by the **future perfect** occurred before a given point in the future.

Also, with the use of the perfect aspect, the speaker **links** the event to another **time plane**. The speaker is **looking back** from a **later point** in time to an **earlier point** in time. Therefore, the perfect aspect can also be called the **retrospective** aspect. The **focus** is on the **result** and not on the action itself as with the basic forms. With the perfect forms, there is a connection (often a **resultative** one) with a previous point or period in time. Only the basic forms can be used with time adverbials specifying a point in the past.

I. Look at the following snippets from song lyrics

A) Oh, what **have I done**,  
   Why **have I done** it?  
   **I’ve committed** a crime,  
   **broken** the law

   Are the actions completed? Yes / No  
   Do we know when they were completed? Yes / No  
   Could we specify when they were completed? Yes / No  
   Is the result of the actions still relevant? Yes / No  
   Am I still a criminal? Yes / No  
   Am I feeling remorseful? Yes / No

B) For twenty-five dollars  
   And pieces of silver  
   I **held** up and **robbed**  
   A hard liquor store (A-B: Simon & Garfunkel – *Wednesday morning 3 AM*)

   Are the actions completed? Yes / No  
   Do we know when they were completed? Yes / No  
   Could we specify when they were completed? Yes / No  
   Is the result of the actions still relevant? Yes / No  
   Am I stating pure facts? Yes / No  
   Am I feeling remorseful? Yes / No

C) There is a house in New Orleans  
   They call the Rising Sun  
   And **it’s been** the ruin of many a poor boy  
   And God I know I’m one (The Animals – *House of the rising sun*)

   Is the house still standing? Yes / No  
   Can the house be the ruin of more poor boys? Yes / No  
   Did the action happen only once? Yes / No
Unit 3 The English Verb III – The perfect aspect

D) She **ripped** her glittering gown
   Couldn’t face another show, no
   Her deodorant **had let** her down
   She should have used Odorono. **(The Who – Odorono)**

   Can the sequence of events be established? **Yes / No**
   Do we know which action happened earlier? **Yes / No**
   Was the result still relevant? **Yes / No**

E) An angry silence lay where love **had been**
   And in your eyes a look **I’d never seen** **(Matt Monro – The music played)**

   Do we know which action happened earlier? **Yes / No**
   Do we know when the love ended? **Yes / No**
   Is the duration of the actions relevant? **Yes / No**

**What general differences can you identify between the perfect aspect and the basic form?**

Identify the tense + aspect constructions in the stanza below, and try to explain the meaning and use of each.

What do you think the song is about?

Now she **has walked** enough through rainy town
She **rests** her bag against his and **sits** down
**She’s trying** to remember one better day
A while ago when people **stopped** to hear her say  **(Madness – One better day)**

**II. Explain the differences between the following pairs of sentences**

1a) I haven’t seen him all day.
1b) I didn’t see him all day.

   In which case is the day already over?
   In which case is the possibility of meeting him still open?

2a) Have you ever gone to the Museum of Modern Art in New York?
2b) Did you ever go to the Museum of Modern Art in New York?

   Which of these is more relevant to ask a friend who’s just come back from holiday in NY?
   In which case is the possibility of going to the museum still open?

3a) I’ve come home.
3b) I came home.

   Which of these is felt to be more recent?

4a) I’ve left my wallet at home.
4b) I left my wallet at home.

   Which of these feels more to be a deliberate action?
   Which of these feels more to be a sudden realization?

5a) After the school year had finished I took a summer job.
5b) After the school year finished I took a summer job.
III. Fill the gaps with the correct form of the verb given in brackets

1. Consumers ________ (come) to rely on their smartphones for photos, which is detrimental to the photography industry.

2. Writers who ________ (shoot) to fame as a result of their first novels include Ernest Hemingway with *The Sun Also Rises*.

3. If the victim ________ (never/see) before, how do we know that there was a murder?

4. As I walked, I allowed myself to drop back into the scene in a film with a dying woman who ________ (once/be) a piano teacher to so many.

5. The color this pigment produces is so realistic; I ________ (recommend) it to tons of friends.

6. He ________ (always/be) difficult, especially when he drank too much.

7. Who ________ (drive) the car when it collided with a truck and went off a bridge?

8. I ________ (consider) applying for that job for a long time now, and actually I ________ (still/consider) it.

IV. Choose the correct forms in the text below.

As you ________ (are reading/read) these words, you ________ (are taking part/take part) in one of the wonders of the natural world. For you and I, we ________ (are belonging/belong) to a species with a remarkable ability: we ________ (can shape/are shaping) events in each other’s brains with exquisite precision. I ________ (am not referring/have not referred) to telepathy or mind control or the other obsessions of fringe science; even in the depictions of believers these ________ (are/have been) blunt instruments compared to an ability that is uncontroversially present in every one of us. That ability is language. Simply by making noises with our mouths, we can reliably ________ (cause/causing) precise new combinations of ideas ________ (to arise/arising) in each other’s minds. The ability ________ (comes/has come) so naturally that we ________ (are/have been) apt to forget what a miracle it ________ (is/was). So let me remind you with some simple demonstrations, Asking you only to surrender your imagination to my words for a few moments, I ________ (can cause/have been causing) you to think some very specific thoughts:

When a male octopus ________ (spots/has been spotting) a female, his normally grayish body suddenly ________ (is becoming/becomes) striped. He ________ (swims/is swimming) above the female and ________ (is beginning/begins) caressing her with seven of his arms. If she ________ (allows/has allowed) this, he ________ (will quickly reach/quickly reached) toward her and ________ (is slipping/slip) his eighth arm into her breathing tube. A series of sperm packets ________ (were moving/moves) slowly through a groove in his arm, finally to slip into the mantle cavity of the female.

Cherries jubilee on a white suit? Wine on an altar cloth? Apply club soda immediately. It ________ (works/has worked) beautifully to remove the stains from fabrics.

When Dixie ________ (opens/had opened) the door to Tad, she ________ (is/is being) stunned, because she ________ (thought/were thinking) he ________ (was/had been) dead. (…) When Brian ________ (interrupts/had interrupted), Dixie ________ (tells/has told) a stunned Tad that she and Brian ________ (were married/are married) earlier that day. (…)

Think about what these words ________ (have done/were doing). I ________ (did not simply remind/were not simply reminding) you of octopuses; in the unlikely event that you ever see one develop stripes, you now know what ________ (will happen/has happened) next. Perhaps the next time you are in a supermarket you ________ (will look/are looking) for club soda, one out of the tens of thousands of items available. (…) You now ________ (share/shared) with millions of other people the secrets of protagonists in a world that is the product of some stranger’s imagination, the daytime drama *All My Children*. True, my demonstrations ________ (depended/has depended) on our ability to read and write, and this ________ (makes/is making) our communication even more impressive by bridging gaps of time, space, and acquaintanceship. But writing is clearly an optional accessory; the real engine of verbal communication is the spoken language we acquired as children.
Unit 3  The English Verb III – The perfect aspect  
Based on: Pinker, Steven: The Language Instinct

V. Respond to the following cues with an appropriate sentence

1. You’re looking very tired.

2. Was there something you wanted to tell me?

3. Where the hell have you been?

4. Didn’t you remember you’d already talked to her?

5. I heard you’re applying for a new job.

6. Have we met before?

7. Did you just accuse me of lying?

8. I had never considered talking to you before.

9. What is wrong with you?

VI. Read the following text and complete the tasks

Edward VIII was the shortest-reigning British monarch, and the only one ever to voluntary give up the throne. In pre-war Europe, the political climate was already quite dense when British domestic affairs took this shocking turn: Edward VIII (uncle of the present Queen) fell in love with an American woman who had been married twice, and her second divorce was still pending when the affair was made public by the media. Edward decided to renounce the throne and he did this in a public broadcast on 11 December, 1936. The broadcast is available from archives on YouTube.

www.youtube.com/watch?v=re6G1hTlrEo

Read the first paragraph. Identify the tense of the underlined verbs and try to find out why that specific construction is used in the text. How does grammar serve meaning?

At long last I am able to say a few words of my own. I have never wanted to withhold anything, but until now it has not been constitutionally possible for me to speak. A few hours ago I discharged my last duty as King and Emperor, and now that I have been succeeded by my brother, the Duke of York, my first words must be to declare my allegiance to him. This I do with all my heart. You all know the reasons which have impelled me to renounce the throne. But I want you to understand that in making up my mind I did not forget the country or the empire, which, as Prince of Wales and lately as King, I have for twenty-five years tried to serve.
Go on reading the second paragraph. Fill the gaps with the suitable forms of the verbs from the box.

<table>
<thead>
<tr>
<th>make</th>
<th>be</th>
<th>find</th>
<th>comfort</th>
<th>treat</th>
</tr>
</thead>
</table>

But you must believe me when I tell you that I (1) _______________ it impossible to carry the heavy burden of responsibility and to discharge my duties as King as I would wish to do without the help and support of the woman I love. I (2) ______________ this, the most serious decision of my life, only upon the single thought of what would, in the end, be best for all. During these hard days I (3) ______________ by her majesty my mother and by my family. The ministers of the crown, and in particular, Mr. Baldwin, the Prime Minister, (4) ______________ (always) me with full consideration. There (5) ______________ any constitutional difference between me and them, and between me and Parliament. Bred in the constitutional tradition by my father, I should never have allowed any such issue to arise.

Finally, read paragraph 3 and decide which form of the verb is more suitable in the text.

Ever since I have been/was Prince of Wales, and later on when I occupied/have occupied the throne, I have been treated/was treated with the greatest kindness by all classes of the people wherever I lived/have lived or journeyed throughout the empire. For that I am very grateful. (…)

Have a look at the text. Which adverbs of time can you associate with the perfect aspect?

VII. Write a short paragraph (about 150 words / 10-12 lines) for one of the following prompts, using the sentence given as the first or last sentence of your composition. You are free to utilize the perfect forms and any other construction you judge appropriate.

1) I’ve never been this insulted in my life.

2) I was beginning to doubt whether I had made the right choice.
VIII. Choose an event from the past (historical or fictional) and tell your partner what happened.

IX. Read the text and choose the correct option.

Deforestation in Haiti is commonly seen/has commonly been seen as a severe although complex and often misunderstood and misrepresented environmental problem. Haitians produce/have produced and consume/have consumed charcoal as their primary source of domestic energy. Although was widely reported/it has been widely reported that in 1923 over 60% of Haiti's land was/had been forested, the source of this assertion remains/has remained unknown but may be linked to the U.S. Marine Occupation in Haiti. In 2006, the country was claimed/had been claimed to have less than 2% forest cover. Although significantly deforested, this estimate is challenged/has been challenged as drastically incorrect due to unsubstantiated research. Nonetheless, the unsubstantiated 2% estimate has been widely circulated/had been widely circulated in media and in discourse concerning the country. Recent in-depth studies of satellite imagery and environmental analysis regarding forest classification conclude/have been concluded that Haiti has approximately 30% tree cover. Environmental modeling undertaken in 2018 suggests/has suggested that in a 'business-as-usual' scenario of wood depletion, over the next decade, above-ground woody biomass in Haiti would only decrease by approximately 4% of existing stocks, lending credence to the notion that the issue is/had been vastly misunderstood and exaggerated.

Source: https://en.wikipedia.org/wiki/Deforestation_in_Haiti
X. Watergate...the text-book definition of metonymy refers to the major American political scandal of the 1970s. The word itself originally refers to the Watergate Hotel, the actual location of the burglary that initiated the course of events. The suffix -gate has been used to denote suspicious political scandal all around the world. Have a look at some sentences taken from the Wikipedia entry of ‘Watergate scandal’ and try to identify the sequence of events.

Shortly after midnight on June 17, 1972, Frank Wills, a security guard at the Watergate Complex, noticed tape covering the latches on some of the doors in the complex leading from the underground parking garage to several offices (allowing the doors to close but remain unlocked). He removed the tape, thinking nothing of it. But when he returned an hour later and discovered that someone had retaped the locks, Wills called the police.

___ security guard notices the tape
___ security guard removes the tape
___ security guard returns to the garage
___ security guard finds the new tape on the locks
___ someone puts tape on the locks
___ someone puts tape on the locks for the second time
___ security guard calls the police

In July 1973, evidence mounted against the President’s staff, including testimony provided by former staff members in an investigation conducted by the Senate Watergate Committee. The investigation revealed that President Nixon had a tape-recording system in his offices and that he had recorded many conversations.

___ there is more and more evidence against the President’s staff
___ staff members testify in an investigation
___ the investigation reveals illegal actions of the President
___ the President has tape-recording system in offices
___ the President records conversations

After a series of court battles, the U.S. Supreme Court unanimously ruled that the president was obliged to release the tapes to government investigators. The tapes revealed that Nixon had attempted to cover up activities that took place after the break-in.

___ there is a series of court battles
___ Supreme Court rules that the President has to release the tapes
___ the tapes provide evidence that the President is involved in covering up illegal activities
___ the President attempts to cover up activities
___ Some people break in the Watergate Hotel

Source: https://en.wikipedia.org/wiki/Watergate_scandal
XI. Try to guess the story using the picture as and the prompt. Make sure you relate the events to one another.

Belle opened her hotel room and discovered the most shocking thing in her life. There she stood, frozen, trying to guess what had happened.

X. Compare the basic form and the perfect aspects. Read the text and find the missing construction. There are three options that you will not need.

Holly – more specifically the European holly, Ilex aquifolium – (1) __________________ at Christmas time, and (2) __________________ by the name Christ's thorn. In many Western Christian cultures, holly (3) _______________ a traditional Christmas decoration, (4) ___________________ especially in wreaths and illustrations, for instance on Christmas cards. Since medieval times the plant (5) __________________ a Christian symbolism, as expressed in the well-known Christian Christmas carol "The Holly and the Ivy", in which the holly (6) ________________ Jesus and the ivy (7) ________________ the Virgin Mary. Angie Mostellar (8) ________________ the Christian use of holly at Christmas, stating that Christians (9) ________________ a wealth of symbolism in its form. The sharpness of the leaves (10) ________________ to recall the crown of thorns worn by Jesus; the red berries (11) ________________ as a reminder of the drops of blood that (12) ______________________ for salvation; and the shape of the leaves, which (13) ________________ flames, can serve to reveal God's burning love for His people. Combined with the fact that holly (14) ________________ its bright colors during the Christmas season, it naturally came to be associated with the Christian holiday.
In heraldry, holly (15) __________________ to symbolize truth. The Norwegian municipality of Stord (16) ___________ a yellow twig of holly in its Coat-of-arms.
The Druids (17) ____________________ that leaves of holly (18) ______________ protection against evil spirits and thus (19) ______________ holly in their hair. In the Harry Potter novels, holly (20) ____________ as the wood in Harry’s wand.

Source: https://en.wikipedia.org/wiki/Holly

Try to identify why these specific constructions are used in the text.

**Mind map**
Draw a mind map to summarize what you have learned about the perfect aspect in English. You can add more bubbles and complete this initial template to suit your needs. Make sure you also write example sentences.

**Glossary** – define these grammar terms in your own words.

retrospective

time frame
UNIT 4 The English Verb IV: The perfect progressive aspect

Present Perfect Continuous & Past Perfect Continuous

Grammar explanations in this unit are based on:


The perfect and the progressive aspect can be combined with each other to form perfect progressive constructions. In such cases, the semantic features of the perfect aspect and those of the progressive aspect are maintained and combined.

I. Below are 12 features of aspects that we’ve been discussing since the first Unit. Sort them below as pertaining to the perfect aspect (5 features) or the progressive aspect (5 features) and identify 2 features which don’t belong to either.

| A) Denotes an ongoing action                  |
| B) Refers to a completed action              |
| C) Expresses the concept of “beforenness”    |
| D) Sees the actions or states as pure facts without temporal interpretation |
| E) Emphasizes that the action took/takes place over a period of time |
| F) The result of the action is still relevant after the action took place |
| G) Can express timeless general truths        |
| H) Denotes a temporary state of affairs      |
| I) The action is incomplete but compleatable |
| J) The time the action was completed is irrelevant |
| K) The focus is on the result of the action and not the action itself |
| L) Refers to an action that occurs (very) frequently |

Perfect aspect: [ ]

Progressive aspect: [ ]

Extra items: [ ]
The perfect progressive construction refers to a past activity that extends to the present (in the case of the present perfect progressive), or an activity in the distant past that extended to the more recent past (in the case of the past perfect progressive).

Now, look at the underlined phrase from the task description above and the bit of song lyrics below

A) ...aspects that we’ve been discussing since the first Unit

B) While I was hurting you by clinging to my pride,
   He had been waiting and I drove him to your side (Matt Monro – The music played)

Can you find all of the above mentioned features of the perfect and the progressive aspects in these two examples? Is there anything you would add, remove or modify?

II. Explain the differences between the following pairs of sentences

1a) Who’s been driving my car?
   1b) Who’s driven my car?

2a) I’ve been painting the fence.
   2b) I’ve painted the fence.

3a) What’ve you been doing since we last met?
   3b) What’ve you done since we last met?

4a) We’d been waiting for hours when he finally arrived.
   4b) We’d waited for hours when he finally arrived.

5a) Amazon warriors have been fighting throughout their whole lives.
   5b) Amazon warriors have fought throughout their whole lives.

III. Here is a list of important dates in the early development of the English language up to the Great Vowel Shift. Browse the dates and form ten sentences using various verbal constructions.

<table>
<thead>
<tr>
<th>Before English</th>
</tr>
</thead>
<tbody>
<tr>
<td>c.6000 BC: Britain cut off from continental Europe by English Channel</td>
</tr>
<tr>
<td>c.5000 BC: Proto-Indo-Europeans living in Eastern Europe and Central Asia</td>
</tr>
<tr>
<td>c.1000 BC: Germanic Indo-European tribes living in parts of modern-day Germany</td>
</tr>
<tr>
<td>c.500 BC: Celts inhabit much of Europe, and beginning to colonize the British Isles</td>
</tr>
<tr>
<td>55 BC: First Roman raids on Britain under Julius Caesar</td>
</tr>
<tr>
<td>43 AD: Roman occupation of Britain under Emperor Claudius (beginning of Roman rule of Britain)</td>
</tr>
<tr>
<td>410-436: Roman withdrawal from Britain</td>
</tr>
<tr>
<td>c.450: Anglo-Saxon settlement (Angles, Frisians, Saxons, Jutes) of Britain begins</td>
</tr>
</tbody>
</table>
### Old English

- **450-480**: Earliest Old English inscriptions
- **597**: St. Augustine arrives in Britain (beginning of Christian conversion of the Anglo-Saxons)
- **c.600**: Anglo-Saxon language covers most of modern-day England
- **c.660**: “Cædmon's Hymn” composed in Old English
- **731**: The Venerable Bede writes “The Ecclesiastical History of the English People” (in Latin)
- **792**: Viking raids of Britain begin
- **c.800**: Old English epic poem “Beowulf” composed
- **865**: The Danes launch full-scale invasion and occupy Northumbria
- **871**: Alfred the Great becomes king of Wessex, encourages translation of Latin works
- **871**: “The Anglo-Saxon Chronicle” is begun
- **878**: Danelaw established, dividing Britain into Anglo-Saxon south and Danish north
- **911**: Charles II of France grants Normandy to the Viking chief Hrothulf the Ganger (the beginning of Norman French)
- **c.1000**: The oldest surviving manuscript of “Beowulf” dates from this period
- **1066**: The Norman conquest under William the Conqueror

### Middle English

- **1086**: “Domesday Book” compiled
- **c.1100**: London becomes de facto capital of England
- **c.1150**: The oldest surviving manuscripts in Middle English date from this period
- **1154**: Eleanor of Aquitaine, French wife of Henry II, becomes Queen Consort of England
- **1154**: “The Anglo-Saxon Chronicle” discontinued
- **1167**: Oxford University established
- **c.1180**: The “Ormulum” text of the monk Orm completed
- **1204**: King John loses the province of Normandy to France
- **1209**: Cambridge University established
- **1349-50**: The Black Death kills one third of the British population
- **1362**: The Statute of Pleading replaces French with English as the language of law (although records continue to be kept in Latin)
- **1362**: English is used in English Parliament for the first time
- **c.1370**: William Langland writes “Piers Plowman”
- **1384**: John Wycliffe publishes his English translation of “The Bible”
- **1385**: English replaces Latin as main language in schools (except Universities of Oxford and Cambridge)
- **c.1388**: Chaucer begins “The Canterbury Tales”
- **1399**: Henry IV becomes first English-speaking monarch since before the Conquest
- **c.1450**: The Great Vowel Shift begins

Source: [http://www.thehistoryofenglish.com/timeline.html](http://www.thehistoryofenglish.com/timeline.html)
Based on the prompts in the brackets, choose the best alternative

1. He’s gone to / went to Spain for his holiday. (he’s already come back)
2. I’ve been painting / I’ve painted this portrait. (I hope to finish soon)
3. She’s been doing / She did her new workout plan for two weeks. (she’s not doing it anymore)
4. We were dealing / have been dealing with serious financial issues. (they are still not solved)
5. Have you been drinking / Did you drink again? (you’re sober now)

V. Decide which combination of tense and aspect is the best choice for each gap. There may be more than one correct solution with a slight difference in meaning.

Wikipedia’s Growth
The rate of new articles initiated within the English Wikipedia grew/is growing/has grown/has been growing exponentially until around 2007, though this is/is being/has been no longer the case. The rate of article creation declines/is declining/has declined/has been declining very slowly from its then-peak of around 50,000 new articles created per month. The two most credible growth models for the whole life of Wikipedia are a Gompertz function model which predicts/is predicting/has predicted/has been predicting that article creation will eventually asymptotically approach zero, and a modified Gompertz model which predicts that growth will continue indefinitely, but at a significantly lower rate than in the early days of Wikipedia.

On the other hand, the total amount of text in Wikipedia articles increases/is increasing/has increased/has been increasing essentially linearly, and the growth rate is essentially unchanged since 2006. This implies not that contribution to Wikipedia faded/is fading/has faded/has been fading over time, but that relatively more of the work done is on expanding existing articles or even merging articles that are similar in scope rather than creating new ones.


VI. Fill the gaps with the appropriate construction

1. For months, this was the moment he ____________ (wait) for and now here it was.
2. The room’s empty but the TV is on – someone must _______________ (watch) it.
3. It was just a lost feeling, I ____________ (think) I was losing her.
4. She’s just a real great person and an amazing teacher. She _____________ (reiterate) concepts all the time so we get it.
5. My friend here is kind of shy, but she ________________ (wonder) what you’re studying.
6. I tore out of my apartment so fast, I left a dust trail behind me, along with a flummoxed best friend, who ________________ (tell) me about the couple next door for weeks.
7. The few times in the past I __________ (reveal) my malady, I ________ (feel) like a freak.
8. I told my doctor how I ______________ (be) in a deep sleep when I was struck with the
certainty that someone was coming to get me.

VII. Victoria is the host of a weekly television quiz program. She is introducing this week’s
contestants who are playing for the second time. Fill the gaps with an appropriate construction
using the words given in brackets.

Hello, and welcome to Only Connect, let’s meet the teams. On my right, a journalist who
(1) ___________ (write) a limerick a day and (2) _______________ (work) as a garden laborer
at the British army base in West Berlin; a data scientist who (3) ____________ (make) a
memorable speech at a famous author’s 80th birthday party, and their captain, a native
Yorkshireman, who (4) ______________ (be) in the highest pub in Britain. They all
(5) ___________ (write) clues for various crosswords, they (6) __________ (be) The
Cluesmiths. You (7) ___________ (win) your first heat against the Operational Researchers,
how (8) ____________ (you/celebrate) that victory?

We (9) _____________ (decide) to try and find the lowest dive in Wales.

You (10) ______________ (play) a quiz against, on my left, a math student who
(11) _____________ (be) a fan of Hull City FC; a math and philosophy student who
(12) _______________ (lose) his cat on a windy day in Cornwall, and their captain, a keen rugby
player who (13) _____________ (play) the guitar and recently (14) _______________ (witness) a
giraffe kicking a rhino in the face. All students at York University, they (15) ____________ (be)
The Yorkers. You (16) ___________ (win) your first game against The Polyglots, how
(17) ________________ (you/prepare) for the game ahead?

We (18) _______________ (pump) iron and (19) ________________ (eat) large quantities of
meat.

Excellent, that would be a first on this show. Let’s get on with the quiz, both these teams
(20) ________________ (already/win) a match, so nobody (21) ____________ (go) home, they
(22) _______________ (shoot) for a direct route into the quarter finals. Cluesmiths, you
(23) _____________ (win) the toss, you (24) _____________ (go) first. Please
(25) ______________ (choose) your first question.

VIII. What does this picture make you think about? Discuss with your partner the possible
implications using different verbal constructions.
IX. Finish the following sentences in any way you find appropriate

1. How long have you_______________________________________________________
2. The first time I ___________________________________________________________
3. It’s been months since I ____________________________________________________
4. I had never _______________________________________________________________
5. Have you been ____________________________________________________________
6. Has it ever occurred to you_________________________________________________
7. Sorry for the mess, I've just ________________________________________________

XI. Connect these sentences using “because”.
   a, He took a taxi. His car broke down.
___________________________________________________________________________

   b, She was very angry. She failed her driving test.
___________________________________________________________________________

   c, The kids were very tired. They didn’t sleep in the afternoon.
___________________________________________________________________________
Unit 4 The English Verb IV – The perfect progressive aspect

d, The sight looked horrible. Arsonists attacked the garden.

c, Students didn’t find the room. The class was moved to a different place.

XI. Read the text below and do the tasks.

Franklin Delano Roosevelt (January 30, 1882 – April 12, 1945), often referred to by his initials FDR, was an American statesman and political leader who served as the 32nd President of the United States from 1933 until his death in 1945. A Democrat, he won a record four presidential elections and became a central figure in world events during the mid-20th century. Roosevelt directed the federal government during most of the Great Depression, implementing his New Deal domestic agenda in response to the worst economic crisis in U.S. history. As a dominant leader of his party, he built the New Deal Coalition, which realigned American politics into the Fifth Party System and defined American liberalism throughout the middle third of the 20th century. His third and fourth terms were dominated by World War II. He is often rated by scholars as one of the three greatest U.S. presidents, along with George Washington and Abraham Lincoln.

Source: https://en.wikipedia.org/wiki/Franklin_D._Roosevelt

Write sentences about Franklin D. Roosevelt using the appropriate verb constructions.

By 1935 he ________________________________ for 2 years.

By the mid-20th century he ______________________ a central figure in world politics.

By the middle third of the 20th century he ________________________ realigned American politics to the Fifth Party System.

By the outbreak of World War II he ______________________ for six years.

By the time of his death the war ______________________ for six years.
Order the events

_ He died
_ New Deal was implemented.
_ Roosevelt took office
_ The Great Depression started.
_ The US dropped the atomic bombs to Nagasaki and Hiroshima
_ The US entered the war
_ The US survived the Great Depression
_ World War II started

Summarize the events with your own words, using different aspects.

XII. Write a short paragraph (about 150 words / 10-12 lines) for one of the following prompts, using the sentence given as the first (or even last) sentence of your composition. You are free to use the perfect progressive forms and any other construction you judge appropriate.

1) This is the moment we’ve all been waiting for.
2) It was then that I realized what I’d been missing from my life.

Mind map
Draw a mind map to summarize what you have learned about the combination of the perfect and progressive aspects in English. You can add more bubbles and complete this initial template to suit your needs. Make sure you also write example sentences.

Glossary:
semantic features
UNIT 5. The English Verb V: The future

Future forms in English

Grammar explanations in this unit are based on:


As has been discussed in Unit 1, the English language has no single form for expressing the future. Instead, English uses either an aspect or the combination of the future auxiliary will and an aspect.

The most frequently used forms with which we can refer to the future are:

<table>
<thead>
<tr>
<th>Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>will + basic form</td>
<td>I will leave</td>
</tr>
<tr>
<td>will + progressive aspect</td>
<td>I will be leaving</td>
</tr>
<tr>
<td>will + perfect aspect</td>
<td>I will have left</td>
</tr>
<tr>
<td>will + perfect &amp; progressive aspect</td>
<td>I will have been leaving</td>
</tr>
<tr>
<td>pure basic form in the present</td>
<td>I leave at 7 AM tomorrow</td>
</tr>
<tr>
<td>present progressive</td>
<td>I’m leaving tomorrow</td>
</tr>
<tr>
<td>BE going to + basic form</td>
<td>I’m going to leave / I was going to leave</td>
</tr>
<tr>
<td>BE going to + progressive aspect</td>
<td>I’m going to be leaving / I was going to be leaving</td>
</tr>
<tr>
<td>BE about to + basic form</td>
<td>I’m about to leave / I was about to leave</td>
</tr>
</tbody>
</table>

I. Read the short excerpt from an article on Brexit. Pay attention to the highlighted forms.

A Tory donor who helped fund the legal challenge to the government’s Brexit plans has predicted Theresa May will be forced from office within two years because of the economic consequences of leaving the EU.

(…)

“I don’t think that Theresa May is going to be around in two years once the EU negotiations kick in,” he said. “She is setting this up but someone else will have to pick up the pieces when it all goes really wrong.”

(…)

“When she goes, the damage will have been done and it’s going to take a long, long time to get back to where we are today. People in business just cannot believe that she is cutting us off from a market of 500 million people.”


Why do the journalist and the interviewee use these specific forms to refer to the future? What meanings do each of these forms convey?
II. Look at the pictures and song lyrics below and identify the function of the future construction in each

A)

B) Your tears will be trembling, now we’re somewhere else

C) One last cup of wine we will pour
   I’ll kiss you one more time, and leave you on the rolling river shores of changes. (Phil Ochs – Changes)

D) She is soft, she is warm
   But my heart remains heavy
   And I watch as her breasts gently rise, gently fall
   For I know with the first light of dawn
   I’ll be leaving

E) And tonight will be
   All I have left to recall (Simon & Garfunkel – Wednesday Morning 3 AM)

F) I’m gonna charge him with possession and being under the influence while on duty. Plead guilty and I’ll recommend 30 days in the brig with loss of rank and pay.

Functions

Stating a fact: _______________

Expressing a plan or prediction: _______________

Revealing the speaker’s intentions, or what’s likely to be inevitable: _______________

Prediction about the future: _______________

Action that will be completed by a future point in time: _______________

Expressing a pre-arranged plan: _______________
III. Some parts of the text below have been removed, try to find which sentence is missing from each paragraph. There is an extra one that you won’t need. Read the text and make some predictions regarding the future of both the Hungarian and the English languages. What changes are about to occur in the next couple of decades, regarding vocabulary?

Reverse loanwords
Although a huge number of words have been imported into English from other languages over the history of its development, many English words have been incorporated (particularly in the last century) into foreign languages in a kind of reverse adoption process. (1) ______

But a more amusing exercise is to piece together the English derivations of foreign words where phonetic spelling are used. To give a few random examples, herkot is Ukrainian for “haircut”; muving pikceris is Lithuanian for “movie” or “moving pictures”; ajskrym is Polish for “ice-cream”; schiacchenze is Italian for “shake hands”; etc. Japanese has as many as 20,000 anglicisms in regular use (“Japlish”), including apputodeito (up-to-date), erebata (elevator), raiba intenshibu (labour-intensive), nekutai (neck-tie), biiru (beer), isukrimu (ice-cream), esukareta (escalator), remon (lemon), mai-kaa (my car) and shyanpu setto (shampoo and set), the meanings of which are difficult to fathom until spoken out phonetically. (2) _____________

German has invented, by analogy, anglicisms that do not even exist in English, such as Pullunder (from pullover), Twens (from teens), Dressman (a word for a male model) and handy (a word for a cellphone).

(3) _________________ Rosbif (roast beef) has been in the French language for over 350 years, and ouest (west) for 700 years, but popular recent “Franglais” adoptions like le gadget, le weekend, le blue-jeans, le self-service, le cash-flow, le sandwich, le babysitter, le meeting, le basketball, le manager, le parking, le shopping, le snaque-barre, le sweat, le marketing, cool, etc., are now firmly engrained in the language.

There is a strong movement within France, under the stern leadership of the venerable Académie Française, to reclaim French from this onslaught of anglicisms, and the country has even passed laws to discourage the use of anglicisms and to protect its own language and culture. (4) _____________________. In Québec, the neologism le clavardage (a portmanteau word combining clavier - keyboard - and bavardage - verbal chat) is becoming popular as a replacement for the common anglicism le chat (in the sense of online chat rooms). Norway and Brazil have recently adopted similar measure to keep English out, and this kind of lexical invasion in the form of loanwords is seen by some as the thin end of the wedge, to be strenuously avoided in the interests of national pride and cultural independence.

Source: http://www.thehistoryofenglish.com/history_today.html#Reverse%20Loanwords
A. “Russlish” uses phonetic spellings such as seksapil (sex appeal), jeansi (jeans), striptiz (strip-tease), kompyuter (computer), chempion (champion) and shusi (shoes), as well as many exact spellings like rockmusic, discjockey, hooligan, supermarket, etc.

B. Anglicisms such as stop, sport, tennis, golf, weekend, jeans, bar, airport, hotel, etc, are among the most universally used in the world.

C. New French replacements for English words are being encouraged, such as le logiciel instead of le soft (software), le disc audio-numérique instead of le compact disc (CD), le baladeur instead of le walkman (portable music player), etc.

D. English-Canadians exciting vocabulary is a further example for English native speakers’ exaggerated use of French loanwords.

E. After many centuries of one-way traffic of words from French to English, the flow finally reversed in the middle of the 20th Century, and now anywhere between 1% and 5% of French words are anglicisms, according to some recent estimates.

IV. Finish the following sentences in any way you find appropriate

1. By this time next year ______________________________________________________

2. When we meet next time __________________________________________________

3. When I finally get out of jail ______________________________________________

4. Well, I’ve got nothing to do today, guess I __________________________________

5. I’ve already made plans for my next holiday, I __________________________________

6. Your grades are not looking great, I think you __________________________________

7. When you barged into my room I was ______________________________________

V. Sue is planning her outfits for the next couple of days. What programs do you think are scheduled in her agenda? Support your ideas with cues from the pictures.
VI. Write a short paragraph (about 150 words / 10-12 lines) for one of the following topics. You are free to utilize the future forms and any other construction you judge appropriate.

1) What do you think life and the world will be like in 10, 20, or 30 years’ time?
2) Imagine you could go back to any moment in world history and change it. What would you change and how would it affect the world?
VII. Read these ideas about the future of the English language. Fill the gaps with the verbs in brackets in their most appropriate forms.

People (1) ________ (wonder) for some years whether English (2) ____________ (so much get) its feet under the global office desk that even the rise of China – and Mandarin – could ever shift it from its position of dominance. The answer is that there is already a challenger, one which (3) ________________ (quietly appear) on the scene whilst many native speakers of English (4) ___________ (look) the other way, celebrating the rising hegemony of their language. The new language which (5) _________ (rapidly oust) the language of Shakespeare as the world’s lingua franca (6) ___________(be) English itself – English in its new global form. As this book (7) ________________ (demonstrate), this is not English as we (8) __________ (know) it, and (9) ______________ (each) it in the past as a foreign language. It is a new phenomenon, and if it (10) ______________ (represent) any kind of triumph it is probably not a cause of celebration by native speakers. This book (11) ________________ (attempt) to describe this new phenomenon and explain the context in which it (12) ______________ (emerge). It also (identify) some of the challenges that (13) ______________ (create) over the next few years for everyone involved in the global education business. The book does not attempt to provide a complete ‘state of the art’ account of global English. It (14) ____________ (serve) as an update for The Future of English by identifying very recent developments which seem to (15) ____________ (drive) changes to the international and national status of the English language. It (16) _____________ (become) much clearer how much is at stake, and how many stakeholders there now are, in the global business of English. The teaching of English (17) ____________ (see) in the past as largely a technical issue about the best methodology, a practical issue of resources in teacher training and text books, or a problem about imperialist propaganda. We can now see that it (18) ____________ (become) much more than these things, although such issues (19) __________ (not go) away. If the analysis of this book is correct, then English (20) ____________ (at last become) of age as a global language. It is a phenomenon which lies at the heart of globalisation: English (21) ________________ (now redefine) national and individual identities worldwide; shifting political fault lines; creating new global patterns of wealth and social exclusion; and suggesting new notions of human rights and responsibilities of citizenship. Anyone who (22) ______________ (believes) that native speakers of English (23) ______________ (remain) in control of these developments (24) ______________ (be) very troubled. This book suggests that it is native speakers who, perhaps, should be the most concerned. But the fact is, that the future development of English in the world (25) ______________ (be) now a global concern and should be troubling us all.

Source: David Graddol: English Next
VIII. Naughty cats.....Make predictions based on the photos.

Mind map
Draw a mind map to summarize what you have learned about possible ways of expressing futurity in English. You can add more bubbles and complete this initial template to suit your needs. Make sure you also write example sentences.
UNIT 6 Modal auxiliaries

Grammar explanations in this unit are based on:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis, Michael</td>
<td><em>The English Verb</em></td>
</tr>
<tr>
<td>Cowan, Ron</td>
<td><em>The Teacher’s Grammar of English</em></td>
</tr>
<tr>
<td>Swan, Michael</td>
<td><em>Practical English Usage</em></td>
</tr>
</tbody>
</table>

Modality

In linguistics modality is a feature of language that enables the speaker to communicate propositions which are about non-actual situations. In other words, it shows the speaker’s view on how obligatory, necessary, desirable, believable or likely the proposition is. Study the example below:

1. John swims.
2. John can swim.
3. John must swim.
4. John may swim.
5. John should swim.

How do the propositions differ from (1) and from one another? Try to figure the possible contexts for each sentence.

In English, similarly to other Germanic languages, **modal auxiliary verbs** are often used to express modality.

There are certain general characteristic features that modal auxiliaries share.

- They act as an auxiliary verb in verb phrases (e.g. I can swim).
- They do not take inflections to indicate agreement or tense (e.g. I can swim, He can swim and not *He cans swim). However, *could* can be regarded as an irregular past tense form of *can*.
- Except for *may*, they contract with *not*, whereas main verbs do not form contractions with *not*. *(Shall) also contracts with not -> *shan’t* – however, this is used in British English only, and with S/1 or Pl/1 pronouns.
- They undergo subject-auxiliary inversion in questions (e.g. Can you swim?).
- They take a bare infinitive verb as the main verb in the verb phrase (e.g. He can swim, not *He can to swim or *He can swims or *He can swam).
- They express stance meanings, related to possibility, necessity, obligation, permission, ability.

There are also some **lexical verbs and adjectives** that have meanings similar to modal auxiliaries, as they express stance meanings, but they are neither idiomatic nor fixed expressions. However, their core lexical meanings include those of desire, obligation, possibility, etc. Examples include: need to, dare to, want to, be able to, be likely to, etc.

Modals can be differentiated based on their **meaning**. The following three groups can be distinguished:

**Modals of ability, permission and possibility**: can, could, may, might

**Modals of advice and necessity**: must, should, dare, need, have to, (have) got to, ought to, be supposed to,

**Modals to express future**: shall, will, would, be going to.
Modals of ability, permission and possibility

can could may might

Identify the meaning of modals in the sentences below.

(6) List as many poor moral actions as you can remember from the game.
(7) Can I have one more slice, please?
(8) This challenge includes making phone calls that can be tedious and time consuming.
(9) This can’t be true!
(10) When I informed my team about this project, I could sense their quiet skepticism.
(11) An existing digital audience could enhance a student’s writing development.
(12) The study took place in a suburban school in northeast Texas, and results may be different in different settings.
(13) May I come in?
(14) Babies might be gently bounced to the music.

6.1. Ability

- **can**: general ability (present)
- **could**: general ability (past)

It is possible to use *be able to* instead of *can/could* in the following structures:
- infinitives: She wants to be able to walk without help.
- gerunds: What motivates me most is being able to help people.
- after other modals: I might be able to call you later.
- in the perfect: I haven’t been able to clean this car for weeks.

6.2. Permission

- **can**: ask, give or refuse permission
- **could**: ask permission (more polite)
- **may**: ask, give or refuse permission (formal)

6.3. Possibility

- **may**: expresses that something is possible now or in the future, indicates that a possible situation is usual.
- **might**: expresses that something is possible now or in the future, expresses that something was possible in the past, is used in reported speech.
- **may/might** + perfect: it is possible that something happened in the past
- **can**: something is possible in the present
- **could**: something was possible in the past, in speculations,
- **could** + perfect: in speculations about an event in the past
- The forms *could* and *might* also indicate that the possibility is more remote than in the case of *can* and *may*
I. Identify the meaning and use of the modals in the sentences and indicate their time reference.

<table>
<thead>
<tr>
<th>CAN, COULD</th>
<th>meaning / use</th>
<th>time reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He <strong>can</strong> speak German fluently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I <strong>can</strong> give him an answer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. He <strong>could</strong> easily climb those stairs when he lived there.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I <strong>could have</strong> told you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I <strong>could</strong> give him an answer tomorrow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Bentleys, even used ones, <strong>can</strong> cost a fortune.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. He <strong>could</strong> be very unpleasant when he’s angry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. You <strong>can</strong> phone the inmates twice a week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. <strong>Can</strong> I have a word with you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. <strong>Can</strong> I open the window?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. We <strong>can’t</strong> park here. It’s forbidden.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAY, MIGHT</th>
<th>meaning / use</th>
<th>time reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They <strong>may</strong> come home next weekend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I <strong>may</strong> be wrong, of course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The two parties <strong>might</strong> reach an agreement tomorrow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. You <strong>may</strong> now kiss the bride.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. “You <strong>might have</strong> succeeded in changing me.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. You <strong>may not</strong> double park except while waiting in the car.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. You <strong>may</strong> speak to the patient for a few minutes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. <strong>May</strong> I have a word with you?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Who lives here? Have a look at the pictures. Discuss with your partner possible owners of the house depicted by the pictures. Use **can, could, may** and **might**.
III. Use a modal of ability/permission/possibility combined with a verb from the box to fill the gaps in the text. Sometimes more than one modal is possible.

<table>
<thead>
<tr>
<th>have to agree</th>
<th>require</th>
<th>achieve</th>
<th>help (2x)</th>
<th>enjoy</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>engage</td>
<td>limit</td>
<td>affect</td>
<td>be</td>
</tr>
</tbody>
</table>

Obesity – What can be done?

Overweight and obesity, as well as their related chronic diseases, are largely preventable and at an individual level, people (1) ______________ energy balance and a healthy weight by limiting energy intake from total fats and shifting fat consumption away from saturated fats to unsaturated fats.

Experts recommend at least 30 minutes of regular, moderate-intensity activity on most days - more activity (2) ________________ for weight control. While being active from an early age (3) ________________ prevent many diseases, regular movement and activity (4) ________________ (also) relieve the disability and pain associated with these conditions. Importantly, the benefits of physical activity (5) _____________ even if regular practice starts late in life.

On a broader level governments and other stakeholders (6) ___________ a vital role in shaping healthy environments and making healthier diet options affordable and easily accessible. This is particularly important for the most vulnerable in society - the poor and children, who have limited choices about the food they eat and the environments in which they live. In some cultures, gender (7) ________________ (also) individuals’ predisposition to healthy lifestyle.

Many factors hinder the participation of women in physical activity and their access to health care - their income is often lower than that of men and therefore the costs of access to physical activity facilities (8) ____________ a barrier - senior members of the household who control household resources (9) ________________ before a woman (10) ________________ in physical activity - also women often have a workload in the home and care-giving roles for other family members which (11) ________________ the time available for them to engage in physical activity.

Source: www.news-medical.net/health/Obesity-What-Can-be-Done.aspx

V. Which of the following constructions or modals could best complete the sentences below? Sometimes more than one solution is acceptable, with a slight change in meaning.

1) If the interviewer inquires ‘Do you have a family?’, the candidate _______ answer anything.

   A) might       B) may not     C) might not    D) could

2) Jacob becomes more familiar with his own peculiarity as the novel progresses, which makes him realize that he is more like his late Grandpa than he _______ ever imagined.

   A) could not have    B) might have    C) may not     D) could have
3) You didn’t quite get the correct answer, you _______ ‘Henry VIII’ and won the jackpot.
   A) could have said   B) may have said   C) might say   D) can say

4) She _______ in Italy, but she knew how to make a mean cappuccino.
   A) could not train   B) could have trained   C) might not have trained   D) can train

5) Using the latest technology in biochemistry currently in development, in the future, scientists _______ bring extinct species back to life.
   A) could be able to   B) are able to   C) could   D) can

6) It would be difficult to imagine how it _______ to do her job any worse than Bella herself did it.
   A) might have been possible   B) could be possible   C) may be possible   D) can be possible

7) I _______ you the way to the railway station if you want me to.
   A) could show   B) might show   C) may show   D) can show

8) I _______ you the way to the railway station if I wanted to.
   A) could show   B) might show   C) may show   D) can show

9) As feelings of safety increase, the patient _______ a little more about her history.
   A) can reveal   B) may reveal   C) could reveal   D) might reveal

**Modals of obligation, advice, necessity and deduction**

*must, should* – central or pure modals

*have (got) to, dare, need, had better, ought to* – marginal and semimodals

**Identify the meaning of modals in the sentences below.**

1) King did his speech in 1963. So this is way before. So he must have been a slave.

2) It doesn’t fix broken genes, so the therapy should work regardless of which of the 250 genes are causing problems.

3) Learning in the twenty-first century must challenge students to become innovative, creative, and adaptable.

4) You mustn’t tell them.

5) This is the final months before my tenure portfolio must be submitted.

6) Little girl, somebody ought to teach you to knock before you open a door. Otherwise people might think that you are lacking in good breeding.
(7) First impressions matter greatly, and a candidate should choose a career suit and accessories carefully.

(8) You’ve got to do this for me, Brick!

(9) There are some things in this world, baby, that you simply got to face.

(10) You have to show your passport.

6.4. Obligation and advice

- *should* expresses an obligation, an expectation or a general belief of what we consider appropriate
- *should* + perfect expresses that something desired did not, in fact, happen; expresses regret
- *ought to* can be used instead of *should* with the same meaning
- *be supposed to* can be used instead of *should*, in more informal contexts. It is more impersonal and can be used when the speaker reports what others think should be done.

6.5. Necessity

- *must* expresses that something is necessary (especially orders and rules). It can also be used to express strong feelings or opinions. *Must* cannot be used for referring to past obligations, in those cases we use *had to*. Similarly, in negations *have to* is used, as *mustn’t* does not mean the absence of obligation.
- *have to* is used instead of *must* in contexts where the speaker can’t control the necessity.
- *have to* is also used in situations where *must* lacks the needed grammatical forms, and it is used in questions instead of must, it is also used to express necessity in the past and is used in phrasal modal structures.
- *don’t have to* is the opposite of *must*. We use it when something is not necessary.
- *have got to* expresses the same meaning as *have to*, but it is more informal. It can only be used in the present tense.
- *need to* is used similarly to *have to*, as it expresses that something is necessary.
- *don’t need to* indicates that something is not necessary in general.
- *needn’t* indicates that something is not necessary on a particular occasion
- *needn’t* + perfect indicates that something unnecessary was done. In contrast, *didn’t need to* means that something was not necessary in the past. Compare and contrast these sentences:

(1) You needn’t have washed the dishes. I could have put them in the dishwasher.

(2) When I lived at home with my parents I didn’t need to do the dishes. They have a dishwasher. I wish we had one here in the dorm.
6.6 Deduction

- **must** expresses the inferred or presumed certainty of a fact, an assumption or a logical conclusion. It refers either to the present, and then it is followed by either a present infinitive, or a present participle; or to the past, and then it is followed by a perfect infinitive.
- **have to** can also be used for deductions (more informal)
- **can’t** is used in negative deductions as the opposite of **must**. It either refers to the present, and then it is followed by a perfect infinitive, or to the past, and then it followed by a perfect infinitive.
- **couldn’t** is used in negative deductions as the opposite of **must**. It either refers to the present, and then it is followed by a perfect infinitive, or to the past, and then it followed by a perfect infinitive.

VI. Identify the meaning and use of the modals in the sentences and indicate their time reference.

<table>
<thead>
<tr>
<th>SHOULD, OUGHT TO, HAD BETTER</th>
<th>meaning / use</th>
<th>time reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. „We shouldn’t risk Big Daddy hearing this discussion.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I’m sorry to bother you, I should’ve called first.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. „I like you, son, but why should I subsidize worthless behavior?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. You should come and see us more often.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. “Your men follow orders or people die. So Santiago shouldn’t have been in any danger at all, should he have, Colonel?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. You’d better watch out You’d better not cry You’d better not pout I’m telling you why Santa Claus is coming to town</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. “I have a sentimental weakness for my children, and I spoil them as you can see; they talk when they should listen.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. “Sonny, we ought to hear what they have to say...”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MUST, HAVE TO</th>
<th>meaning / use</th>
<th>time reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You must be new here.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. And the promise is, that the deal is so good, that we can’t refuse. Eh... (!)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I hope you’re not a hothead like your brother Sonny. You -- can’t talk business with him... (!)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. It must have had a serious influence on his career.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 6 Modal auxiliaries</td>
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<tr>
<td>--------------------------</td>
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</tbody>
</table>

5. You can’t be serious.

6. No way! You can’t have/couldn’t have finished already.

7. Candidates must attempt to answer all the questions.

8. “You must understand why I had to do that”

9. Then I said to my wife, “for justice, we must go to Don Corleone.”

10. You really must try this. It’s absolutely delicious.

11. If you interfere, you’ll have to appear before a judge in the morning and show cause.

12. I think you have to prepare yourself for the fact that we’re gonna lose.

13. You can’t handle the truth. Son, we live in a world that has walls and those walls have to be guarded by men with guns.

<table>
<thead>
<tr>
<th>NEEDN’T, NOT NEED TO, NOT HAVE TO, MUSTN’T</th>
<th>meaning / use</th>
<th>time reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We needn’t open the door. You can see him through the glass.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Why is it important that you realize that you don’t need to tell others about your actions and your reason?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. -Thank you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. - You don’t have to thank me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. You needn’t have cooked. We’ve had lunch on the way here.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. They didn’t need to take the oral part of the exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. We mustn’t let a superpower turn its back on rationality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. But uh – there are reasons why you must have no part in what is going to happen.</td>
<td></td>
<td></td>
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</tbody>
</table>

VII. Try to find possible scenarios for the following sentences. Which sentences are similar in meaning?

John could have called.
John should call you.
John should have called.
John might have called.
John needn’t have called.
John couldn’t have called.
John was not able to call.
John can’t call.
John may not call.
VIII. Read the text on how to cultivate cacti at home. Give advice to a friend on what to do and what not to do when cultivating cacti at home. Make sure you use modals of obligation, advice and necessity.

_The cultivation of cacti_

The popularity of cacti means many books are devoted to their cultivation. Cacti naturally occur in a wide range of habitats and are then grown in many countries with different climates, so precisely replicating the conditions in which a species normally grows is usually not practical. This manual is primarily concerned with the cultivation of semi-desert cacti in containers and under protection, such as in a greenhouse or in the home, rather than cultivation outside in the ground in those climates that permit it.

_Growing medium_

The purpose of the growing medium is to provide support and to store water, oxygen and dissolved minerals to feed the plant. In the case of cacti, there is general agreement that an open medium with a high air content is important. When cacti are grown in containers, recommendations as to how this should be achieved vary greatly. The general recommendation is 25–75% organic-based material, the rest being inorganic such as pumice, perlite or grit.

_Watering_

Semi-desert cacti need careful watering. General advice is hard to give, since the frequency of watering required depends on where the cacti are being grown, the nature of the growing medium, and the original habitat of the cacti. Another issue is the hardness of the water; where it is necessary to use hard water, regular re-potting is recommended to avoid the build up of salts. The general advice given is that during the growing season, cacti should be allowed to dry out between thorough waterings. A water meter can help in determining when the soil is dry.

_Light and temperature_

Although semi-desert cacti may be exposed to high light levels in the wild, they may still need some shading when subjected to the higher light levels and temperatures of a greenhouse in summer. Allowing the temperature to rise above 32 °C (90 °F) is not recommended. The minimum winter temperature required depends very much on the species of cactus involved. For a mixed collection, a minimum temperature of between 5 °C (41 °F) and 10 °C (50 °F) is often suggested.

_Propagation_

Cacti can be propagated by seed, cuttings or grafting. Seed sown early in the year produces seedlings that benefit from a longer growing period. Seed is sown in a moist growing medium and then kept in a covered environment, until 7–10 days after germination, to avoid drying out. A very wet growing medium can cause both seeds and seedlings to rot. A temperature range of 18–30 °C (64–86 °F) is suggested for germination; soil temperatures of around 22 °C (72 °F) promote the best root growth. Low light levels are sufficient during germination, but afterwards semi-desert cacti need higher light levels to produce strong growth.

Source: https://en.wikipedia.org/wiki/Cactus#Watering
IX. Fill the gaps with an appropriate modal and the words in the brackets. In many cases more than one solution is possible with a difference in meaning. Find all the possible solutions and explain the differences between them.

1. – Are his books any good?
   – How ______________ (I/know)? I’ve never read any of them...

2. I think Mr. Trump ______________ (figure out) a way maybe to lessen the hurtful language. It’s very detrimental and destructive.

3. I bought the wrong kind of toothbrush. I really ______________ (do) more research instead of impulse buying.

4. What?! A newspaper said something good about me? That ______________ (be) true.

5. Richmond, Virginia is a city of old-time neighborliness and finicky manners, like you ____________ (ever/sneeze) publicly.

6. She leaned over and whispered, so loudly that she ______________ (bother) to whisper in the first place.

7. She knew secrets her mother had told her that she ______________ (tell) anyone.

8. It’s nasty out there, very nasty. Stay home. If you ______________ (come) out, just stay home.

9. When you see the movie, you’ll understand why I keep talking about the art. It’s incredible. Because I ______________ (actually/tell) you about it. But you ___________ (see) the movie for yourself because the art is amazing.

X. Use modals to complete the text. Sometimes more than one solution is possible.

You can’t have your cake and eat it (too) is a popular English idiomatic proverb or figure of speech. The proverb literally means "you simultaneously retain your cake and eat it".

Once the cake is eaten, it is gone. It (2) ___________ be used to say that one (3) ___________ or (4) ___________ have or want more than one deserves or is reasonable, or that one (5) ___________ or (6) ___________ try to have two incompatible things. The proverb’s meaning is similar to the phrases "you (7) ___________ have it both ways" and "you (8) _______ have the best of both worlds."
Many people misunderstand the meanings of "have" and "eat" as used here but still understand the proverb in its entirety and intent and use it in this form. Some people feel this form of the proverb is incorrect and illogical.

In English, "have" (9) _____ mean "eat", as in "Let's have breakfast" or "I'm having a sandwich". So the saying "You can't have your cake and eat it too" (10) _______ mean that you can't eat the cake and then eat it again; or less metaphorically, that what you want is unreasonable.

https://en.wikipedia.org/wiki/You_can%27t_have_your_cake_and_eat_it

XI. Write a short essay (cca. 150 words) with the following title: How to deal with me: A user’s manual for my friends and family. Explain to the others what they should, shouldn’t, must, mustn’t, can or cannot do if they want to live with you happily.

XII. Respond to the prompts below.

1, You should have seen that house! ______________________________________________

2, You can’t be serious! ______________________________________________________

3, This must be Jonathan’s brother. ____________________________________________

4, You must have mistaken her for Anna _________________________________________

5, You couldn’t have done a better job. _________________________________________

6, Couldn’t you have done a better job? _________________________________________

7, You must believe me.________________________________________________________

Mind map
Draw a mind map to summarize what you have learned about modal auxiliaries. You can add more bubbles and complete this initial template to suit your needs. Make sure you also write example sentences.

Glossary – define these grammar terms with your own words.
bare infinitive
contraction
inflection
inversion
lexical verb
modality
stance meaning
verb phrase
UNIT 7 Questions

Grammar explanations in this unit are based on:


7.1. Yes/No questions

If a sentence contains an auxiliary verb, a modal auxiliary verb or the copular verb be, we use the subject-auxiliary inversion to form a yes/no question. The subject-auxiliary inversion changed the position of the subject and the predicate following it.

(1) He has cleaned the garage.
   → Has he cleaned the garage?

(2) She can ride a bike.
   → Can she ride the bike?

(3) He is a teacher.
   → Is he a teacher?

In all other cases (i.e. if the sentence does not have an auxiliary, a modal or the copular verb be, we use the appropriate form of do to make questions. This is called do insertion. Do is always followed by the bare infinitive form of the verb.

(4) She plays the piano.
   → [She does play the piano.]
   → Does she play the piano?

(5) They opened the box.
   → [They did open the box.]
   → Did they open the box?

If there are more than one auxiliaries in the sentence, it is always the first one that undergoes the subject-auxiliary inversion:

(6) The plane could have been hijacked.
   → Could the plane have been hijacked?

In case of inversion, the whole subject, long as it may be, comes after the auxiliary.

(7) Every single person I know loves Jack.
   → Does every single person you know love Jack?

NOTE: Yes/No questions are usually asked with rising intonation, with the pitch moving up on the last word of the question.
Yes/No questions can be positive or negative. **Negative questions** are usually asked to confirm the speaker’s expectation, whereas positive questions do not imply any expectation on behalf of the speaker.

(8) Is this your bag? (I have no idea whose bag it is, it might be yours. Is it?)
(9) Isn’t this your bag? (I actually believe this is your bag, and want you to confirm this.)

Negative questions can express annoyance or anger (a) or surprise and disbelief (b), and they are also used in persuasions (c) or suggestions (d)

(10a) Can’t you stop playing the piano? (I really want you to stop playing, it disturbs me.)
(10b) Can’t you make pizza? You are Italian!
(10c) Won’t you please help me? (Please do help me, I really need it)
(10d) Couldn’t we stop for a while?

**Note:** In some contexts, especially if we want to add special emphasis, we use not instead of the contracted forms: (10e) Can you **not** make pizza? (10f) Did she **not** know he was in the office?

In colloquial English, Yes/No questions are often **reduced**. The speaker may omit the auxiliary or copula. This is called elliptical Yes/No question.

- (11a) Can you come? --> You come?
- (11b) Are you coming? --> You coming?
- (11c) Has she arrived? --> She arrived?

A further type of reduced questions is **declarative questions**, which have the form of a statement but have rising intonation. Declarative questions are used to check information (12a), to confirm what has been said (12b) or to show surprise (12c).

(12a) A: That resort is awesome.
    B: You’ve been there before?
(12b) A: Their car broke down on the way home.
    B: Their car broke down?
(12c) A: Katinka won the 200 medley.
    B: She won it again?

### 7.2. Tag questions

Tag questions are made up of two parts, a **stem** and a **tag**. The stem is a statement, and the tag is a short question form. There are two types of tag questions, opposite polarity tag questions and same polarity tag questions. As for **opposite polarity tag questions**, the subject of the stem and the tag are the same. If the stem is positive, the tag is negative, and vice versa. Rising intonation on the tag indicates that the speaker is really asking for information, whereas falling intonation on the tag means that the speaker has an assumption and expects the listener to agree with the statement in the stem.

The verb and its tense in the tag should match the verb and its tense in the stem, and the pronoun in the tag should refer to the sentence’s subject. If the stem contains a form of the copula **be** (13a), or an auxiliary (13b), or a modal (13d), the tag should also contain a matching form of **be**, or the auxiliary, or the modal. If only a lexical verb is present, an appropriate form of **do** should be used in the tag.
(13a) They are from Spain, aren’t they?
(13b) You haven’t heard the news, have you?
(13c) He eats meat, doesn’t he?
(13d) We should be leaving soon, shouldn’t we?
(13e) They have five children, don’t they?
(13f) I’m your friend, aren’t I?
(13g) It won’t be long before we meet again, will it? (NOT: will we / don’t we)

Experiment with tag questions, try to collect some questions in different tenses, using different auxiliaries or verbs.

- _____________________________________________________________________
- _____________________________________________________________________
- _____________________________________________________________________
- _____________________________________________________________________
- _____________________________________________________________________
- _____________________________________________________________________

In same polarity tag questions, both the stem and the tag are positive. Same polarity tag questions indicate that the speaker has arrived to a conclusion (a), they may imply sarcasm (b) but they can also function as imperatives (c), requests (d), or suggestions (e).

(14a) So this is the reason he never showed up again, is it?
(14b) Oh, wow, smart boy, are you?
(14c) Blow them candles, will you?
(14d) Pass me some of those black-eyed peas, would you?
(14e) Let’s go, shall we?

7.3. Wh-questions

Wh-questions contain a question word. Think of as many interrogative words (wh-words) as you can, and list them in the box.

As illustrated by (15a-c), there are different parts of a sentence that can be questioned with wh-questions.

(15) George left his phone at home.
(15a) What did George leave at home?
(15b) Where did George leave his phone?
(15c) Who left his phone at home?
Depending on whether an object (direct, indirect or object of preposition) or the subject is questioned, different rules of question formation apply. If the sentence contains an auxiliary verb, a modal verb or copular be, and its object is questioned, the following two things happen:

1. Wh-movement
2. subject-auxiliary inversion

Consider the next sentence from this point of view:

(16) She has forgotten his birthday.

She has forgotten what.

What she has forgotten.

What has she forgotten?

If the sentence does not contain an auxiliary, a modal or copular be, the process of question formation looks like this:

1. Wh-movement
2. do insertion

The process is illustrated in the following sentence:

(17) I forgot the homework.

I forgot what.

What I forgot.

What did I forget?

Note that do is always followed by the bare infinitive form of the verb. When the subject of a sentence is questioned, none of the above rules (i.e. wh-movement, subject-auxiliary inversion, do insertion) apply. Instead, the subject is substituted by the appropriate wh-word.

(18) Jane saw him. Who saw him?
(19) Their car has been stolen. What has been stolen?

7.5. Embedded questions

A wh-question can be part of a longer sentence. In this case neither subject-auxiliary inversion nor do insertion are applied.

(20) What time is it? Can you tell me what time it is?
(21) Who is she? I have no idea who she is.
(22) How much does it cost? I don’t know how much it costs.
(23) Why did they divorce? I wonder why they divorced.
If the original question does not contain a wh-word, we use if or whether.

(24) Does she eat meat? Do you know if (or whether) she eats meat?
(25) Have they arrived yet? Could you tell me if (or whether) they’ve arrived yet?

The same change in word order happens in reported questions.

(26) Teacher: Does anyone need further explanations?
(26a) The teacher asked us if anyone needed further explanations.
(27) Martha: Are you coming to the party?
(27a) Martha asked me if I was coming to the party.

**NOTE:** In reported questions, the verb usually changes to the past tense.

I. Indicate if the questions below have any implications.

- Aren’t they married?
- Did you call her?
- Can’t you please stop making this noise?
- You lost the game?
- Are you coming to see Anne?

II. Write possible questions that could be answered by these sentences.

1) I don’t know, I’ve never had any.
2) She did what?!
3) Yes, way before you, in fact.
4) No, this is the first time I hear about this.
5) Of course, why wouldn’t I?
6) Sorry, I can’t tell you that.
7) Definitely Jim’s.
8) That doesn’t matter.
9) Sure, but first let me change my socks.
10) Please don’t ever talk to me again.

III. Add an appropriate question tag to the following sentences. Pay attention to intonation, too.

1) You had been to Scotland before you visited Wales, ____________?
2) You just can’t wait, ____________?
3) We’d better hurry up if we don’t want to be late, ____________?
4) So that’s your version of the story, ____________? I mean, it’s barely believable...
5) Listen to me, ____________?
6) You wanted to ask me something, ____________?
7) I was never your first choice, ____________?
8) What an outlandish thing to do, ____________?
9) I’m never good enough for you, ____________?
10) Nobody could’ve been so stupid to leave the door open, ____________?
11) Nothing can be done now, ____________?
12) Now’s hardly the time to apologize, ____________?
13) Not a single student knew there was going to be a test, ____________?

IV. Write negative questions on the basis of the following cues

1) I’ve never heard of this band before.
   How come? _________________________________________________________________

2) I’ll have to ask you to leave now.
   Why? ______________________________________________________________________

3) I’m afraid I can’t take you to Hawaii with me.
   Why not? ___________________________________________________________________

4) Do you seriously think the court will believe your alibi?
   Why? ______________________________________________________________________

5) I wouldn’t recommend you to try bungee jumping.
   Why not? ___________________________________________________________________

V. Pairwork

A) Your friend has just made a Cheshire Cat pumpkin carving. Ask questions about this unusual project. Try to use negative questions and question tags, too.

B) Your friend is saving money in a creative DIY jar. Ask questions about this project. Try to use negative questions and question tags, too.
VI. Write embedded questions based on the following cues

1) What do you think? How much does she earn?

2) What is love? I want to know it.

3) Did he finally pass his exam? Do you know it?

4) Have you ever had an allergic reaction before? Can you tell me?

5) Do I care? What do you think?

6) Where can it be found? I have no idea.

7) What time did Anne leave? Can you remember?

VII. Look at the following pictures and write questions pertaining to the situation or questions that people in the pictures could be asked (or questions that could be on their mind).
VIII. Read the text and write questions about the underlined parts.

The design of the Eiffel Tower was the product of Maurice Koechlin and Émile Nouguier, two senior engineers working for the Compagnie des Établissements Eiffel, after discussion about a suitable centrepiece for the proposed 1889 Exposition Universelle, a world’s fair to celebrate the centennial of the French Revolution. Eiffel openly acknowledged that inspiration for a tower came from the Latting Observatory built in New York City in 1853. In May 1884, working at home, Koechlin made a sketch of their idea, described by him as “a great pylon, consisting of four lattice girders standing apart at the base and coming together at the top, joined together by metal trusses at regular intervals”. Eiffel initially showed little enthusiasm, but he did approve further study, and the two engineers then asked Stephen Sauvestre, the head of company’s architectural department, to contribute to the design. Sauvestre added decorative arches to the base of the tower, a glass pavilion to the first level, and other embellishments.

Questions:

1. _________________________________________________________________________
2. _________________________________________________________________________
3. _________________________________________________________________________
4. _________________________________________________________________________
5. _________________________________________________________________________
IX. Pairwork

Read one of the texts below on a) the most popular botanic garden of the UK and b) a famous rose garden in California. You have just returned from a visit to one of these locations and your partner from the other. Ask each other questions about the sights.

**Belfast Botanic Gardens**

Occupying 28 acres (110,000 m2) of south Belfast, the gardens are popular with office workers, students and tourists. They are located on Stranmillis Road in Queen's Quarter, with Queen's University nearby. The Ulster Museum is located at the main entrance.

The gardens opened in 1828 as the private Royal Belfast Botanical Gardens. It continued as a private park for many years, only opening to members of the public on Sundays prior to 1895. Then it became a public park in 1895 when the Belfast Corporation bought the gardens from the Belfast Botanical and Horticultural Society. The Belfast Corporation was the predecessor of Belfast City Council, the present owner.

The gardens' most notable feature is the Palm House conservatory. The foundation stone was laid by the Marquess of Donegall in 1839 and work was completed in 1840. It is one of the earliest examples of a curvilinear cast iron glasshouses in the world. Designed by Charles Lanyon and built by Richard Turner, Belfast's Palm House predates the glasshouses at Kew and the Irish National Botanic Gardens at Glasnevin, both of which Turner went on to build. The Palm House consists of two wings, the cool wing and the tropical wing. Lanyon altered his original plans to increase the height of the latter wing's dome, allowing for much taller plants. In the past these have included an 11 metre tall globe spear lily. The lily, which is native to Australia, finally bloomed in March 2005 after a 23-year wait. The Palm House also features a 400-year-old Xanthorrhoea.


**The Berkeley Rose Garden**

The Berkeley Rose Garden is a city-owned park in the North Berkeley area of Berkeley, California. The Rose Garden is situated in a residential area of the Berkeley Hills between the Cragmont and La Loma Park neighborhoods, occupying most of the block between Eunice Street and Bayview Place along the west side of Euclid Avenue.

The Rose Garden is in the form of a terraced amphitheater nestled in a small canyon and offers stunning views of the city and bay of San Francisco and the Golden Gate. Over a hundred varieties of roses grow along the terraces, with maximum blooming occurring in early Spring. The park is bisected by Codornices Creek. The north side of the Rose Garden includes a set of tennis courts. The south side is a grove of Coast Redwoods, bay trees and coastal live oak.

Construction of the Rose Garden began in 1933 with funds provided by the federal Civil Works Administration. Construction continued in subsequent years with funding from the California State Relief Administration and the federal Works Progress Administration. It opened on September 26, 1937. Since its inception, the Rose Garden has been the site of numerous rose shows.

Mind map
Draw a mind map to summarize what you have learned about questions. You can add more bubbles and complete this initial template to suit your needs. Make sure you also write example sentences.
**UNIT 8. Relative clauses**

Grammar explanations in this unit are based on:

<table>
<thead>
<tr>
<th>Reference</th>
<th>Title</th>
<th>Year</th>
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The purpose of a relative clause is to **give more information** about a certain element of a sentence, while referring to that given element. Relative clauses are introduced by **relative pronouns**: that, which, who (including whom and whose), what, where, and why. To understand how relative clauses and relative pronouns work, let’s first examine pronouns and the concept of **reference**.

In general, pronouns are words that **substitute nouns** or noun phrases. Pronouns are often used as **anaphoric expressions**, which means that they refer back to something that has previously occurred in the sentence or text. This is known as **anaphora**, and what the pronouns refer back to is known as an **antecedent**.

Consider the following example of a personal pronoun:

(1) I spoke to Mary yesterday. She was unhappy.

In the second sentence, the personal pronoun she substitutes the noun Mary and also refers back to it. Therefore, Mary is the antecedent for she. Relative pronouns work along similar principles, with the difference that besides referring to something in the sentence they also introduce a **subordinate clause**. In some cases, the relative pronoun may be omitted from the relative clause.

(2) The topic that we are addressing is English grammar.

Here, the relativizer that refers to “the topic” which is the antecedent. In this case, the noun phrase is essentially the object of the verb address, but it is moved to the beginning of the sentence. In sentences like this, it is possible to leave out the relative pronoun. The role of the noun phrase becomes clearly visible if we leave out the relative clause itself and paraphrase the sentence.

(3) The topic is English grammar. We are addressing the topic / it.

(3a) The topic [that] we are addressing the topic is English grammar.

Similarly, in the following sentence if the relative clause is removed it becomes clear that the noun phrase is in fact an object of the verb make.

(4) The errors [that] people make are rarely random.

(4a) The errors are rarely random. People make the errors / them.

On the other hand, those relative pronouns which refer to noun phrases that fulfill the role of the sentence’s subject cannot be omitted. If they were deleted the sentence would become ungrammatical and meaningless.
Relative clauses

In conclusion, the relative pronoun can be **omitted if their antecedent is the object** of the sentence, but **must be kept if their antecedent is the subject** of the sentence.

I. Decide whether the relative pronoun can be omitted in the following sentences. Give reasons for your decision.

1) You’re the reason why I’m unhappy.
2) The package that I’ve been waiting for has finally arrived.
3) A large classroom library that contains simple books and books for beginner readers is a necessity.
4) Most of the people whom I met had not driven their cars for four to five months.
5) They needed more time to spend on activities which could prepare them for the communication tasks.
6) Students were playing a video game by shouting instructions to their teacher, who was at the front of the class and controlled the game, which was shown on a large-screen monitor.
7) The House of Lancaster, whose symbol was the red rose, engaged in a series of civil wars against the House of York, whose symbol was the white rose.

In some cases, the pronoun *which* can have the proposition (an entire sentence or clause) as its antecedent, meaning that the relativizer refers to the whole sentence or clause. These are called **sentential relative clauses**:

(6) The road was blocked, which made me angry.
(6a) The road was blocked. It made me angry.

This means I was made angry by the fact that the road was blocked, as can be seen from the use of the pronoun *it* that refers to the entire preceding sentence. In these cases, the relativizer cannot be deleted.

There are two main types of relative clauses, depending on the meaning they convey: **defining** (or restrictive) and **non-defining** (or non-restrictive) clauses. **Non-defining** relative clauses only add extra meaning to the sentence, and thus can be omitted, while **defining** relative clauses **specify**, identify, and single out people and things. A **defining** relative clause is necessary to complete the meaning of the sentence, as opposed to a non-defining one.

II. Consider the following sentences.

(1a) My brother, who is an accountant, works in a bank.
(1b) My brother who is an accountant works in a bank.

How many brothers do I have in 1a and how many in 1b? Which of these is sentences contains a defining relative clause and which a non-defining one?
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(2a) The company, which can adapt to changing circumstances, will prosper.
(2b) The company which can adapt to changing circumstances will prosper.

Which of these sentences gives information about an individual company and which one is about a given type of companies?

**Non-defining** relative clauses are indicated by different sentence **intonation** than defining clauses and also by being enclosed within **commas**.

In **defining** relative clauses, *that* can be used **interchangeably** with *who* or *which*, but in **non-defining** ones we **cannot use** *that* instead of *who* or *which*.

III. Fill the gaps with an appropriate relative pronoun. Decide if the clause is defining (D) or non-defining (ND).

**Legendary Creatures**

A legendary, mythical, or mythological creature, traditionally called a fabulous beast or fabulous creature, is a fictitious, imaginary and often supernatural animal, often a hybrid, sometimes part human, (1) **________** existence has not or cannot be proved and (2) **________** is described in folklore or fiction but also in historical accounts before history became a science.

In the classical era, monstrous creatures such as the Cyclops and the Minotaur appear in heroic tales for the protagonist to destroy. Other creatures, such as the unicorn, were claimed in accounts of natural history by various scholars of antiquity. Some legendary creatures have their origin in traditional mythology and were believed to be real creatures, for example dragons, griffins, and unicorns. Others were based on real encounters, originating in garbled accounts of travelers' tales, such as the Vegetable Lamb of Tartary, (3) **________** supposedly grew tethered to the earth.

A variety of mythical animals appear in the art and stories of the Classical era. For example in the Odyssey, monstrous creatures include the Cyclops, Scylla and Charybdis for the hero Odysseus to confront. In other tales there appear the Medusa to be defeated by Perseus, the (human/bull) Minotaur to be destroyed by Theseus, and the Hydra to be killed by Heracles, while Aeneas battles with the harpies. These monsters thus have the basic function of emphasizing the greatness of the heroes involved.

Some classical era creatures, chimaera, (4) **________**is a horse/human centaur, or Triton and the flying horse, are found also in Indian art. Similarly, sphinxes appear as winged lions in Indian art and the Piasa Bird of North America.

In medieval art, animals, both real and mythical, played important roles. These included decorative forms as in medieval jewelry, sometimes with their limbs intricately interlaced. Animal forms were used to add humor or majesty to objects. In Christian art, animals carried
symbolic meanings, (5) _________ for example the lamb symbolized Christ, a dove indicated the Holy Spirit, and the classical griffin, (6) ________ represented a guardian of the dead. Medieval bestiaries included animals regardless of biological reality; the basilisk represented the devil, while the manticore symbolized temptation.

Source: https://en.wikipedia.org/wiki/Legendary_creature

IV. Choose the correct relative pronoun(s). Sometimes more than one option is grammatical.

**Laborious meal prep is now a thing of the past, here's why**

A Sunday afternoon spent chopping, dicing and cooking your meals for the rest of the week might sound boring, but it’s a great habit to get into, and not just for money saving purposes. People **who/that/which** regularly do meal prep find it easier to control their weight, have a more nutritionally balanced diet, and save time and money according to research by the Harvard School of Public Health. But despite all its benefits, meal prep can feel laborious -- after all, Sundays are meant to be about curling up on the couch not peeling potatoes. Here’s why meal prep is easier than ever...

1. **You no longer have to chop food yourself**

"Consider buying some frozen vegetables," Nutrition Program Manager at Nutrition Australia Queensland, Aloysa Hourigan said. "They’re already chopped, **which/that/-** saves you time, and have good nutritional quality if stored and cooked according to instructions. You can buy meat already cut in strips for stir fries, or cubed for casseroles. Herbs and spices come in tubes **where/which/that** they’re ready just to add in to cooking." If you’d rather DIY, there are still plenty of ways to minimise meal prep stress. "You can get appliances **that/-/which** will cut, grate or shred vegetables in to the size or shape you want— saving lots of time and effort," Hourigan said.

2. **Apps can help you plan what to eat and how to make it**

Roughly planning your meals for the week ahead means you’ll always have the right ingredients in the house, **which/that/-** makes preparation much easier. Apps such as Meal Board and Paprika let you plan your meals in advance, then find recipes to help you turn the items on your grocery list in to meals. Try online recipe platform Cookidoo, **which/-/that** helps you create menu plans and shopping lists. Looking into the future, next year you’ll be able to invest in the Connected Food Platform -- a smart kitchen **that/-/that** 'sees' what’s in your fridge, creates a menu based on the ingredients you have, then controls your oven to cook it for you.
3. **There’s gear to help food last longer**

The right plastic container will keep food fresh for longer, meaning you can bulk prepare food less often. Rubbermaid Produce Saver Containers allow produce to last up to 33 percent longer as they promote airflow to keep food fresh. "Investing in good quality plastic containers with good seals, that/which/- are easy to wash, makes food prep easier," Hourigan said. When it comes to reheating food, be careful with plastics, McMillan warned. "Some plastics may leak chemicals into your food, especially hot and/or fatty food," McMillan said. "I prefer to use glass in the microwave and a washable plastic cover made for the microwave that/which/- doesn’t touch the food."

4. **You don’t even have to do it yourself**

There are now a multitude of companies that/who/where will deliver a box of ingredients in the right quantities to your door, along with a recipe and cooking instructions. "If you're time poor, these can be a good (although often expensive) option," Hourigan said.


V. **Complete the following sentences with an appropriate relative pronoun.** Sometimes more than one solution is possible. For some sentences you will also have to add a preposition to the relativizer.

1) Identity is shaped by communities ____________ languages we share.
2) Registration is the first step in the process ____________ medical records are transferred.
3) For students ____________ distance was an issue, distance education has helped eliminate some barriers.
4) Jack strode the beach alone. The brother ____________ shadow he had always moved dispersed in the air.
5) ____________ she wanted to do was work in television or film or magazines.
6) Local students host social events ____________ they can interact with international students.
7) I suffered from having to hide my agony, ____________ I managed to do.
8) After the war, Clement Attlee sought to overturn a failed system ____________ delivered the great depression, the hungry 1930s and a genocidal world war.
9) Both Attleeism and Thatcherism had iconic moments ____________ came to represent the inadequacy of the system ____________ they replaced.
VI. Your friend wants to try cultivating tropical fruits at home. Argue for/against this idea. Try to use diverse structures.

VII. Use the prompts from the box to complete the text with relative clauses. Decide if the clauses are defining (D) or non-defining (ND). The first one has been done for you.

| a) Adopted children only get their environment from their parents. |
| b) Complex innate mental faculties enable human beings to create and learning culture. |
| c) John Locke wrote that the mind is “white paper void of all characters.” |
| d) Parents talk to their children. |
| e) Research finds a correlation between the behavior of parents and of their children. |
| f) Some parents’ children haven’t turned out as hoped. |
| g) Someone/people has/have had more than one child, or been in a heterosexual relationship, or noticed that children learn language but house pets don’t. |
| h) The “blank slate” is subsequently inscribed by parents and society. |
| i) These concepts would seem natural to the human way of thinking – emotions, kinship, the sexes. |

Intellectual life today is beset with a great divide. On one side is a militant denial of human nature, a conviction that the mind of a child is a blank slate (1) ____. For much of the past century, psychology has tried to explain all thought, feeling, and behavior with a few simple mechanisms of learning by association. Social scientists have tried to explain all customs and social arrangements as a product of the surrounding culture. A long list of concepts (2) ____ are said to have been “invented” or “socially constructed.”

At the same time, there is a growing realization that human nature won’t go away. Anyone (3) ____ has recognized that people are born with certain talents and temperaments. Moreover, the modern sciences of mind, brain, genes, and evolution are showing that there is something to the commonsense idea of human nature. Although no scientist denies that learning and culture are crucial to every aspect of human life, these processes don’t happen by magic. There must be complex innate mental faculties (4) ____.
Many policies on parenting come from research (5) ____. Loving parents have confident children, authoritative parents (not too permissive nor too punitive) have well-behaved children, parents (6) _____ have children with better language skills, and so on. Thus everyone concludes that parents should be loving, authoritative, and talkative, and if children don’t turn out well, it must be the parents’ fault.

Those conclusions depend on the belief that children are blank slates. It ignores the fact that parents provide their children with genes, not just an environment. Until the studies are redone with adopted children, (7) _____, the data are compatible with the possibility that genes make all the difference, that parenting makes all the difference, or anything in between. Yet the extreme position – that parents are everything – is the only one researchers entertain.

The denial of human nature has not just corrupted the world of intellectual but has harmed ordinary people. It has distorted the choices faced by mothers as they try to balance their lives, and it has multiplied the anguish of parents (8) _____.

The phrase “Blank Slate” is a loose translation of the medieval Latin term tabula rasa -- scraped tablet. It is often attributed to the 17th century English philosopher John Locke, (9) _____ But it became the official doctrine among thinking people only in the first of the 20th century, as part of a reaction to the widespread belief in the intellectual or moral inferiority of women, Jews, non-white races, and non-Western cultures.


VIII. Have a look at these pictures. Tell your partner how this jar is made using as many relative clauses as you can.
IX. Read the text below. Based on the information you find in the text, write as many "extra information" sentences (i.e. sentences with non-defining relative clauses) as you can. An example has been done for you.

**Multilingual countries**

In many countries, perhaps even the majority of countries, there are at least two native languages. In Belgium, for example, many towns have both French and Dutch names which are used by the French- and Flemish-speaking population (e.g. Bruges and Brugge, Liège and Luik, Tournai and Doornik, etc). In Luxembourg, the inhabitants use French at school, German for reading newspapers and Luxemburgish (a local German dialect) at home.

Multilingual speakers outnumber monolingual speakers in the world's population. By some estimates, 50% of the population of Africa is multilingual. Some countries have not just two or three languages but hundreds, and India boasts 1,600 languages and dialects. South Africa has no less than eleven official languages: Afrikaans, English, Southern Ndebele, Northern Sotho, Southern Sotho, Swazi, Tsonga, Tswana, Venda, Xhosa and Zulu. In West Africa, an English-based pidgin language, developed during the Atlantic slave trade years, still serves as a common lingua franca between several different countries with distinct and mutually unintelligible languages.

But not all speakers in a multilingual society need to be multilingual. Some countries may have multilingual policies and recognise several official languages (such as English and French in Canada), but particular languages may be associated only with particular regions in the state (e.g. Québec, New Brunswick). In Scandinavia, many, if not most, speakers of Swedish and Norwegian (and also of Norwegian and Danish) can communicate with each other by speaking their respective languages, and just avoiding words that are not found in the other language, or that may be misunderstood. A similar phenomenon occurs in Argentina, where the similar but distinct languages of Spanish and Italian are both widely spoken.

Multiple languages within a country can also lead to political problems, as witnessed by the simmering resentment of the Dutch-speaking majority in Belgium, the sometimes radical tactics of the French-speaking Québécois in Canada and Welsh language campaigners in English-dominated Wales, and the full-blooded terrorism of the Basque organization ETA in the name of linguistic and cultural independence.
However, despite such activism, and apparently regardless of government support or otherwise, minority languages in multilingual countries are generally on the decline. There have been isolated victories, such as the increasing usage of Hawaiian and Scottish Gaelic, but there have been many more set-backs. For instance, Irish Gaelic appears moribund, and even Welsh is still declining slowly despite the investment of millions in government money. The last native speaker of Manx, a Celtic language spoken on the tiny Isle of Man, died in the 1960s. Further afield, Ubykh, a highly complex Caucasian language with 82 consonants and just 3 vowels, once spoken by 50,000 people in the Crimea region of eastern Europe, went the same way in 1992.

Source: http://www.thehistoryofenglish.com/issues_geography.html#Endangered

Example: In Belgium, where there are at least two native languages, many towns have both French and Dutch names.

**Mind map**

Draw a mind map to summarize what you have learned about relative clauses in English. You can add more bubbles and complete this initial template to suit your needs. Make sure you also write example sentences.

**Glossary**

relative pronoun

antecedent

reference

anaphora

subordinate clause