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GRAMMAR TIME
for law students

with short comments,
training exercises, tests and much more

Под общей редакцией доктора
филологических наук, профессора
Г.А. Багаутдиновой

Учебное пособие
по английскому языку для студентов
юридических факультетов вузов

часть III

GRAMMAR TIME for law students (часть III) является продолжением серии пособий по грамматике английского языка, состоящей из 4-х частей, для студентов юридических факультетов высшей профессиональной школы. Пособие по грамматике английского языка содержит разделы грамматики, необходимые для развития навыков и умений по дисциплине «Иностранный язык» для неязыковых вузов; содержит краткие теоретические материалы (комментарии и инструкции), комплекс упражнений для аудиторной и самостоятельной работы, а также дополнительные разделы по развитию коммуникативных навыков владения иностранным языком в соответствии с образовательными стандартами, установленными для неязыковых вузов РФ, и в соответствии с современной европейской классификацией языковой компетенции по ЯМО (языкам мирового общения). Предполагаемый уровень обучающихся: B1 и B2.
Пособие может использоваться для повторения, закрепления и совершенствования грамматических знаний и навыков широким кругом лиц, изучающих английский язык; для занятий со студентами юридических факультетов вузов (бакалавриат и магистратура), а также как образовательный ресурс при обучении студентов, получающих дополнительную квалификацию «Переводчик в сфере профессиональной коммуникации». 
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Grammar is the study of rules governing the use of language. The set of rules governing a particular language is also called the grammar of the language; thus, each language can be said to have its own distinct grammar. Grammar is a part of the general study of language called linguistics. The subfields of contemporary grammar are phonetics, phonology, morphology, syntax, semantics, and pragmatics. Traditional grammars include only morphology and syntax. The formal study of grammar is an important part of education from a young age through advanced learning, though the rules taught in schools are not a "grammar" in the sense most linguists use the term, as they are often prescriptive rather than descriptive.

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

- A descriptive grammar attempts to describe actual usage, avoiding prescriptive judgments. Descriptive grammars are bound to a particular speech community, and attempt to provide rules for any utterance (=something that someone says) considered grammatically correct within that community. For example, in many dialects of English, the use of double negatives is very common, though ungrammatical from the point of view of a prescriptive English grammar. A descriptive grammar of a speech community where "I didn't do nothing" is acceptable will treat that sentence as grammatical, and provide rules that account for it. A descriptive grammar of formal English would rather provide rules for "I didn't do anything."
A traditional grammar is the collection of ideas about grammar that Western societies have received from Greek and Roman sources. Prescriptive grammar is usually formulated in terms of the descriptive concepts inherited from traditional grammar. Modern descriptive grammar aims to correct the errors of traditional grammar, and generalize them, so as to avoid shoehorning (=fit something tightly in a particular place) all languages to the model of Latin. Nearly all materials used in teaching language, however, are still based on traditional grammar.

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

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

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

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

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

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

2. Tense forms (active/ passive)
   - Revision of English tense forms
   - Regular/ Irregular verbs and their tense forms

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

4. Infinitives and –ing-forms
   - Finite forms versus Non-finite forms (general information)
   - Infinitive
   - Gerund
   - Participle I / Participle II
   - Expressions with the non-finite verb forms

II. ESP Grammar
Revision of Tense-aspect-mood forms (TAM)
   - Tense-aspect-mood forms: General information
   - Active Tense-aspect-mood forms
   - Passive Tense-aspect-mood forms
Your grammatical awareness of English as of the learners of English as a foreign language could be evaluated both in receptive and productive levels according to the following criteria:

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

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

<table>
<thead>
<tr>
<th>№</th>
<th>THE CRITERION</th>
<th>POINTS/100</th>
<th>TOTAL</th>
</tr>
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<tr>
<td>1</td>
<td>Knowledge and ability to interpret data</td>
<td>10</td>
<td>10x1=10</td>
</tr>
<tr>
<td>2</td>
<td>Knowledge and ability to correctly judge</td>
<td>10</td>
<td>10x1=10</td>
</tr>
<tr>
<td>3</td>
<td>The analysis of the data</td>
<td>10</td>
<td>10x1=10</td>
</tr>
<tr>
<td>4</td>
<td>The ability to use your English grammar</td>
<td>10</td>
<td>10x1=10</td>
</tr>
<tr>
<td>5</td>
<td>Spelling/ pronunciation/ well-organized model</td>
<td>10</td>
<td>10x1=10</td>
</tr>
<tr>
<td>6</td>
<td>Exercises/ Self-assessment tests</td>
<td>TE-2; SA-2</td>
<td>10x2+5x2=30</td>
</tr>
<tr>
<td>7</td>
<td>Teacher’s/ Final Test</td>
<td>TA-3; FT-5</td>
<td>5x3+5x1=20</td>
</tr>
</tbody>
</table>
Grammar Rules: Your Quick Revision of the Parts of Speech

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

<table>
<thead>
<tr>
<th>№</th>
<th>Part of speech</th>
<th>Function/ job</th>
<th>Example words</th>
<th>Example sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Verb</td>
<td>action/ state</td>
<td>(to) be/ have/ do/ like/ work/ can/ must/ etc.</td>
<td>Ivan is a law student. He lives in Kazan.</td>
</tr>
<tr>
<td>2</td>
<td>Noun</td>
<td>thing/ person</td>
<td>work, music, Kazan, teacher, lawyer, Ivan, etc.</td>
<td>My notebook has the newest fast 4 core processor.</td>
</tr>
<tr>
<td>3</td>
<td>Adjective</td>
<td>describes a noun</td>
<td>a/an, the, 69, some, good, big, red, newest, etc.</td>
<td>I/ you/ he/ she/ it/ they/ some/ any</td>
</tr>
<tr>
<td>4</td>
<td>Adverb</td>
<td>describes a verb/ adjective/ adverb</td>
<td>well, badly, very, really, fast, etc.</td>
<td>My notebook works really fast.</td>
</tr>
<tr>
<td>5</td>
<td>Pronoun</td>
<td>replaces a noun</td>
<td>I/ you/ he/ she/ it/ they/ some/ any</td>
<td>They are waiting you in the lobby.</td>
</tr>
<tr>
<td>6</td>
<td>Preposition</td>
<td>links a noun to another word</td>
<td>to, at, after, on, by, etc.</td>
<td>Tom went to University by bus.</td>
</tr>
<tr>
<td>7</td>
<td>Conjunction</td>
<td>joins clauses/ sentences/ words</td>
<td>and, but, when, etc.</td>
<td>I like summer but I don't like the heat.</td>
</tr>
<tr>
<td>8</td>
<td>Interjection</td>
<td>short exclamation inserted into a sentence</td>
<td>oh!, ouch!, well, hi! dear, alas, eh, hello, hey, etc.</td>
<td>– Hi! How are you? – Well, ... I really don't know ...</td>
</tr>
</tbody>
</table>
Examine the sentences given below and find out which part of speech has been missed? Fill in the gaps with the answers you regard as being true. Give your reasons if possible. Change article A to AN where there is a need:

1. You can make a one-word sentence with a ___1a, for example: "Stop!" You cannot make a one-word sentence with any other type of word.
2. It is sometimes said that the ___2a is the enemy of the noun because, very often, if we use the precise noun we don't need a ___2b.
3. ___3a is a big name for a little word that have no real grammatical value in a sentence but we use them quite often, usually more in speaking than in writing.
4. In linguistics, a ___4a is a member of a large, open lexical category whose members can occur as the main word in the subject of a clause, the object of a verb, or the object of a preposition.
5. If we didn't have ___5a, we would have to repeat a lot of nouns. We would have to say things like: "Do you like the president of the City Bank?" – "I don't like the president. The president is too pompous".
6. As you know, a ___6a is a person, place or thing, and a ___6b is a word that describes a ___6c. But sometimes we use a ___6d to describe another ___6e. In that case, the first ___6f "acts as" a ___6g. For example, "A race horse is a horse that runs in races".
7. A ___7a is a word that normally "joins" two parts of a sentence.
8. A ___8a is a word governing, and usually coming in front of, a noun or pronoun and expressing a relation to another word or element.
9. A ___9a always has a subject. In simple terms, we can say that ___9b are words that tell us what a subject does or is; they describe action or state.
10. There are three forms for compound ___10a: 1) open or spaced – space between words (tennis shoe); 2) hyphenated – hyphen between words (six-pack); 3) closed or solid – no space or hyphen between words (bedroom).
11. We use personal ___11a in place of the person or people that we are talking about.
12. There is one very simple rule about ___12a. And, unlike most rules, this rule has no exceptions. "A ___12b is followed by a "noun" but it is never followed by a verb."
13. We make many ___ by adding "-ly" to an adjective.
14. We divide ___ into two broad classifications: main and helping.
15. Coordinating ___ always come between the words or clauses that they join while subordinating ___ often come at the beginning of the subordinate clause.
16. Many words in English can have more than one job, or be more than one part of speech. For example, "work" can be a ___ and a ___; "but" can be a ___ and a ___; "well" can be a ___, a ___ and a ___. In addition, many ___ can act as adjectives.
17. An auxiliary ___ is used in all tenses. In the simple present and simple past tenses, the auxiliary ___ is usually suppressed for the affirmative, but it does exist for intensification.
18. ___ have three basic forms: 1) Single Word – for example: and, but, because, although; 2) Compound (often ending with as or that) – for example: provided that, as long as, in order that; 3) Correlative (surrounding an adverb or adjective) – for example: so...that.
19. Do not confuse demonstrative ___ with demonstrative ___. They are identical, but a demonstrative ___ stands alone, while a demonstrative ___ qualifies a noun.
20. There are four main interrogative ___: who, whom, what, which. Notice that the possessive ___ whose can also be an interrogative ___.
21. ___ of manner tell us the manner or way in which something happens; they answer the question "how?" and mainly modify ___.
22. A superlative ___ expresses the extreme/highest degree of a quality.
23. When we talk about two things, we can "compare" them. We can see if they are the same or different. We can use comparative ___ to describe the differences.
24. Stative ___ cannot normally be used with continuous tenses.
25. There are 2 basic positions for ___: 1) before the noun and 2) after certain verbs (be, become, get, seem, look, feel, sound, smell, taste).
26. ___ of place tell us the place where something happens; they answer the question "where?" and mainly modify ___.
27. Some ___ do not give the idea of action; they give the idea of existence, of state, of "being".
28. Some ___ describe action. They are called "dynamic".
29. ___ of frequency are of ___ time that answer the question "How frequently?" or "How often?" so they tell us how often something happens. Normally we use demonstrative ___ for things only. But we can use them for people when the person is identified.
Adverbs

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

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

2) **Adverbs modify adjectives:**
   E.g.: Our professor is **really** smart. (How smart is our professor?)

3) **Adverbs modify another adverb:**
   E.g.: She drives **incredibly slowly**. (How slowly does she drive?)

4) **Adverbs modify a whole sentence:**
   E.g.: **Obviously**, even our professor can't know everything.

5) **Adverbs modify a prepositional phrase:**
   E.g.: It's **immediately** obvious that these funds will have doubtful incentives.

6) **Adverbs link sentences together:**
   E.g.: She knew her grammar; **therefore**, she did well on the quiz.

- **There are eight (8) main types of adverbs:**
  1) **Adverb of manner** – shows how an action or something is done. It answers the question *How?* It is usually placed just after the verb.
     E.g.: She sleeps soundly. He drives quickly.
  2) **Adverb of time** – shows when an action or something is done or happens. It answers the question *When?* It is either placed at the beginning or at the end of a sentence.
     E.g.: I phoned you yesterday.
  3) **Adverb of place** – shows where an action or something is done or happens. It answers the question *Where?* It is placed after the verb.
     E.g.: I live here. He fell down.
  4) **Adverb of degree or quantity** – answers the questions, *To what degree?* or *How much?* It is usually placed before the adjective and the adverb.
     E.g.: Last night it rained very heavily.
  5) **Adverb of frequency** – answers the question *How often?* E.g.: He will never have finished in time.
  6) **Relative adverbs:** *when, where, how, why*. These words are the same in a form as Interrogative Adverbs; but they are not questions.
     E.g.: The time when he arrived. The scene where the accident occurred.

8) Affirmative adverb (Yes) and adverb of negation (No)
E.g.: yes, surely, certainly, indeed, by all means, no, not at all, by no means,

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

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>comfortably</td>
<td>more comfortably</td>
<td>most comfortably</td>
</tr>
<tr>
<td>happily</td>
<td>more happily</td>
<td>most happily</td>
</tr>
<tr>
<td>kindly</td>
<td>more kindly</td>
<td>most kindly</td>
</tr>
<tr>
<td>loudly</td>
<td>more loudly</td>
<td>most loudly</td>
</tr>
<tr>
<td>noisily</td>
<td>more noisily</td>
<td>most noisily</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
<th>Verbs</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>beauty</td>
<td></td>
<td></td>
<td>beautifully</td>
</tr>
<tr>
<td>success</td>
<td></td>
<td></td>
<td>successfully</td>
</tr>
<tr>
<td>angry</td>
<td></td>
<td></td>
<td>angrily</td>
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<tr>
<td>foolish</td>
<td></td>
<td></td>
<td>foolishly</td>
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<tr>
<td></td>
<td>continue</td>
<td></td>
<td>continually</td>
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<tr>
<td></td>
<td>know</td>
<td></td>
<td>knowingly</td>
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</table>

- Here are some tips to help you form adverbs and spell them correctly:
1) Many adverbs are formed from adjectives and end in -ly. The basic rule is that -ly is added to the end of the adjective: E.g.: quick – quickly; sudden – suddenly; straightforward – straightforwardly; etc.
2) If the adjective has two syllables and ends in -y, then you need to replace the final –y with -ily: E.g.: happy – happily; hungry – hungrily; etc.
3) If the adjective ends with a consonant followed by -le, replace the final -e with -y on its own: E.g.: terrible – terribly; comfortable – comfortably; incredible – incredibly; etc.
4) Adjectives that end in -ly, such as friendly or lively, can’t be made into adverbs by adding -ly. You have to use a different form of words instead: E.g.: friendly – in a friendly way; lively – in a lively way; etc.
5) Adjectives that end in -ic change to –ically. E.g.: economic – economically; etc.
**Adverb Position**

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRONT – before subject</td>
<td>Now they will propose their draft law.</td>
</tr>
<tr>
<td>MID – between subject + verb</td>
<td>A paralegal often works in a criminal defense office.</td>
</tr>
<tr>
<td>END – after verb or object</td>
<td>He announced his decision publicly.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>Adverb Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>deep = a long way down</td>
<td>full = exactly, very</td>
</tr>
<tr>
<td>deeply = greatly</td>
<td>fully = completely</td>
</tr>
<tr>
<td>direct = by the shortest route</td>
<td>hard = intently; with effort</td>
</tr>
<tr>
<td>directly = immediately</td>
<td>hardly = scarcely</td>
</tr>
<tr>
<td>easy = gently and slowly</td>
<td>high = to a high level</td>
</tr>
<tr>
<td>easily = without difficulty</td>
<td>highly = very much</td>
</tr>
<tr>
<td>free = without cost</td>
<td>last = after all others</td>
</tr>
<tr>
<td>freely = willingly</td>
<td>lastly = finally</td>
</tr>
</tbody>
</table>

13
Exercise A: Put the words in brackets into a correct adverb form. Recognize which part of speech/ sentence the adverb has modified:

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

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

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

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

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

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

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

7) **Twisted:** that/ because/ strong/ compulsion*/ cannot/ is/ It/ believed/ addicted/ killers/ murder/ stop/ so/ they are/ is/ literally/ commonly/ to/ serial/ that.
   **Correct:** ______________________________________________________
   *compulsion – a very strong or uncontrollable wish

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

9) **Twisted:** a/ best/ once/ wrapping/ hide/ The/ the/ truth/ American/ said/ way/ lie/ is/ layers/ by/ it/ in/ of/ to/ traitor*/.
   **Correct:** ______________________________________________________
   *traitor – a person who is not loyal to their own country, social class, beliefs, etc.

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

11) **Twisted:** trading/ after/ lower/ share/ Suddenly/ prices/ news/ became/ of/ poor.
    **Correct:** _____________________________________________________
Exercise C. Fill in each space with the correct adverb based on a word from the box of words below. Some words do not need to be changed. You could also use one word twice:

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

**Catch that thief!** There have been a number of burglaries committed in our neighborhood ___. We are not sure who is to blame but it is ___ believed that the burglaries are ___ the work of one gang. The police have been very ___ to act and they still know very ___ for certain. The public, rightly or ___, blame the police for not acting more ___.

Most people do not think very ___ of the local police and indeed so ___ they have arrested only one suspect. They say they need more evidence before they can take the matter ___. Whenever they are called in to investigate a burglary, it takes them so ___ to get to the scene of the crime that it is always too ___ to catch the culprits.

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

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

1. Motorists who drive ___ are being caught and fined ___ now thanks to the introduction of a new numerical data plate reader.
2. Traffic police are using these readers ___ to check computer records ___.
3. They let police officers ___ know whether vehicles are taxed and insured, or whether drivers are ___ wanted for other offences.
4. Since the technology was introduced ___ the team have made more than 1,000 arrests for driving and criminal offences.
5. The police inspector who leads the project said ___ that they would ___ employ new technologies for investigation purposes ___.
6. Untaxed vehicles, road safety offences and crime are ___ linked.
7. Our new system seems to be working ___ as a way of catching people who ___ shouldn’t be on our roads.
8. Two armed men planned to enter the country ___ but were ___ caught by the police at the time they had been trying to cross the frontier at night.
Exercise E. Fill in the gaps with an appropriate adjective or adverb from the multiple-choice options given below each of the sentences:

1. I was so shocked with the murder that I could ___ speak.  
   a) proudly; b) gladly; c) hardly; d) easily

2. The name of the suspect is ___ known in town and nearly everyone knows who it is.  
   a) slightly; b) hardly; c) well; d) less

3. Don’t drive so ___ , slow down, the police is dragging behind!  
   a) regularly; b) crazy; c) proudly; d) fast

4. He ___ drove in the ___ lane on the motorway because he was in a hurry.  
   a) knowingly; b) incidentally; c) directly; d) honestly
   a) wrong; b) right; c) back; d) main

5. If she tries ___, she may succeed in winning this lawsuit.  
   a) less; b) hard; c) alone; d) once upon a time

6. The professor gave us a very ___ task to do and all of the sudden we managed it quite ___.  
   a) out-of-date; b) easy; c) confusing; d) boring
   a) slowly; b) inefficiently; c) easily; d) successfully

7. Her academic results were so ___ that she was admitted to the Law school.  
   a) miserable; b) low; c) promising; d) discouraging

8. The road wasn’t ___ enough for the lorry to get through.  
   a) slippy; b) narrow; c) broad; d) fast

9. The kidnapped children sat very ___ to each other to keep warm.  
   a) far away; b) closely; c) close; d) crowdie

10. There’s been an accident. Come as ___ as you can, please.  
    a) late; b) possible; c) many; d) soon

11. Last time it took ___ two hours to get there because of the heavy traffic we have ___.  
    a) exactly; b) nearly; c) unusually; d) near
    a) soon; b) late; c) lately; d) often

12. They told us the news quite ___.  
    a) slowly; b) indifferently; c) happily; d) happy

13. There was a very hot summer the year ___ he was born.  
    a) why; b) when; c) which; d) that

14. I thought she was joking but she was ___ serious.  
    a) boringly; b) earnest; c) dead; d) deadly
Exercise F. Choose the best, most natural-sounding conjunctive adverb (adverbial conjunction) for each sentence:

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

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

<table>
<thead>
<tr>
<th>№</th>
<th>Nouns</th>
<th>Adjectives</th>
<th>Verbs</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>strange</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>humble</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>probable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>doubt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>luck</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>expect</td>
<td>complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>express</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) Identify the adverb in the sentence; state which part of speech/sentence the adverb modifies; find the relative number in the above given chart:
1. She was strangely calm which I found to be quite disturbing.
2. She carefully folded the letter and put it in her pocket.
3. He had completely changed so I didn't recognize him.
4. During the 1962 Cuban missile crisis, Nikita Khrushchev made a speech and expressively promised to supply rockets for the protection of Cuba against American aggression.
5. He very humbly ascribed his previous successes and experience to his future boss.
6. "Are you telling me the truth?" the police officer asked doubtfully.
7. The people were waiting expectantly and were all wondering in their hearts if John might possibly be the Christ (Luke 3:15, New International Version, 1984).
8. He probably didn't even notice the unpleasant expression on her face.
9. Luckily for our purposes, the country has worked out the principle of the economics behind the policies.

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

1. ___1_ he always did well on his English tests, his parents were not surprised that he got a scholarship.  a) when; b) since
2. You should keep your sensitive information in a safe place, ___2_ it wouldn’t be easily compromised.  a) since; b) so that
3. ___3_ he thinks he's smart, he isn't.  a) although; b) after
4. You should thank your partners ___4_ you leave for Europe.  a) before; b) since
5. ___5_ my father often has high blood pressure, he has to watch what he eats.  a) before; b) since
6. ___6_ I came to this country, I didn't speak a word of English!  a) before; b) since
7. I will let you know ___7_ I come back.  a) because; b) after
8. He doesn't understand the words of the charge brought before him ___8_ he doesn't speak French very well.  a) so that; b) because
9. The witness spoke slowly due to that sudden tooth-pain ___9_ all jurors would understand him exactly.  a) because; b) so that
10. ___10_ you stop crying, I will explain to you the details of your case.  a) if; b) since
Exercise I. Read short instructions on the adverb clauses; then match the category of adverb clause with the correct example:

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

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

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

E.g.: The criminal threatened his victim *with an offensive weapon* (manner).
E.g.: The woman who lives *next door* is a lawyer (place).
E.g.: We’ll report on the results of investigation *before the hearings* (time).
E.g.: The clerk registers at least two complaints *every week* (frequency).
E.g.: Mr. Russell prepared a brief of the case *for his client* (purpose).

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

E.g.: I’m saving my money *to buy a new car* (purpose).
E.g.: The students all showed up *to support the team* (purpose).

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

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

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

1. Lead is added to fuel to make car engines run ___1 (smooth).
2. The crime of cyber bulling is ___2 (notorious) difficult to prove of all cybercrimes at the moment.
3. He had an accident last year. Now, he drives ___3 (careful) than before.
4. He is too tired to walk any ___4 (far).
5. Nobody knows her ___5 (good) than I do.
6. Tim explained the problem ___6 (clear) than the rest of the students.
7. That man looked at us ___7 (suspicious) out of all the people there. He must be an undercover police officer.
8. The Grand Canyon is ___8 (good) seen at sunset when it seems to change color.
9. Children under sixteen are not ___9 (legal) allowed to buy cigarettes.
10. Disaster struck and caused a lot of suffering when we ___10 (little) expected it.
11. Michelle behaved the ___11 (bad) out of all the young people in the neighborhood.
12. The police ___12 (public) offered a reward for any information about the robbery.
13. Work ___13 (hardest and live willingly and happily, that's my motto.
14. We could live ___14 (little) comfortably on our miserable salary.
15. The police inspector believes that parents should be made ___15 (personal) responsible for their children's behavior.
16. Today you may pay your bills ___16 (convenient) than ever just by card.
17. You can set up regular Visa payments ___17a (direct) with the retailer, ___17b (usual) on their website but also in person, by telephone or post.
18. The speaker ___18 (real) drove his message home (=stated in a very forceful and effective way), repeating his main point several times.
19. Elbow injuries are quite specific to certain types of people and ___19 (common) found among tennis players.
20. You wouldn’t believe it but lately our boss has been behaving himself even ___20 (capricious) than a spoiled child.
Exercise L. Examine the sentences below. What kind of intensifier is each of the italicized adverbs? Guess, prove and state in writing:

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

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

1. You finished your homework rather quickly.
2. The answer fairly jumps off the page at you!
3. It is absolutely impossible to work with all this noise.
4. You know perfectly well what the matter is.
5. It was a really difficult decision.
6. That sales assistant was positively rude to me!
7. The new girl employee who came to our office behaved amazingly politely. Besides she was just strikingly beautiful.
8. He was rich enough to travel around the world.
9. Many things make it absurdly difficult for women to reach the top in the US businesses and government.
10. The young lady who stepped out of the car was hardly pretty.
11. She's quite right when she tells you to spend less.
12. Your style of writing is quite good though a bit boring.
13. My secretary is really helpful when I have lots to do.
14. On hearing about his wife's illness he flew home extremely quickly.
15. It was sort of strange of them to call us so early in the morning.
16. She was rather late when she came to the appointment.
17. There has been a barely noticeable improvement in Tim's behavior.
18. You are certainly welcome.
19. He was deeply worried when he heard that there had been an accident.
20. He was awfully kind to lend us his car when ours broke down.
21. The report was sharply critical of safety standards at the factory.
22. You must be plain stupid to say those things in front of everyone.
23. That evening she played the piano surprisingly well.
24. John rather annoys me with his extremely dangerous manner of driving.
25. It really annoys me when people expect me to tip as well as pay a service charge in a restaurant.
I had a nightmare the other night. I dreamt I was bungee jumping, that's when you throw yourself off a bridge and your feet are attached to an elasticized rope that pulls you back again. I didn't do the jump properly, in fact; I did it extremely badly because I fell only a few meters and was dangling dangerously just below the bridge for ages. Then I woke up and thanked my lucky stars enthusiastically that it had been only a dream. I lay quietly in bed the following morning and wondered how I had come to have such a terrible dream. Never would I contemplate the idea of jumping off a bridge with or without an elasticized cord. Then I remembered I had seen a film on the television the night before showing some students bungee jumping. The funny thing about this strange sport is that you often see people jumping off but you never see them come back. As I said, in no circumstances could I be persuaded to do it for the simple reason that I am terrified of heights. I remember once sitting petrified at my desk at work listening to a colleague describing how he had jumped out of a plane by parachute on one occasion in order to raise some money for charity, I can recall how I almost fell off my chair in fear. No sooner had he finished telling his story than I had to get up and go and lie down quietly in a darkened room. I can still remember one incident that illustrates my fear of heights – I haven't got over it yet and it's still very vivid in my mind. I never have to find an excuse to go to the seaside. I always agree to it when someone suggests going to the coast. I never can resist the sight and smell of the sea. A trip had been planned for the weekend. I always used to pack the night before one of these trips and invariably I rarely slept in anticipation of the event. That's what comes of working in a large city day in day out. We set off early and reached our destination quite quickly at about 11 a.m. Hardly had we finished our morning coffee in a small cafe when it started to rain really heavily. Then we decided to drive around to the front and watch the sea as it pounded violently against the beach. We were just going to abandon the whole idea of staying there any longer when the sun made an appearance suddenly. As quickly as the rain had started equally as speedily it stopped. We all got out of the car and walked...
slowly\textsuperscript{68} up the cliff at the end of the town\textsuperscript{69}. Usually\textsuperscript{70} you get a magnificent view of the bay at the top\textsuperscript{71} but on this particular afternoon\textsuperscript{72} rarely\textsuperscript{73} had I seen so much mist. And that, in a manner of speaking, was my down fall. Although\textsuperscript{74} I knew this particular piece of land quite\textsuperscript{75} well\textsuperscript{76}, the fog had obscured the edge of the cliff and although\textsuperscript{77} I was walking very\textsuperscript{78} slowly\textsuperscript{79} as I always\textsuperscript{80} do on high ground\textsuperscript{81}, I stepped on a piece of grass which I thought was solid but soon\textsuperscript{82} discovered it was not. I slipped immediately\textsuperscript{83} and began to descend almost\textsuperscript{84} as if I was nearly\textsuperscript{85} doing a slow motion bungee jump only this time\textsuperscript{86} I was the right way up\textsuperscript{87}. With a jolt\textsuperscript{88} I stopped abruptly\textsuperscript{89} and realized I was going nowhere\textsuperscript{90}. Only then\textsuperscript{91} did I start to panic\textsuperscript{92}. I could hear the sea but I didn't dare look down and I started to yell as loud as I could\textsuperscript{93}. I waited patiently\textsuperscript{94} on my little edge for at least half an hour\textsuperscript{95} while\textsuperscript{96} I was being assured that help would come soon\textsuperscript{97}. Eventually\textsuperscript{98} a rope was dropped down to me and I gradually\textsuperscript{99} hoisted myself up to the top of the cliff\textsuperscript{100}. By now\textsuperscript{101} the mist had cleared completely\textsuperscript{102} and I took a quick look down to discover\textsuperscript{103} that I had only\textsuperscript{104} been about half a meter from the beach. But I thought I'd conceal that information subtly\textsuperscript{105} (=in a quiet way). After all\textsuperscript{106}, it would have spoilt the hero's welcome I received.

\textbf{b) Fill in the table with the appropriate examples from the text by number:}

\begin{tabular}{|c|c|c|}
\hline
\textbf{№} & \textbf{Kinds of adverbs} & \textbf{Question/ situation the adverb answers} & \textbf{Examples from the above text} \\
\hline
1 & Adverbs of Manner & How does smb do smth? & \ldots.. \\
2 & Adverbs of Place & Where? To which destination? From which destination? etc. & \ldots.. \\
3 & Adverbs of Time & When? How long? How soon? & \ldots.. \\
4 & Adverbs of Frequency & How often smth happens? & \ldots..

5 & Adverbs of Purpose or Reason & Why? & \ldots..

6 & Adverbs of Assertion & How far smb. believes it to be true or false? etc. & \ldots..

7 & Adverbs of Degree or Quantity & How much of smth is done? How little? To what extent? & \ldots..

8 & Adverbs of Number & How many times? & \ldots..

9 & Adverbs of Comment & Provides a comment/ general opinion about a situation. & \ldots..

10 & Adverbs of Affirmation/ Negation & Yes or No? & \ldots..

\hline
\end{tabular}
Exercise N. Mind the order of adverbs in a sentence. Put an adverb given in brackets into a correct position while rewriting a sentence:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16. It might take him ages but he’ll do it (eventually). ←adverb of time
    Correct order

17. They couldn't find what they wanted and decided to look (elsewhere). ←adverb of place
    Correct order
Exercise O. Match the given meaning on your left with the related *proverb* on your right. Pay attention to the *italicized* adverbs:

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

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

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

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

1. Select the sentence in which usually appears in an appropriate position:
   A. She usually writes complaints to the local Consumer Rights Office if the goods bought at the local thrift store are inherently faulty. ___
   B. Usually she writes complaints to the local Consumer Rights Office if the goods bought at the local thrift store are inherently faulty. ___
   C. She writes complaints to the local Consumer Rights Office if the goods bought at the local thrift store are inherently faulty usually. ___
   D. Either "A" or "B" is fine. ___

2. Select the sentence with the most appropriate order of adverbial phrases:
   A. Researches have suggested abnormally high risks of psychotic murderer’s attempts during December and January after dark. ___
   B. Researches have suggested abnormally high risks of psychotic murderer’s attempts after dark during December and January. ___
   C. Either "A" or "B" is fine. ___

3. Select the sentence with the most appropriate order of adverbs or adverbial phrases:
   A. Pathological narcissism is the result of individual upbringing and is heavily constrained and influenced by the prevailing culture, the process of socialization and education. ___
   B. Pathological narcissism is the result of individual upbringing and is constrained and influenced heavily by the prevailing culture, the process of socialization and education. ___
   C. Pathological narcissism is the result of individual upbringing and is constrained and influenced by the prevailing culture, the process of socialization and education heavily. ___

4. Select the sentence with the most appropriate order of adverbial phrases:
   A. John made an appointment to see his lawyer at two o'clock on the first Thursday of July next summer to prepare documentary for his will. ___
   B. John made an appointment next summer to see his lawyer next July at two o'clock on the first Thursday to prepare documentary for his will. ___
C. Either "A" or "B" is fine. ___
5. Select the sentence with the most appropriate order of *modifiers*:
   A. Coming late to the office for the third time in a week, the paralegal had his salary for a day cut by the HR manager. ___
   B. Coming late to the office for the third time in a week, the HR manager cut the paralegal’s salary for a day. ___
   C. Either "A" or "B" is fine. ___
6. Select the sentence with the most appropriate order of *modifiers*:
   A. Before shifting the hospitals from the present location, the officials should consult the public. ___
   B. Before shifting the hospitals from the present location, the public must be consulted. ___
   C. Either "A" or "C" is fine. ___
7. Select the most emphatic position for the *adverbial modifier*:
   A. After paying for the books, the salesman gave me a calendar as a free compliment.___
   B. After paying for the books, I was given a calendar by the salesman as a free compliment.___
   C. "A" and "B" are equally emphatic. ___
8. Select the sentence with the most appropriate order of *adverbial modifiers*:
   A. Having paid the fine, the police-officer allowed the car-driver to go.___
   B. Having paid the fine, the car-driver was allowed by the police-officer to go.___
   C. Either "A" or "B" is fine. ___
9. Select the sentence with the most appropriate order of *adverbial modifiers*:
   A. Attempting to smuggle Gold, the customs officials detained the passenger. ___
   B. Attempting to smuggle Gold, the passenger was detained by the customs officials. ___
   C. Either "A" or "B" is fine. ___
10. Select the sentence with the most appropriate order of *adverbial modifiers*:
    A. Having apologized for misbehavior, the student was permitted by the teacher to reenter the class room.___
    B. Having apologized for the misbehavior, the teacher permitted the student to reenter the class room.___
    C. Either "A" or "B" is fine. ___
It is interesting to know

Some More Facts About Adverbs

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

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

<table>
<thead>
<tr>
<th>Adverbs of Manner – form the largest group of adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>abnormally</td>
</tr>
<tr>
<td>absentmindedly</td>
</tr>
<tr>
<td>accidentally</td>
</tr>
<tr>
<td>angrily</td>
</tr>
<tr>
<td>anxiously</td>
</tr>
<tr>
<td>awkwardly</td>
</tr>
<tr>
<td>badly</td>
</tr>
<tr>
<td>beautifully</td>
</tr>
<tr>
<td>blindly</td>
</tr>
<tr>
<td>boldly</td>
</tr>
<tr>
<td>bravely</td>
</tr>
<tr>
<td>brightly</td>
</tr>
<tr>
<td>busily</td>
</tr>
<tr>
<td>calmly</td>
</tr>
<tr>
<td>carefully</td>
</tr>
<tr>
<td>carelessly</td>
</tr>
<tr>
<td>cautiously</td>
</tr>
<tr>
<td>cheerfully</td>
</tr>
<tr>
<td>clearly</td>
</tr>
<tr>
<td>closely</td>
</tr>
<tr>
<td>correctly</td>
</tr>
<tr>
<td>courageously</td>
</tr>
<tr>
<td>cruelly</td>
</tr>
<tr>
<td>daringly</td>
</tr>
<tr>
<td>deliberately</td>
</tr>
<tr>
<td>doubtfully</td>
</tr>
<tr>
<td>eagerly</td>
</tr>
<tr>
<td>easily</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverbs of Degree (*informal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost</td>
</tr>
<tr>
<td>absolutely</td>
</tr>
<tr>
<td>awfully*</td>
</tr>
<tr>
<td>badly*</td>
</tr>
<tr>
<td>barely</td>
</tr>
<tr>
<td>completely</td>
</tr>
<tr>
<td>decidedly</td>
</tr>
<tr>
<td>deeply</td>
</tr>
<tr>
<td>enough</td>
</tr>
<tr>
<td>enormously</td>
</tr>
<tr>
<td>entirely</td>
</tr>
<tr>
<td>so</td>
</tr>
<tr>
<td>strongly</td>
</tr>
<tr>
<td>warmly</td>
</tr>
<tr>
<td>violently</td>
</tr>
</tbody>
</table>
### Conjunctive Adverbs

<table>
<thead>
<tr>
<th>accordingly</th>
<th>eventually</th>
<th>in fact</th>
<th>on the contrary</th>
</tr>
</thead>
<tbody>
<tr>
<td>afterward</td>
<td>finally</td>
<td>in short</td>
<td>otherwise</td>
</tr>
<tr>
<td>also</td>
<td>for example</td>
<td>instead</td>
<td>perhaps</td>
</tr>
<tr>
<td>anyhow</td>
<td>for instance</td>
<td>later</td>
<td>similarly</td>
</tr>
<tr>
<td>anyway</td>
<td>further</td>
<td>likewise</td>
<td>so</td>
</tr>
<tr>
<td>as a result</td>
<td>furthermore</td>
<td>meanwhile</td>
<td>still</td>
</tr>
<tr>
<td>at last</td>
<td>hence</td>
<td>moreover</td>
<td>subsequently</td>
</tr>
<tr>
<td>at the same time</td>
<td>however</td>
<td>namely</td>
<td>that is</td>
</tr>
<tr>
<td>besides</td>
<td>in addition</td>
<td>nevertheless</td>
<td>then</td>
</tr>
<tr>
<td>certainly</td>
<td>in any case</td>
<td>next</td>
<td>therefore</td>
</tr>
<tr>
<td>consequently</td>
<td>incidentally</td>
<td>now</td>
<td>thus</td>
</tr>
<tr>
<td>earlier</td>
<td>on the other hand</td>
<td></td>
<td>indeed</td>
</tr>
</tbody>
</table>

### Adverbs of Time

#### points of time

*(definite):*
- now
- once (one time)
- then
- today
- tomorrow
- tonight
- yesterday

#### relationships in time

*(indefinite):*
- already
- before
- early
- earlier
- eventually
- finally
- first

#### relationships in time

*(indefinite):*
- formerly
- just
- last
- later
- lately
- next

### Adverbs of Frequency

#### frequency

*(definite):*
- annually
- daily
- fortnightly
- hourly
- monthly
- nightly
- quarterly
- weekly
- yearly

#### frequency

*(indefinite):*
- again (and again)
- always
- constantly
- ever
- frequently
- from time to time
- generally
- hardly ever
- infrequently

#### frequency

*(indefinite):*
- never
- normally
- occasionally
- often
- once in a while
- periodically
- rarely
- regularly
- scarcely ever

### Adverbs of Place

<table>
<thead>
<tr>
<th>about</th>
<th>behind</th>
<th>here</th>
<th>outside</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>below</td>
<td>in (doors)</td>
<td>over</td>
</tr>
<tr>
<td>abroad</td>
<td>beyond</td>
<td>inside</td>
<td>there</td>
</tr>
<tr>
<td>anywhere</td>
<td>down</td>
<td>near</td>
<td>towards</td>
</tr>
<tr>
<td>away</td>
<td>downstairs</td>
<td>nearby</td>
<td>under(ground)</td>
</tr>
<tr>
<td>back</td>
<td>east (etc.)</td>
<td>off</td>
<td>up</td>
</tr>
<tr>
<td>backwards</td>
<td>elsewhere</td>
<td>on</td>
<td>upstairs</td>
</tr>
<tr>
<td>backward</td>
<td>far</td>
<td>out</td>
<td>where</td>
</tr>
</tbody>
</table>
Exercise R. Fill in the gaps with the appropriate adverb from the box of words. Guess the actual meaning of the italicized proverbs:

<table>
<thead>
<tr>
<th>yesterday</th>
<th>always</th>
<th>already</th>
<th>sadly</th>
<th>again</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>never</td>
<td>although</td>
<td>however</td>
<td>one day</td>
</tr>
<tr>
<td>probably</td>
<td>when</td>
<td>usually</td>
<td>first</td>
<td>still</td>
</tr>
</tbody>
</table>

1. The politician promised to do many things but he never did anything. ____1, actions speak louder than words and he lost the next election.
2. All’s well that ends well and ____2 the storm was very bad the children arrived home safely.
3. The supervisor was ____3 threatening to fire anyone who was late but he never did anything. His bark was worse than his bite.
4. You should accept the job offer with the lower salary ____4 rather than waiting for a better job. Remember, a bird in hand is worth two in the bush.
5. The young man learned that crime doesn’t pay ____5 he was arrested for stealing the bicycle.
6. The sales clerks were taught that the customer is always right and they must ____6 argue with a customer.
7. The young man was involved in selling illegal drugs and he was found murdered. ____7, he who lives by the sword dies by the sword.
8. Honesty is the best policy and when the man found the purse on the street ____8 he gave it to a policeman.
9. The supervisor tried to have a good relationship with his staff but a leopard can’t change his spots and he ____9 had problems with those around him.
10. Lightning never strikes twice in the same place and I do not think that our house will be flooded ____10.
11. Silence gives consent and when nobody spoke at the meeting ____11, the principal thought that most people agreed with his proposal.
12. When I heard about the new job I ____12 sent in my application in order to strike while the iron was hot.
13. The large chain of supermarkets ____13 began with one small store but tall oaks from little acorns grow and it is now the largest supermarket chain in the world.
14. Time flies and before we had a chance to enjoy the summer it was ____14 autumn.
15. In ancient times a victory by an army ____15 meant that to the victor belonged the spoils.
16. Frankie will ____16 finish his university course only when pigs fly.
Exercise S. Choose what should be used in the context of the below given sentences – an adverb or an adjective (given in brackets)?

1. He seems to answer all questions before the jury trial ___¹ (honest/ honestly).
2. The question put before the inferior court was quite ___² (simple/ simply).
3. Judge Keenan concluded that the surveillance (=the careful watching) had been ___³ (lawful/ lawfully).
4. Do you ___⁴ (serious/ seriously) plan to testify as a witness?
5. The police have kept the nightclub under strict control because of suspected ___⁵ (illegal/ illegally) drug activity.
6. They live in a very ___⁶a (comfortable/ comfortably) and ___⁶b (pleasant/ pleasingly) surrounding.
7. They have always dealt ___⁷a (honest/ honestly) and ___⁷b (fair/ fairly) with their customers.
8. These figures ___⁸a (clear/ clearly) show the growth of criminality in that ___⁸b (particular/ particularly) locality.
9. He had an accident and ___⁹ (undoubted/ undoubtedly) he was driving at excessive speed.
10. He was ___¹⁰ (evident/ evidently) upset by the news of the accident.
11. It is now just ___¹¹ (obvious/ obviously) that, since the early 1970s, drugs trafficking has become the most organized and profitable of all illegal activities in South America.
12. The audience was ___¹² (happy/ happily) to hear a fair sentence.
13. It is a really ___¹³a (serious/ seriously) case. I don’t think the investigation might be pretty ___¹³b (quick/ quickly).
14. She explained her case in ___¹⁴a (simple/ simply) and ___¹⁴b (clear/ clearly) words.
15. Solutions which seem ___¹⁵ (self-evident/ self-evidently) to humans are often beyond the grasp of computers.
16. I don’t know ___¹⁶ (exact/ exactly) where a police station is.
17. The latest navigational radar aids make the detection of the stolen cars quite ___¹⁷ (easy/ easily).
18. It was a maximum-security prison so intended to be ___¹⁸ (especial/ especially) difficult to escape from.
19. She felt that her marriage had become a ___¹⁹ (real/ really) prison.
Exercise T. Examine the quotes* given below. Identify the group (kind) the italicized adverbs belong to. Fill in the chart below by putting the number of the sentence the particular adverb is used in:

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

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

<table>
<thead>
<tr>
<th>Adv of manner</th>
<th>......</th>
<th>Adv of certainty/ negation/ affirmation</th>
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<tbody>
<tr>
<td>Adv of time</td>
<td>......</td>
<td>Adv of degree/ quantity</td>
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<tr>
<td>Adv of place</td>
<td>......</td>
<td>Interrogative adv</td>
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<td>Adv of comment</td>
<td>......</td>
<td>Relative adv</td>
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<tr>
<td>Adv of frequency</td>
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<td>Conjunctive adv</td>
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<tr>
<td>Adv of reason</td>
<td>......</td>
<td>Adv of Number</td>
<td>......</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

29. In order for a war to be just, three things are necessary. First, the authority of the sovereign. *Secondly* (1), a just cause. *Thirdly* (2), a rightful intention. *(Thomas Aquinas)*
Exercise U. Examine the questions/answers given. Choose true or false replies due to your choice. Make a short resume on the core legal skills and abilities on the basis of your answers. Use adverbs!

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

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

1. For the needs of Oral Communication legal professionals must:
   - convey information clearly and concisely T__ F__
   - communicate persuasively and in a bit intruding manner T__ F__
   - easily use legal terminology to advocate any position or a cause T__ F__
   - intentionally avoid mastering special legal terminology T__ F__
   - effectively develop keen listening skills T__ F__
   - constantly state something in a logical though boring manner T__ F__

2. For the needs of Written Communication legal professionals must:
   - permanently master the stylistic aspects of writing T__ F__
   - periodically master the fundamentals of Chinese grammar T__ F__
   - from time to time write concise and persuasive poetry and prose T__ F__
   - effectively draft legal documents such as motions, briefs, memorandums, resolutions and legal agreements T__ F__

3. For the needs of Client Service legal professionals must:
   - easily adapt to new situations T__ F__
   - successfully avoid handling stress and pressure T__ F__
   - serve the client honestly, capably and responsibly T__ F__
   - incidentally get fussy and angry and show his/ her temper T__ F__

4. For the needs of Analytical/ Logical Reasoning legal professionals must:
   - effectively assimilate large volumes of complex information T__ F__
   - gradually be involved into viscous red tape routine T__ F__
   - logically draw connections among legal authorities T__ F__
   - never rely on inductive and deductive reasoning T__ F__
   - always develop logical thinking and problem-solving abilities T__ F__
   - scarcely ever review complex written legal documents T__ F__
   - easily draw inferences and jump to evaluating arguments T__ F__

5. For the needs of Legal Research legal professionals must:
   - twice a week learn proper legal citation/judicial opinions T__ F__
• once in a while master legal research techniques/ concepts T__ F__
• regularly master the art of statutory interpretation T__ F__
• regularly learn how to locate and analyze legal authority T__ F__
• evenly surf for research software applications in the Internet T__ F__

6. For the needs of Technology legal professionals must:
• always avoid computerized litigation support T__ F__
• normally communicate via computerized technology devices T__ F__
• never use voice messaging systems and related technology T__ F__
• slowly become familiar with electronic discovery, etc. T__ F__
• completely forget about making wise technology decisions T__ F__
• become extremely proficient with legal research software and Internet research and develop the tech know-how to make decisions T__ F__

7. For the needs of Knowledge of Substantive Law and Legal Procedure legal professionals must:
• generally know local, state and federal court systems T__ F__
• selfishly boast about the practice areas in which they work T__ F__
• suddenly and carelessly apply irrelevant legal terminology T__ F__
• deeply know fundamental principles of law and legal procedure T__ F__

8. For the needs of Time Management legal professionals must:
• strongly oppose to bill time and manage large workloads T__ F__
• deliberately employ strong work ethic T__ F__
• carefully develop the ability to meet tight deadlines T__ F__
• randomly (not according to a plan) juggle competing priorities T__ F__
• enthusiastically lessen productivity to raise financial gain T__ F__

9. For the needs of Organization legal professionals must:
• patiently develop top-notch (=excellent) organizational skills T__ F__
• awkwardly manage large volumes of exhibits and documents T__ F__
• lazily look through the pages of fashion catalogues/ magazines T__ F__
• sensibly use technology for managing case-related data T__ F__
• carefully create an effective organization structure and set plans T__ F__

10. For the needs of Teamwork legal professionals must:
• enormously/ inadequately rely on secretaries and support staff T__ F__
• regularly team up with co-counsel, experts and vendors to deliver legal services T__ F__
• often collaborate with others to reach a common goal T__ F__
• repeatedly avoid participating in team events and meetings T__ F__
• openly cultivate short love affairs between colleagues and others T__ F__

b) Make a short resume on the core legal skills and abilities on the basis of your answers. Use as many adverbs as possible! Mind the word order.
It is interesting to know: What is Aptitude?

**Aptitude** is a natural ability or skill. Every person is born with a unique set of talents that gives them a special ability to perform certain kinds of tasks easily and yet also make other tasks seem laborious (=needing a lot of time/effort). Knowing what you do best – what your strongest natural talents and abilities are and how you are hard-wired – and then finding the work that best fits those talents are fundamental to finding success and fulfillment. An aptitude is an innate component of a competency as opposed to knowledge, understanding, learned or acquired abilities (skills) and attitude to do a certain kind of work at a certain level. The innate nature of aptitude is also in contrast to achievement, which represents knowledge or ability that is gained. **Aptitude tests** are used to predict success in a career path/course of study. Such tests are normally designed to assess your logical reasoning or thinking performance. **Aptitudes may be physical or mental:**

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

<table>
<thead>
<tr>
<th>Types of Adverbs</th>
<th>What does it denote?</th>
<th>Usual Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverbs of Manner: slowly, suddenly, badly, quietly, awfully, carefully, etc.</td>
<td>provide information on how someone does something or how something happens or is done</td>
<td>at the end of the sentence OR in the middle of sentence OR before adjective</td>
</tr>
<tr>
<td>Adverbs of Time: today, every week, finally, already, soon, recently, now, then, yesterday, etc.</td>
<td>provide information on when something happens</td>
<td>at the end of the clause/sentence OR at the beginning of the sentence OR in the middle of sentence (soon, last, finally and already) OR to begin imperative clauses (always and never)</td>
</tr>
<tr>
<td>Adverbs of Frequency: never, rarely, often, sometimes, usually, always, ever, seldom, etc.</td>
<td>provide information on how often something happens</td>
<td>at the beginning of clause/sentence OR directly before the main verb OR in the middle of sentence (always, ever, rarely, seldom and never)</td>
</tr>
<tr>
<td>Adverbs of Degree: a lot, almost, much, too, little, enough, partly, fully, so, very, rather, quite, nearly, hardly, etc.</td>
<td>provide information on how much of something is done</td>
<td>in mid position: after BE; after auxiliary verb; before other verbs OR before adjective OR after adjective (enough)</td>
</tr>
<tr>
<td>Adverbs of Comment: fortunately, luckily, etc.</td>
<td>provide a comment, or opinion about a situation</td>
<td>at the beginning of a sentence/ clause</td>
</tr>
<tr>
<td>Adverbs of Certainty: probably, clearly, certainly, definitely, obviously, undoubtedly</td>
<td>express how certain or sure we feel about an action or event</td>
<td>in the mid position: after BE; after auxiliary verb; before other verbs</td>
</tr>
<tr>
<td>Adverbs of Place: here, there, behind, above, nearby, everywhere, in, out, etc.</td>
<td>tell us where something happens; certain adverbs express both movement and location: ahead, abroad, uphill</td>
<td>behind the direct object or the verb – at the end of the sentence/ clause</td>
</tr>
<tr>
<td>Focusing adverbs: also, even, only, mainly, just, mostly, either, neither</td>
<td>point to a particular part of a clause</td>
<td>in front of OR next to the word or words modified by them</td>
</tr>
</tbody>
</table>
Exercise 1. Test yourself: How much do you know about adverbs?

1. Which of these adverbs is an adverb of time?
   a) yesterday; b) slowly; c) loudly; c) upstairs
2. Which of these adverbs tells you how something happened?
   a) often; b) carefully; c) recently; d) everywhere
3. Which of these adverbs tells you where something happened?
   a) regularly; b) warmly; c) happily; d) outside
4. Which of these sentences does not contain an adverb?
   a) We are planning to discuss all the details tomorrow.
   b) We incidentally concluded the terms of our contract pretty quickly.
   c) I worked on the brief of the case.
   d) He dressed smartly for the job interview.
5. Which of the adverbs is the most suitable to complete the sentence:
   The serial killers’ psychology is far beyond the grasp of normal human mentality since they themselves are not ___ responsible for what they are.
   a) timidly; b) totally; c) neatly; d) menacingly (=in a threatening manner)
6. In which of these sentences is the word fast an adverb?
   a) Is trade in services growing as fast as the trade in goods?
   b) Above everything else, of course, he is responsible for that car accident himself – we all know he is a very fast driver.
   c) In its overall, domestic prices are expected to fall at a slightly fast rate over the next four months.
   d) The modern equipment available now, however, will allow to fast processing of digital data.
7. Complete the following sentence: If your watch is fast, it shows ___.
   a) the fastest time to the real time          c) a time later than the real time.
   b) a time faster than the real time.       d) the fasting time to the real time.
8. Complete the following sentence: I used to live near the office, but my new flat is even ___.
   a) nearing; b) nearer; c) nearest; d) near
9. Complete the following sentence: The UN sent to Africa 90 tons of ___ needed food.
   a) worst; b) badly; c) bad; d) worser
10. Complete the following sentence: The idea of not having to get up early every morning sounds ___ to me.
    a) rather appealing; b) rather appealingly; c) rather appeal; d) appealingiest
Exercise 2. Choose the best adverb from the multiple-choice options to complete the given sentences:

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

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

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

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

**Adverbs of Manner**

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<tr>
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<tbody>
<tr>
<td>violently</td>
<td>nervously</td>
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<td>smoothly</td>
<td>wisely</td>
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<tr>
<td>truthfully</td>
<td>calmly</td>
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<td>promptly</td>
<td>slowly</td>
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<td>rarely</td>
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<td>swiftly</td>
<td>swiftly</td>
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</table>

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

**Adverbs of Degree**

<table>
<thead>
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<th>Adverbs of Degree</th>
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<tbody>
<tr>
<td>virtually</td>
<td>pretty</td>
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<td>indeed</td>
<td>fully</td>
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<td>simply</td>
<td>decidedly</td>
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<td>rather</td>
<td>perfectly</td>
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<td>purely</td>
<td>least</td>
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<td>just</td>
<td>hardly</td>
</tr>
<tr>
<td>just</td>
<td>most</td>
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</table>

1. To be ___ 1 honest, I don't care about Mike’s insulting behavior any more.
2. An agreement is looking ___ 2 difficult according to the newspapers.
3. Students are advised to answer all questions as ___ 3 as possible.
4. The party had ___ 4 started when she left.
5. Evidence suggests that errors may ___ 5 be occurring.
6. Disaster struck when we ___ 6 expected it.
7. She answered the telephone ___ 7 sleepily.
8. The department needs three more computers in order to work **effectively** (= to work as effectively as possible).
9. I don't respond **positively** to being bossed around – it **makes** me angry.
10. We made this decision **for financial reasons**.
11. I don't like my job – I **do it for the money**.
12. That blood stain on my shirt has **disappeared**.
13. The documentary presented both sides of the problem **well**.
14. She was **sorry not to have seen you last Saturday**.

**Adverbs of Place**

<table>
<thead>
<tr>
<th>back</th>
<th>backwards</th>
<th>upstairs</th>
<th>towards</th>
<th>nearby</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>abroad</td>
<td>outside</td>
<td>under</td>
<td>behind</td>
</tr>
</tbody>
</table>

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

**Adverbs of Time/Frequency**

<table>
<thead>
<tr>
<th>finally</th>
<th>never</th>
<th>constantly</th>
<th>previously</th>
<th>generally</th>
</tr>
</thead>
<tbody>
<tr>
<td>ever since</td>
<td>seldom</td>
<td>lately</td>
<td>annually</td>
<td>early</td>
</tr>
</tbody>
</table>

1. Your starting salary is £13 000 per annum and will be reviewed **.**
2. It was **believed at the time that both men were guilty**.
3. He threatened to shoot, but I **thought he would**.
4. She was **employed as a paralegal**.
5. I like being a little **for interviews**.
6. Have you been doing anything interesting **?**
7. After months of chasing the police **caught the notorious criminal**.
8. We can’t rely on him since he's **changing his mind**.
9. **do we receive any apology when mistakes are made**.
10. He's been depressed **he got divorced**.
Exercise 1. Examine the quotes given below. Identify the group (kind) the italicized adverbs belong to and state it next to the adverb in question:

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

<table>
<thead>
<tr>
<th>Firstly</th>
<th>justly</th>
<th>through</th>
<th>before</th>
<th>widely</th>
</tr>
</thead>
<tbody>
<tr>
<td>also</td>
<td>just</td>
<td>even</td>
<td>usually</td>
<td>only</td>
</tr>
<tr>
<td>absolutely</td>
<td>normally</td>
<td>greatly</td>
<td>generally</td>
<td>although</td>
</tr>
<tr>
<td>effectively</td>
<td>Instead</td>
<td>secondly</td>
<td>carefully</td>
<td>highly</td>
</tr>
</tbody>
</table>

**What is a Legal Clinic?**

1. A legal clinic, __1__ called a law school clinic or law clinic, is a __2__ known program organized __3__ a law school that allows students to receive law school credit as they work part-time in real, not simulated, legal service atmospheres.

2. In legal clinics, students perform various tasks __4__ as an attorney would do in the same job position, such as doing legal research, drafting briefs and other legal documents, and interviewing clients.

3. Many jurisdictions __5__ (=morally correctly) allow students to appear in court on behalf of clients, __6__ in criminal defense.

4. Most law clinics are open __7__ to third-year law students, __8__ some schools may provide opportunities for second-year students as well.

5. Legal clinics are __9__ pro bono, that is offering free legal services to clients, and supervised by law professors.

6. There is __10__ no classroom component in legal clinics.

7. Participating in a legal clinic is a great way for students to gain hands-on experience __11__ heading off into the job market.

8. Legal clinics are __12__ available in many areas of law, including but not limited to: Community legal services; Criminal law; Elder law; Environmental law; Family law; Human rights; Immigration and Tax law.

9. Legal clinic offerings vary __13__ in both number and type by school, so be __14__ sure to investigate __15__ while choosing a law school.

10. Legal clinical experience is __16__ recommended for law students.

11. __17__ of learning by means of traditional lectures, any student may become a much more pro-active participant in the learning process "learning by doing".

12. __18__, legal clinical experience looks great on your resume and, __19__, it gives you the chance to __20__ try out an area of law before committing to it in a full-time job.
Exercise 3. Examine Famous Quotes about Law and Lawyers. Recognize whether the italicized word is an adverb, noun or adjective. State that fact next to the word. Comment if there are evident reasons for confusion:

Quotes are taken from http://whww.famous-quotes.com/

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

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

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

Your questions here

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

Your questions here

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

Your questions here

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The Top 25 Grammatical Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

14. **Independent Clause** – is a group of words made up of a subject and a predicate. An independent clause (unlike a dependent clause) can stand alone as a sentence.
15. **Indirect Object** – is a noun or pronoun that indicates to whom or for whom the action of a verb in a sentence is performed.

16. **Interrogative Sentence** – is a sentence that asks a question.

17. **Noun** – the part of speech that is used to name a person, place, thing, quality, or action and can function as the subject or object of a verb, the object of a preposition, or an appositive.

18. **Passive Voice** – is a verb form in which the grammatical subject receives the verb's action. Contrast with active voice.

19. **Predicate** – is one of the two main parts of a sentence or clause, modifying the subject and including the verb, objects, or phrases governed by the verb.

20. **Prepositional Phrase** – is a group of words made up of a preposition, its object, and any of the object's modifiers.

21. **Pronoun** – is a word that takes the place of a noun.

22. **Sentence** – is a word or (more commonly) a group of words that expresses a complete idea. Conventionally, a sentence includes a subject and a verb. It begins with a capital letter and concludes with a mark of end punctuation.

23. **Subject** – is the part of a sentence that indicates what it is about.

24. **Tense** – is the time of a verb's action or state of being, such as past, present, and future.

25. **Verb** – is the part of speech that describes an action or occurrence or indicates a state of being.

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**Have Fun! Lawyer Jokes!**

- At the height of a political corruption trial, the prosecuting attorney attacked a witness. "Isn't it true," he bellowed, "that you accepted five thousand dollars to compromise this case?" The witness stared out the window as though he hadn't heard the question. "Isn't it true that you accepted five thousand dollars to compromise this case?" the lawyer repeated. The witness still did not respond. Finally, the judge leaned over and said, "Sir, please answer the question." "Oh," the startled witness said, "I thought he was talking to you."

- **Prosecutor:** Did you kill the victim? **Defendant:** No, I did not.  
  **Prosecutor:** Do you know what the penalties are for perjury?  
  **Defendant:** Yes, I do. And they're a hell of a lot better than the penalty for murder.
It is interesting to know: Facts about English Language

From http://www.framtak.com/

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

Have Fun! Lawyer Jokes!

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

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

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Simple Past</th>
<th>Simple Future</th>
</tr>
</thead>
</table>
| I study law at the University of Kazan. | Two years ago, I studied law in Europe. | – I am going to study law in the USA next year.  
– I will study there for 2 years, the most. |

<table>
<thead>
<tr>
<th>Present Continuous</th>
<th>Past Continuous</th>
<th>Future Continuous</th>
</tr>
</thead>
</table>
| I am studying Criminal law now, since we will have our final test soon. | I was studying Criminal law when you called me yesterday. | – I will be studying Criminal law when you arrive tonight.  
– I am going to be studying Criminal law when you arrive tonight. |

<table>
<thead>
<tr>
<th>Present Perfect</th>
<th>Past Perfect</th>
<th>Future Perfect</th>
</tr>
</thead>
</table>
| I have studied law in several different countries. | I had studied the basics of Common law before I moved to the USA. | – I will have studied every branch of law by the time I finish this course.  
– I am going to have studied every branch of law by the time I finish this course. |

<table>
<thead>
<tr>
<th>Present Perfect Continuous</th>
<th>Past Perfect Continuous</th>
<th>Future Perfect Continuous</th>
</tr>
</thead>
</table>
| I have been studying law for five years. | I had been studying Common and civil law for five years before I moved to the U.S. | – I will have been studying Criminal law aspects for over two hours by the time you arrive.  
– I am going to have been studying Criminal law aspects for over two hours by the time you arrive. |
It is important to know: English Tenses

English Tenses – Graphic Comparison

Simple Past

▲ Past Progressive

▼ Past Perfect

Present Perfect Progressive ►

PAST

Simple Present

▲ Present Progressive

▼ Present Perfect

Simple Future

▲ Future Progressive

▼ Future Perfect

Future Perfect Progressive ►

PRESENT

Future

Future Perfect

▼ Future Perfect

Future Perfect Progressive ►

FUTURE

Moment in time: indicates the action and its time; no further data is given
■ – actions that takes place once, never or several times
■ – actions that happen one after another
■ – actions that happen suddenly

Period of time: data about the action; its time and the fact it is in progress
▲ – action started before a certain moment which lasts beyond that moment
▲ – actions taking place at the same time

Result: action is complete or finished
▼ – action taking place before a certain moment in time;
▼ – puts emphasis on the result, reason and importance of the action in the given situation

Course / Duration: action which was in progress but now it is complete
► – action taking place before a certain moment in time
► – puts emphasis on the course or duration of the action
Before you start: Test yourself: Revision Test №2
How well do you know English Tenses?

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

1. The annual police report documents the staggering (=very shocking and surprising) amount of domestic violence against women.
2. The police are investigating fraud allegations against an organized group.
3. He was convicted on the evidence of secretly recorded telephone conversations with his distant accomplice.
4. Recently there has been strong criticism of the secrecy surrounding the negotiations between the managers and the staff.
5. He was knocked down by a car that was being driven by joyriders.
6. When King Richard III died, Henry VII claimed the English throne.
7. Although she said nothing, I could sense her anger.
8. Some of the more sensational newspapers have given a lot of coverage to the scandal with the notorious World Bank Group.
9. They had been selling stolen cars for years before the police caught up with them.
10. In future, promotion will be based on merit not seniority.
11. They will have been appealing to the High Court to reduce the sentence to a fine for a couple of weeks by the time their motions are met.
12. The election of the government will have been carried out by secret ballot when the polling day is appointed.
13. Her passport seemed legitimate, but on closer inspection, it was found to have been altered.
14. The oil company was found guilty on ten counts of pollution, and was punished with a $250 million fine.
15. The punishment should always match the seriousness of the crime.
16. Public concern has been expressed recently about the death in detention of a number of political prisoners.
17. The nomination of Judge Watkins as head of the inquiry was a surprise.
18. All the hostages, when released from captivity, looked remarkably fit and well.
19. We will be announcing the appointment of Julia Lewis as head of sales next week.
20. Drug dealing is punishable by death in some countries.
21. Job opportunities will have been severely limited by the end of the year.
22. The new appointee will be working closely with both departments.
23. Drunken driving should be punished with a prison sentence.
24. We are having more employees than are needed at the moment.
25. When war broke out the government rounded up thousands of aliens and
put them in temporary camps.
26. We were striving to reach an agreement which would have satisfied the several interests of the parties concerned.
27. Inspector Jenkins is acting as deputy while our sheriff is away.
28. The gang admitted they had committed four recent bank robberies.
29. An unknown terrorist group has claimed responsibility for this morning's bomb attack.
30. We will be engaging the services of a professional detective soon.
31. The government is proposing new measures to clobber (=punish) tax dodgers (=someone who avoids paying tax).
32. There have been two nominations for the new job with the local police.
33. The country had long been run by plutocrats until the revolution.
34. I hope they won't think I'm anti-social if I don't join them in the bar.
35. He was stripped of his knighthood after he was convicted of stealing from the company.
36. At some point in the distant future I would probably work as a paralegal.
37. His work provided him with the opportunity for a lot of foreign travel.
38. We had met before, but we were hardly (=not) on familiar terms.
39. I've been getting a lot of aggravation (=trouble or difficulty) at work the whole day through recently.
40. Some parents are demanding access to the sex offenders' register, i.e. a list kept by the police, of all the people who have ever been found guilty in a court of a sexual offence.
41. Look! It's thought that the pornographic films are being distributed by an international vice ring (=people involved in immoral illegal activities).
42. The government's economic policy will have been denounced on all sides at the coming session when the actual data is revealed.
43. Her acceptance of the award was pretty controversial.
44. The company is aggressively (=with determination) pursuing new business opportunities right now.
45. She's been gunning (=criticizing and causing trouble) for me ever since I got the promotion she wanted.
46. The victim had been assailed (=attacked violently) with repeated blows to the head and body.
47. He will have been charged with forgery, embezzlement and misappropriation of union funds by the time he comes back from the U.S.
48. Working in an unemployment office had helped to raise his political consciousness before he stood as a candidate in elections.
49. Women's groups have many times demanded a nationwide assault on sexism in the workplace with no result.
50. There has been a series of abductions of young children in the area.
It is important to know

What are Signal Words?

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

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

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

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

Cesare Lombroso ___¹ (be) an Italian university professor and criminologist who ___² (become) widely known for his studies in the field of characterology or the relation between mental and physical characteristics. He ___³ (be) born in 1835 in Verona. He ___⁴ (study) at the universities of Padua, Vienna, and Paris, and ___⁵ (work) later as a professor of psychiatry at the University of Pavia and of forensic medicine, hygiene, psychiatry and criminal anthropology at the University of Turin. He ___⁶ (be) also the director of a mental asylum in Pesaro, Italy. Lombroso ___⁷ (try) to relate certain physical characteristics, such as jaw size, to criminal psychopathology or the innate tendency of individuals toward sociopathy and criminal behavior. Lombroso ___⁸ (propose) that certain criminals ___⁹ (have) physical evidence of an "atavistic" or hereditary sort, reminiscent of earlier, more primitive stages of human evolution. Those anomalies, named by Lombroso as "stigmata", ___¹⁰ (can) be expressed in terms of abnormal forms or dimensions of the skull and jaw, asymmetries in the face and other undesirable characteristics. Lombroso ___¹¹ (argue) that criminals ___¹² (be) born, not made. According to his theory, criminals ___¹³ (be) human throw-backs who ___¹⁴ (can) be identified by their physiology. As such, Lombroso's approach ___¹⁵ (be) a direct descendant of phrenology, created by the German physician Franz Joseph Gall. Both theories ___¹⁶ (be) controversial, raising serious ethical concerns about eugenics, racial discrimination and profiling based on physiology. They ___ since ___¹⁷ (be discredited, scientifically), and fallen into disfavor. While Lombroso and his peers ___¹⁸ (focus) on the exterior, today’s researchers ___¹⁹ (shift) the focus to the interior, looking deeper into the human body, measuring and analyzing brain functions and brain chemistry. Jutting jaws ___²⁰ (be) proved not to be the indicators of criminal disposition but unseen factors as biochemical imbalances and impaired or injured parts of the brain may be. Individuals with tumors in the limbic area of the brain ___²¹ (be found), in some cases, to be highly susceptible to psychiatric behaviors as well as violent behavior. Elevated levels of testosterone ___also ___²² (be linked) to aggressive violent behavior. Pioneering technology such as brain imaging, DNA testing, and biochemical analyses ___²³ (allow) experts to investigate causation between criminality and biology with new confidence.
Exercise 3: Past Simple/Past Perfect Tense: Examine the text A True Crime Story; fill in the gaps with the right form of the verb in brackets:

Once Mark Brown ___1 (go) on holiday to America for two months where he ___2 (spend) over £1,200, more than he ___3 (plan). His mother ___4 (send) him money from England by mail to cover his expenses. He ___5 (insure) himself before going to America and so, on the last day, he ___6 (decide) to go to the police and say he ___7 (be robbed). With the report from the police he ___8 (can) claim the money back from the insurance company. He ___9 (be) afraid about just going to the police station so he ___10 (decide) that the best way ___11 (be) to simulate robbery. He ___12 (leave) all his bags in the hotel and ___13 (go) to a troubled area of New York. After wandering around the city for half an hour, he finally ___14 (stop) at a cigarette machine and ___15 (buy) a pack of cigarettes. Suddenly he ___16 (scream), "Help me, my bag has been stolen". To his surprise several people ___17 (stop) and someone ___18 (tell) him to cross the street to where a policeman was standing. All "witnesses" ___19 (follow) him and he ___20 (get) then very nervous but he ___21 (know) he had to continue with his story. He ___22 (tell) the policeman that he ___23 (put down) his bag while buying cigarettes but when he ___24 (look down) it ___25 (disappear). He then ___26 (describe) those things that ___27 (be) in the bag. He ___28 (practice) that in the afternoon. He ___29 (tell) the police he ___30 (lose) a video camera, jewellery, money and clothes. He ___31 (not be) nervous at all. He ___32 (always like) playing roles and easily ___33 (convince) the police. He ___34 (give) a description of a man he ___35 (see) following him and ___36 (be told) to go to the police station later to collect a report for his insurer. When he ___37 (get back) to England he ___38 (send) the police report to the insurer who ___39 (tell) him that every item over £100 required a receipt. He ___40 (spend) the next weeks collecting receipts from all the people he ___41 (know). He then ___42 (send) the receipts off to the insurer and ___43 (wait). After about five weeks he ___44 (receive) another letter from the insurer telling him that he ___45 (not take) enough care of his bag so they ___46 (not pay) him any money. Mark ___47 (can not) complain, after all the story ___48 (be) just a trick. However, two days later he ___49 (receive) a telegram from the New York police telling him that the bag that fitted his description ___50 (be found) in the house of a recently convicted criminal. Some of the contents ___51 (also be found)! A week later he ___52 (get) a parcel with a video camera, clothes and jewellery from the police in New York. None of these things ___53 (be) of course his!
Exercise 4: Future Simple Tense: Examine some of the predictions for the future found in the Futurist magazine; fill in the gaps with the right form of the verb in brackets:

How ___ the world ___¹ (look) like in the future?
1) Everything you say and do ___² (be recorded) by 2030. By this time, ubiquitous (=seeming to be in all places), though unseen NanoDevices ___³ (provide) communication and surveillance (=careful watching) among all people everywhere. Humans ___⁴ (have) Nano-implants facilitating interaction in an omnipresent network and everyone ___⁵ (get) a unique Internet Protocol (IP) address. Since Nano-storage capacity is almost limitless, all conversations and activities ___⁶ (be) recorded and recoverable. 2) The days of a car or automobile as of the king of the road may soon be over. Powerful wireless communication that reduces demand for travel, flying delivery drones that replace trucks, policies that restrict the number of vehicles owned in each household are among the developments that ___⁷ (thwart) (=stop) the historic dominance of automobiles on the environment and culture. If current trends were to continue, the world would have to make way for a total of 3 billion vehicles on the road by 2025. 3) There may not be world law in the foreseeable future, but the world’s legal systems ___⁸ (be networked). The Global Legal Information Network (GLIN), a database of local and national laws for more than 50 countries, ___⁹ (grow) to include more than 100 counties soon. The database ___¹⁰ (lay) the groundwork for a more universal understanding of the diversity of laws between nations and ___¹¹ (create) better opportunities for peace and international partnership. 4) Professional knowledge ___¹² (become) obsolete (=not in use any more) almost as quickly as it is acquired. An individual’s professional knowledge ___¹³ (be outdated) at a much faster rate than ever before. Most of professions ___¹⁴ (require) continuous instruction and retraining. Rapid changes in the job market and work-related technologies ___¹⁵ (necessitate) special professional education for almost every worker. At any moment in the nearest future, a substantial portion of the labor force ___¹⁶ (be involved) in different job retraining programs. 5) Urbanization ___¹⁷ (hit) 60% by 2030. As more and more of the world’s population ___¹⁸ (be living) in cities, it ___¹⁹ (only worsen) the existing environmental and socioeconomic problems. Epidemics ___²⁰ (become) just common due to the overcrowded dwelling and poor sanitation. Global warming ___²¹ (accelerate) due to higher carbon dioxide output and loss of carbon-absorbing plants.
Exercise 5: Present Perfect tense: Examine short extracts from the Daily News articles; fill in the gaps with the right form of the verb in brackets:

a) Drug dealing on craigslist (=a website for classified ads) ___1 (become) so rampant (=getting worse quickly) that the city's special narcotics prosecutor ___2 (ask) the online trading post to curb (=limit) the ads, the Daily News ___3 (learn). Bridget Brennan's undercover investigators ___4 (buy) drugs offered on craigslist personals from dealers ranging from a Citigroup banker to an Ivy Leaguer to a violent felon using a halfway house computer. In the past four years, her office ___5 (prosecute) dozens of dealers.

b) The NYPD (=New York City Police Department) ___1 (start) taking DNA samples from CSI (=Crime Scene Investigation) detectives to look for cross-contamination at crime scenes, sources said last night.

c) CSI: Crime Scene Investigation (also known as CSI: Las Vegas) is an American crime drama television series, which premiered on CBS on October 6, 2000. CSI ___1 (be recognized) as the most popular dramatic series internationally by the Festival de Télévision de Monte-Carlo, which ___2 (award) it the "International Television Audience Award (Best Television Drama Series)" three times. CSI’s worldwide audience was estimated to be over 73.8 million viewers in 2009. In 2011, CSI is the most watched drama series in the world, again. CSI ___3 (be nominated) numerous times for industry awards and ___4 (win) nine awards during its history. The program ___5 (spawn) (=start) several media projects including an exhibit at Chicago's Museum of Science and Industry, a series of books, several video games, and two additional TV shows.

d) Defense lawyers are seething (=feel very angry) over the Bronx district attorney's refusal to release the names of nearly 530 cops touched by the ticket-fixing scandal, the Daily News ___1 (learn). The Legal Aid Society, as well as the union representing its lawyers, say they ___2 (be thwarted) (=be stopped) at every turn when trying to get the list of cops caught on wiretaps in the two-year probe. Prosecutors ___3 (turn over) information on some officers, but the identity of most remains a closely guarded secret. (...) Prosecutors ___4 (cut) dozens of plea deals in cases linked to ticket-fixing cops, sparing them from having to disclose their roles in the scandal.
Exercise B: Examine the given sentences. Identify the tense form used; state it next to each verb; put question(s) to the sentences:

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

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

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

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

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

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

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

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

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

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

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

12. Our boss confirmed that by next April our team would have been working at the project for ten months.
    Question
Exercise C: Examine the short stories on cybercrime threats.
Follow the instructions on tense form which should be used here (given in brackets); apply the correct tense; rewrite the stories:

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

Sandra's Story

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

Steve live (Present Simple) in the suburbs of Kansas City and be (Present Simple) a government employee. Steve always have (Past Simple) a licensed antivirus software installed on his PC, and keep (Past Simple) it up to date. He know (Past Simple) it not be (Past Simple) safe to click on an attachment in an email if he not expect (Past Continuous) it. He also know (Past Simple) that the same precaution can be applied (Past Simple) to email even from his friends.

One day last September, Steve receive (Past Simple) an email that seem (Past Simple) to come from his bank. The message ask (Past Continuous) him to log on to his banking account to update some of his personal information. He click (Past Simple) on the URL in the email and go (Past Simple) directly to his bank’s Web site – or to what seemed to be as such. In reality, the URL in the email direct (Past Simple) Steve to a look-a-like Web site. That site look (Past Simple) absolutely identical to his own bank site, so when he be asked (Past Simple) for his account number, username and password, he automatically start (Past Simple) to type them in. Then he incidentally remember (Past Simple) what he hear (Past Perfect) during one of his talks at the local Football Club some two months before. Someone talk (Past Perfect Continuous) about phishing attacks and specifically mention (Past Perfect) look-a-like Web sites. The key in recognizing them be (Past Simple) the fact that a bank never send (Future Simple in the Past) its customers any email with a link in it asking customers to click and log in to their account. "If you receive (Present Simple) such an email", say (Past Simple) the speaker, "simply discard (Present Simple) it". So he do (Past Simple). Steve just be (Past Perfect) the intended victim of the very thing he recently hear (Past Perfect) about, namely a phishing attack. However, he remember (Past Simple) just in time the simple rule that a bank never send (Future Simple in the Past) a Web link asking for personal information via email.

If he enter (Past Perfect) the information he be asked (Past Simple) for, the cybercriminals have (Future Simple in the Past) everything they need (Past Simple) to manipulate his banking account. Many of these hackers be (Present Simple) professional criminals. They all spend (Present Perfect Continuous) a lot of time for creating emails that look (Present Simple) authentic. Users need (Present Simple) to check all emails requesting sensitive information carefully. A great way to check the legitimacy of the link be (Present Simple) to point at it with your mouse. Then, look (Present Simple) in the bottom left hand screen of your computer. The actual website address to which you be directed (Present Continuous) show up (Future Simple) for you to view.

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Kory’s Story

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

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

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

1. I didn’t realize you had moved to Hong Kong. How long ___1___ (you/ work) for Samsung Electronics?
2. We ___2___ (export) a lot of high technology equipment to China since the government relaxed export regulations.
3. The price of new cars fell when the EU introduced new laws, and it ___3___ (fall) ever since.
4. Because of the recession, many businesses ___4___ (not/ invest) in capital equipment over the last couple of years.
5. We ___5___ (not/ fly) in Business Class because we are trying to keep our costs down.
6. They ___6___ (try) to sell their firm, but so far there has been very little interest in it.
7. I ___7___ (make) contributions to my pension for the last five years.
8. How long ___8___ (you/ use) psychometric tests in questionings?
9. I ___9___ (not/ feel) well recently. My problem was that I haven’t had a holiday for two years at least.
10. This company has gained recognition on the market. According to the annual report they ___10___ (consult) clients for ten years now.
11. We are thinking about opening an office in Warsaw, so our employees ___11___ (learn) Polish at evening classes for the last two months.
12. I’m sorry; I didn’t know that you were here. How long ___12___ (you/ wait) for Mr. Flynn to come?
13. The lawyers ___13___ (carefully/ look) through the contracts, but they say they need another day to read them all.
14. They rumor that she ___14___ (produce) some bogus documents to support her application.
15. The police ___15___ (increase) their efforts to prevent car thefts and subsequent ram-raiding in our troubled neighborhood.
16. Even before her recent interview, she ___16___ (take a swipe*) at the bank management. (*swipe = an attempt to damage or annoy)
17. She ___17___ (gun for me*) ever since I got the promotion she wanted. (*be gunning for smb. = criticize to cause trouble)
Exercise 2: Put questions to the sentences; pay attention to the tense form:

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

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

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

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

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

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

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

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

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

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

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

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

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

14. I suspect he has been lying for most of his interview. I can’t trust him.
   Question_____________________________________________________
Exercise 3: Present Perfect/ Present Perfect Continuous Tense. Choose the appropriate explanation given below each sentence. Mind the tense forms:

1. MPs have been participating in the endless debates about future policy.
   a) MPs have finished participating in the debates;
   b) MPs haven’t finished participating in the debates

2. Sam Cropper has been working as a paralegal since he graduated.
   a) Sam Cropper is still working as a paralegal for one of the law firms;
   b) Sam Cropper is not working as a paralegal any more.

3. Both sides in the dispute have just agreed to go to arbitration.
   a) Both sides have completely resolved the procedural differences;
   b) Both sides haven’t resolved the procedural differences yet.

4. Recently, we have been making more money with our business.
   a) Company profits are well up according to the recent figures;
   b) Company profits are well down according to the recent figures.

5. Allegations of sexual harassment have led to disciplinary proceedings being taken against three naval officers.
   a) Three naval officers will face charges of sexual harassment soon;
   b) Three naval officers won’t face any charges of sexual harassment at all.

6. She has been living in a one-room apartment since she left home.
   a) She moved somewhere else recently
   b) She still lives there, nothing to change, really.

7. The pharmaceutical company has been charged with profiteering from the AIDS crisis.
   a) The lack of evidence means that the case is unlikely to go to court;
   b) There is enough evidence of illegal profiteering to start the case.

8. He claimed that working too hard has been only injuring his health.
   a) He has been feeling much better lately.
   b) Recently, he has been feeling really tired.

9. Ivan has not been quite himself since the accident.
   a) Ivan looks much better now. Full of joy and energy!
   b) Ivan was badly injured in a car accident and could hardly recover soon.

10. She has lodged (=made) an appeal against the severity of the fine.
    a) She is fighting to defend her rights by all legal options available;
    b) She is planning to fight against the injustices of the system.

11. Harry has been learning German for two years, but still can't speak it.
    a) He is still attending his classes with the hope to master his German.
    b) He quit with no hope to master his German.
Exercise 4: Complete the sentences by putting the verbs into the Past Perfect Continuous tense:

1. They ___1 (debate) for several hours without reaching a conclusion.
2. Our Manager ___2 (try) so hard to stay calm but in the end he just lost his patience.
3. I was disappointed when I had to cancel my holiday. I ___3 (look forward) to it.
4. They ___4 (argue) for half an hour before they reached an agreement.
5. The police inspector ___5 (write) a report of the theft to the insurance company for 2 hours when another victim of the similar larceny appeared in the doorway.
6. The innocent and helpless victim of the fighting ___6 (lie) all in blood without any help for an hour or so before the ambulance came.
7. The manager knew most of their employees ___7 (work) for the company for 12 years with a gloomy perspective for any promotion.
8. Jack ___8 (repair) his computer during the whole week before he decided to ask the certified technician to help him.
9. He ___9 (commute/ regularly) between his University and home every day except Sunday before his father bought him a brand new Chevrolet car.
10. We ___10 (plan) to go on vacation to Pennsylvania but changed our minds when so much of it got badly flooded.
11. Carol ___11 (work) very hard lately, so her doctor told her she felt ill from exhaustion and recommended to take a vacation the sooner the better.
12. If the general price level ___12 (change) during the period under consideration, the figures recorded for the different years would have to be adjusted to take account of the price changes.
13. In the last few years a large volume of short-term capital or 'hot money' ___13 (move) from one country to another seeking greater security and higher interest rates.
14. While we ___14 (discuss) cost-cutting measures, the potential market ___15 (present) the poor results in supply and demand.
15. He ___16 (serve) in the army for too long to change anything in his life when the process of disarmament started in Europe.
16. Environmental groups ___17 (gain) support among young people.
17. Police ___18 (investigate) how £20 million had been illegally transferred out of the Trust's bank account.
18. A record number of asylum-seekers from Libya ___19 (arrive) in Italy after Britain's and US military intervention began in March, 2011.
Exercise 5: Examine some official data concerning refugees/migration crises in the World. Choose the appropriate tense form for the verbs in brackets to complete the given sentences. Choose between Present Perfect/ Present Perfect Continuous/ Past Simple/ Past Perfect Continuous tenses:

1. The Italian Parliament ___
   (pass) a draft Bill that would relax some of the country’s laws on immigration.
2. Italy ___ (be cited) in a recent report by Human Rights Watch for its treatment of refugees arriving from Libya. A report ___ (find) that between 2003 and 2005 both the EU and Italy regularly ___ (deport) those migrants back to Libya, where they ___ (be) at risk of abuse or persecution.
3. A battle ___ (go on) for the humanitarian soul of Switzerland as the country prepares for a referendum on its asylum laws.
4. The proposals ___ (rekindle*) old debates over Switzerland’s historical claim to be a safe haven for people fleeing persecution. (=*to make someone have a feeling that they had in the past)
5. For EU countries, the main culprit* for the growing flow of migrants across the Central Mediterranean ___ (be) Libya and its unwillingness to collaborate in the EU’s immigration control efforts. It is commonly agreed that practically all irregular migrants ___ (cross) this part of the Mediterranean transit through Libya. (=*the reason for smth. bad happening)
6. While EU countries ___ (struggle) with these arrivals, there ___ (be/ also) a growing humanitarian crisis unfolding in this part of the Mediterranean. According to official estimates, around 600 would-be immigrants ___ (drown) in the Central Mediterranean in the past years but the figure ___ (be) probably much higher.
7. Given the lack of Libyan collaboration in this area, EU countries ___ (argue) that their border control efforts in the Central Mediterranean which they claim are also aimed at preventing the loss of life at sea can hardly be successful.
8. In fact, in 2008, the Director of the EU border control agency FRONTEX ___ (claim) that as Libya ___ (refuse) to cooperate with EU countries in patrolling the Mediterranean and taking back undocumented migrants, the agency’s operations ___ (can’t) deter irregular migration.
9. While Libya ___ (come) under strong criticism from EU for failing to prevent departures of irregular migrants from its coast, Libyan authorities for their part ___ (blame) the EU for not providing sufficient support in controlling its borders, in particular its vast southern borders.
10. The Libyan leadership ___20 (blame/ also/ generally) Europeans that they ___21 (cause/ intentionally) the current migration crisis in the region.
11. According to Libya, the crisis is one of Europe’s own making: as European colonial powers ___22 (rob) Africa of its wealth, they ___23 (create) the very conditions leading to emigration from Africa towards Europe.
12. Although Italy and Malta ___24 (have) a common concern in preventing irregular migration from Libya, and ___25 (contribute/ both) to the joint FRONTEX operations in the Central Mediterranean, the two countries ___26 (be/ often) at loggerheads over their respective responsibilities in dealing with immigrants.
13. Tensions between the two countries ___27 (rise) to a high point in April 2009, when there ___28 (be) several incidents where migrants ___29 (be rescued) in Malta’s search and rescue area but closer to the Italian island of Lampedusa.
14. While Italy and Malta ___30 (squabble*) over their respective responsibilities in rescuing and admitting sea-borne migrants, the two countries ___31 (criticize/ also) the lack of support from the EU in coping with a problem that they essentially consider a European and not an Italian or Maltese one. (*to argue over smth. that is not important)
15. Both Italy and Malta ___32 (call) for more EU solidarity, in the form of both financial support and burden-sharing mechanisms.
16. The two countries ___33 (highlight) the "golden opportunity*" that ___34 (be created/ now) in resolving the problem of irregular migration. (*an excellent opportunity that is not likely to be repeated)
17. Most recently, there seems to have been a turnaround in Libya’s position, in that the country ___35 (accept/ for the first time) to take back undocumented migrants who ___36 (be intercepted*) at sea. (*=to stop and catch smb. before they reach a particular place)
18. In April 2009, Italy ___37 (start) returning rescued migrants who had been picked up in international waters back to Libya.
19. Tunisian people, who for years ___38 (suffer) as a result of the EU’s flawed foreign policy and its kowtowing* to the Ben Ali dictatorship, ___39 (suffer/ lately) as a result of EU’s dysfunctional internal affairs. (*=to show too much respect to someone in authority)
20. France and Austria ___40 (block/ persistently) the entry of trains from Italy transporting Tunisians in possession of humanitarian residence permits before the EU publicly ___41 (admit) that it ___42 (be) a clear breach of the spirit of Schengen agreement at the very least.
Exercise 6: Choose the most appropriate tense form from the multiple choice options given below each of the sentences:

1. He ___ to University for two years by the time he graduates in June.
   a) has been commuting; b) had been commuting; c) will have been commuting

2. Recently economic conditions ___ all the time.
   a) have been changing; b) had been changing; c) will have been changing

3. When Mr. Smith retires next week, he ___ for our firm for 30 years.
   a) have been working; b) will have been working; c) had been working

4. The defendant didn't show any repentance* for an extremely violent crime while the trial ___.
   a) will have been going on; b) has been going on; c) had been going on
   (*= a change of thought to correct a wrong and gain forgiveness)

5. We ___ a new sales manager because we are planning to enlarge our business and promote it globally.
   a) had been recruiting; b) have been recruiting; c) will have been recruiting

6. When Ann gets her bachelor's degree she ___ at the University over in Russia for five years instead of four.
   a) had been studying; b) will have been studying; c) have been studying

7. He talked a lot and interrupted every speaker while the meeting ___.
   a) had been going on; b) has been going on; c) will have been going on

8. Our boss will be very tired when he comes home, because he ___ over 24 hours.
   a) had been flying; b) have been flying; c) will have been flying

9. I ___ my essay on law and order for two hours when my friend came.
   a) have been writing; b) had been writing; c) will have been writing

10. On Christmas Eve our family ___ in Chicago for 20 years.
    a) had been living; b) will have been living; c) have been living

11. Though the Governor ___ a rousing speech, most of the national convention delegates were bored with his prolonged presentation.
    a) had been delivering; b) has been delivering; c) will have been delivering

12. In ten minutes, potential passengers ___ one hour for the city bus.
    a) had been waiting; b) have been waiting; c) will have been waiting

13. My nephew ___ in the US army for 10 months next week.
    a) will have been serving; b) have been serving; c) had been serving

14. Sam ___ his car for two years only but is ready to change it.
    a) had been having; b) has been having; c) will have been having
Exercise 7: Put the given sentences into negative form. Mind the tenses:

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

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

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

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

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

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

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

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

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

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

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

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

13. Greenpeace activists have been doing enough to protect the environment from pollution.
    **Negative**
Exercise 8: Change the given direct speech sentences to the reported speech sentences. Mind the tenses and the order of words as well:

1. Jim said proudly, "I have been working here for five years, you know!"
   **Reported speech**
   Jim said proudly that he had been working there for five years.

2. Tim’s mother was very upset. "My little poor son has been suffering from toothache all day", she said to the dentist with sounds of sobbing in her voice.
   **Reported speech**
   Tim’s mother was very upset and told the dentist that her son had been suffering from toothache all day.

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

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

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

6. Steve said, "We’ve been dating for over a year now. We will marry soon.”
   **Reported speech**
   Steve said that they had been dating for over a year and would be getting married soon.

7. The Irish government announced, "The Irish Law Reform Commission has been preparing a draft of a new law that will legalize homosexuality”.
   **Reported speech**
   The Irish government announced that the Irish Law Reform Commission had been preparing a draft of a new law that would legalize homosexuality.

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

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

10. The BBC’s correspondent Yolanda Knell, in Cairo, Egypt, says, "Sectarian tensions have been only increasing in recent months. Sectarian tensions have been simmering for weeks in the political and security vacuum that has developed in the past couple of months. As well as the clashes between police and protesters, other groups of thugs were also involved as part of the pattern of sectarian violence in Egypt".
    **Reported speech**
    Yolanda Knell, the BBC’s correspondent in Cairo, Egypt, said that sectarian tensions had increased in recent months and had been simmering for weeks in the political and security vacuum that had developed in the past couple of months. Clashes between police and protesters, as well as other groups of thugs, were involved in the pattern of sectarian violence in Egypt.
Exercise 9: Reported speech reverse transformation exercise:

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

**Direct speech**

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

**Direct speech**

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

**Direct speech**

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

**Direct speech**

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

**Direct speech**

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

**Direct speech**

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

**Direct speech**

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

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

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

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

A Telling Bank Note
In Bowie, MD, USA, a robber enter (PS) a bank and give (PS) a teller a note that demand (PrPC) cash. After his demand be honored (PS), he flee (PS). Upon returning home, he be amazed (PS) to find that the police wait (PrPC) for him. It appear (PS) that he write (PP) the note on the back of his bank deposit slip.
Exercise F: This exercise is optional. In case you have already done it – just skip! If you haven’t done it before – fill in the chart:

The template* for your English Tenses Chart is over here:
*Your portfolio may already contain such file (go back to Grammar Time Part 2 p.134)

<table>
<thead>
<tr>
<th>№</th>
<th>English Tense</th>
<th>Form</th>
<th>Use</th>
<th>Examples</th>
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<td>1</td>
<td>Present Simple</td>
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<tr>
<td>2</td>
<td>Past Simple</td>
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<tr>
<td>3</td>
<td>Future Simple</td>
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<tr>
<td>4</td>
<td>Present Progressive</td>
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<tr>
<td>5</td>
<td>Past Progressive</td>
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<tr>
<td>6</td>
<td>Future Progressive</td>
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<tr>
<td>7</td>
<td>Present Perfect</td>
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<tr>
<td>8</td>
<td>Past Perfect</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Future Perfect</td>
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<tr>
<td>10</td>
<td>Present Perfect</td>
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<tr>
<td>11</td>
<td>Past Perfect</td>
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<tr>
<td>12</td>
<td>Future Perfect</td>
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Some Internet Resources which might be useful to you
(while working on your English Tenses Chart):

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<tr>
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<th>Site/ Resource</th>
<th>Link</th>
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<td>Englishpage.com</td>
<td><a href="http://www.englishpage.com/">http://www.englishpage.com/</a></td>
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<tr>
<td>2</td>
<td>Ego4u.com</td>
<td><a href="http://www.ego4u.com/">http://www.ego4u.com/</a></td>
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<td>3</td>
<td>Englishtenseswithcartoons.com</td>
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<td>5</td>
<td>The Parts of Speech</td>
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<tr>
<td>7</td>
<td>Englishclub.com</td>
<td><a href="http://www.englishclub.com/">http://www.englishclub.com/</a></td>
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<td>9</td>
<td>Grammar &amp; Style Resources</td>
<td><a href="http://www.law.umaryland.edu/">http://www.law.umaryland.edu/</a></td>
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<td>Grammar Links</td>
<td><a href="http://www.englishcorner.vacau.com/">http://www.englishcorner.vacau.com/</a></td>
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<tr>
<td>11</td>
<td>English-for-students.com</td>
<td><a href="http://www.english-for-students.com/">http://www.english-for-students.com/</a></td>
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</tbody>
</table>
It is interesting to know

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

**Difference between Objective and Subjective**

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

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

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

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

**When to Be "Objective" and "Subjective":**

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

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

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

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

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

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

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

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### Have Fun! Lawyer Jokes!

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

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

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

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

- A drunk trying to cross the street was knocked down by a bus. A policeman helped him to his feet and said, "There’s a zebra crossing a few yards away from here." "Well, I hope he is having better luck than I am," replied the drunk.
Exercise G: Put the appropriate legal idiom instead of explanation (given in brackets); choose the idiom from the box of words below; recognize the tense form used in each of the given sentences:

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

1. Several fans were arrested for ___\(^1\) (an offence committed by fighting/screaming/shouting/swearing and being drunk in public) after the football game.
2. The lawyer has specialized in ___\(^2\) (the area of law that governs business and commercial transactions) since he first became a lawyer.
3. The police have decided ___\(^3\) (to enforce a rule or law more strictly) on speeding cars.
4. My lawyer is helping me ___\(^4\) (to prepare a written statement) to buy the small business.
5. The woman was acting ___\(^5\) (intentionally misrepresenting the facts in order to cheat or defraud someone) when she went to the bank and asked for a loan.
6. The mayor of the city will ___\(^6\) (to make an official statement rather than an informal one) to oppose the new convention center.
7. The police do not ___\(^7\) (to have strong evidence that can be used against someone) the young woman.
8. The manager was acting ___\(^8\) (insincerely, with the intention to deceive) when she refused to give the documents to the lawyer.
9. The man was promised by the city that he would receive free parking ___\(^9\) (forever, eternally).
10. Lawyers normally like to follow ___\(^{10}\) (the literal interpretation or the words of a law but not necessarily the intent of those who wrote the law).
11. The judge accused the lawyer of ___\(^{11}\) (behavior that is contrary to accepted rules of behavior) because of the tactics that he used to defend his client.
12. The police notified ___\(^{12}\) (closest relatives or family members) of the
woman who had been badly wounded in the car accident.
13. The witness was just ___ 13 (misrepresenting the facts) when she told the jury she’d never seen or known the defendant before though he was her ex!
14. The manager of the coffee shop was fired from her job ___ 14 (to be suspected of doing something wrong or illegal).
15. We had been working hard so that we did not ___ 15 (to ruin a business deal) with our new customer.
16. It will be difficult ___ 16 (to discover/ understand the real cause) of the financial problems in the company.
17. The outcome of the election has been ___ 17 (to have two equally possible results) after the top candidates had an equal number of votes.
18. The judge ___ 18 (to punish severely/ attack vigorously) the boy who had been arrested for breaking into a house.
19. The trial ended in ___ 19 (a jury that is divided and unable to agree on a verdict) which made another trial necessary.
20. The man explained what had happened at the scene of the crime while he was ___ 20 (taking and being bound by a formal promise to tell the truth) at the trial.
21. The patient was awarded much money as ___ 21 (extra damages awarded in order to punish/ deter) in his lawsuit against the hospital.

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

1. The suspect ran toward the south when he ___ 1 the police siren.
   - a) has been hearing; b) had heard; c) hears; d) heard
2. The judge threw the gavel (=a hammer), yelled (=shout) at the lawyer, and ___ 2 (=decide against) the objection for the twelfth time that day.
   - a) was overruled; b) overruled; c) has overruled; d) had overruled
3. A challenge to a member of the jury should be made before the trial ___ 3.
   - a) begins; b) began; c) has begun; d) will begin
4. His reputation ___ 4 when he was caught stealing his company’s money.
   - a) is destroying; b) is destroyed; c) was destroyed; d) has been destroyed
5. An application form ___ 5 to you on request (= if you ask).
   - a) is sent; b) be sent; c) will send; d) will be sent
6. The town ___ 6 for two months but still resisted the aggressors.

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7. Talks ___ 7 about who should have sovereignty over the island.
   a) will be being held; b) was being held; c) is being held; d) are being held

8. War, famine and oppression ___ 8 people in the region to flee from their homes.
   a) has forced; b) have forced; c) were forced; d) is forced

9. Senior government officials ___ 9 a meeting tomorrow.
   a) will be attending; b) were attending; c) is attending; d) attend

10. We ___ already ___ 10 on what the job would entail.
    a) has been briefed; b) had been briefed; c) were briefed; d) are briefed

11. A senior civil servant ___ 11 for revealing secret government plans to the media.
    a) disciplines; b) has been disciplined; c) is disciplined; d) disciplined

12. Drug dealing ___ 12 punishable by death in some countries.
    a) is; b) will be; c) are; d) would be

13. Concern ___ about the death in detention of a number of political prisoners.
    a) has been expressed; b) is expressed; c) was expressed; d) expressed

14. The psychiatric team ___ 14 that committal would not be beneficial in her case.
    a) decided; b) had decided; c) will have decided; d) would have decided

15. The minister ___ 15 that there will be no change in government policy.
    a) have announced b) will announce; c) is announced; d) has announced

16. Conditions in the prison ___ 16 to be appalling (=very bad).
    a) would be said; b) will be said; c) is said; d) are said

17. It ___ 17 increasingly apparent that he could no longer control his notoriously violent temper.
    a) will become; b) was becoming; c) is becoming; d) will be becoming

18. She ___ 18 the different ethnic groups in the area could live together in peaceful co-existence.
    a) is hoping; b) hoped; c) is hoped; d) will hope

19. He ___ 19 by the news of the accident.
    a) was crushed; b) has been crushed; c) is being crushed; d) crushed

20. A suspect ___ 20 by the police for further questioning.
    a) detained; b) will have been detained; c) will detain; d) has been detained

21. They ___ long ___ 21 in a crusade for racial equality.
    a) are involved; b) are involved; c) have been involved; d) have involved

22. Environmental groups ___ fast ___ 22 support among young people.
    a) gain; b) will be gaining; c) are gaining; d) is gaining
Exercise I: How much do you know about yourself? Please write answers to the following questions using the appropriate verb tense:

1. What do you do every day?
   Answer: I ____________________________ every day.
2. What did you do yesterday?
   Answer: I ____________________________ yesterday.
3. What will you do tomorrow?
   Answer: I ____________________________ tomorrow.
4. What are you doing right now?
   Answer: I ____________________________ right now.
5. What were you doing at this time yesterday?
   Answer: I ____________________________ at this time yesterday.
6. What will you be doing at this time tomorrow?
   Answer: I ____________________________ at this time tomorrow.
7. What have you done since you got up this morning?
   Answer: I ____________________________ since I got up this morning.
8. What had you done by the time you went to bed last night?
   Answer: I ____________________________ by the time I went to bed last night.
9. What will you have done by the time you go to bed tonight?
   Answer: I ____________________________ by the time I go to bed tonight.
10. What do you do? (e.g. for your living)
    Answer: I ____________________________
11. What are you doing? (e.g. right now)
    Answer: I ____________________________
12. Is what you're doing worth it?
    Answer: I ____________________________
13. How long have you been doing that?
    Answer: I ____________________________ for five minutes.
14. What were you doing before your professor walked into the class today?
    Answer: I ________ before our professor walked into the classroom today.
15. How long had you been doing that?
    Answer: I _____ for five minutes before he/ she walked into the class today.
16. What will you be doing before your professor walks into the classroom tomorrow?
    Answer: I ________ before he/ she walks into the classroom tomorrow.
17. How long will you have been doing that?
    Answer: I ________ for five minutes before he/ she walks into the classroom tomorrow.
Exercise J: Change the italicized Active Voice constructions into Passive. Don’t change the intended meaning and verb tense:

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

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

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

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

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

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

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

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

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

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

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

12. The investors themselves have called for the drug's immediate suspension, following reports that it has dangerous side effects.
    **Passive**
Exercise K: Change the italicized Passive Voice constructions into Active. Don’t change the intended meaning and verb tense:

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

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

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

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

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

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

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

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

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

10. Thousands of dissidents have been interrogated and incarcerated.
    Active __________________________

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

12. The whole town is patrolled by police because of the possibility of riots.
    Active __________________________
Exercise L: Passive or Active? Discover various interesting facts and revise the tenses and Active/Passive verb forms as well. Put the verbs in brackets into their appropriate tense/voice form:

1. The telephone invented \({}\) by the Scottish-born American inventor Alexander Graham Bell in 1876.
2. The Washington Monument built \({}\) in honor of George Washington, the first president of the United States.
3. Ernest Hemingway was a famous American writer who won \({}\) the 1954 Nobel Prize for literature.
4. Mount Everest, the highest elevation in the world, first scaled \({}\) in 1953 by members of an expedition including Sir Edmund Hillary and Tenzing Norgay.
5. Queen Victoria was the first British sovereign to officially reside in Buckingham Palace in 1837.
6. Originally known as Buckingham House, the building which formed \({}\) the core of today’s palace was a large townhouse built for the Duke of Buckingham in 1705 on a site which had \({}\) been in private ownership for at least 150 years.
7. Amelia Earhart was the first woman who flew \({}\) solo across the Atlantic Ocean.
8. The Mississippi River is the chief river of the United States, which flows \({}\) to the Gulf of Mexico.
9. The Air and Space Museum dedicated \({}\) to the history and development of air and space technology.
10. Broadway is the longest street in the world. It extends \({}\) from the southern tip of Manhattan to Albany.
11. If you visit the Lincoln Memorial, you will see a giant statue of Lincoln which dominates \({}\) the center of the Memorial.
12. Do you know that Washington, D.C., the capital of the United States, is headed \({}\) by a mayor?
14. Lake Michigan, the third largest of the Great Lakes, is the only one of the lakes entirely within the United States.
15. The first heart transplant performed \({}\) on December 3, 1967 by Dr.
Christian Barnard in Cape Town, South Africa.

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

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

18. Gerald Ford was the only man who held both the US Presidency and the Vice- Presidency but who ____ 21 (not elect) to either post.

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

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

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

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

23. One of the most well-known theatres of the United Kingdom is the Theatre Royal Bristol that ____ 29 (continuously stage) "Cats" since 1766!

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

25. Queen Elizabeth II ____ 31 (open) Parliament every year except 1959 and 1963, when she ____ 32 (expect) Prince Andrew and Prince Edward respectively.

26. Only two British monarchs ____ 33 (reign) more than once – King Henry VI (1422-1461 and 1470-1471) and King Edward IV (1461-1470 and 1471-1483).

27. Lord Nelson, Britain's greatest sailor, ____ 34 (suffer) terribly from seasickness.

28. Placing a postage stamp bearing the monarch’s head upside down on an envelope ____ 35 (consider) as act of treason in the UK.

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

30. Hitler ____ 38 (intend) to use Oxford as his capital if he ____ 39 (conquer) England which is one of the reasons it ____ 40 (not bomb).
Exercise M: Examine the table of some UK Driving Offences. Match the definition (D) with the offence (O) from the 1st table. Prepare a summary on the given Driving Offences in full sentences:

### Table 1

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

### Table 2

<table>
<thead>
<tr>
<th>O</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1  Using a hand held mobile telephone while the vehicle is moving</td>
</tr>
<tr>
<td>2</td>
<td>2  Driving a motor vehicle on a road without a valid/ up-to-date license</td>
</tr>
<tr>
<td>3</td>
<td>3  Failure to report the accident to police within 24 hours of its occurrence</td>
</tr>
<tr>
<td>4</td>
<td>4  Driving a vehicle when a person has been disqualified from driving</td>
</tr>
<tr>
<td>5</td>
<td>5  Driving below the expected reasonable, prudent and competent standard</td>
</tr>
<tr>
<td>6</td>
<td>6  Driving on a road exceeding the prescribed speed limit</td>
</tr>
<tr>
<td>7</td>
<td>7  Driving/ attempting to drive a motor vehicle on the public highway/ place under the influence of alcohol exceeding the prescribed limit</td>
</tr>
<tr>
<td>8</td>
<td>8  Failure to provide a specimen of breath/ blood requested by a policeman</td>
</tr>
<tr>
<td>9</td>
<td>9  Failure to stop and give his/ her particulars if someone (other than he/ she) is injured in the accident for which the driver is a cause</td>
</tr>
<tr>
<td>10</td>
<td>10 Driving a vehicle in a public place in the absence of an insurance policy</td>
</tr>
</tbody>
</table>
Exercise N: Examine the table of some US criminal offences. Match the definition (D) with the offence (O) from the 1st table. Prepare a summary on the given criminal offences in full sentences:

<table>
<thead>
<tr>
<th>№</th>
<th>Crime</th>
<th>US Code</th>
<th>Likely Penalty</th>
<th>Types of crime</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bank Robbery</td>
<td>Ch. 103 § 2113</td>
<td>fine → up to life imprisonment or death penalty</td>
<td>robbery → aggravated; armed; simple</td>
</tr>
<tr>
<td>2</td>
<td>Kidnapping</td>
<td>Ch. 55 § 1201</td>
<td>→ up to life imprisonment or death penalty</td>
<td>by force/ fraud; for ransom; before/ for another crime</td>
</tr>
<tr>
<td>3</td>
<td>Assault</td>
<td>Ch. 7 § 111-119</td>
<td>fine → up to 20 years of imprisonment</td>
<td>simple; with intent; aggravated; criminal; sexual; felonious; indecent</td>
</tr>
<tr>
<td>4</td>
<td>Arson</td>
<td>Ch.5 § 81</td>
<td>fine → up to any term of/ imprisonment</td>
<td>for improper reason; to destroy property; to commit fraud</td>
</tr>
<tr>
<td>5</td>
<td>Homicide</td>
<td>Ch. 51 § 1111-1122</td>
<td>→ up to life imprisonment or death penalty</td>
<td>murder; attempt to commit murder; manslaughter</td>
</tr>
<tr>
<td>6</td>
<td>Conspiracy</td>
<td>Ch. 19 § 371-373</td>
<td>→ up to 20 years of imprisonment</td>
<td>to defraud USA; crime of violence; to injure officer</td>
</tr>
<tr>
<td>7</td>
<td>Treason</td>
<td>Ch. 115 § 2381</td>
<td>fine $10,000 → up to death penalty</td>
<td>waging war against own country; aiding enemies</td>
</tr>
<tr>
<td>8</td>
<td>Terrorism</td>
<td>Ch.113B § 2331-2339D</td>
<td>→ up to life imprisonment</td>
<td>international; national; domestic; intended, etc.</td>
</tr>
<tr>
<td>9</td>
<td>Sexual abuse</td>
<td>Ch.109A § 2241-2248</td>
<td>→ up to life imprisonment</td>
<td>aggravated; of a minor; resulting in death</td>
</tr>
<tr>
<td>10</td>
<td>Perjury</td>
<td>Ch. 79 § 1621-1623</td>
<td>fine → to 5 years of imprisonment</td>
<td>written; oral; before tribunal/ Grand Jury</td>
</tr>
</tbody>
</table>

Table 2

<table>
<thead>
<tr>
<th>O</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A secret agreement to perform an illegal act (with political motivation)</td>
</tr>
<tr>
<td>2</td>
<td>The unlawful killing of one human by another (with premeditated malice)</td>
</tr>
<tr>
<td>3</td>
<td>Use/ threat of violence against civilians in order to attain various goals</td>
</tr>
<tr>
<td>4</td>
<td>Violation of allegiance toward one's country; the betrayal of one's country</td>
</tr>
<tr>
<td>5</td>
<td>The unlawful act of capturing and carrying away a person against their will and holding them in false imprisonment for ransom/ reward</td>
</tr>
<tr>
<td>6</td>
<td>Causing another person to engage in a sexual act by threat/ placing in fear</td>
</tr>
<tr>
<td>7</td>
<td>The act of intentionally/ recklessly setting fire to one's/own property</td>
</tr>
<tr>
<td>8</td>
<td>Stealing from a bank during opening hours by or threatening to use force</td>
</tr>
<tr>
<td>9</td>
<td>The deliberate, willful giving of false/ misleading testimony under oath</td>
</tr>
<tr>
<td>10</td>
<td>An unlawful threat or attempt to do bodily injury to another</td>
</tr>
</tbody>
</table>
## Have Fun! Lawyer Jokes!

### Jury Service.
Murphy, a dishonest lawyer, bribed a man on his client's jury to hold out for a charge of manslaughter, as opposed to the charge of murder which was brought by the state. The jury was out for several days before they returned with the manslaughter verdict. When Murphy paid the corrupt juror, he asked him if he had a very difficult time convincing the other jurors to see things his way. "Sure did," the juror replied, "the other eleven wanted to acquit."

### The Verdict.
After a two-week criminal trial in a very high profile bank robbery case, the judge turns to the jury foreman and asks, "Has the jury reached a verdict in this case?" "Yes, we have, your honor," The foreman responded. "Would you please pass it to me," The judge declared, as he motioned for the bailiff to retrieve the verdict slip from the foreman and deliver it to him. After the judge reads the verdict himself, he delivers the verdict slip back to his bailiff to be returned to the foreman and instructs the foreman, "Please read your verdict to the court." "We find the defendant Not Guilty of all four counts of bank robbery," stated the foreman. The family and friends of the defendant jump for joy at the verdict and hug each other as they shout expressions of divine gratitude. The man's attorney turns to his client and asks, "So, what do you think about that?" The defendant, with a bewildered look on his face, turns to his attorney and asks, "Well, does that mean I can keep the money, or do I have to give it back?"

### Prison versus work (compare with a smile!)
In prison, you spend a majority of time in an 8x10 cell. At work you spend most of your time in an 8x10 cubicle. In prison you get three meals a day. At work, you only get a break for one meal and you have to pay for that one. In prison you get time off for good behavior. At work you get rewarded for good behavior with more work. In prison you can watch TV and play games. At work you get fired for watching TV and playing games. At work you must carry a security card to unlock and open all the doors yourself. In prison, a guard locks and unlocks all the doors for you. In prison you get your own toilet. At work you have to share. In prison they let your family and friends to come and visit. At work you're not even supposed to speak to your family and friends. In prison all expenses are paid by taxpayers with no work required. At work you get to pay all the expenses to go to work and they deduct taxes from your salary to pay for prisoners. At prison there are sadistic wardens. At work you have managers...
### Your Irregular Verb Dictionary

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple Past</th>
<th>Past Participle</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>arise</td>
<td>arose</td>
<td>arisen</td>
<td>occur, develop</td>
</tr>
<tr>
<td>awake</td>
<td>awoke/awaked</td>
<td>awoken/awaked</td>
<td>stop sleeping</td>
</tr>
<tr>
<td>backslide</td>
<td>backslid</td>
<td>backslid/blackslided</td>
<td>revert to sin</td>
</tr>
<tr>
<td>be</td>
<td>was, were</td>
<td>been</td>
<td>exist in actuality</td>
</tr>
<tr>
<td>bear</td>
<td>bore</td>
<td>born/borne</td>
<td>hold; carry</td>
</tr>
<tr>
<td>beat</td>
<td>beat</td>
<td>beaten/beat</td>
<td>strike repeatedly</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
<td>develop repeatedly</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
<td>start; commence</td>
</tr>
<tr>
<td>bend</td>
<td>bent</td>
<td>bent</td>
<td>form a curve</td>
</tr>
<tr>
<td>bet</td>
<td>bet/betted</td>
<td>bet/betted</td>
<td>risk; guess; fancy</td>
</tr>
<tr>
<td>bid (farewell)</td>
<td>bid/bade</td>
<td>bidden</td>
<td>wish; say; greet</td>
</tr>
<tr>
<td>bid (offer)</td>
<td>bid</td>
<td>bid</td>
<td>propose price</td>
</tr>
<tr>
<td>bind</td>
<td>bound</td>
<td>bound</td>
<td>fasten; wrap; tie</td>
</tr>
<tr>
<td>bite</td>
<td>bit</td>
<td>bitten</td>
<td>grip; cut off</td>
</tr>
<tr>
<td>bleed</td>
<td>bled</td>
<td>bled</td>
<td>lose/emit blood</td>
</tr>
<tr>
<td>blow</td>
<td>blew</td>
<td>blown</td>
<td>exhale hard</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
<td>separate; damage</td>
</tr>
<tr>
<td>breed</td>
<td>bred</td>
<td>bred</td>
<td>produce; raise</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
<td>carry; take</td>
</tr>
<tr>
<td>broadcast</td>
<td>broadcast/ broadcasted</td>
<td>broadcast/ broadcasted</td>
<td>transmit; relay</td>
</tr>
<tr>
<td>browbeat</td>
<td>browbeat</td>
<td>browbeaten/browbeat</td>
<td>frighten; oppress</td>
</tr>
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<td>telecast</td>
<td>broadcast</td>
</tr>
<tr>
<td>tell</td>
<td>told</td>
<td>told</td>
<td>communicate</td>
</tr>
<tr>
<td>test-drive</td>
<td>test-drove</td>
<td>test-driven</td>
<td>evaluate condition</td>
</tr>
<tr>
<td>test-fly</td>
<td>test-flew</td>
<td>test-flown</td>
<td>make control</td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
<td>thought</td>
<td>believe; suppose</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
<td>thrown</td>
<td>propel; reject</td>
</tr>
<tr>
<td>thrust</td>
<td>thrust</td>
<td>thrust</td>
<td>push</td>
</tr>
<tr>
<td>tread</td>
<td>trod</td>
<td>trodden/ trod</td>
<td>place the foot</td>
</tr>
<tr>
<td>typecast</td>
<td>typecast</td>
<td>typecast</td>
<td>play the same role</td>
</tr>
<tr>
<td>typeset</td>
<td>typeset</td>
<td>typeset</td>
<td>compose</td>
</tr>
<tr>
<td>typewrite</td>
<td>typewrote</td>
<td>typewritten</td>
<td>write; type</td>
</tr>
<tr>
<td>unbend</td>
<td>unbent</td>
<td>unbent</td>
<td>become less tense</td>
</tr>
<tr>
<td>unbind</td>
<td>unbound</td>
<td>unbound</td>
<td>unfasten; set free</td>
</tr>
<tr>
<td>unclothe</td>
<td>unclad/ -ed</td>
<td>unclad/ unclothed</td>
<td>uncover; lay bare</td>
</tr>
<tr>
<td>underbid</td>
<td>underbid</td>
<td>underbid</td>
<td>propose less</td>
</tr>
<tr>
<td>undercut</td>
<td>undercut</td>
<td>undercut</td>
<td>charge less</td>
</tr>
<tr>
<td>underfeed</td>
<td>underfed</td>
<td>underfed</td>
<td>give too little food</td>
</tr>
<tr>
<td>verb</td>
<td>past tense</td>
<td>past participle</td>
<td>present participle</td>
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<tr>
<td>--------------</td>
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<tr>
<td>undergo</td>
<td>underwent</td>
<td>undergone</td>
<td>experience</td>
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<tr>
<td>underlie</td>
<td>underlay</td>
<td>underlain</td>
<td>be the basis of</td>
</tr>
<tr>
<td>undersell</td>
<td>undersold</td>
<td>undersold</td>
<td>sell for less</td>
</tr>
<tr>
<td>underspend</td>
<td>underspent</td>
<td>underspent</td>
<td>spend less</td>
</tr>
<tr>
<td>understand</td>
<td>understood</td>
<td>understood</td>
<td>comprehend</td>
</tr>
<tr>
<td>undertake</td>
<td>undertook</td>
<td>undertaken</td>
<td>agree to start</td>
</tr>
<tr>
<td>underwrite</td>
<td>underwrote</td>
<td>underwritten</td>
<td>guarantee; promise</td>
</tr>
<tr>
<td>undo</td>
<td>undid</td>
<td>undone</td>
<td>cancel or reverse</td>
</tr>
<tr>
<td>unfreeze</td>
<td>unfroze</td>
<td>unfrozen</td>
<td>make available</td>
</tr>
<tr>
<td>unhang</td>
<td>unhung</td>
<td>unhung</td>
<td>remove hangings</td>
</tr>
<tr>
<td>unhide</td>
<td>unhid</td>
<td>unhidden</td>
<td>discover; disclose</td>
</tr>
<tr>
<td>unknit</td>
<td>unknit/ -ed</td>
<td>unknit/ unknitted</td>
<td>weaken; destroy</td>
</tr>
<tr>
<td>unlearn</td>
<td>unlearnt/</td>
<td>unlearnt/</td>
<td>try to forget</td>
</tr>
<tr>
<td></td>
<td>unlearned</td>
<td>unlearned</td>
<td></td>
</tr>
<tr>
<td>unsew</td>
<td>unsewed</td>
<td>unsewn/ unsewed</td>
<td>undo; rip apart</td>
</tr>
<tr>
<td>unsling</td>
<td>unslung</td>
<td>unslung</td>
<td>remove ropes</td>
</tr>
<tr>
<td>unspin</td>
<td>unspun</td>
<td>unspun</td>
<td>untwist</td>
</tr>
<tr>
<td>unstick</td>
<td>unstuck</td>
<td>unstuck</td>
<td>free; loosen</td>
</tr>
<tr>
<td>unstring</td>
<td>unstrung</td>
<td>unstrung</td>
<td>loosen the strings</td>
</tr>
<tr>
<td>unweave</td>
<td>unwove/</td>
<td>unwoven/</td>
<td>unfold; undo</td>
</tr>
<tr>
<td></td>
<td>unweaved</td>
<td>unweaved</td>
<td></td>
</tr>
<tr>
<td>unwind</td>
<td>unwound</td>
<td>unwound</td>
<td>undo; unravel</td>
</tr>
<tr>
<td>uphold</td>
<td>upheld</td>
<td>upheld</td>
<td>give moral support</td>
</tr>
<tr>
<td>upset</td>
<td>upset</td>
<td>upset</td>
<td>disturb stability</td>
</tr>
<tr>
<td>wake</td>
<td>woke/ waked</td>
<td>woken/ waked</td>
<td>rouse from sleep</td>
</tr>
<tr>
<td>waylay</td>
<td>waylaid</td>
<td>waylaid</td>
<td>wait to attack</td>
</tr>
<tr>
<td>wear</td>
<td>wore</td>
<td>worn</td>
<td>have on</td>
</tr>
<tr>
<td>weave</td>
<td>wove/ weaved</td>
<td>woven/ weaved</td>
<td>make cloth</td>
</tr>
<tr>
<td>wed</td>
<td>wed/ wedded</td>
<td>wed/ wedded</td>
<td>take as a spouse</td>
</tr>
<tr>
<td>weep</td>
<td>wept</td>
<td>wept</td>
<td>express grief</td>
</tr>
<tr>
<td>wet</td>
<td>wet/ wetted</td>
<td>wet/ wetted</td>
<td>dampen</td>
</tr>
<tr>
<td>whet</td>
<td>whetted</td>
<td>whetted</td>
<td>sharpen; stimulate</td>
</tr>
<tr>
<td>win</td>
<td>won</td>
<td>won</td>
<td>achieve victory</td>
</tr>
<tr>
<td>wind</td>
<td>wound</td>
<td>wound</td>
<td>blow; cover</td>
</tr>
<tr>
<td>withdraw</td>
<td>withdrew</td>
<td>withdrawn</td>
<td>remove; retire</td>
</tr>
<tr>
<td>withhold</td>
<td>withheld</td>
<td>withheld</td>
<td>refuse to share</td>
</tr>
<tr>
<td>withstand</td>
<td>withstood</td>
<td>withstood</td>
<td>oppose with force</td>
</tr>
<tr>
<td>wring</td>
<td>wrung</td>
<td>wrung</td>
<td>twist to squeeze</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
<td>put in writing</td>
</tr>
</tbody>
</table>
**Grammar Rules: Modal Verbs and Modal expressions**

**Modal Verbs and Modal expressions**

- **Modal verbs** are common auxiliary verbs in English that indicate modality. **Modality** – is the grammatical expression of the subjective attitudes and opinions of the speaker including possibility, probability, necessity, obligation, permissibility, ability, desire, and contingency. **Modal verbs** thus are used to moderate the main verb, i.e. to enhance or restrict the verb to a certain context.

- **Modal verbs** are special verbs which behave very differently from normal verbs. Here are some important differences:

  1. Modal verbs do not take "-s" in the third person.
     
     E.g.: He can speak Chinese. She should be here by 9:00.
  2. We use "not" to make modal verbs negative, even in Simple Present and Simple Past. E.g.: He should not be late. They might not come to the party.
  3. Many modal verbs cannot be used in the past tenses or the future tenses.

- **Common Modal Verbs and their pragmatic explanation:**

  - **can** – ability, permission, possibility, request;
  - **could** – ability, permission, possibility, request, suggestion;
  - **may** – permission, probability, request;
  - **might** – possibility, probability, suggestion;
  - **must** – deduction, necessity, obligation (*in the Past had to*), prohibition;
  - **shall** – decision, future, offer, question, suggestion;
  - **should** – advice, necessity, prediction, recommendation;
  - **will** – decision, future, intention, offer, prediction, promise, suggestion;
  - **would** – conditional, habit, invitation, permission, preference, request, question, suggestion

- **Quasi-modal Verbs** are similar to modal verbs and also express modality though they differ from modal verbs in form. While full modals are single words, quasi-modals consist of either a verb plus a preposition functioning as a particle or a verb plus an adverb: **ought to** – should, duty, obligation, advisability, desirability, likelihood, probability;

  - **used to** – formerly, once but no longer, previously habitually;
  - **would rather** – preference, prefer to;
  - **had better/ best** – should, duty, obligation, advisability;
  - **be able to** – possibility, the ability to do something;
  - **has/ have (got) to** – necessity, obligation to do something.

- **Modal expressions** can be used: 1) to say something is necessarily true or necessarily false; 2) to make statements about capacity; 3) as inference (opinion) indicators. E.g.: necessarily; be (to); have (to); must not, cannot, possibly; probably; maybe; be supposed to; had better; be likely to, etc.
**Position of Modal Verbs.** Modal verbs always appear in the first position at the beginning of the verb phrase in English. Unlike other verbs, modal verbs do not show tense or number. The eight (8) possible verb phrase combinations that contain modal verbs in English are:

1) modal verb + base form = will try
2) modal verb + be + present participle = will be trying
3) modal verb + have + past participle = will have tried
4) modal verb + be + past participle = will be tried
5) modal verb + have + been + present participle = will have been trying
6) modal verb + have + been + past participle = will have been tried
7) modal + be + being + past participle = will be being tried
8) modal verb + have + been + being + past participle = will have been being tried

**Position of Quasi-modal verbs.** Like modal verbs, quasi-modal verbs always appear in the initial position at the beginning of a verb phrase functioning as a predicate. The seven possible English verb phrase combinations that contain quasi-modal verbs are:

1) quasi-modal verb + base form = ought to study
2) quasi-modal verb + be + present participle = ought to be reading
3) quasi-modal verb + have + past participle = ought to have eaten
4) quasi-modal verb + be + past participle = ought to be cleaned
5) quasi-modal verb + have + been + present participle = ought to have been thinking
6) quasi-modal verb + have + been + past participle = ought to have been washed
7) quasi-modal verb + have + been + being + past participle = ought to have been being finished

**Common Problems with Modals:**

1. Whenever you see a modal you should be sure that the verb that follows it is in its base form.
2. Each use of a modal verb changes the meaning of the sentence.
3. Sometimes a modal verb is used on its own, and the modified verb is implied rather than stated.
4. Modal verbs do not have a third person plural "s". (E.g.: She can swim.)
5. Modal verbs invert in questions. (E.g.: Should I go?)
6. Modal verbs do not require "do" for emphasis. (E.g.: You could do it.)
7. Modal verbs cannot be linked. (E.g.: I must do it.)
8. Modal verbs have their own negatives. (E.g.: I couldn't call him.)
9. Functionally, modals have several meanings each.
10. Modal verbs create ellipsis (E.g.: I can do it and so can you.)
Exercise A: Fill in the gaps with any of the following modal verbs: can, can’t, be able to or been able to:

1. I’m good at reading English but I ___ understand when people speak too fast.
2. The defendant ___ appeal after the judgment has been made.
3. "___ I file the papers later?" "No, we are not ___ to wait so long".
4. The name ___ be the same as the name of another corporation.
5. A lawyer ___ advise clients on different legal issues.
6. We ___ submit the documents as they aren’t ready yet.
7. I’m afraid that I won’t ___ make that meeting on Friday.
8. The solution of the question of the burden of taxes ___ be endlessly removed.
9. Either partner ___ institute criminal proceeding against the other.
10. I’ve been trying to call Mr. Ling all day long but I haven’t ___ get through so far.
11. If you ___ earn the money, then you may buy the brand new car.
12. If you think you ___ do a thing or think you ___ do a thing, you’re right. (Henry Ford)
13. ___ resign. It will improve your value to the President and do wonders for your performance. (Donald Rumsfeld)
14. Any idiot ___ face a crisis – it's day to day living that wears you out. (Anton Chekhov)
15. You ___ observe a lot by just watching. (Yogi Berra)
16. If you ___ stand the heat, get out of the kitchen. (Harry S. Truman)
17. Money ___ buy happiness, but it can make you awfully comfortable while you're being miserable. (Clare Boothe Luce)
18. We ___ help everyone, but everyone ___ help someone. (R. Reagan)
19. ___ draw an illustration as least well enough to get your point across to another person. (Marilyn vos Savant)
20. Companies used to ___ function with autocratic bosses. We don't live in that world anymore. (Rosabeth Moss Kanter)
21. Any cook should ___ run the country. (Vladimir Lenin)
22. A man ___ ride your back unless it's bent. (Martin Luther King, Jr.)
Exercise B: Examine the extract from *A Handbook for trial jurors* and recognize all modal verbs and their function in the sentences:

http://www.state.wv.us/wvsca/juryinfo/juryhdbk.htm

(...) Jury service is the fulfilment of a civic obligation and a valuable privilege. There is no more vital work a citizen can perform in the exercise of self-government than honest and conscientious jury service. Service as a juror is as important as that of the judge, and a trial juror should take great personal satisfaction in the fact that an important duty has been accomplished. Indeed, the effectiveness of our system of justice is measured by the integrity and dedication of the jurors who serve in our courts. (…)

It is necessary that there be courts so that the disputes which arise between people can be settled justly and peaceably. It is necessary that persons charged with crime be fairly tried, that public safety and welfare be protected on the one hand, and that private rights and liberties be safeguarded on the other. It is the business of every citizen to see that this is done, and it is a duty which the people must do for themselves if life, liberty and property are to be kept secure. Suppose Ms. Jones sues Mr. Smith. They may be strangers to you, and you may not care who wins. But as a citizen, it is very important to you and all the people that there be a way by which disputes between people can be settled without conflict and in a rational and just manner. John Doe may be accused of a crime. He may also be a stranger to you, and you may never have heard of the offense with which he is charged. Still, it is important to you as a citizen that the laws be enforced to punish wrongdoers and discourage crime so that you may be safe and secure in your person, your property and your rights. It is equally important that no innocent person be falsely convicted and sent to prison, for if that could happen to someone else, it could also happen to you. The oaths taken by a judge and juror require each of them to accept and apply the law as it is. That is a sworn duty. No person is allowed to disregard the law because he or she thinks the law should be different than it is. Laws are made, repealed or changed by those who are elected to make laws, not judges and jurors. During the trial the judge decides all questions and disputes about the law and the rules for presenting evidence. At the end of the trial, the judge instructs the jury on the law and the main questions it is to decide. The case is then turned over to the jury, and the power and responsibility move from the judge's bench to the jury room. The jury must decide what the facts are and what testimony to believe.
Exercise C: Examine the Do's And Don'ts for Jurors. Fill in the gaps with the words and expressions from the box of words below. Pay attention to the italicized modal verbs as well!

<table>
<thead>
<tr>
<th>service</th>
<th>witnesses</th>
<th>repeated attempts</th>
<th>rules</th>
<th>awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>unfair</td>
<td>participate</td>
<td>conduct research</td>
<td>arguments</td>
<td>order</td>
</tr>
<tr>
<td>case</td>
<td>be fined</td>
<td>court personnel</td>
<td>parties</td>
<td>judge</td>
</tr>
<tr>
<td>prospective</td>
<td>unauthorized</td>
<td>radio broadcasts</td>
<td>accident</td>
<td>trial</td>
</tr>
<tr>
<td>unavoidable</td>
<td>obligation</td>
<td>circuit clerk</td>
<td>record</td>
<td>juror</td>
</tr>
</tbody>
</table>

There are certain 1 that a juror should follow throughout the trial in order to be fair to all sides.

Inspecting the Scene: The case on trial may involve a certain place or thing, such as the scene of an 2, a particular business place, the operation of a traffic light or the like. If it is necessary and proper for the jury to make an inspection of the place or thing, the judge will 3 that the entire jury do so, with the 4 and the lawyers present. It is improper for any juror to make an inspection unless ordered by the court. An 5 inspection by a juror might force a retrial of the case.

Discussing the Case: During or before the trial, jurors should not talk about the 6 with each other, with other persons, or allow other people to talk about it in their presence. If anyone insists upon talking about the case after 7 to silence them, the juror should report the matter to the judge at the first opportunity.

News Accounts: To ensure that jurors keep an open mind until all the evidence, 8 and the instructions of the court have been heard, they should not watch television accounts, listen to 9, or read newspaper articles which may occur during the 10. Such sources may give a biased or unbalanced version of the case.

Talking with Parties or Lawyers: Jurors should not talk with any of the parties, 11 or lawyers during the trial. It may give the appearance that something 12 is happening.

Jury Research Organizations: There are a number of organizations which 13 on the composition of juries and its potential impact on the verdicts and 14 in different types of cases. Since the names of 15 jurors are a matter of public 16, there is a small chance that jurors may be called prior to, or during, the term of jury service by one of these research
groups. Jurors are under no ___ to provide personal or other information to these organizations and may simply refuse to ___ if they wish. These and any other attempts by people other than court officials to contact and question jurors should be reported to the ___ who will inform the judge.

Promptness: It is most important that jurors not be late in reporting for duty. One ___ who is late wastes the time of all the other jurors, the judge, the lawyers, the witnesses, and the ___ A lawyer, witness or juror may ___ for contempt (=having no respect) of court for being tardy (=slow or late) without good cause. The circuit clerk's office should be notified of ___ delays.

Personal Problems or Emergencies: Jurors should notify the judge of any problem which may affect ___ or any personal emergencies which occur during trial. In these situations, a juror may send word to the judge through ___ or may ask to see the judge in private.

| Exercise D: Do you need to clarify the meaning of some legal terms? Match the terms with their definitions: |
|---|---|
| 1) Allegation | a) a written or oral pledge to speak the truth |
| 2) Answer | b) who performs as a trial lawyer for the state |
| 3) Appeal | c) who is allowed to testify about a legal case |
| 4) Bailiff | d) who makes a complaint against someone else |
| 5) Cross-Examination | e) the final formal trial decision made by a jury |
| 6) Defendant | f) a direction by a judge to the jury on law in a case |
| 7) Deliberations | g) a request to court to change a previous decision |
| 8) Evidence | h) a court official who maintains courtroom order |
| 9) Instruction | i) a statement of smth. wrong/ illegal has been done |
| 10) Litigant | j) to decide against a decision that has been made |
| 11) Oath | k) a person or group engaged in a lawsuit |
| 12) Overrule | l) any legally presented proof during the trial |
| 13) Parties | m) a questioning of a witness by the opposing side |
| 14) Plaintiff | n) examination of facts and law before a court |
| 15) Prosecutor | o) a person charged with committing a crime |
| 16) Trial | p) jury discussions of the facts prior to a verdict |
| 17) Verdict | q) who have brought a lawsuit/ defendants in a trial |
| 18) Witness | r) the defendant's written response to allegations |
Exercise E: Complete the sentences using either could; would; can; should or expression managed to:

1. We had a very successful meeting, and ____ \(^1\) win the contract.
2. It was very difficult to find a suitable office, but in the end we ____ \(^2\) rent one near the Central Station.
3. He was a brilliant attorney and ____ \(^3\) defend any innocent person.
4. We ____ \(^4\) park the car here yesterday, there was no room.
5. The traffic warden told we ____ \(^5\) park the car outside the bank.
6. Life ____ \(^6\) be infinitely happier if we ____ \(^7\) only be born at the age of eighty and gradually approach eighteen. (Mark Twain)
7. Those who ____ \(^8\) win a war well can rarely make a good peace and those who ____ \(^9\) make a good peace ____ \(^{10}\) never have won the war. (Winston Churchill)
8. Whatever your life's work is, do it well. A man ____ \(^{11}\) do his job so well that the living, the dead, and the unborn ____ \(^{12}\) do it no better. (Martin Luther King, Jr.)
9. If a man ____ \(^{13}\) have half of his wishes, he ____ \(^{14}\) double his troubles. (Benjamin Franklin)
10. Government's view of the economy ____ \(^{15}\) be summed up in a few short phrases: If it moves, tax it. If it keeps moving, regulate it. And if it stops moving, subsidize it. (Ronald Reagan)
11. ____ \(^{16}\) you imagine what I ____ \(^{17}\) do if I ____ \(^{18}\) do all I ____ \(^{19}\)? (Sun Tzu)
12. I wish I ____ \(^{20}\) give you a lot of advice, based on my experience of winning political debates. But I don't have that experience. My only experience is at losing them. (Richard M. Nixon)
13. The Canadians have ____ \(^{21}\) live peacefully with their Indians. It is disgrace that the United States has not done the same. (Stephen Ambrose)
14. One of the things I'm most proud of about my career is the fact I've ____ \(^{22}\) keep options open. (Clive Owen)
15. Everyone ____ \(^{23}\) be respected as an individual, but no one idolized. (Albert Einstein)
16. Things ____ \(^{24}\) be made as simple as possible, but not any simpler. (Albert Einstein)
17. Whatever words we utter (=say) ____ \(^{25}\) be chosen with care for people will hear them and be influenced by them for good or ill. (Buddha)
Use pattern 1 as an example:

<table>
<thead>
<tr>
<th>№</th>
<th>Statement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>His story can't have been true!</td>
<td>impossibility</td>
</tr>
<tr>
<td>2</td>
<td>John: The accident has blocked traffic in two directions. Jane: It can't be helped. They have to get the people out of the cars and send them to the hospital.</td>
<td>......</td>
</tr>
<tr>
<td>3</td>
<td>Would you please pass me all these physical exhibits presented by the defending side?</td>
<td>......</td>
</tr>
<tr>
<td>4</td>
<td>He wasn't able to solve that problem.</td>
<td>......</td>
</tr>
<tr>
<td>5</td>
<td>The conference is supposed to begin at ten.</td>
<td>......</td>
</tr>
<tr>
<td>6</td>
<td>He said he would be home after seven.</td>
<td>......</td>
</tr>
<tr>
<td>7</td>
<td>He must finish this report by Friday. I need to proofread it and check the data before we publish it.</td>
<td>......</td>
</tr>
<tr>
<td>8</td>
<td>She hoped the different ethnic groups in the area could live together in peaceful co-existence.</td>
<td>......</td>
</tr>
<tr>
<td>9</td>
<td>You are to be there at nine sharp. You'd better go now, or you'll be late.</td>
<td>......</td>
</tr>
<tr>
<td>10</td>
<td>May I speak to Mr. Brown, please? He told me he might be in the office during this part of the day.</td>
<td>......</td>
</tr>
<tr>
<td>11</td>
<td>Shall we wait for you in the negotiations room? Or would you like us to wait for you right here?</td>
<td>......</td>
</tr>
<tr>
<td>12</td>
<td>He could have been at the scene of the crime yesterday. I'm going to invite him for interrogation.</td>
<td>......</td>
</tr>
<tr>
<td>13</td>
<td>I would say that your conclusion is not right. He couldn't have stolen the money from his employers.</td>
<td>......</td>
</tr>
<tr>
<td>14</td>
<td>The paperwork will have to wait until tomorrow, because I'm too busy now.</td>
<td>......</td>
</tr>
<tr>
<td>15</td>
<td>The police had to fire into the air to clear the demonstrators from the streets.</td>
<td>......</td>
</tr>
<tr>
<td>16</td>
<td>Can you open the window, please? It's too stuffy inside. I awfully need some fresh air.</td>
<td>......</td>
</tr>
<tr>
<td>17</td>
<td>When we were younger, we used not to be allowed to participate in any discussions of the adults.</td>
<td>......</td>
</tr>
<tr>
<td>18</td>
<td>Nancy is going to drive me crazy. She would waste</td>
<td>......</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>19</td>
<td>The cause of the accident may never be discovered.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>We ought not to have agreed without knowing what it would cost.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>You might like to try Ruby. Perhaps you've heard of it? Ruby is a &quot;dynamically strongly typed&quot;, single-inheritance object oriented programming language.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>You should find this guidebook helpful.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I wonder if I might have a quick look at your report?</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>When you got lost in the forest you must have been very frightened.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>You shouldn't argue with your boss.</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>I brought him some sandwiches because I thought he might be hungry.</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>We thought they would have got home by five o'clock, but there was no reply when we phoned.</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>They ought to have arrived at lunchtime but the flight was delayed.</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Manchester United might be an excellent team, but today they played just appallingly.</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>He'd rather die than let me think he need any help.</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>You mustn't show this letter to anyone else. It contains pretty sensitive information.</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>If this project fails it will affect not only our department, but also the whole organization.</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>There should be an investigation into the cause of the disaster.</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>There may be some evidence to suggest she's guilty, but it's hardly conclusive.</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>You've only got to look at her face to see that she's not well.</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>They knew there would be trouble unless the report was finished by the next day.</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>They promised that they would help.</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Do remind me because I'm likely to forget.</td>
<td></td>
</tr>
</tbody>
</table>
Exercise G: Rewrite the given sentences by using the appropriate modal verb/modal expression:

Ex.: I believe he didn't steal that money // He may not have stolen the money.

1. In France female students are not allowed to wear hijab (=modest Muslim dress), regarded as a religious symbol, in classes in public establishments such as secondary schools and universities.

Revised ________________________________________________

2. No household security devices are proof against (=protect completely against) the determined burglar.

Revised ________________________________________________

3. Police have released a picture of the man they want to question.

Revised ________________________________________________

4. He is permitted to provide foreign exchange currency transactions because he has a license.

Revised ________________________________________________

5. I have a suspicion that he's having an affair, though I don't have any concrete (=definite) proof.

Revised ________________________________________________

6. The trial was kept secret because of the risk of public disorder.

Revised ________________________________________________

7. The police feared that the crowd was becoming disorderly and so they moved in with horses.

Revised ________________________________________________

8. It is feared that the civil unrest we are now witnessing in this country leads to a full-scale civil war.

Revised ________________________________________________

9. Please submit your claim for travelling expenses to the accounts department.

Revised ________________________________________________

10. It is possible to cope with any problem if you apply yourself.

Revised ________________________________________________

11. It’s prohibited to take pets into the courtroom during the trial.

Revised ________________________________________________

12. Does the new manager do anything other than firefight?

Revised ________________________________________________

13. The terrorists started shooting and the police returned fire.

Revised ________________________________________________
Exercise H: Rewrite the given sentences by using the appropriate construction instead of the modal verb/ modal expression:

Example: They feared that the loss could bankrupt them. = They feared that the loss would possibly bankrupt them.

1. Those responsible for these crimes must be brought to court and punished.
Revised ________________________________

2. Drunken driving can be punished with a prison sentence in some countries.
Revised ________________________________

3. The magazine must have misreported its sales figures in order to boost advertising revenue.
Revised ________________________________

4. How can the Trade Department be revived from its present moribund state?
Revised ________________________________

5. Luggage must not be left unattended.
Revised ________________________________

6. You must be joking if you think I'm going to stand in the rain watching you play rugby!
Revised ________________________________

7. The government must admit, they were not urged to amend the Tax Law.
Revised ________________________________

8. Draft a proposal for the project and we can discuss it at the meeting.
Revised ________________________________

9. Banks should be supporting small private businesses.
Revised ________________________________

10. The pictures would sell for half a million on the open market.
Revised ________________________________

11. The software can be modified to suit the particular needs of the end user.
Revised ________________________________

12. We would like to thank all of our customers for their patronage (=the business given to a shop or restaurant, etc. by its customers) in the past.
Revised ________________________________

13. They should put him in prison and throw away the key!
Revised ________________________________

14. The article is informative enough, but it's a bit dull – we need something to lift it. Revised ________________________________
Exercise I: Put the correct form of either *can, can't* or *be able to* for each sentence to reflect either *ability*; or *obligation or necessity*; for *permission* or for *making requests*:

1. I haven't ___ concentrate on my work with all that noise. Besides, I ___ manage all this work on my own.
2. When the car drove into the lake, one of the passengers ___ (not) open the door and had to be rescued.
3. We asked the technician if the computer ___ ever access the Internet.
4. He's never ___ admit to his mistakes. His attitude shows an extremely selfish disregard for others.
5. ___ you read that sign from this distance? What are their working hours?
6. Further strikes ___ threaten the job security of the entire 2,000-strong workforce.
7. Many towns and cities have cybercafés where you ___ easily surf the Web for a moderate fee.
8. Without more food and medical supplies, these people from Somalia will surely ___ (not) survive even if they ___ cross the border and seek help in the refugee camps.
9. What new questions ___ scientists ___ investigate nowadays thanks to the development of satellites?
10. The police seem certain (that) they ___ find the people responsible for the attack pretty soon.
11. ___ I use your telephone, please? Mine is broken.
12. Investors were seriously worried when the stock market began to crash and they ___ (not) do anything to stop it!
13. He is so young that seems to be just unqualified for this particular job. Will he ___ cope with the work?
14. As the burning plane landed, the terrified passengers ___ hardly ___ scramble* for the emergency exit (*= to try to reach the door quickly).
15. ___ you lend me £500? This laptop is too great a temptation!
16. The police think that the robbers ___ have shadowed their victims for days before the crime.
17. All the stress ___ make him go a bit funny.
18. Bad news ___ obviously break his heart.
19. Journalists ___ always ___ dig for (=to discover) dirt.
20. We ___ go for a drink after work tomorrow, if you like.
Exercise J: The following sentences have grammatical and meaning mistakes. Correct the grammatical mistakes and write a comment about the meaning mistakes:

1. Because the server crashed, the web site was unavailable and the company lost a lot of money.
2. The crash may had been caused by a denial-of-service attack by a hacker.
3. The attack was attributed by an ex-employee who had been fired for using pirate software.
4. Owe to the financial losses and the reduced confidence in the company's security, the stock price of the company went down.
5. To prevent further losses, the company may implementing a distributed computing approach by using thousands of PCs rather than a small number of servers.
6. Possibly this will solve the problem.
7. Owing to a lack of evidence, the hacker may probably not be arrested.
8. I am a patriotic person, so Hong Kong is the best place in the world to live.
9. In the 1998 economic downturn, Hong Kong's economy may be influenced by the Japanese economy.

Exercise K: Match the modal sentences on the left with their appropriate function on the right:

<table>
<thead>
<tr>
<th>Modal Sentences</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Professors can’t behave like undergraduates!</td>
<td>a) Ability</td>
</tr>
<tr>
<td>2) May I hand my project in a little late?</td>
<td>b) Strong obligation</td>
</tr>
<tr>
<td>3) One does not have to know exactly how the program works to use it.</td>
<td>c) Mild obligation</td>
</tr>
<tr>
<td>4) Saturated fats can accommodate no more hydrogen.</td>
<td>d) Lack of obligation</td>
</tr>
<tr>
<td>5) The University will pay all travel expenses</td>
<td>e) Possibility</td>
</tr>
<tr>
<td>6) He could not be reached for comment on Wednesday.</td>
<td>f) Permission</td>
</tr>
<tr>
<td>7) The largest hurdle the Republicans would have to face is a state law.</td>
<td>g) Prohibition</td>
</tr>
<tr>
<td>8) A U.S. official said, Our policy making should not shift at all.</td>
<td>h) Willingness</td>
</tr>
</tbody>
</table>
Exercise L: For each sign, complete the sentence using a phrase from the box below. Each sentence includes a modal verb for obligation, permission or possibility:

<table>
<thead>
<tr>
<th>should keep</th>
<th>don't have to pay</th>
<th>can pay</th>
<th>shouldn't walk</th>
<th>can't iron</th>
</tr>
</thead>
<tbody>
<tr>
<td>can start</td>
<td>mustn't enter</td>
<td>can buy</td>
<td>mustn't copy</td>
<td>can't smoke</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or plagiarize</td>
<td></td>
</tr>
</tbody>
</table>

1. No Smoking

Smoking is one of the major causes of cardiovascular disease. Smokers are almost twice as likely to have a heart attack as people who have never smoked. Within a wide anti-smoking campaign you see "No Smoking" signs in most of the public places which means: "You ___ 1 in here!"

2. Admission Free

Many New York City museums have special days or hours when admission is free or pay-what-you-wish. Normally it only means that you ____ 2 at all!

3. Keep In Cool Place

Exposure of medicines to high temperatures in storage or in transit could reduce their efficacy, and most licenses specify storage at 25°C or less. When pharmacies warn: "Keep In Cool Place", they recommend you ____ 3 your medicines in an environment that maintains their efficacy.

4. Keep Off The Grass

"Keep off the grass/ Keep of the lawn" signs are aimed to protect your property and normally only mean: "You ____ 4 on the grass."
5. Fresh Fruit For Sale

If you are bored to death with all these supermarkets, you’ll probably start buying fruits and vegetables from your local produce. Don’t miss the "Fresh Fruit for Sale" sign since that’s the place where you ___ 5 100% fresh produce.

6. Private Property

Private property rights have an attribute which is the exclusive right of the owner to determine the use of the resource. Thus if you see a "Private Property" sign, remember, you ___ 6 without permission. It’s private!

7. Cheaters Will Be Expelled

College administration takes cheating seriously. College is competitive. Fellow students will also take cheating more seriously, because they realize what's at stake. Thus you ___. Keep credible with professors and fellows!

8. New Course Begins Tonight

If you like to enhance your knowledge and natural talents then you’d love to attend various courses and extra classes. This sign is right for you and means that you ___ 8 a new course tonight.

9. Don't Iron

Some garments are marked with reminder sign "Don’t Iron" which means you ___ 9 this or that shirt or other wears due to instruction.

10. Donations Welcome

When money or goods are given to help a person or organization we call it a donation. You ___ 10 but donations are optional, not obligatory.
Exercise M: Choose the appropriate option from the multiple choices given below each of the sentences to complete them:

1. I hate to hurry you, but I ___ to leave in a few minutes. a) may; b) have; c) must; d) can
2. You ___ follow the law or you will rot in jail. a) could have; b) need; c) must; d) have
3. The federal rail system ___ to put twenty million pounds into its modernization program. a) is; b) will; c) would; d) should
4. Those convicted of violating this law ___ imprisoned for a term of not less than three years nor more than seven years, a) may be; b) shall be; c) would be; d) might be
5. Technology assessment ___ be an effective tool to analyze the effect of a technology on social and environmental issues, yet in practice it ___ be occasionally used to formalize and legitimize previously decided outcomes. a) may; b) have; c) must; d) can
6. Legal aid, by providing representation and individual legal advice ___ the potential to mitigate some of the entrenched inequality in regards to access to justice. a) has; b) can; c) must; d) may
7. The large-scale treatment plant ___ the most desirable option to provide for the processing and treatment of wastewater for a 20,000 person population. a) has; b) can; c) is; d) may
8. Each party ___ give one month's notice in writing in the event of termination. a) may; b) shall; c) would; d) might
9. I ___ be grateful if you ___ kindly send me your latest catalogue. a) may; b) will; c) would; d) should
10. Negligence is a failure to exercise the care that a reasonably prudent person ___ exercise in like circumstances. a) may; b) shall; c) would; d) might
11. The core idea of negligence is that people ___ exercise reasonable care when they act by taking account of the potential harm that they ___ foreseeably cause to other people. a) may; b) will; c) would; d) should
12. Although resulting damages ___ be proven in order to recover compensation in a negligence action, the nature and extent of those damages...
are not the primary focus of negligence cases.

a) has; b) can; c) must; d) may

13. Common law jurisdictions ___ differ slightly in the exact classification of the elements of negligence, but the elements that ___ be established in every negligence case are: duty, breach, causation, and damages.

16 a) may; b) shall; c) must; d) might

17 a) may; b) shall; c) must; d) might

14. The plaintiff ___ prove each element of a negligence case to win.

a) may; b) shall; c) must; d) might

15. Therefore, if it is highly unlikely that the plaintiff ___ prove one of the elements, the defendant ___ request judicial resolution early on, to prevent the case from going to a jury.

19 a) may; b) can; c) must; d) might

20 a) may; b) can; c) must; d) might

16. Without the specific limits provided by the four elements, any plaintiff ___ claim any defendant was responsible for any loss, and subject him to a costly trial.   
a) could; b) might; c) would; d) should

17. There are many possible reasons that ___ given to justify or explain why someone ___ be punished.

22 a) may be; b) shall be; c) would be; d) might be

23 a) has; b) can; c) ought to; d) may

18. For minor offenses, punishment ___ take the form of restitution, community service or compensation orders.

a) may; b) shall; c) must; d) might

19. Punishment ___ serve as a means for society to publicly express denunciation (=public criticism) of an action as being criminal.

a) has; b) can; c) must; d) may

20. A principal of the rationale (=reasons or intentions) for the degree punishment meted out (=was given) is that the punishment ___ fit the crime.   
a) might; b) will; c) would; d) should

21. Punishments are applied for various purposes, most generally, to encourage and enforce proper behavior as defined by society or family. For example, there ___ be judicial punishment for breaches of the law. Punishment ___ also be applied on moral grounds.

27 a) has; b) can; c) must; d) may

28 a) has; b) can; c) must; d) may
Exercise N: Learn about the US legal advertisement! Match the 1\textsuperscript{st} part of the sentence with its 2\textsuperscript{nd} half to make meaningful statement. Pay attention to the *legal language* used and the *modal verbs* too:

<table>
<thead>
<tr>
<th>1\textsuperscript{st} part of the sentence</th>
<th>2\textsuperscript{nd} part of the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) A well organized TV advertising for law firms can forever change your business because ...</td>
<td>a) any other media cannot match.</td>
</tr>
<tr>
<td>2) A well designed, well written law firm website can make your practice the first source people see, when ...</td>
<td>b) the client himself will be liable for certain expenses in addition to the fee, if such is the case.</td>
</tr>
<tr>
<td>3) According to Pennsylvania Rules of Professional Conduct Rule 7.2 (h) advertisements that state or indicate that no fee shall be charged in the absence of recovery shall disclose that ...</td>
<td>c) the name of the certifying organization is clearly identified in the communication.</td>
</tr>
<tr>
<td>4) In Florida, USA, all websites and home pages accessed via the Internet that are controlled or sponsored by a lawyer or law firm and that contain information concerning the lawyer's or law firm's service shall ...</td>
<td>d) should be aimed at a target market and include &quot;a call to action&quot;.</td>
</tr>
<tr>
<td>5) Even though each statement in an advertisement may be literally true, an offence can still arise if ...</td>
<td>e) a quick e-mail link can easily open a line of intended options for direct communications.</td>
</tr>
<tr>
<td>6) In Colorado, a lawyer shall not have to state or imply that a lawyer is certified as a specialist in a particular field of law, unless ...</td>
<td>f) they are searching online for legal services and support.</td>
</tr>
<tr>
<td>7) Advertising Law refers to the laws defining the ways in which ...</td>
<td>g) the firm’s Web site for additional information on his own.</td>
</tr>
<tr>
<td>8) When you perform your company's ads, you need all the relevant information about advertising law compliance at your fingertips because ...</td>
<td>h) contact our office at 000-00-00 toll-free to arrange a consultation.</td>
</tr>
<tr>
<td>9) A prospective client may normally hear about a law firm through an acquaintance or advertisement, and then seek out ...</td>
<td>i) raise health and safety concerns or may cause economic injury.</td>
</tr>
<tr>
<td>10) If a visitor wishes additional information or would like to contact the firm, he may then enjoy the benefits of hypertext links since ...</td>
<td>j) any products can be advertised, such as placement, timing, and content.</td>
</tr>
<tr>
<td>11) A Web site can provide a depth and breadth of information and offer a variety of unique qualities that ...</td>
<td>k) suddenly you and your legal business have a prominent presence in the public’s eye.</td>
</tr>
<tr>
<td>12) A Web site can be an important means of introducing an attorney to a prospective client with no need ...</td>
<td>l) disclose all jurisdictions in which the lawyer or members of the law firm are licensed to practice law.</td>
</tr>
<tr>
<td>13) The US Division of Advertising Practices protects consumers from unfair and deceptive advertising marketing practices that can ...</td>
<td>m) there are many pitfalls and problems that could be avoided by having this knowledge.</td>
</tr>
<tr>
<td>14) Contact us to discuss how...</td>
<td>n) to step into the attorney’s office.</td>
</tr>
<tr>
<td>15) If you would like to speak with us regarding your legal issue or have a question about our practice, please</td>
<td>o) the &quot;general impression&quot; conveyed by the advertisement is misleading.</td>
</tr>
<tr>
<td>16) The most common type of advertising is called &quot;image or institutional advertising&quot; which makes up most of what you can see</td>
<td>p) be posted up on the noticeboard of a Web site immediately.</td>
</tr>
<tr>
<td>17) When the Internet exploded into the popular landscape in the mid-1990s, there was a tremendous concern that ...</td>
<td>q) 1) marketing and advertising are the same thing; 2) that advertising is all about billboards, television commercials and announcements in trade journals.</td>
</tr>
<tr>
<td>18) With direct response advertising, you can regularly measure ...</td>
<td>r) they wish to view.</td>
</tr>
<tr>
<td>19) If a new attorney is hired, his/her biographical information/ photo can</td>
<td>s) producing a TV or radio commercials and purchasing airtime.</td>
</tr>
<tr>
<td>20) Visitors to a legal website can choose which information</td>
<td>t) on television or hear on radio or see in the newspaper of magazine.</td>
</tr>
<tr>
<td>21) There are a couple of myths that can particularly damage any attorney’s ability to attract clients, namely, that ...</td>
<td>u) the problems and limitations of mainstream advertising would manifest themselves in the new online world as well.</td>
</tr>
<tr>
<td>22) A &quot;direct response advertising&quot; carries a specific message which ...</td>
<td>v) the success of every single advertisement you post.</td>
</tr>
<tr>
<td>23) Few firms even within the legal business can afford the expense of ...</td>
<td>w) we may be able to assist with your legal concern.</td>
</tr>
</tbody>
</table>
Exercise O: Here’s a set of tasks for you to fulfill in an intended order. Rewrite the story using all details you get at the end:

a) Revise some of the vocabulary you might need for your investigation:

1) a motive – a reason for doing something;
2) a clue – a sign which helps you to find the answer to a problem;
3) a suspect – a person believed to have committed a crime;
4) an alibi – fact of having been elsewhere when the crime was committed;
5) an intention – something that you want and plan to do;
6) to bargain – to expect a lot in exchange for what you pay or do
7) to benefit – to receive a good profit (=advantage achieved)

b) Read the short funny (to some extent) text with a serious moral:

An old man lived alone in Minnesota. He wanted to spade (=dig soil) his potato garden, but it was very hard work for him. His only son, who would have helped him, was in prison. The old man wrote a letter to his son and mentioned his miserable situation:

Dear Son,
I am feeling pretty bad because it looks like I won’t be able to plant my potato garden this year. I hate to miss doing the garden because your mother always loved that planting time. I’m just getting too old to be digging up a garden plot. If you were here, all my troubles would be over. I know you would dig the plot for me, if you weren’t in prison, Love, Dad

Shortly, the old man received this telegram:

For Heaven’s sake, Dad, don’t dig up the garden!! That’s where I buried the GUNS!!

At 4 a.m. the next morning, a dozen FBI agents and local police officers showed up and dug up the entire garden without finding any guns. Confused, the old man wrote another note to his son telling him what had happened, and asked him what to do next.

His son’s reply was:

Go ahead and plant your potatoes, Dad. It’s the best I could do for you, from here. Love from your son.

MORAL: No matter where you are in the world. If you have decided to do something deep from your heart, you can do it. It is only the Thought and the Love that matters, but not the fact who you are and where you are.
c) Now when you have some information on that case answer the questions given below to lit a light and make your guesses on the real way of events. Rewrite the story, use as many modal verbs as possible to color the plot:

1. Why did the old man live alone? How long has he been living alone?
Answer: (use modal verbs of possibility, probability or suggestion)

2. What urgent problems was he having at the time he decided to write a letter to his son? What was the cause for his routine problems?
Answer: (use modal verbs of possibility, probability or suggestion)

3. What was his message about in short words?
Answer: (give a direct speech sentence; use modal verb of request)

4. Where was the old man’s son then? Why was he far away from his home? How far away was he? How long has he been away from his home?
Answer: (use modal verbs of possibility, probability or suggestion)

5. What has the old man’s son committed to have been convicted?
Answer: (use modal verbs of possibility, probability or suggestion)

6. What did the FBI agents suspect the old man’s son in? Had all the circumstances of his former case been fully clarified and stated before the convict was sent to prison (=incarcerated)? What was he charged with while being convicted? Was his guilt felonious? How serious was his guilt?
Answer: (use modal verbs of possibility, probability or suggestion)

7. What was behind the old man’s son’s message in his telegram back to his father? What was his plot? Was his plot indecent? What was his intention?
Answer: (use modal verbs of possibility, probability or suggestion)

8. Is it permissible to mislead the official investigation or authorities?
Answer: (use modal verbs of prohibition or restriction)

9. Is it permissible to present the confusing facts while under trial?
Answer: (use modal verbs of prohibition or restriction)

10. Is it permissible to read e-mails or snail-correspondence of the other?
Answer: (use modal verbs of prohibition or restriction)

11. Was the convict’s behavior illegal? Did his behavior contain any traces of misconduct? How immoral his intention was? How moral his move was?
Answer: (use modal verbs of possibility, probability or suggestion)

12. Did the old man benefit or profit from his son’s creative idea? How creative his son’s move was?
Answer: (use modal verbs of possibility, probability or suggestion)

13. What are the possible consequences for all participants of the story?
Answer: (use modal verbs of possibility, probability or suggestion)

14. Which side of the story are you personally on?
Answer: (use modal verbs of certainty)

15. How truthful that story is?
Answer: (use modal verbs of certainty)
Exercise P: Below please find requests made by different people. Who would make these requests? Guess and confirm your choice:

1. Could you tell me how much it costs?
   a) a boss to a secretary
   b) a customer to a sales person
   c) a visitor to a company
   d) a policeman to a prisoner

2. Could you say that again please? I didn't understand.
   a) a boss to a secretary
   b) a customer to a sales person
   c) a visitor to a company
   d) somebody whose English is not perfect

3. Could you tell me if the price includes sales tax?
   a) a boss to a secretary
   b) a customer to a sales person
   c) a hotel receptionist to a visitor
   d) somebody whose English is not perfect

4. Could you fix us two black coffees please, Barbara?
   a) a boss to a secretary
   b) a customer to a sales person
   c) a visitor to a company
   d) somebody whose English is not perfect

5. Could you please speak more slowly? I didn't understand.
   a) a boss to a secretary
   b) a customer to a sales person
   c) a visitor to a company
   d) somebody whose English is not perfect

6. Would you mind opening that suitcase?
   a) a customs officer
   b) a customer to a sales person
   c) a visitor to a company
   d) somebody whose English is not perfect

7. Would you mind telling me who your present supplier is?
   a) a boss to a secretary
   b) a customer to a sales person
   c) a sales person to a customer
   d) somebody whose English is not perfect

8. Would you mind spelling your name please?
9. Could you tell me how to pronounce "specialization"?
   a) a boss to a secretary
   b) a customer to a sales person
   c) a visitor to a company
   d) somebody whose English is not perfect

10. Would you mind working late tonight?
   a) a boss to a secretary
   b) a customer to a sales person
   c) a visitor to a company
   d) somebody whose English is not perfect

11. Could you tell me where Mr. Brown's office is?
   a) a boss to a secretary
   b) a customer to a sales person
   c) a visitor to a company
   d) somebody whose English is not perfect

12. Could you tell me if you have any stocks or shares?
   a) a boss to a secretary
   b) a customer to a sales person
   c) a visitor to a company
   d) somebody whose English is not perfect

13. Could you lend me thirty dollars till Wednesday, please?
   a) a customs officer
   b) a customer to a sales person
   c) a visitor to a company
   d) somebody who you’ve known for ages

14. Can you tell me where the bank is, please?
   a) a boss to a secretary
   b) a customer to a sales person
   c) a visitor to a country
   d) a policeman to a prisoner

15. Could I borrow your calculator for a minute?
   a) a boss to a secretary
   b) a customer to a sales person
   c) a visitor to a company
   d) somebody whose English is not perfect
Exercise Q: Below please find requests made in a rude, stupid or purely ineffective manner. Change them for better (smart) patterns:

The pool of options to soften your speech:

<table>
<thead>
<tr>
<th>Could you</th>
<th>Would you mind</th>
<th>Would you like to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could I</td>
<td>Would you mind if I</td>
<td>Can't you</td>
</tr>
<tr>
<td>May I</td>
<td>Do you mind</td>
<td>Won't you</td>
</tr>
<tr>
<td>Can I</td>
<td>Do you mind if I</td>
<td>Would you happen to know</td>
</tr>
<tr>
<td>Can you</td>
<td>Would it be OK if I</td>
<td>Can you tell me</td>
</tr>
<tr>
<td>Will you</td>
<td>Would it be all right if I</td>
<td>I wonder if you could</td>
</tr>
<tr>
<td>Would you</td>
<td>Would you be so kind as to</td>
<td>I wonder if you can</td>
</tr>
</tbody>
</table>

1/ **Stupid:** Help me! Video doesn't work properly on my laptop!

**Smart:**

**Smarter:**

2/ **Stupid:** Tell me what time it is!

**Smart:**

**Smarter:**

3/ **Stupid:** Hello. I want to have a leaflet about London museums.

**Smart:**

**Smarter:**

4/ **Stupid:** Tell me a little about yourself...

**Smart:**

**Smarter:**

5/ **Stupid:** Turn off the radio! I can’t concentrate on my work!

**Smart:**

**Smarter:**

6/ **Stupid:** I'm thirsty! Give me some water!

**Smart:**

**Smarter:**

7/ **Stupid:** Pass me that CD over there and give me my laptop back.

**Smart:**

**Smarter:**

8/ **Stupid:** Just speak slower. I can’t quite follow you.

**Smart:**

**Smarter:**

9/ **Stupid:** Stop talking! I have a terrible headache already!

**Smart:**

**Smarter:**

10/ **Stupid:** Mrs. Redding, lend me two hundred dollars till next week, o.k.?

**Smart:**

**Smarter:**
Exercise R: Test yourself! How polite are you even in tough situations? Choose the answer you regard an appropriate one and shape your response in a verbal form:

Situation 1: Someone you don't really like keeps following you around. What will you do and how will you do that?
- a) Tell him/her to get lost.
- b) Ask him/her to quit following you around.
- c) Secretly escape and hide.
- d) Let him/her follow you around.
- e) None of the above.

Situation 2: You're really good in English and are taking a test on it on Friday. The coolest student in your class asks you to give him the answers. What will you do and how will you do that?
- a) Give in right away. This student is SO cool!
- b) You don't care if he/she is cool or not; you don't give the answers.
- c) Give a lame duck (=unsuccessful person) excuse and say no.
- d) Give him/her the answers but tell your professor after.
- e) Tell him/her you'll think about it.

Situation 3: Somebody has been asking you the same question all over and over again. What will you do and how will you do that?
- a) Roll your eyes and answer.
- b) Tell him/her to keep going but finally give the required answer.
- c) Give him/her the wrong answer intentionally.
- d) Pretend not to see that intruding person at all/
- e) None of the above

Situation 4: You are hanging out with your friends and everybody wants to do something you don't want to. What will you do and how will you do that?
- a) Agree and go along with them.
- b) Argue, but go along in the end.
- c) Tell them they're losers and leave.
- d) Give them a lame excuse and go home.
- e) None of the above.

Situation 5: You're supposed to exchange papers to check an assignment. Somebody who is ALWAYS late to exchange asks you to exchange with him/her. But you already have your paper ready to check. What will you do and how will you do that?
a) Say no.
b) Say sure.
c) Give a lame excuse and refuse.
d) Roll your eyes and say no.
e) None of the above

**Situation 6:** People started calling you "Smart Alec" at the University. You don't exactly like this.

**What will you do and how will you do that?**
a) Ask them to stop.
b) Suffer but live with it.
c) Tell them to shut-up or else!
d) Nicknames don't bother you.
e) None of the above.

**Situation 7:** There is someone new in your group and nobody hangs out with him/her.

**What will you do and how will you do that?**
a) Start teasing him/her.
b) Be nice whenever you run into him/her but don't hang out with him/her.
c) Hang out with him/her.
d) Ignore him/her.
e) None of the above.

**Situation 8:** Your best friend has something stuck between his/her teeth.

**What will you do and how will you do that?**
a) Tell him/her right away.
b) Don't tell him/her anything so as not to disturb him/her.
c) Ask him/her to smile at himself/herself in the bathroom mirror.
d) Tease him/her about it.
e) None of the above.

**Situation 9:** Your friend got only 60% on his/her spelling test.

**What will you do and how will you do that?**
a) Keep it to yourself.
b) Tell one or two friends.
c) Call his parents in frustration.
d) Tease him/her about it.
e) None of the above.

**Situation 10:** You know your friend has a crush on someone in particular.

**What will you do and how will you do that?**
a) Tease him/her about it.
b) Tell everyone around.
c) Keep it to yourself.
d) Tell a couple of people and his/her parents indeed.
Exercise S: How do you respond to the questions? Choose the option you regard the appropriate one. Confirm your answer:

1. Could you tell me how much it costs?
   a) I'm sorry. Speak louder. I don’t understand you.
   b) That model is just $100.
   c) I'm sorry, don’t speak so fast. Your English is terrible!

2. Could I please use your phone?
   a) I'm sorry. I don’t understand you. Try to speak louder.
   b) Of course. Dial 999 to get an outside line.
   c) I'm sorry, this is an exclusive model. I'll try to fix yours.

3. Excuse me, could I have some information?
   a) I'm sorry, I have my lunch break in 5 minutes.
   b) Call 0121 658 3659.
   c) Yes, how can I help you? What do you want to know?

4. Could you send me confirmation?
   a) I'm sorry. I don’t understand you.
   b) Of course, I'll do it now. You'll get it in the first post tomorrow.
   c) I'm sorry, we do not give any additional information.

5. Can I speak to Mr. DuPont, please?
   a) Yes, of course, we can start all again tomorrow.
   b) Of course, that's the way we like it.
   c) Certainly, who's calling?

6. Can I leave Mr. DuPont a message?
   a) Certainly, could you wait a moment while I get a pen and paper?
   b) Sorry, I'm off to the airport in a few minutes.
   c) Sure, what would you like me to do?

7. Could you give me your number, please?
   a) 0121 658 3659.
   b) Yes I can, 0121 658 3659.
   c) Yes I could, 0121 658 3659.

8. Could I have a receipt, please?
   a) Of course, do you want the VAT separated?
   b) Of course, that's the way we like it.
   c) I'm sorry, I'm trying not to give any prescriptions so far.

9. Could I have a glass of water, please?
   a) No. No water in the office.
   b) You are welcome to choose. Evian? Perrier?
   c) We prefer to drink Coca-Cola.
10. May I smoke in here?
   a) I'm sorry you can't smoke in the building.
   b) Oh! No! No! No!
   c) I don't like smoking and do not recommend you.

11. Could you get us some coffee please?
   a) No I can't. I'm not a secretary!
   b) No I couldn't. Who's the boss?
   c) I'm sorry but there isn't any.

12. Could you call me back?
   a) Sorry, I'm off to the airport in a few minutes.
   b) Certainly, we could. Would you like to leave your personals?
   c) I'm sorry, I'm not the answering machine.

13. Could you give me a wake-up call at 7.30?
   a) Yes, of course, call me again tomorrow morning.
   b) Certainly, we would. What is your room number?
   c) I'm sorry, I do not get up that early.

14. Could you help me?
   a) Certainly. Would you like a newspaper?
   b) Sure, what would you like me to do?
   c) Call 911 in emergency.

15. Could we stop now, I'm getting a bit tired?
   a) Of course. Would you like a newspaper?
   b) Yes, of course, we can start our work again tomorrow.
   c) I'm sorry, I have my own plans.

16. Could you repeat that last sentence, please?
   a) Of course, which was the last one?
   b) Of course, is that one about the events in Libya?
   c) Sure, what would you like me to do?

17. Could you speak a little bit louder, please?
   a) Of course, if you promise to consult your physician the sooner the better!
   b) Yes, of course, let me make a lot of noise, dear.
   c) I'm sorry, I will. I'll try to speak louder and not so fast.

18. Could you spell that, please?
   a) Sure, what would you like me to do?
   b) Sure, that's M-O-R-N-I-N-G.
   c) Yes, of course, open your dictionary.

19. Could you give me a piece of advice?
   a) No I couldn't. I'm off to the airport in a few minutes.
   b) Of course, what's your problem please?
   c) Of course. We charge only $50 per advice.
Exercise T: Choose the appropriate modal verb from the box of words below to complete the given sentences:

<table>
<thead>
<tr>
<th>is likely</th>
<th>are about to</th>
<th>will</th>
<th>cannot</th>
</tr>
</thead>
<tbody>
<tr>
<td>will be able to</td>
<td>may</td>
<td>should</td>
<td>can</td>
</tr>
<tr>
<td>do not need to</td>
<td>do not have to</td>
<td>must</td>
<td>shall</td>
</tr>
</tbody>
</table>

1. If you have a bad experience with police, you ___ want to make a formal complaint.
2. As a member of the public, you ___ make a complaint if you think a police officer has behaved incorrectly or unfairly.
3. If something happens that you may want to complain about, you ___ record the time and place where the incident occurred as accurately as possible.
4. Your local Citizens Advice Bureau, or a local law centre, ___ ___ ___ tell you if you've got grounds for a complaint, and how to go about making it.
5. A special complaints and discipline department of the police service concerned ___ record a complaint from a member of the public if the complaint alleges misconduct by a particular officer or officers.
6. Some complaints ___ be referred to the independent PCA (Police Complaints Authority) for supervision of the investigation.
7. According to Section 75(3) of the Police Act 1996, "If the Chief Officer determines that the report indicates that a criminal offence may have been committed by a member of the police service for his area, he ___ send a copy of the report to the Director of Public Prosecutions."
8. When you are arrested you ___ ___ ___ say anything to the police but if you are later charged with a crime and you have not mentioned, when questioned, something that you later rely on in court, then this may be taken into account when deciding if you are guilty.
9. If the police ___ ___ ___ arrest you or have already arrested you, there is no such thing as a 'friendly chat' to sort things out. Anything you say can later be used against you. Think before you talk.
10. At raves, demonstrations etc. the police ___ ___ ___ have a reasonable suspicion that you are carrying a weapon or committing a crime and can use their very wide power to stop and search.
11. A rave is defined as a gathering of 100+ people, at which amplified music is played which ___ ___ to cause serious distress to the local community, in the open air and at night.
12. When a person is arrested for drink driving, even though he is still entitled to a solicitor, the breath test procedure ___ be delayed.
It is interesting to know

What is Modality?

Modality may refer to: 1) Education; 2) Humanities; 3) Linguistics; 4) Medicine; 5) Science and technology, etc.

- The Modality principle or effect in education refers to the Cognitive Theory of Multimedia Learning by Richard Mayer. Information can and should be encoded both as visually and auditory (narration). If verbal information is encoded auditory it reduces the cognitive load of the learner and they are better able to handle that incoming information.

- In law: modality refers to the basis of legal argumentation in United States constitutional law.

- In theology: Modality (theology) is the organization and structure of the church, as distinct from sodality or parachurch organizations.

- Modality (semiotics) is the channel by which signs are transmitted (oral, gesture, written).

- Linguistic modality covers expressions of how the world might be and should be. This includes expressions of necessity, permissibility and probability, and so on. The set of propositions which forms the basis of evaluation is called the modal base. The result of the evaluation is called the modal force.

<table>
<thead>
<tr>
<th>Certainty of Conclusion</th>
<th>Modal Verbs</th>
<th>Adverbs</th>
<th>Statement of Claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>be to, will, can not, must, had to, must not</td>
<td>undoubtedly, always, never, obviously, surely, definitely, clearly</td>
<td>It is certain that... It seems clear that... X is definitely...</td>
</tr>
<tr>
<td>Moderate</td>
<td>should, would, can, have to, ought to, tend to, deem to</td>
<td>usually, likely, probably, regularly, often, frequently, rarely, generally, normally</td>
<td>It appears probable It is usually that In case that ... The result suggests It is likely that ... Majority of cases...</td>
</tr>
<tr>
<td>Tentative</td>
<td>may, might, could, maybe, be able to, be going to</td>
<td>possibly, conceivably, sometimes, occasionally, seldom, perhaps, uncertainly</td>
<td>Conceivably, ... It is possible that ... Occasionally, ... It may be the case that ... Minority of cases...</td>
</tr>
</tbody>
</table>
It is important to know: An Overview of Modal Verbs

<table>
<thead>
<tr>
<th>Modal Verbs</th>
<th>Meaning</th>
<th>Present</th>
<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>physical ability; informal permission; possibility; informal request; impossibility (can’t)</td>
<td>can</td>
<td>could</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ability (past); permission; possibility; polite request; suggestion; impossibility (couldn’t)</td>
<td></td>
</tr>
<tr>
<td>may</td>
<td>formal permission; polite request; possibility; probability</td>
<td>may</td>
<td>might</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>possibility; probability; suggestion</td>
<td></td>
</tr>
<tr>
<td>must</td>
<td>deduction, necessity, obligation, prohibition</td>
<td>must</td>
<td>had to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(for obligation)</td>
<td></td>
</tr>
<tr>
<td>shall</td>
<td>decision; future; offer; question (asking for consent or directive); suggestion</td>
<td>shall</td>
<td>shall</td>
<td></td>
</tr>
<tr>
<td>should</td>
<td>advice, necessity, prediction, recommendation</td>
<td>should</td>
<td></td>
<td></td>
</tr>
<tr>
<td>will</td>
<td>decision; unplanned future action; polite offer; polite request; intention/ willingness; prediction, promise, suggestion; future</td>
<td>will</td>
<td></td>
<td></td>
</tr>
<tr>
<td>would</td>
<td>future in the past; conditional; habit; invitation; permission; preference/ desire; request; question, suggestion</td>
<td>would</td>
<td></td>
<td></td>
</tr>
<tr>
<td>be able (to)</td>
<td>ability</td>
<td>am/is/are able to</td>
<td>was/were able to</td>
<td>shall/will be able to</td>
</tr>
<tr>
<td>need</td>
<td>necessity; no necessity (needn’t or don’t need)</td>
<td>need</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>didn’t need</td>
<td></td>
</tr>
<tr>
<td>ought (to)</td>
<td>advice; strong probability</td>
<td>ought (to)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>used to</td>
<td>repeated action in the past; habitual past action</td>
<td>used to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to have (to)</td>
<td>necessity; no necessity (don’t / didn’t have to)</td>
<td>have/has (to); have got (to)</td>
<td>had (to)</td>
<td>shall/will have (to)</td>
</tr>
<tr>
<td>to be (to)</td>
<td>strong expectation; necessity due to some plan</td>
<td>am/is/are (to)</td>
<td>was/were (to)</td>
<td></td>
</tr>
</tbody>
</table>
**Exercise 1.** Match the modal verb *would* in the sentences with its function:

<table>
<thead>
<tr>
<th>Sentences with WOULD</th>
<th>Function of WOULD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Even as a boy, he knew that he <em>would</em> succeed in life.</td>
<td>a) use of <em>would</em> for habitual past behavior</td>
</tr>
<tr>
<td>2) The candidate said that the government <em>wouldn’t</em> increase taxes under any circumstances.</td>
<td>b) <em>would</em>: derogatory (showing no respect)</td>
</tr>
<tr>
<td>3) If I had won the lottery I <em>would</em> have bought a car.</td>
<td>c) <em>would</em> for giving advice (conditional)</td>
</tr>
<tr>
<td>4) Would you know the answer?</td>
<td>d) <em>would</em>: less certain</td>
</tr>
<tr>
<td>5) You’d never know it (=that he was guilty).</td>
<td>e) <em>would</em>: opinion</td>
</tr>
<tr>
<td>6) He left 5 minutes late, unaware that the delay <em>would</em> save his life.</td>
<td>f) use of <em>would not</em> to talk about past refusals</td>
</tr>
<tr>
<td>7) It <em>would</em> have been very boring to sit through the whole speech.</td>
<td>g) <em>would</em>: Future in past (refers to future from the point of view of the past)</td>
</tr>
<tr>
<td>8) <em>Would</em> that it were true!</td>
<td>h) <em>would</em>: no intention</td>
</tr>
<tr>
<td>9) We saw a police helicopter overhead yesterday morning. – Really? They <em>would</em> have been looking for those bank robbers.</td>
<td>i) <em>would</em>: Future in past (when talking about smth. has not happened at the time we are talking about)</td>
</tr>
<tr>
<td>10) They <em>would</em> say that, <em>wouldn’t</em> they?</td>
<td>j) <em>would</em>: possibility</td>
</tr>
<tr>
<td>11) John said he didn’t steal the money. – Well, he <em>would</em>, <em>wouldn’t</em> he?</td>
<td>k) <em>would</em>: derogatory (strong disapproval)</td>
</tr>
<tr>
<td>12) They knew there <em>would</em> be trouble unless the report was finished by the next day.</td>
<td>l) when the condition is &quot;understood&quot; (no if-clause )</td>
</tr>
<tr>
<td>13) He wanted a divorce but his wife <em>would not</em> agree.</td>
<td>m) <em>would</em> to express the 3\textsuperscript{rd} conditional</td>
</tr>
<tr>
<td>14) It <em>would</em> appear that the detector was wrong.</td>
<td>n) <em>would</em>: hope</td>
</tr>
<tr>
<td>15) He <em>would</em> seem to be getting better.</td>
<td>o) <em>would that</em>: regret</td>
</tr>
<tr>
<td>16) If he lost his job he <em>would</em> have no money.</td>
<td>p) <em>would</em>: polite question</td>
</tr>
<tr>
<td>17) I asked him to move his car but he said he <em>wouldn’t</em> (= he refused).</td>
<td>q) use of <em>would</em> as a past tense of <em>will</em> or <em>going to</em></td>
</tr>
<tr>
<td>18) Sometimes she <em>would</em> phone me in the middle of the night to share some stupid rumors.</td>
<td>r) <em>would</em>: presumption</td>
</tr>
<tr>
<td>19) I <em>would</em> expect the real proof to occur.</td>
<td>s) <em>would</em>: uncertainty</td>
</tr>
<tr>
<td>20) I suppose some people <em>would</em> call my current position a complete torture.</td>
<td>t) <em>would</em>: past tense in reported speech</td>
</tr>
<tr>
<td>21) If you asked me I <em>would</em> say you should go and testify.</td>
<td>u) <em>would</em> to express the 2\textsuperscript{nd} conditional</td>
</tr>
</tbody>
</table>
Exercise 2. Use *can, could* or *be able to* for ability, possibility, request, suggestion or offer. Choose from the multiple choices below each sentence:

1. If the party is awful, we ___ ¹ always leave.
   a) can; b) could; c) be able to (in the Present)
2. The doctors are doing all that they ___ ², but she's still not breathing properly.
   a) can; b) could; c) be able to (in the Present)
3. When I was younger I ___ ³ stay up all night and not get tired.
   a) can; b) could; c) be able to (in the Past)
4. I'm sorry that I (not) ___ ⁴ to phone you yesterday.
   a) can; b) could; c) be able to (in the Past)
5. A man fell into the river yesterday. The police ___ ⁵ save him.
   a) can; b) could; c) be able to (in the Past)
6. ___ ⁶ you possibly turn that music down a little, please?
   a) can; b) could; c) be able to (in the Past)
7. Even three men working together ___ ⁷ (not) be able to lift the car.
   a) can; b) could; c) be able to (in the Future)
8. I waited for you for ages – you ___ ⁸ have said that you weren't coming!
   a) can; b) could; c) be able to (in the Future)
9. You ___ ⁹ get very nasty skin diseases from bathing in dirty water.
   a) can; b) could; c) be able to (in the Future)
10. It’s only surprising that most of the students ___ ¹⁰ speak English well though they can't write it at all.
    a) can; b) could; c) be able to (in the Present)
11. According to the recent research data published in the Internet this new drug ___ ¹¹ be an important step in the fight against cancer.
    a) can; b) could; c) be able to (in the Present)
12. Do the best you ___ ¹², I realize the circumstances are not ideal.
    a) can; b) could; c) be able to (in the Present)
13. Anyone ___ ¹³ become rich and famous if they know the right people.
    a) can; b) could; c) be able to (in the Present)
14. Be careful with that stick – it ___ ¹⁴ have gone in my eye!
    a) can; b) could; c) be able to (in the Past)
15. If I had more time, I ___ ¹⁵ travel around the world.
    a) can; b) could; c) be able to (in the Past)
16. It was such a nasty place where anything ___ ¹⁶ happen.
    a) can; b) could; c) be able to (in the Past)
17. I'm afraid Ms. Ferguson has already left the office. ___
18. Learning a new foreign language ___ be a real challenge.
19. I ___ speak Chinese by the time I finish my language course.
20. John ___ have been the one who stole the money.
21. I'm so angry with him. I ___ kill him!
22. Even a regional nuclear war ___ spark unprecedented global cooling and reduce rainfall for years, according to U.S. government computer models.
23. The situation was bad but it ___ have been worse.
24. In Lancashire, UK, if people spot someone carrying a knife they ___ text the person's name, school and age to 88551 in confidence under the new scheme.
25. Although cell phone searches are a new and developing area of the law, generally, the police ___ take your cell phone and, without consent, read through your texts unless they have at least reasonable suspicion that a crime has been committed or is about to be committed.
26. The police were very suspicious but he ___ convince them that he was not guilty.
27. Dr. Sandberg from the Future of Humanity Institute, University of Oxford, believes that in the future we ___ dramatically change what it means to be human and upload our brains to a computer.
28. Overspending ___ crash the economy of a country.
29. Luckily the driver ___ stop his car in time before slamming into a truck and thus avoided an accident.
30. ___ you be so kind to fax me that document by Tuesday?
31. Some learners ___ memorize 30 new words at a time!
Exercise 3. Use *may*, *might*, *must*, *could*, *had to*, *can/can’t*, *will/would*/*should* for speculation/deduction = when you guess possible answers to a question without having enough information to be certain. The hint for the appropriate verb form is given in brackets next to the missed modal verb:

Example: Polar bears *must have* (=express a logical conclusion, a sure guess based on information known to the speaker) been starving.

1. The thieves ___¹ (express a sure guess) come in through the window. Look, it’s still open.
2. Mike ___² (talk about something somebody was capable of doing but didn’t do) gone to Oxford University but he preferred Harvard.
3. They ___³ (speculate now about what has happened before) thought that I was not interested in my current job at all.
4. I ___⁴ (talk about possible present situations that have not happened) been earning a lot as an accountant but the work was just too boring.
5. He ___⁵ (predict what you think has already happened at present) already read the report by now. It’s too late to change it.
6. She ___⁶ (speculate about events that may or may not have happened) gotten our email this morning. I expect she’ll give us a call about it or write back later.
7. The assistant ___ not ___⁷ (say with less certainty that it was possible that something happened in the past) received my message.
8. I wish I ___⁸ (express some wish that didn’t come true) helped you.
9. The run-away suspect ___ not ___⁹ (say that you just believe something was impossible in Present) escaped through this window. It is too small.
10. I guess I ___¹⁰ (express the possibility of the event, though it did not really happen) passed my driving test if I’d really tried.
11. Driving so fast, he ___¹¹ (express the possibility that something was possible to happen although not very likely) had a nasty accident.
12. We thought they ___¹² (refer back to a time in the past from a point of view in the future) gotten home by five o’clock, but there was no reply when we phoned.
13. There ___¹³ (express low degree of probability relating to past events) been some evidence to suggest she's guilty, but it's hardly conclusive.
14. The islanders were able to carve the stone. The stone ___¹⁴ (say something was possible but you are less certain) been quite soft.
15. The islanders ___ not ___¹⁵ (say you are almost 100 percent certain that something was impossible) moved the stone! It was too heavy.
Exercise 4. Examine these sentences below. They all contain modal verbs which are italicized. Rewrite your sentences in the absence of modal verbs; use any identical expression instead so as to keep to the intended meaning:

**Common:** must=have to; must not=not to be allowed to; can=be able to; may=be allowed to; need=have to; need not=not to have to; shall/should/ought to=be supposed to/ be expected to/ be to; be able to = manage to; dare=be brave enough to; daresay=agree; be likely=probably/ be expected

*Example:* He can't see her tomorrow. = ... won't be able to...

1. The FBI detectives were able to investigate that complicated murder case in a pretty short time.
2. This completely wrong practice ought to have been abandoned long ago and was preserved only out of tradition.
3. *Should* I testify before a Grand Jury?
4. The grand jury can compel (=force to do) a witness to testify.
5. The U.S. Attorneys Manual states that prosecutors must recognize that the grand jury is an independent body, whose functions include not only the investigation of crime and the initiation of criminal prosecution but also the protection of the citizenry from unfounded criminal charges."
6. The prosecution may grant immunity in one of two forms. Transactional immunity (or "total" immunity) completely protects the witness from future prosecution for crimes related to his or her testimony. "Use and derivative use" immunity prevents the prosecution only from using the witness's own testimony or any evidence derived from the testimony against the witness.
7. However, should the prosecutor acquire evidence substantiating the supposed crime – independently of the witness's testimony – the witness may then be prosecuted for the same.
8. While prosecutors at the state level may offer a witness either transactional or use and derivative use immunity, at the federal level, use and derivative use immunity should be the norm.
9. In states where a defendant has a right to testify on his own behalf at a grand jury proceeding, waiver (=an agreement) of immunity must be regarded as invariable condition of that right.
10. He gets paid a lot of money, but I daresay (that) he earns it.
11. He was under attack for he'd dared to criticize the Prime Minister.
12. The school rules state that no child shall be allowed out of the school during the day, unless accompanied by an adult.
13. I badly need a rest from all this. That was such a nasty time I shall
never forget. There should be an investigation into the cause of the disaster.  
14. You mustn't worry too much about this. Things are likely to change for better soon.  
15. To guarantee reliability, operating conditions of this device should be kept well within maximum ratings.  
16. Like anywhere, America has some bad cities. These dangerous cities span (=enlarge fast in number) the U.S., covering both coasts, the north and the Midwest, and while some are places no tourist would want to touch with a 10-foot pole (=a long thin stick), others sit very near to ideal locales.  
17. Recession with its high unemployment, continuing layoffs, mounting debt, record foreclosures, and tight household budgets can be the perfect storm for crime.  
18. Some television programming strongly implies that those who threaten our security deserve no rights or liberties and need only be stopped in their tracks, violently, by all-American heroes.  
19. Television has taken on the more serious task of convincing us that the extension of government and judicial powers, at the expense of civil liberties, is necessary if we are to save ourselves from the terrifying creatures pushing at our gates or already hiding inside our porous borders.  
20. We are living in an age when people are more and more likely to be fearful of crime, and we are seeing harsher penalties for criminals: people want vengeance (=extremely cruel punishment), not rehabilitation.  
21. The prison service should try to rehabilitate prisoners so that they can lead normal lives when they leave prison.  
22. We must accept the results of a democratic election (=an election in which all people can vote).  
23. It's important that parents should allow their children some independence.  
24. Schoolchildren in Lancashire, UK are being asked to anonymously report people who they believe may be carrying a knife.  
25. To be a good manager, you must know how to devolve (=give power or responsibility to a person or organization at a lower or more local level) responsibility downwards.  
26. The detectives searched the house from top to bottom (=all over it), but they couldn't find any sign of the stolen goods.  
27. Under the terms of their contract, employees must give 3 months' notice if they leave.  
28. British and overseas companies will compete for the government contract on equal terms.
Exercise 5. Rewrite the given sentences. Use the appropriate modal verbs instead of the italicized expressions to intensify the intended meaning:

Example: I felt their hostility during the conversation. = I could feel their hostility during the conversation.

1. I was expected to write to her but I haven't had time.
2. You are required to leave now, take what you need, you think will last (It's All Over Now, Baby Blue Lyrics).
3. The students are allowed to take part in the conference.
4. We managed to translate this text without a dictionary.
5. I was unable to understand him when he spoke very fast.
6. It is impossible that this is true.
7. It is not allowed to touch the exhibits in a museum.
8. It is not necessary to take any entrance examinations to be admitted to an American university.
9. This morning the expert was planning to bring some more physical exhibits found on the scene of a crime.
10. These thieves operate with terrifying stealth – they are capable to easily steal from the pockets of unsuspecting travelers.
11. There are many possible reasons that will possibly be given to justify or explain why someone is supposed to be punished.
12. Punishment is able to serve as a means for society to publicly express denunciation of an action as being criminal.
13. Punishments differ in the degree of severity of their unpleasantness, and are permitted to include sanctions such as reprimands, deprivations of privileges or liberty, fines, incarcerations, ostracism, the infliction of pain, and the death penalty.
14. The cause of the accident will possibly never be discovered.
15. I asked him to move his car but he refused.
16. Don't worry; I will certainly be there to meet the train.
17. To be a successful scientist, it is necessary, at the very least, for one to be able to ask questions.
18. If there was someone to put a question it is almost certain that there will be someone to answer it.
19. Good ideas are supposed to be written down before they are forgotten.
20. In many cases it took some time before the discovery was appreciated.
21. To eliminate systematic error one has to take into account all factors.
Exercise 6. Examine these sentences. Identify the modal verbs; state their function next to the verb itself. Explain the particular usage of these verbs:

Example: The lawyers can (ability) solve even complicated legal problems. The date of the trial can (possibility) be changed.

1. With broadband access, citizens will be able to access the Internet quickly.
2. After a few months on the training course, I could make any public speech quite well.
3. There was a fire at the warehouse last night. We could have lost all our stock.
4. You needn’t come in tomorrow – I can deal with the clients myself.
5. The firm’s lawyers have to/ have got to provide professional counseling of the clients.
6. Passengers mustn’t leave their bags unattended at any time.
7. Boss to employee: You must get that report to me by 5.30. It’s urgent.
8. During my military service, we had to be up by 5.30. We had to obey orders and we weren’t allowed to go out in the evenings. The good thing was that we didn’t have to cook for ourselves.
9. Because he was from the EU, he didn’t need to get a visa to visit Britain.
10. It was just foolish to leave so much money in your office. It could have been stolen.
11. The thief had the keys so he was able to enter the house quickly.
12. Even after two months of investigation, they couldn’t find out any new facts.
13. If your income is very small you don’t have to pay tax.
14. We needn’t have rushed to the airport as the plane was late.
15. Those drivers who wish to hire a car must be over 21 and have a full driving license.
16. It is too late to appeal this decision now. You ought to have applied last week.
17. This information should have been given to the tax authorities two years ago.
18. Since we conclude that the plaintiff failed to prove the infringement, the order of district court mustn’t be reversed (＝changed).
19. When you go to the court next week, you shouldn’t argue with the judge.
20. The criminal’s confession may not have been sufficient to prove his guilt.
21. The witness testimony could have discovered the identity of the criminal.
22. The investigator ought not to have interviewed those witnesses in their office. The investigating officer must have discovered some more additional facts to associate the accused with crime scene. The officer should have gone to the crime scene once again.
23. The criminal must have already been identified as the perpetrator of the criminal act. The identity of the criminal may have been discovered by eyewitness’s testimony.
24. Tracing of the fugitive must have been included in the plan of the investigation just at the beginning of the operation. Also competent credible witnesses must have been discovered at the beginning of the investigation.
25. The criminal’s confession may not have been sufficient to prove his guilt.
26. They might make a decision on verdict we want.
27. A significant increase could have a dramatic effect upon business confidence.
28. Specialists say that taxes may rise before the end of the year. One commentator has said that the tax rise might even come next month.
29. The traffic is terrible today – they must be repairing the road again.
30. He sold his shares at their peak, so he must have made a lot of money.
31. Does he have to fill in that form? – Normally businesspersons don’t have to complete these forms; their lawyer will do that for them.
32. You mustn’t disclose to anybody the know-how of our new invention even after the termination of the agreement.
33. The matters shall be submitted to a binding arbitration clause in accordance with the rules of the American Arbitration Association.
34. To set up a business you will have to send some specified documents and forms to the Registrar of Companies.
35. The insurance company didn’t have to pay for the equipment damaged on board of the ship.
36. The law firm was worried they might have to cut the workforce, but they got some new cases and clients, so they didn’t need to make anyone redundant (=not employed).
37. We sent the lawyer in our Istanbul branch some important documents by air courier, but we needn’t have spent so much money because he was away on holiday at the time.
38. Will you please sit down here?
39. You should keep a detailed account of all your expenses.
40. We eliminated the possibility that it could have been an accident.
41. Your story couldn't be true. In order to get admitted to a law school students had to pass a special LSAT (Law School Admission Test) exam.
Exercise 7. Use the appropriate modal verb to complete the given sentences. Choose from the multiple choices below each sentence:

1. Women ___ drive on a public road in some Arab countries.  
   a) could; b) are able to; c) can’t; d) could have
2. I am sure that I ___ work as a lawyer.  
   a) may; b) could; c) was able to; d) will be able to
3. The lawyer ___ to persuade the jury of her client’s innocence last week.  
   a) can’t; b) may; c) was unable; d) can
4. This agreement in question ___ be modified without a written notice.  
   a) cannot; b) may; c) shall not; d) is able to
5. Some corporations ___ have perpetual (=continuing forever) existence.  
   a) could; b) managed to; c) could have; d) can
6. Partners ___ terminate the partnership by agreement or by guarantee.  
   a) may; b) cannot; c) could; d) may not
7. The companies ___ merge in order to continue the operations together.  
   a) can’t; b) could have; c) had better; d) are able to
8. Usually a joint venture is a temporary enterprise but it ___ become a permanent one.  
   a) will be able to; b) may; c) cannot; d) could have
9. This case ___ be only easy to win.  
   a) was able to; b) could have; c) can; d) managed to
10. The witness testimony ___ discovered the identity of the criminal.  
    a) can; b) cannot; c) could have; d) may
11. Democracy ___ be seen to work.  
    a) must not; b) will; c) needn’t; d) must
12. Everyone ___ register their name and address in order to ___ vote.  
    a) must; b) has to; c) doesn’t have to; d) cannot
    12  a) cannot; b) may; c) may not; d) be able to
13. Trade secret ___ be registered to be protected by law.  
    a) must not; b) cannot; c) needn’t; d) isn’t allowed to
14. To administer justice the judges ___ enjoy little arbitrary power because the law which they administer is defined by statutes and by judicial precedents.  
    a) cannot; b) must not; c) have to; d) must
15. You ___ look for the Constitution of Great Britain in one document; it is not codified as a whole in any separate particular document.  
    a) don’t have to; b) needn’t; c) must not; d) aren’t allowed to
16. The police are not above the law; they ___ act within the prescribed (=demanded) law and order.  
    a) cannot; b) need to; c) must; d) must not
17. Peremptory challenge means that the lawyer ___ state the reason for
asking that the juror be excused.
a) isn’t allowed to; b) must not; c) cannot; d) doesn’t have to
18. Only ten jurors agree upon a verdict if there are twelve jurors in civil cases. a) must; b) need to; c) cannot; d) mustn’t
19. An arrested person be taken to a police station as soon as it practicable after arrest. a) must; b) needs to; c) needn’t have; d) cannot
20. An arbitrator perform duties diligently and conclude the case as promptly as the circumstances reasonably permit. a) shall; b) should have; c) should; d) ought
21. The applicant to post a covering letter to introduce his/ her CV. a) ought; b) shall; c) should; d) should have
22. The accused been jailed for four months for drink-driving. a) should have; b) should not have; c) shall have; d) ought to have
23. The criminal have no hope of getting away with his crime and consequently, of going unpunished. a) should; b) shouldn’t; c) shall; d) should have
24. The judges act according to the law. a) shall; b) ought to; c) shouldn’t; d) should have
25. In order to understand the American Constitutional law you study numerous documents, various statutes, judicial decisions and others. a) are able to; b) shouldn’t; c) should; d) shall
26. The investigator also play the role of a laboratory expert in relation to the physical evidence found at the scene of a crime. a) ought to; b) should; c) shouldn’t; d) shall
27. The lawyer taking a two-day break. a) should; b) shall; c) ought to; d) suggested
28. I saw the accident but fortunately I give evidence as there were plenty of other witnesses. a) could not; b) didn’t have to; c) don’t have to; d) may not
29. Evidence also take the form of physical exhibits, such as a gun or a photograph. a) have to; b) must; c) should; d) may
30. When summoned for jury duty, Americans look upon it as an opportunity to serve their country and their fellow citizens. a) can; b) must; c) should; d) may
31. Many of the questions the judge and lawyers ask you during Voir Dire seem very personal to you, but you answer them completely. a) can; b) must; c) should; d) may
32. to report this accident to the police? a) Will we have; b) Can we; c) Should we; d) May we
**Exercise 8.** Make your own statement. Say what the investigation officer must have done:

*Example:* to locate the suspect on that very day → The investigation officer must have located the suspect on that very day.

1) to identify the criminal as the perpetrator of the criminal act in the short time limits;
2) to discover competent and credible witnesses very soon;
3) to complete at least two years as a uniformed officer before applying to join the Criminal Investigation Department;
4) to pass the National Investigators' Examination in order to qualify as a Detective;
5) to use unofficial though reliable sources of information;
6) to obtain additional evidence from a patent study of records;
7) to search the wanted person (=fugitive) so as to track him/her down;
8) to gather sufficient facts for court presentation;
9) to rely on a network of informants he/she has cultivated over the years;
10) to obtain a confession from the suspect by means of psychological pressure, within procedural boundaries and without the threat of violence.
11) to properly examine the complaint and the documents attached;
12) to keep you informed about the progress of your case.

**Exercise 9.** Make your own statement. Say what the criminal/ suspect may have done:

*Example:* to be taken in for questioning → The suspect may have been taken in for questioning at Hereford police station.

1) to confess of breaking into the apartment;
2) to use a knife while having committed the crime;
3) to enter the apartment through the open window;
4) to break into the house after 6 p.m.;
5) to be stupid enough to leave traces at the crime scene;
6) to hear the knock at the door and escape through the window;
7) to commit several repeated crimes in that particular town;
8) to leave some fingerprints on the glass and on the teapot.
9) to report his/ her human rights violation;
10) to considered himself/herself as one of life's rejects;
11) to be subjected to torture and lengthy interrogations;
12) to carry out two bomb attacks resulted in dozens of victims.
**Exercise 10.** Match the 1<sup>st</sup> part of the sentence to your left with its 2<sup>nd</sup> part given in the right row:

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; part of the sentence</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; part of the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) As a professional lawyer he managed to get a job in Korea, ...</td>
<td>a) he might have suffered brain damage.</td>
</tr>
<tr>
<td>2) He was lucky his car was equipped with the air-bags, ...</td>
<td>b) so ten witnesses were expected to testify at the trial.</td>
</tr>
<tr>
<td>3) He could have been sent to prison for drinking and driving, ...</td>
<td>c) they are bound to justify offering a big variety in export markets.</td>
</tr>
<tr>
<td>4) The witness testimony could have identified the links of the criminal with the notoriously rowdy gangsters</td>
<td>d) but the political situation had stopped us from opening an office in Greece.</td>
</tr>
<tr>
<td>5) The key witness for the prosecution would be offered police protection ...</td>
<td>e) the party must attempt to tap the underlying vein of nationalism in the country.</td>
</tr>
<tr>
<td>6) We could have done a great deal of business there ...</td>
<td>f) to defend themselves against the rioters.</td>
</tr>
<tr>
<td>7) The doctors say he may now be out of danger, at least, he might not be expected to die, ...</td>
<td>g) they had to lift the veil of secrecy surrounding the Home minister's unexpected resignation.</td>
</tr>
<tr>
<td>8) The doctors were worried that ...</td>
<td>h) though he didn’t want to live abroad.</td>
</tr>
<tr>
<td>9) And what might be the underlying significance ...</td>
<td>i) the society is more likely to lose its moral compass soon.</td>
</tr>
<tr>
<td>10) King Edward VIII abdicated (the British throne) in 1936 so that ...</td>
<td>j) but he was lucky they only could have fined him $500.</td>
</tr>
<tr>
<td>11) Before you start your own business ...</td>
<td>k) of these supposedly random acts?</td>
</tr>
<tr>
<td>12) These innovative ideas, methods and equipment could be used ...</td>
<td>l) otherwise he could have been killed in the crash.</td>
</tr>
<tr>
<td>13) Manufacturers need large sales globally but ...</td>
<td>m) for a variety of educational purposes.</td>
</tr>
<tr>
<td>14) In its bid to be elected, ...</td>
<td>n) after she received death threats.</td>
</tr>
<tr>
<td>15) The government has been urged that ...</td>
<td>o) although he has been extremely hurt in the car accident.</td>
</tr>
<tr>
<td>16) All the police officers should be equipped with shields ...</td>
<td>p) he could marry Mrs. Simpson, a divorced woman.</td>
</tr>
<tr>
<td>17) Some people believe that the increase in crime shows that ...</td>
<td>q) you should be familiar with the government’s rules and regulations.</td>
</tr>
</tbody>
</table>
Exercise 1. Use the appropriate modal verb to complete the given sentences. Choose from the multiple choices below each sentence:

1. I feel terrible this morning! – It’s your own fault. You ___ have slept last night.  
   a) might; b) should; c) must; d) would; e) could
2. You aren’t serious, are you? You ___ be joking!  
   a) are to; b) can; c) have to; d) could; e) must
3. Some people believe that to succeed in this world you ___ be ruthless.  
   a) are to; b) can; c) have to; d) could; e) must
4. Those responsible for these inhuman crimes ___ be brought to court and punished.  
   a) are to; b) can; c) have to; d) could; e) must
5. The advertising world ___ be a very cut-throat business.  
   a) are to; b) can; c) have to; d) could; e) must
6. Everyone at the conference ___ wear a badge with their name on to be instantly recognizable.  
   a) should; b) could; c) would; d) had to; e) might
7. You ___ recognize the seriousness of the problems we are facing.  
   a) are to; b) can; c) have to; d) could; e) must
8. My way of thinking ___ be different from yours, but it's equally valid.  
   a) might; b) should; c) must; d) would; e) could
9. They said six journalists ___ challenge in court the legality of the ban on broadcasting.  
   a) might; b) should; c) must; d) would; e) could
10. How ___ they forgive such barbarous behavior?  
    a) are to; b) can; c) have to; d) could; e) must
11. This research seems to lend some validity to the theory that the drug ___ cause cancer.  
    a) might; b) should; c) must; d) would; e) could
12. New alignments* ___ be formed within the business community.  
    a) are to; b) can; c) have to; d) could; e) must  (*=agreements)
13. If the parties ___ not reach agreement now, there will be a civil war.  
    a) are to; b) can; c) have to; d) could; e) must
14. This program contains language that some viewers ___ find offensive.  
    a) might; b) should; c) must; d) would; e) could
15. We ___ only deal with the companies which have a good credit record.  
    a) are to; b) can; c) have to; d) could; e) will
16. Some people ___ suffer severe neural damage as a result of the vaccination.  
    a) might; b) should; c) must; d) would; e) could
17. We ___ massive investment to modernize the country's telephone network.  
    a) might; b) can; c) need; d) could; e) will
1. Intellectual property (IP) is a term referring to a number of distinct types of creations of the mind for which a set of exclusive rights and the corresponding fields of law ___ 1 be applied.

2. Under intellectual property law, owners ___ 2 be granted certain exclusive rights to a variety of intangible assets.

3. Until recently, the purpose of intellectual property law ___ 3 give as little protection possible in order to encourage innovation.

4. Economists estimate that two-thirds of the value of large businesses in the U.S. ___ 4 be traced to intangible assets.

5. "IP-intensive industries" ___ 5 generate 72 percent more value added (price minus material cost) per employee than "non-IP-intensive industries".

6. Various moral justifications for private property ___ 6 be applicable to justifications for intellectual property.

7. Writer Ayn Rand has argued that the protection of intellectual property ___ 7 be regarded as an essentially moral issue.

8. The belief is that the human mind itself is the source of wealth and survival and that all property at its base ___ 8 be seen as intellectual property.

9. The Berne Convention for the Protection of Literary and Artistic Works (1886), an international agreement governing copyright, states that copyrights for creative works ___ 9 be automatic upon their creation without being asserted or declared.

10. An author ___ 10 not "register" or "apply for" a copyright in countries adhering to the Convention.

11. The United States initially refused to become a party to the Convention, since that ___ 11 required major changes in its copyright law, particularly with regard to moral rights, removal of the general requirement for registration of copyright works and elimination of mandatory copyright notice.

12. This led to the Universal Copyright Convention in 1952 which ___ 12 accommodated the wishes of the United States.
Exercise 3. Here are some sayings about lawyers by various famous people. Change the quotes into reported speech form. Mind the modal verbs used:

Example: A lawyer with a briefcase can steal more than a thousand men with guns (Mario Puzo) = Mario Puzo once said that a lawyer with a briefcase could steal more than a thousand men with guns.

1. While law is supposed to be a device to serve society, a civilized way of helping the wheels go round without too much friction, it is pretty hard to find a group less concerned with serving society and more concerned with serving themselves than the lawyers. (Fred Rodell)
   Reported Speech

2. It is unfair to believe everything we hear about lawyers. Some of it might not be true. (Gerald F. Lieberman)
   Reported Speech

3. I never saw a lawyer yet who would admit he was making money. (Mary Roberts Rinehart)
   Reported Speech

4. A man who never graduated from school might steal from a freight car. But a man who attends college and graduates as a lawyer might steal the whole railroad (Theodore Roosevelt, while attempting to persuade his son to become a lawyer).
   Reported Speech

5. He is no lawyer who cannot take two sides. (Charles Lamb)
   Reported Speech

6. A lawyer without history or literature is a mechanic, a mere working mason; if he possesses some knowledge of these, he may venture to call himself an architect. (Sir Walter Scott)
   Reported Speech

7. It is not what a lawyer tells me I may do; but what humanity, reason, and justice tell me I ought to do. (Edmund Burke)
   Reported Speech

8. A lawyer will do anything to win a case, sometimes he will even tell the truth. (Patrick Murray)
   Reported Speech

9. If there were no bad people there would be no good lawyers. (Charles Dickens)
   Reported Speech
10. Laws should be like clothes. They should be made to fit the people they serve. (Clarence Darrow)

Reported Speech

11. Choose a subject equal to your abilities; think carefully what your shoulders may refuse, and what they are capable of bearing. (Horace)

Reported Speech

12. As a child I wanted to be everything from a doctor, lawyer, flight attendant to an IT professional and could never make up my mind. I figured as an actor I'd get to play all these professions. (Lavrenti Lopes)

Reported Speech

13. Everybody has a right to be defended, and every lawyer has a duty to defend people accused. And my office is to defend him, to discuss the accusation point by point, as I think this is a normal step in a democracy. (Jacques Verges)

Reported Speech

14. Lawyers should never marry other lawyers. This is called "inbreeding," from which come idiot children and more lawyers. (Kip Lurie)

Reported Speech

15. A man without money needs no more fear a crowd of lawyers than a crowd of pickpockets. (R. Rinkle)

Reported Speech

16. All in all I'd rather have been a judge than a miner. And what's more, being a miner, as soon as you are too old and tired and sick and stupid to do the job properly, you have to go. Well, the very opposite applies with judges. (Peter Cook)

Reported Speech

17. I don't want a Lawyer to tell me what I cannot do; I hire him to tell me how to do what I want to do. (J.P. Morgan)

Reported Speech

18. I don't think you can make a lawyer honest by an act of legislature. You've got to work on his conscience. And his lack of conscience is what makes him a lawyer. (Will Rogers)

Reported Speech

19. If the laws could speak for themselves, they would complain of the lawyers in the first place. (Lord Halifax)

Reported Speech

20. We don't seem to be able to check crime, so why not legalize it and then tax it out of business? (Will Rogers)

Reported Speech
Exercise 4. Examine the sentences. Identify the modal verbs; state their function next to the verb itself. Explain the particular usage of these verbs:

Example: *Could* (polite request) you help me with this report, please?

1. Several criminals managed to escape into the woods.
2. His car broke down again. He should definitely buy a new car.
3. I should have studied harder for my exams. I failed two of them.
4. Tell him that he must be in the office tomorrow morning. We are going to have an important meeting.
5. He must feel terrible after the accident. He would better see a doctor or his injury will completely ruin his chances of healthy living.
6. As the political emphasis shifts, Bulgaria will inevitably become more westernized.
7. You should have come back on Friday. You missed an important meeting.
8. If he wants to go to England, he must obtain a visa first.
9. Evidence suggested that the AIDS virus could spread very quickly among the heterosexual community.
10. He might have told the truth during the police interrogation.
11. He will be issuing directions to judges on sentencing in the next few days.
12. Gregory couldn't be lying to us. He is an honest man. He couldn't have taken the money!
13. He refused to say anything on the grounds that he might incriminate himself.
14. We have exhausted all possible legal remedies for this case and now we must only denounce (=criticize) injustice and oppression.
15. You mustn't leave the door open. You must lock the door when you leave.
16. You have to read this article. We are going to discuss it in our class tomorrow. So you should do it today anyway. Don’t take your time!
17. Most of our employees are planning to support their union's call for strike action for a reduction in the working week and improved safety standards next week. You must tell the boss about it.
18. I don't know how they manage to support their expensive lifestyle.
19. We would better synchronize our watches if we all want to be there at the same time.
20. According to the resolution passed recently the syndicate of banks is to finance the deal in question.
**Exercise 5.** Examine the sentences. Identify the modal verbs; state their function next to the verb itself. Put questions to the given sentences:

1. Criminal charges will be brought against the driver.
   **Question**

2. I wouldn't dare say anything against him (= criticize him) to his mother!
   **Question**

3. I have no objection except that it may cost more than expected.
   **Question**

4. Leading opponents of the proposed cuts in defense spending will meet later today.
   **Question**

5. He used to tell his children all those spine-chilling ghost stories.
   **Question**

6. His detractors claim that his fierce temper would make him unsuitable for party leadership.
   **Question**

7. Her objection against the plan could be based on incorrect facts.
   **Question**

8. I should like to add a rider (=extra statement) to the judgment of the court.
   **Question**

9. The pilot of the aircraft will surely be exculpated (=remove blame from someone) when all the facts are known.
   **Question**

10. He must have been disqualified after having tested positive for anabolic steroids.
    **Question**

11. The Irish government announced it was to legalize homosexuality.
    **Question**

12. For some people, marriage is an anachronism from the days when women needed to be protected.
    **Question**

13. It's my quite personal feeling that the money spent on drug prohibition would be better spent on information and education.
    **Question**

14. Heavy cigarette smoking may often cause emphysema.
    **Question**

15. Antitrust laws shall prevent companies from unfairly controlling prices.
    **Question**
Exercise 6. Examine the given questions. Identify the modal verbs; state their function next to the verb itself. Answer the given questions:

1. Would anyone object if we started the meeting now?
   **Reply**

2. Here, your eyes are better than mine – could you thread (= put thread through) this needle for me?
   **Reply**

3. Has the government finally introduced a law prohibiting tobacco advertisements on TV? It should have done it long ago!
   **Reply**

4. Will the Housing Bill be given its second reading in Parliament today?
   **Reply**

5. If I go ahead with the plan, can I count on your backing (=support)?
   **Reply**

6. Would you care to partake of a little wine with us?
   **Reply**

7. When has the government ruled that the refugees must be deported?
   **Reply**

8. How long will it take to exorcise (=remove the bad effects of a frightening/upsetting event) the memory of the accident?
   **Reply**

9. What supernatural powers does the Chancellor have to be able to communicate with the dead? The allegations, if true, could lead to her resignation. Would it be true to say that you've just never liked her?
   **Reply**

10. How poor is the land here that it cannot support any crops at all?
    **Reply**

11. The prime minister issued a diktat that all Cabinet members must attend early-morning meetings. Must the ministers sign it to confirm this?
    **Reply**

12. If you really want the promotion, you'll have to be more assertive. Need I say more?
    **Reply**

13. She argued that they badly needed legal reform. Has she instanced any recent cases with grossly unfair verdicts?
    **Reply**

14. Might these problems be solved by money alone? or should we look for some more options?
    **Reply**
<table>
<thead>
<tr>
<th>1st part of the quote</th>
<th>2nd part of the quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Only the man who has enough good in him to feel the justice of the penalty...</td>
<td>a) to condemn an educated and sensible woman to spend all her time boiling potatoes and patching old garments. (Sarah Grimke)</td>
</tr>
<tr>
<td>2) A rule that cannot be bent...</td>
<td>b) a workman without tools. (Thomas Jefferson)</td>
</tr>
<tr>
<td>3) The greater the number of laws and enactments, ...</td>
<td>c) it must not stand still. (Roscoe Pound)</td>
</tr>
<tr>
<td>4) A man may as well open an oyster without a knife, ...</td>
<td>d) I'd be in front of the jury singing. (Jennifer Lopez)</td>
</tr>
<tr>
<td>5) What a holler would ensue if people had to pay the minister as much to marry them as they have to pay ...</td>
<td>e) businesses and manufacturers have to cover themselves and their employees – just in case they get sued by a greedy personal injury lawyer. (Dennis Hastert)</td>
</tr>
<tr>
<td>6) The law must be stable and yet ...</td>
<td>f) as a lawyer's mouth without a fee. (Barten Holyday)</td>
</tr>
<tr>
<td>7) The Tort Tax adds to the cost of everything we buy because ...</td>
<td>g) they will plead their clients' causes hereafter, some of them in hell. (Henry Burton)</td>
</tr>
<tr>
<td>8) My parents wanted me to be a lawyer. But I don't think I would have been very happy. (…)</td>
<td>h) a lawyer to get them a divorce. (Claire Trevor)</td>
</tr>
<tr>
<td>9) A lawyer without books would be like ...</td>
<td>i) achieved without some sacrifice of principle. (Alan Dershowitz)</td>
</tr>
<tr>
<td>10) Lawyers belong to the people by birth and interest, and to the aristocracy by habit and taste; they may be looked upon as ...</td>
<td>j) the more thieves and robbers there will be. (Lao-tzu)</td>
</tr>
<tr>
<td>11) Lawyers are operators of toll bridges which ....</td>
<td>k) which can be done to-day. (Abraham Lincoln)</td>
</tr>
<tr>
<td>12) Law is an imperfect profession in which success can rarely be ...</td>
<td>l) can be punished. (William Ernest Hocking)</td>
</tr>
<tr>
<td>13) If lawyers were to undertake no causes till they were sure they were just, a man might be ...</td>
<td>m) the connecting link of the two great classes of society. (Alexis de Tocqueville)</td>
</tr>
<tr>
<td>14) When a man points a finger at someone else, he should remember that...</td>
<td>n) in the long run, they form a counter authority to the law. (Denis Diderot)</td>
</tr>
<tr>
<td>15) In a state where corruption abounds, ...</td>
<td>o) four of his fingers are pointing at himself. (Louis Nizer)</td>
</tr>
<tr>
<td>16) As long as the world shall last there will be wrongs, and if no man objected and no man rebelled, ...</td>
<td>p) will certainly be broken. (Robert Brault)</td>
</tr>
<tr>
<td>17) The decisions of law courts should never be printed:</td>
<td>q) pity, not bribes, be the motive. (Miguel de Cervantes)</td>
</tr>
<tr>
<td>18) Good people do not need laws to tell them to act responsibly, while...</td>
<td>r) to have too many. (Michel Eyquem de Montaigne)</td>
</tr>
<tr>
<td>19) The leading rule for the lawyer, as for the man of every other calling, is diligence. Leave nothing for tomorrow...</td>
<td>s) anyone in search of justice must pass. (Jane Bryant Quinn)</td>
</tr>
<tr>
<td>20) It would be as wise to set up an accomplished lawyer to saw wood as a business as...</td>
<td>t) precluded altogether from a trial of his claim, though, were it judicially examined, it might be found a very just claim. (Samuel Johnson)</td>
</tr>
<tr>
<td>21) When the severity of the law is to be softened, let...</td>
<td>u) cleaned, wound up, and set to true time. (Henry Ward Beecher)</td>
</tr>
<tr>
<td>22) Our wrangling lawyers are so litigious and busy here on earth, that I think...</td>
<td>v) those wrongs would last forever. (Clarence Darrow)</td>
</tr>
<tr>
<td>23) It would be better to have no laws at all, than...</td>
<td>w) bad people will find a way around the laws. (Plato)</td>
</tr>
<tr>
<td>24) In all governments, there must of necessity be both the law and the sword; laws without arms would give us not liberty, but licentiousness; and...</td>
<td>x) more advised than confident. Above all things, integrity is their portion and proper virtue. (Francis Bacon)</td>
</tr>
<tr>
<td>25) Laws and institutions, like clocks, must occasionally be...</td>
<td>y) laws must be very numerous. (Publius Cornelius Tacitus)</td>
</tr>
<tr>
<td>26) Judges ought to be more leaned than witty, more reverent than plausible, and...</td>
<td>z) arms without laws, would produce not subjection, but slavery. (Charles Caleb Colton)</td>
</tr>
</tbody>
</table>
The Most Annoying Mistakes in English

Because English is such a complex language, it is fraught with traps that we all frequently fall into. With this list we hope to clear up at least a few of the confusing words we use every day. This is a list of some of the more common errors people make with English. First let’s examine some helpful definitions:

**What are Homophones?** – Words which have the same pronunciation but different meanings and (sometimes) spellings.

**What are Homonyms?** – Words which have the same pronunciation and spelling but different meanings.

**What are Homographs?** – Words which have the same spellings but different meaning and (sometimes) pronunciation.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept: (verb)</td>
<td>to receive willingly, to approve, to agree.</td>
</tr>
<tr>
<td>Except: (preposition or verb)</td>
<td>exclusion or leave out.</td>
</tr>
<tr>
<td>Ad:</td>
<td>An advertisement.</td>
</tr>
<tr>
<td>Add:</td>
<td>to combine, join, unite or to find a sum.</td>
</tr>
<tr>
<td>Advice: (noun)</td>
<td>suggestion or recommendation.</td>
</tr>
<tr>
<td>Advise: (verb)</td>
<td>to suggest.</td>
</tr>
<tr>
<td>Affect: (verb)</td>
<td>to change.</td>
</tr>
<tr>
<td>Effect: (noun)</td>
<td>result.</td>
</tr>
<tr>
<td>Ate:</td>
<td>Past tense of verb [to eat].</td>
</tr>
<tr>
<td>Eight:</td>
<td>number 8.</td>
</tr>
<tr>
<td>Buy: (verb)</td>
<td>to purchase.</td>
</tr>
<tr>
<td>By:</td>
<td>next to something, by way of something.</td>
</tr>
<tr>
<td>Bye:</td>
<td>Used to express farewell. Short for [goodbye].</td>
</tr>
<tr>
<td>Choose: (verb)</td>
<td>to make a choice or selection.</td>
</tr>
<tr>
<td>Chose: (past tense of the verb)</td>
<td>[to choose].</td>
</tr>
<tr>
<td>Choice: (noun)</td>
<td>choosing; selection.</td>
</tr>
<tr>
<td>Cite:</td>
<td>to mention something or to quote somebody as an example or proof.</td>
</tr>
<tr>
<td>Site:</td>
<td>the location of an event or object. A website.</td>
</tr>
<tr>
<td>Sight:</td>
<td>ability to see, a thing that can be seen.</td>
</tr>
<tr>
<td>Decent:</td>
<td>kind, tolerant, respectable, modest.</td>
</tr>
<tr>
<td>Descent:</td>
<td>family origins or ancestry; the process of coming or going down.</td>
</tr>
<tr>
<td>Dissent: (verb or noun)</td>
<td>disagreement with a prevailing or official view.</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
</tr>
<tr>
<td>------</td>
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<tr>
<td>Desert: (verb)</td>
<td>to leave or abandon.</td>
</tr>
<tr>
<td>Desert: (noun)</td>
<td>waterless land with no vegetation and covered with sand.</td>
</tr>
<tr>
<td>Dessert:</td>
<td>sweet food served after the meal.</td>
</tr>
<tr>
<td>Eat:</td>
<td>to put food into the mouth, chew it and swallow it.</td>
</tr>
<tr>
<td>It:</td>
<td>the thing, animal or situation which has already been mentioned.</td>
</tr>
<tr>
<td>Four:</td>
<td>number 4</td>
</tr>
<tr>
<td>For:</td>
<td>to indicate the object, aim, or purpose of an action or activity.</td>
</tr>
<tr>
<td>Here:</td>
<td>in, at, or to this place.</td>
</tr>
<tr>
<td>Hear:</td>
<td>to perceive (sound) by the ear.</td>
</tr>
<tr>
<td>Knew:</td>
<td>past simple of the verb [to know].</td>
</tr>
<tr>
<td>New:</td>
<td>recently created.</td>
</tr>
<tr>
<td>Know: (verb)</td>
<td>to be familiar with someone or something.</td>
</tr>
<tr>
<td>Now:</td>
<td>at the present time or moment.</td>
</tr>
<tr>
<td>No:</td>
<td>negative reply, refusal or disagreement.</td>
</tr>
<tr>
<td>Many:</td>
<td>consisting of a large number, numerous.</td>
</tr>
<tr>
<td>Money:</td>
<td>currency or coins issued by a government that can be exchanged for goods and services.</td>
</tr>
<tr>
<td>Off:</td>
<td>away, at a distance in space or time.</td>
</tr>
<tr>
<td>Of:</td>
<td>belonging to or connected with someone or something.</td>
</tr>
<tr>
<td>Peace:</td>
<td>freedom from war and violence.</td>
</tr>
<tr>
<td>Piece:</td>
<td>a part of something.</td>
</tr>
<tr>
<td>Then:</td>
<td>refers to time or consequence.</td>
</tr>
<tr>
<td>Than:</td>
<td>used to compare or contrast things.</td>
</tr>
<tr>
<td>There:</td>
<td>place or position.</td>
</tr>
<tr>
<td>Their:</td>
<td>possessive word that shows ownership of something.</td>
</tr>
<tr>
<td>To:</td>
<td>preposition (I went to school) or part of an infinitive (to go, to work).</td>
</tr>
<tr>
<td>Too:</td>
<td>also (I like you too) or in excess (That is too much).</td>
</tr>
<tr>
<td>Two:</td>
<td>number 2</td>
</tr>
<tr>
<td>Wander:</td>
<td>to walk aimlessly or without any destination.</td>
</tr>
<tr>
<td>Wonder: (noun)</td>
<td>feeling of surprise and admiration. (verb) desire to know.</td>
</tr>
<tr>
<td>Weather:</td>
<td>the atmospheric conditions in area, with regard to sun, cloud, temperature, wind and rain.</td>
</tr>
<tr>
<td>Whether:</td>
<td>introduces indirect question involving alternative possibilities.</td>
</tr>
<tr>
<td>Where:</td>
<td>to, at or in what place.</td>
</tr>
<tr>
<td>Were:</td>
<td>past tense of the verb [to be]</td>
</tr>
<tr>
<td>Wear:</td>
<td>to have clothing, glasses, etc. on your body.</td>
</tr>
<tr>
<td>Write: (verb)</td>
<td>– to form letters/words on a surface (paper) with a pen/ pencil</td>
</tr>
<tr>
<td>Right:</td>
<td>morally good, proper. Also opposite of left.</td>
</tr>
</tbody>
</table>
A local United Way office realized that the organization had never received a donation from the town's most successful lawyer. The person in charge of contributions called him to persuade him to contribute. "Our research shows that out of a yearly income of at least $500,000, you give not a penny to charity. Wouldn't you like to give back to the community in some way?" The lawyer mulled this over for a moment and replied, "First, did your research also show that my mother is dying after a long illness, and has medical bills that are several times her annual income?" Embarrassed, the United Way rep mumbled, "Um ... no." The lawyer interrupts, "or that my brother, a disabled veteran, is blind and confined to a wheelchair?" The stricken United Way rep began to stammer out an apology, but was interrupted again. "or that my sister's husband died in a traffic accident," the lawyer's voice rising in indignation, "leaving her penniless with three children?!" The humiliated United Way rep, completely beaten, said simply, "I had no idea..." On a roll, the lawyer cut him off once again, "So if I don't give any money to them, why should I give any to you?"

A lawyer died and arrived at the pearly gates. To his dismay, there were thousands of people ahead of him in line to see St. Peter. To his surprise, St. Peter left his desk at the gate and came down the long line to where the lawyer was, and greeted him warmly. Then St. Peter and one of his assistants took the lawyer by the hands and guided him up to the front of the line, and into a comfortable chair by his desk. The lawyer said, "I don't mind all this attention, but what makes me so special?" St. Peter replied, "Well, I've added up all the hours for which you billed your clients, and by my calculation you must be about 193 years old!"

A Russian, a Cuban, an American and a Lawyer are in a train. The Russian takes a bottle of the Best Vodka out of his pack; pours some into a glass, drinks it, and says: "In Russia, we have the best vodka of the world, nowhere in the world you can find Vodka as good as the one we produce in Moscow. And we have so much of it, that we can just throw it away..." So he opens the window and throws the rest of the bottle through it. All the others are quite impressed. The Cuban takes a pack of Havana’s, takes one of them, lights it and begins to smoke it saying: "In Cuba, we have the best cigars of the world: Havana’s, nowhere in the world there is so many and so good cigars and we have so much of them, that we can just throw them away...". Saying that, he throws the pack of Havana’s thru the window. One more time, everybody is quite impressed. At this time, the American just stands up, opens the window, and throws the Lawyer through it...
**Infinitives and –ing-forms**

Infinitives and Gerunds are verb forms that can take the place of a noun in a sentence and as a result can act like nouns. They can follow adjectives and other verbs. Gerunds can also follow prepositions.

An **infinitive** = to + the verb (E.g.: to walk, to talk, to think, to listen, etc.)
A **gerund** (often known as an -ing word) is a noun formed from a verb by adding –ing (E.g.: walking, talking, thinking, listening, etc.)

But **NOTE! Not all words formed with -ing are gerunds.**

<table>
<thead>
<tr>
<th>1) Both infinitives and gerunds can be the subject of a sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g.: <em>To write</em> in English is difficult. // E.g.: <em>Writing</em> in English is difficult.</td>
</tr>
<tr>
<td>2) Both infinitives and gerunds can be the object of a verb:</td>
</tr>
<tr>
<td>E.g.: <em>I like to write in English.// I like writing in English.</em></td>
</tr>
<tr>
<td>3) Only gerunds can be the object of a preposition</td>
</tr>
<tr>
<td>E.g.:<em>We are talking about writing in English.</em></td>
</tr>
</tbody>
</table>

When a verb follows a verb it either takes the gerund or infinitive form. Unfortunately there is no rule as to which form the verb takes. The same is true when the verb follows an adjective. Whether you use a gerund or an infinitive depends on the main verb in the sentence.

- Infinitives are often used when actions are unreal, abstract, or future or when we speak for particular situations.
- Gerunds are often used when actions are real, concrete or completed or when we speak about things in general

- **The best way to learn their correct use is with practice:**

- **Verbs which are normally followed by the infinitive form:**
  afford; agree; appear; arrange; ask; attempt; care; choose; claim; come; consent; dare; decide; demand; deserve; determine; elect; endeavour; expect; fail; get; guarantee; hate; help; hesitate; hope; hurry; incline; intend; learn; long; manage; mean; need; offer; plan; prepare; pretend; promise; refuse; resolve; say; seem; tend; threaten; want; wish

- **Verbs that are normally followed by the gerund form:**
  acknowledge; admit; adore; anticipate; appreciate; avoid; celebrate; confess; contemplate; delay; deny; describe; detest; discuss; dislike; dread; endure; enjoy; fancy; finish; imagine; involve; keep; justify; mention; mind; miss; omit; postpone; practise; quit; recall; recommend; regret; report; resent; resist; resume; risk; spend (time); suggest; tolerate; understand; waste (time)
### Verbs which can be followed by the gerund or infinitive form (with no change in meaning):
- begin; continue; hate; like; love; neglect; prefer; start; try

### Verbs which can be followed by the gerund or infinitive form (with a change in meaning):
- forget; remember; stop

Some verbs are followed by a pronoun or noun referring to a person, and then an infinitive. Gerunds cannot be used in this position.

### Some common verbs followed by an indirect object plus an infinitive:
- ask; beg; cause; challenge; convince; encourage; expect; forbid; force; hire; instruct; invite; need; order; persuade; remind; require; teach; tell; urge; want; warn

### The gerund (-ing form) must be used when a verb comes after a preposition:
- against; at; after; by; on; instead of; talk about; tired of; without

**Note:** Take care not to confuse the preposition "to" with an infinitive form, or with an auxiliary form such as have to, used to, going to

### Verbs Followed by a Preposition and a Gerund:
- admit to; approve of; argue about; believe in; care about; complain about; concentrate on; confess to; depend on; disapprove of; discourage from; dream about; feel like; forget about; insist on; object to; plan on; prevent from; refrain from; succeed in; talk about; think about; worry about

### Infinitive Constructions

#### The Complex Object (The Objective –with – the – Infinitive Construction)
= Noun / Pronoun in the Objective case + Infinitive (COC)

**E.g.:** We expect him to solve this problem. It is used:
1) After such verbs of desire as: to want, to wish, to desire, would like;
2) After such verbs of assumption as: to expect, to believe, to think, to suppose, to consider, to find;
3) After such verbs of orders and requests as: to command, to order, to ask, to allow;
4) After such verbs of sensory perception as: to see, to hear, to notice, to feel, to watch, to observe + bare infinitive;
5) After such verbs of encouraging as: to make, to force, to have, to let + bare infinitive.

#### The Complex Subject (The Nominative–with–the–Infinitive Construction)
= Noun/Pronoun in the Nominative case + Infinitive = CSC = Passive of COC

**E.g.:** He was said to be one of the most promising lawyers. It is used:
1) With such verbs of mental activity in the Passive Voice as: to believe, to think, to consider, to know, to say, to expect, to imagine, to assume, to report, to suggest, to find, to understand, to see, to hear, to notice, etc.
2) With such intransitive verbs in the active Voice as: to seem, to appear, to prove, to happen, to turn out;
3) With such constructions as: to be likely; to be unlikely; to be certain; to be sure; to be able

"For + to infinitive" construction = the infinitive + its own inner subject
E.g.: For him to be late for the court hearing was unthinkable.

**Absolute Infinitive Construction** = It consists of a noun in the common case + an infinitive. It is generally used in legal texts and business documents: E.g.: The company ordered oil, delivery to be made in May.

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**What makes Infinitive, Gerund and Participle non-finite verbal forms?**

<table>
<thead>
<tr>
<th>Function of verbals</th>
<th>Infinitive (to+verb)</th>
<th>Gerund (verb+ing)</th>
<th>Participle I Participle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>of a verb</td>
<td>1) express action/state of being; 2) shows aspect and voice with the help of auxiliary verbs; 3) has indefinite; continuous; perfect; perfect continuous tenses; 4) part of a predicate (modal verbs + bare/ full/ marked infinitive)</td>
<td>1) express action/state of being; 2) shows aspect and voice with the help of auxiliary verbs; 3) has perfect tense;</td>
<td>1) express action/state of being; 2) has present/past tense; 3) acts as part of a predicate; 4) has aspect/voice</td>
</tr>
<tr>
<td>of a noun</td>
<td>1) subject of the sentence; 2) direct object of the verb; 3) retained object; 4) subjective complement; 5) appositive/delayed appositive</td>
<td>1) subject of the sentence; 2) direct object; 3) object of a preposition; 4) retained object; 5) subjective complement; 6) appositive/delayed appositive</td>
<td></td>
</tr>
<tr>
<td>of an adjective</td>
<td>describes a noun—acts as an attribute</td>
<td></td>
<td>they modify nouns</td>
</tr>
<tr>
<td>of an adverb</td>
<td>describes a verb—adverbial modifier</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Exercise A: Complete the sentences using either the infinitive or the –ing form of the verbs given in brackets:

1. He was accused of ___¹ (leak) classified information to the press.
2. He was fined for ___² (drive) without lights.
3. The hostages were rescued without a shot ___³ (be) fired.
4. They escaped by ___⁴ (slide) down ropes made of blankets.
5. You’d better consult your lawyer before ___⁵ (decide) to buy the property.
6. He gave up ___⁶ (gamble) after he gambled away all of his savings.
7. Try to avoid ___⁷ (make) him angry.
8. After ___⁸ (talk) for ten minutes I succeeded in ___⁹ (convince) him that there was no danger.
9. Stop ___¹⁰ (argue) and start ___¹¹ (work).
10. I am against ___¹² (make) any complaints.
11. I suggest ___¹³ (hold) another meeting next week.
12. He finished ___¹⁴ (speak) and sat down.
13. He lost no time in ___¹⁵ (get) down to work.
14. They don’t allow ___¹⁶ (smoke) in here.
15. If you put your money into that business you risk ___¹⁷ (lose) every penny.
16. By ___¹⁸ (work) day and night he succeeded in ___¹⁹ (finish) the job in time.
17. If a thing is worth ___²⁰ (do) at all it is worth ___²¹ (do) well. (proverb)
18. I hate ___²² (borrow) money.
19. He was furious at ___²³ (be mistaken) for an escaped convict.
20. I am looking forward to ___²⁴ (see) you.
21. I’m for ___²⁵ (do) nothing till the police arrive. They don’t like you ___²⁶ (move) anything when the crime has been committed.
22. He dreads ___²⁷ (have) to retire.
23. I’m not used to ___²⁸ (drive) on the left. When you see everyone else ___²⁹ (do) it you’ll find it quite easy ___³⁰ (do) yourself.
24. I arranged ___³¹ (meet) them here.
25. Before ___³² (give) evidence you must swear ___³³ (speak) the truth.
26. He’s fully prepared ___³⁴ (meet) them any time they choose.
Exercise B: Examine the given sentences. Identify the infinitive constructions used in the sentences. State their type and function:

1. Johnny saw the crowd break the line of policemen barring their way.
2. He considers this question to be of great importance.
3. The best thing for you to do is to obey the laws.
4. They were unlikely to come in time. They seemed to have forgotten about our arrangement.
5. She has lost her battle to retain control of the company.
6. I know her to have graduated from the university three years ago.
7. Three people are reported to have been injured in the explosion.
8. The company is said to be losing a lot of money.
9. Many mergers appear to have been motivated by a desire to increase market power rather than by a desire to increase efficiency.
10. The world community wants the provisional government to introduce the positive changes as soon as possible.
11. The manager considers the results of the merger to be unsatisfactory.
12. The modern system of profitable sales is said to be based upon the principle of competition.
13. They heard the thief crash through the door.
14. Scientists are determined to completely and utterly eradicate (=get rid of completely) the disease.
15. Nature has many secrets to be discovered yet.
16. The group elected one of its members to be their spokesperson.
17. I don't consider him to be a good manager.
18. We expect interest rates to rise next week.
19. She has risen to be head of the company in spite of being a woman in a man’s world.
20. More than 200 years ago, the economist Adam Smith formulated a theory to describe industrial practices that were already centuries old.
21. This instruction is targeted for the legal staff of the company to follow.
22. The President is so powerful that he is able to dictate to the government.
23. Many people are reported to be homeless after the floods in Thailand.
24. The total value of international movements of capital is thought to be at least ten times the value of world trade in goods and services.
25. He spoke loud enough for you to hear.
<table>
<thead>
<tr>
<th>Sentence</th>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. These measures have been taken with a view to ___ the company's profits.</td>
<td>a) increasing; b) increase</td>
<td></td>
</tr>
<tr>
<td>2. In the light of recent incidents, we are ___ our customers to ___ particular care of their personal belongings.</td>
<td>a) to ask; b) asking // a) take; b) taking</td>
<td></td>
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<tr>
<td>3. She had just enough energy to ___ through the day.</td>
<td>a) get; b) getting</td>
<td></td>
</tr>
<tr>
<td>4. The reduction in funds is ___ the development of new programs.</td>
<td>a) to throttle*; b) throttling (*=prevent from succeeding)</td>
<td></td>
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<tr>
<td>5. I had ___ through the crush to get to the door.</td>
<td>a) struggling; b) to struggle</td>
<td></td>
</tr>
<tr>
<td>6. Police are ___ the break-in with other recent thefts in the area.</td>
<td>a) to connect; b) connecting</td>
<td></td>
</tr>
<tr>
<td>7. Discounting is the process of ___ a security for less than its face value.</td>
<td>a) buying; b) to buy</td>
<td></td>
</tr>
<tr>
<td>8. The doctor has told him to ___ or he'll have a heart attack.</td>
<td>a) slow down; b) slowing down</td>
<td></td>
</tr>
<tr>
<td>9. Start ___ life here and now instead of ___ for that mythical day when you'll be prominent.</td>
<td>a) to live; living// a) to wait; b) waiting</td>
<td></td>
</tr>
<tr>
<td>10. Does your travel insurance ___ you against the loss or theft of cash?</td>
<td>a) covering; b) cover</td>
<td></td>
</tr>
<tr>
<td>11. They will only agree to ___ the contract if certain conditions are met.</td>
<td>a) sign; b) signing</td>
<td></td>
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<tr>
<td>12. The company has agreed ___ all our expenses.</td>
<td>a) to meet; b) meeting</td>
<td></td>
</tr>
<tr>
<td>13. The control of the money supply is probably one of the most important instruments for ___ total demand in an economy.</td>
<td>a) regulating; b) regulate</td>
<td></td>
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<tr>
<td>14. We discussed ___ a new business.</td>
<td>a) to open; b) opening</td>
<td></td>
</tr>
<tr>
<td>15. We have succeeded in ___ a new competitive market.</td>
<td>a) enter; b) entering</td>
<td></td>
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<tr>
<td>16. Senior government officials will be ___ a meeting tomorrow.</td>
<td>a) attend; b) attending</td>
<td></td>
</tr>
<tr>
<td>17. War, famine and oppression have forced people in the region to ___ from their homes.</td>
<td>a) flee; b) fleeing</td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; part of the sentence</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; part of the sentence</td>
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<td>----------------------------------</td>
<td>----------------------------------</td>
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<tr>
<td>1) In the circumstances, I look forward to ...</td>
<td>a) have effect on every aspect of ordinary people’s life.</td>
<td></td>
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<tr>
<td>2) I don’t agree to sign any contract before ...</td>
<td>b) cutting spending on health care and education.</td>
<td></td>
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<tr>
<td>3) The opposition party has called for ...</td>
<td>c) football hooligans stampeded through the city centre.</td>
<td></td>
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<tr>
<td>4) He has been accused of ...</td>
<td>d) consult your doctor immediately.</td>
<td></td>
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<tr>
<td>5) Any increase in government spending and borrowing will ...</td>
<td>e) the company to increase its share capital through investment trusts.</td>
<td></td>
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<tr>
<td>6) Our senior partner was lucky to ...</td>
<td>f) investigate fraud claims.</td>
<td></td>
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<tr>
<td>7) There were reports of widespread looting (=stealing from shops) as ...</td>
<td>g) have been stealing company funds from the cash register.</td>
<td></td>
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<tr>
<td>8) Please apply for a new job in ...</td>
<td>h) find work at harvest time.</td>
<td></td>
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<tr>
<td>9) Mexican farm workers migrate into the US each year to ...</td>
<td>i) receiving our client's cheque for the sum of £570 within a week.</td>
<td></td>
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<tr>
<td>10) He was discovered to ...</td>
<td>j) the prime minister to resign.</td>
<td></td>
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<tr>
<td>11) The shareholders voted for ...</td>
<td>k) escape serious injury in the crash.</td>
<td></td>
</tr>
<tr>
<td>12) The police are increasing their efforts to ...</td>
<td>l) misappropriating $30 000 to pay off his gambling debts.</td>
<td></td>
</tr>
<tr>
<td>13) The government has come under attack from all sides for ...</td>
<td>m) be ready and waiting when the robbers came out of the bank.</td>
<td></td>
</tr>
<tr>
<td>14) Secret information allowed the police to ...</td>
<td>n) examining its terms and conditions with due diligence.</td>
<td></td>
</tr>
<tr>
<td>15) If any of these symptoms occur while you are taking the medicine, ...</td>
<td>o) prevent car thefts and subsequent ram-raiding.</td>
<td></td>
</tr>
<tr>
<td>16) We knew nothing about his ...</td>
<td>p) fight a challenge in a court of law.</td>
<td></td>
</tr>
<tr>
<td>17) A commission has just been appointed to ...</td>
<td>q) rehabilitate prisoners so that they can lead normal lives when they leave prison.</td>
<td></td>
</tr>
<tr>
<td>18) Governments must cooperate if they are to ...</td>
<td>r) writing to the address below.</td>
<td></td>
</tr>
<tr>
<td>19) The prison service should try to ...</td>
<td>s) combat international terrorism.</td>
<td></td>
</tr>
<tr>
<td>20) The company has declared its readiness to ...</td>
<td>t) having been convicted and sent to prison.</td>
<td></td>
</tr>
<tr>
<td>21) We have succeeded in ...</td>
<td>u) not having written for years.</td>
<td></td>
</tr>
<tr>
<td>22) He apologized for ...</td>
<td>v) entering a new competitive market.</td>
<td></td>
</tr>
</tbody>
</table>
Exercise E: Choose between Infinitives or -ing forms to match the context of the given sentences so as to meaningfully complete them:

1. If you are a young, inexperienced driver, it is worth ___ comprehensive insurance.  a) to have; b) having
2. The air conditioner has stopped ___ due to the damage of the electrical outlet. a) to work; b) working
3. I couldn't stop ___ at her jokes. a) to laugh; b) laughing
4. Would you mind ___ your radio down a little please? a) to turn; b) turning
5. I want to travel because I enjoy ___ people and ___ new places. 
   a) to meet and see; b) meeting and seeing
6. A small dog had somehow managed ___ the fire. a) to survive; b) surviving
7. I hesitate ___ the experiment again. a) to try; b) trying
8. My results justify ___ drastic action. a) to take; b) taking
9. She acknowledged ___ assistance. a) to receive; b) receiving
10. We delayed ___ the results until we were sure. a) to report; b) reporting
11. Something seems ___ wrong with the layout of your CV. a) to be; b) being
12. The trial failed ___ his hypothesis. a) to confirm; b) confirming
13. The prosecutor demanded ___ the results of the survey. a) to see; b) seeing
14. His findings caused him ___ further. a) to investigate; b) investigating
15. I urge you ___ the instructions before you begin. a) to read; b) reading
16. I must ask you ___ your statement. a) to reconsider; b) reconsidering
17. Can you touch your toes without ___ your knees? a) to bend; b) bending
18. We have learned ___ with caution. a) to proceed; b) proceeding
19. He insisted on ___ the article again. a) to proofread; b) proofreading
20. He was accused of ___ contraband goods.  
   a) to smuggle; b) smuggling
21. They admitted ___ the data.  a) to falsify; b) falsifying
22. He anticipates ___ trouble with his supervisor.  
   a) to have; b) having
23. The results appear ___ your theory.  a) to support; b) supporting
24. Will you consent ___ for office?  a) to run; b) running
25. My assistant will take care of ___ the parcel to you.  
   a) to send; b) sending
26. This procedure involves ___ each sample twice.  a) to test; b) testing
27. We should teach them ___ all standard procedures.  
   a) to follow; b) following
28. Please remind him ___ the references.  a) to check; b) checking
29. The witness avoided ___ most of the police inspector’s questions.  
   a) to answer; b) answering
30. We delayed ___ the results until we were sure.  
   a) to report; b) reporting
31. Even FBI cannot force her ___ her sources of information.  
   a) to reveal; b) revealing
32. We invite all new club members ___ the ceremony.  
   a) to attend; b) attending
33. They discussed ___ the experiments again.  a) to run; b) running
34. This review procedure entails ___ the test.  a) to repeat; b) repeating
35. They had planned on ___ the conference.  
   a) to attend; b) attending
36. The author forbade his readers ___ his wording.  
   a) to change; b) changing
37. They promise ___ the new equipment.  
   a) to demonstrate; b) demonstrating
38. We could offer ___ the time of the meeting.  
   a) to change; b) changing
39. I do not want you ___ an accident.  a) to have; b) having
40. The rescue team ordered the group ___ the building.  
   a) to leave; b) leaving
41. They did not expect us ___ an award.  a) to win; b) winning
42. She refused ___ any longer.  a) to cooperate; b) cooperating
43. The committee has postponed ___ the draft of the law in its first reading.  
   a) to pass; b) passing
Exercise F: Fill in the gaps with the infinitives either with particle to or without it. Explain the reasons for this or that usage:

The bare infinitive (infinitive without to) is used as follows:
1) After modal verbs – can, may, must, needn't, dare ... (the verbs dare and need can also be followed by the infinitive with to);
2) After the verbs of senses – feel, hear, see, watch, etc. But: In the passive voice the infinitive with to must be used after these verbs;
3) After some expressions as – let, make, would rather, had better, help (the verb help can also be followed by the infinitive with to) But: The passive voice is followed by the infinitive with to.

1. Come to the meeting if you feel you have something ___ (contribute).
2. We received your communication of 11th March and are sorry ___ (inform) you that we won't be attending the conference.
3. You should always ___ (keep) sight of your bags while you're at the airport.
4. Wouldn't you rather ___ (finish) it tomorrow?
5. I scanned through the booklet but couldn't ___ (find) the address.
6. I would ___ (imagine) we need ___ (speak) to the boss about this first.
7. She set up her charity ___ (reach out) to the thousands of homeless on the streets.
8. There may ___ (be) other problems that we don't know about.
9. The police are trying ___ (sift*) out the genuine warnings from all the hoax calls they have received. (*=separate what is useful from what is not)
10. When I was younger I could ___ (stay up) all night and not get tired.
11. Her career only began ___ (pick up) when she was in her forties.
12. I might ___ (come and visit) you in America next year, if I can ___ (save) enough money.
13. There may ___ (be) some evidence to suggest she's guilty, but it's hardly conclusive.
14. It's not what we'd ___ (have expected) from a professional service.
15. I asked him ___ (drive) more slowly, but he didn't take any notice.
16. Did you see anyone ___ (enter) the building?
17. The manager always let us ___ (leave) early on Fridays.
18. Please help me ___ (fix) the car! That junk car just makes me ___ (cry)!
19. He would rather ___ (die) than ___ (give up).
20. You had better ___ (ask) his permission to extend your visa.
Exercise G: Examine the given sentences. Identify the non-finite verb forms used. State its form and function next to each verbal:

Example: He disagrees with the government dictating (Gerund; object) what children are taught in schools.

1. The government has produced a series of leaflets designed to extend (= increase) public awareness of the dangers of AIDS.
2. The police are sifting (=making a close examination of) the evidence very carefully to try and find the guilty person.
3. The increasing visibility of the nation's poor and homeless has forced the government into taking action.
4. The suspect ran away very fast so that he could set a new record.
5. The effects of this legislation will extend further than the government intends.
6. The company has been successful in penetrating overseas markets this year.
7. Motor vehicles are prohibited from driving in the town centre.
8. The Housing Bill was given its second reading in Parliament today.
9. The police have warned shopkeepers to look out for forged notes.
10. For me, the warning bells started to ring when she stopped eating properly and lost all that weight.
11. Three fire engines rushed to the school only to discover it was a false alarm.
12. The movie is about a young police-officer and his struggle to expose corruption in the force.
13. She has control of the day-to-day running of the business.
14. The purchasing power of people living on investment income has fallen as interest rates have gone down.
15. They bought their house while prices were low, so now they're sitting pretty.
16. The war was followed by a long period of peace and prosperity.
17. The bank refused to give him a loan, saying that he wasn't creditworthy.
18. Instead of defending traditional values, the church frequently seems weak-kneed* and irresolute. (*=not brave or determined enough to defend your beliefs against others)
19. The general's plan involved landing of troops behind enemy lines.
20. The news program prided itself on its balanced reporting.
Forensic science (or forensics) is the application of a broad spectrum of sciences 1 (Infinitive) questions of interest to a legal system. The word forensic comes from the Latin word meaning "of or before the forum" since in Roman times, a criminal charge meant 2 (Gerund) the case before a group of public individuals in the forum. Both the person accused of the crime and the accuser would give speeches 3 (Participle II) on their sides of the story. The individual with the best argument and delivery would 4 (Inf) the outcome of the case. The ancient world lacked standardized forensic practices, which aided criminals in 5 (Ger) punishment. The first written account of 6 (Ger) medicine and entomology 7 (Inf) criminal cases is attributed to the book of Xi Yuan Lu, written in Song Dynasty China by Song Ci in 1248. In one of the accounts, the case of a person 8 (Part II) with a sickle* was solved by a death investigator who instructed everyone 9 (Inf) his sickle to one location. (*=a tool with a short handle and a curved blade) In the 16th-century Europe medical practitioners in army and university settings began 10 (Inf) information on cause and manner of death. Ambroise Paré, a French army surgeon, systematically studied the effects of violent death on internal organs. Two Italian surgeons, Fortunato Fidelis and Paolo Zacchia, laid the foundation of modern pathology by 11 (Ger) changes that occurred in the structure of the body as the result of disease. In the late 18th century, writings on these topics began 12 (Inf). In 1776 a Swedish chemist Carl Wilhelm Scheele devised a way of 13 (Ger) simple arsenic, in corpses, although only in large quantities. This investigation was expanded, in 1806, by German chemist Valentin Ross, who learned 14 (Inf) the poison in the walls of a victim's stomach, and by English chemist James Marsh, who used chemical processes 15 (Inf) arsenic as the cause of death in an 1836 murder trial. In 1909 Rudolph Archibald Reiss founded the first school of forensic science in the world at the University of Lausanne (UNIL).
**Forensic linguistics** is the application of linguistic knowledge, methods and insights to the forensic context of law, language, crime investigation, trial, and judicial procedure. It is a branch of applied linguistics. There are three principal areas of application for linguists in a forensic context – 1) understanding language of the written law; 2) understanding language use in forensic and judicial processes; 3) the provision of linguistic evidence. The discipline of forensic linguistics is not homogenous; it involves a range of experts and researchers in different areas and the field of law.

**The language of legal texts:** Any text or item of written/spoken language can potentially be a forensic text when it is used in any legal or criminal context. This includes analyzing the linguistics of documents as diverse as Acts of Parliament, private wills, court judgments and summonses, the statutes, emergency calls; ransom demands or other threat communications; suicide notes and letters, etc. This can also refer to the ongoing attempts at making legal language plain and more comprehensible to laypeople.

**The language of legal processes:** Among other things, this area examines language as it is used in cross-examination, evidence presentation, judge's directions, police cautions, police testimonies in court, summing up to a jury, interview techniques, the questioning process in court and in other areas such as police interviews, interrogations, etc.

**Use of linguistic evidence in legal proceedings:** This area of application has a varying degree of acceptability or reliability within each of the specific field. Linguists have provided evidence in: 1) Trademark and other intellectual property disputes; 2) Disputes of meaning and use; 3) Author identification (determining who wrote an anonymous text by making comparisons to known writing samples of a suspect); 4) Forensic stylistics (identifying cases of plagiarism); 5) Voice identification (also known as forensic phonetics, used to determine, through acoustic qualities, if the voice on a tape recorder is that of the defendant); 6) Discourse analysis (the analysis of the structure of written or spoken utterance to determine who is introducing topics or whether a suspect is agreeing to engage in criminal conspiracy); 7) Language analysis (forensic dialectology) tracing the linguistic history of asylum seekers (language analysis for the determination of origin); 8) Reconstruction of mobile phone text conversations, etc.

**Specialist databases** of samples of spoken and written natural language (called *corpora*) are now frequently used by forensic linguists.
Exercise I: Create the missed non-finite verb forms to make the complete list of the designated verbals:

<table>
<thead>
<tr>
<th>№</th>
<th>Infinitive</th>
<th>Gerund</th>
<th>Participle I</th>
<th>Participle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>to investigate</td>
<td>.........</td>
<td>.........</td>
<td>.........</td>
</tr>
<tr>
<td>2</td>
<td>.........</td>
<td>.........</td>
<td>(be) accusing</td>
<td>.........</td>
</tr>
<tr>
<td>3</td>
<td>.........</td>
<td>.........</td>
<td>.........</td>
<td>(be) convicted</td>
</tr>
<tr>
<td>4</td>
<td>.........</td>
<td>tracking down</td>
<td>.........</td>
<td>.........</td>
</tr>
<tr>
<td>5</td>
<td>.........</td>
<td>.........</td>
<td>(be) searching</td>
<td>.........</td>
</tr>
<tr>
<td>6</td>
<td>to inquire</td>
<td>.........</td>
<td>.........</td>
<td>.........</td>
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<tr>
<td>7</td>
<td>.........</td>
<td>tracing</td>
<td>.........</td>
<td>.........</td>
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<tr>
<td>8</td>
<td>.........</td>
<td>.........</td>
<td>(be) legalizing</td>
<td>.........</td>
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<td>9</td>
<td>.........</td>
<td>.........</td>
<td>.........</td>
<td>(be) qualified</td>
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<td>10</td>
<td>to justify</td>
<td>.........</td>
<td>.........</td>
<td>.........</td>
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<tr>
<td>11</td>
<td>.........</td>
<td>discriminating</td>
<td>.........</td>
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<td>12</td>
<td>.........</td>
<td>.........</td>
<td>(be) detaining</td>
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<td>13</td>
<td>.........</td>
<td>.........</td>
<td>.........</td>
<td>(be) drafted</td>
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<td>14</td>
<td>to incarcerate</td>
<td>.........</td>
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<td>.........</td>
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<tr>
<td>15</td>
<td>proofreading</td>
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</tbody>
</table>

Exercise J: Do you need to check the meaning of the terms used in the previous exercise? Match these terms with their definitions:

<table>
<thead>
<tr>
<th>Legal term</th>
<th>Its English definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) to investigate</td>
<td>a) (be) making smth. legal/ lawful</td>
</tr>
<tr>
<td>2) (be) accusing</td>
<td>b) to declare smb. to be free from blame</td>
</tr>
<tr>
<td>3) (be) convicted</td>
<td>c) (be) composed as a plan for smth.</td>
</tr>
<tr>
<td>4) tracking down</td>
<td>d) (be) examining closely/thoroughly</td>
</tr>
<tr>
<td>5) (be) searching</td>
<td>e) to confine/ imprison</td>
</tr>
<tr>
<td>6) to inquire</td>
<td>f) looking for smb. until captured</td>
</tr>
<tr>
<td>7) tracing</td>
<td>g) showing bias/ prejudice</td>
</tr>
<tr>
<td>8) (be) legalizing</td>
<td>h) (be) holding/ preventing from leaving</td>
</tr>
<tr>
<td>9) (be) qualified</td>
<td>i) (be) expressing blame on smb.</td>
</tr>
<tr>
<td>10) to justify</td>
<td>j) to seek information by asking a question</td>
</tr>
<tr>
<td>11) discriminating</td>
<td>k) reading a copy for error detection</td>
</tr>
<tr>
<td>12) (be) detaining</td>
<td>l) (be) found guilty  of a crime</td>
</tr>
<tr>
<td>13) (be) drafted</td>
<td>m) chasing persistently, relentlessly</td>
</tr>
<tr>
<td>14) to incarcerate</td>
<td>n) (be) able or trained to do a job</td>
</tr>
<tr>
<td>15) proofreading</td>
<td>o) to make a detailed examination</td>
</tr>
</tbody>
</table>
Exercise K: Change these Active Voice sentences into the Passive Voice ones. Mind the usage of the verbals. May be you’ll need some creativity/effort to try to keep to the intended meaning:

• Note: No reason to change these sentences "to better" in your real life!

Example: They are the type of teenagers likely to vandalize phone boxes.
Passive Voice: Phone boxes are likely to be vandalized by some teenagers.

1. The department is trying to ensure fairer competition among firms bidding for government contracts.
Passive Voice ____________________________________________________

2. Many doctors want to see a law to ban all tobacco advertising.
Passive Voice ____________________________________________________

3. It's important to protect your skin from the harmful effects of the sun.
Passive Voice ____________________________________________________

4. You'll need to take out extra car insurance for another driver.
Passive Voice ____________________________________________________

5. He claims to have met the President, but I don't believe him.
Passive Voice ____________________________________________________

6. They claim to undercut their competitors by at least 5%.
Passive Voice ____________________________________________________

7. I don't want to devalue your achievement, but you seem to have passed your exam without really doing any work.
Passive Voice ____________________________________________________

8. I'm looking for a job which will enable me to develop my skills/talents.
Passive Voice ____________________________________________________

9. The government are to step up their attempt to wage war on drugs.
Passive Voice ____________________________________________________

10. I don't know how they manage to support their expensive lifestyle.
Passive Voice ____________________________________________________

11. The aim is to transfer responsibility to self-governing regional councils.
Passive Voice ____________________________________________________

12. The Prime Minister wants to reduce social stratification in the country.
Passive Voice ____________________________________________________

13. It's traditional for the teams to exchange shirts after the soccer game.
Passive Voice ____________________________________________________

14. Public pressure to protect the environment is strong and growing.
Passive Voice ____________________________________________________

15. The prosecution has to establish his guilt beyond a reasonable doubt.
Passive Voice ____________________________________________________

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Exercise L: Change the italicized parts of the sentences for any of the appropriate infinitive constructions:

Example: Here are some more facts which will prove that your theory is correct. = Here are some more facts to prove that your theory is correct.

1. Here is a new brush which you will clean your teeth with.

Revised ________________________________________

2. I have only a few minutes in which I can explain these words to you.

Revised ________________________________________

3. Here are some pills which will relieve your headache.

Revised ________________________________________

4. Soon we found that there was another complicated problem that we were to consider.

Revised ________________________________________

5. Is there anybody who will help you with your costs of buying a house?

Revised ________________________________________

6. Don't forget that, despite their divorce being on the increase, they have children who they must take care of.

Revised ________________________________________

7. He testified that he had seen the man leaving the building around the time of the murder.

Revised ________________________________________

8. They're appealing to the High Court that the sentence should be reduced to a fine.

Revised ________________________________________

9. The council respectfully reminds that it will remove all illegally parked vehicles.

Revised ________________________________________

10. One of the properties of copper is that it conducts heat and electricity very well.

Revised ________________________________________

11. We value herbs for their taste, but we forget that they also have medicinal properties.

Revised ________________________________________

12. The government's claim that it would reduce taxes proved false.

Revised ________________________________________
Exercise M: Choose the appropriate fixed expression from the box of words below to complete each of the given sentences:

<table>
<thead>
<tr>
<th>to cut a long story short</th>
<th>leaves a lot to be desired</th>
<th>needless to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>no reason to doubt</td>
<td>regard it as unnecessary</td>
<td>unable to answer</td>
</tr>
<tr>
<td>is rumored</td>
<td>to tell you the truth</td>
<td>to blame for</td>
</tr>
<tr>
<td>pleasant to look at</td>
<td>was the first to give</td>
<td>not to mention</td>
</tr>
<tr>
<td>to begin with</td>
<td>difficult to deal with</td>
<td>not to say</td>
</tr>
</tbody>
</table>

1. It would be unwise, ___ ___ ___ 1 stupid, to leave your first job after only six months.
2. He's one of the kindest and most intelligent, ___ ___ ___ 2 handsome, men I know.
3. Pollution is ___ ___ ___ ___ 3 because no one owns the air or water. Therefore, it is difficult to establish any kind of accountability for the polluting of these natural resources.
4. The hotel was awful! ___ ___ ___ 4, our room was far too small.
5. The company is reducing its workforce by firing 500 employees. Well, ___ ___ ___ ___ ___ ___ 5, you’re fired.
6. I'm sorry to have to fire you, Mary, but your work really ___ ___ ___ ___ ___ ___ 6.
7. ___ ___ ___ ___ ___ 7, I heard a rumor that Mary was fired after she was caught stealing from her employer.
8. The hot weather is partly ___ ___ ___ 8 the water shortage.
9. Do you want to have a face that is ___ ___ ___ ___ 9? The most essential thing is to let your facial appearance speak for your heart, mind and soul. Believe that you are cute and let it show through a genuine smile.
10. "So where is the missing money?" – "That's a good question. I'm ___ ___ ___ 10 that question with any certainty".
11. He's never lied to me before, so I have ___ ___ ___ ___ 11 his word.
12. The government ___ ___ ___ ___ 12 to harmonize taxation.
13. ___ ___ ___ 13, that this young man will have problems when he leaves prison. He obviously needs advice on how to start a new life after a long term of incarceration.
14. Mike ___ ___ ___ ___ ___ 14 me a hand when I got into trouble.
15. The actress ___ ___ 15 to have been poisoned. The criminals are said to be hiding overseas.
Exercise N: Examine the sentences given below. Pay attention to the gerund in bold type; find its base verb; give due definition:

Example: Skyjacking has become a major problem for the airlines. Skyjacking → to skyjack = to take control of a flying aircraft by force, usually in order to make political demands

1. The gunman deserves locking up.
2. Denying everything won’t give any results
3. Taking risks is an integral part of our job.
4. There’s no point in revising the matter twice.
5. On hearing the joke everybody burst out laughing.
6. My boss finally suggested discussing my chances of further promotion.
7. Are you accusing Mr. Rey of spreading the rumors?
8. In refusing to work abroad she missed an excellent job opportunity.
9. The order will be accepted subject to* receiving your confirmation within two weeks period of time. (*= depending on the stated thing happening)
10. Our chief manager has no objection to your helping the team of councilors with the project.
11. I insisted on the parcel being delivered promptly.
12. Persuasion is the art of getting other people to do something or to believe something without compelling to do so.
13. Specialists organized their considerable resources in an effort to prevent data from being taken from International Financial Statistics Bureau.
14. She can’t stand reminding people of their duties and being reminded of hers.
15. The evidence seemed to be overwhelming, but Marsha denied having committed the murder.
16. There is no escaping the fact that our department won’t be able to complete these orders without extra staff.
17. The government has decided to ban advertising of tobacco.
18. On returning home from the bank he found to have left his credit card at the cashier stand.
19. After studying the case attentively the solicitor changed his mind.
20. Anyone travelling without a passport runs the risk of being stopped by the local police officer.
21. His demanding for our withdrawal proved the impossibility of reaching any compromise.
Exercise O: Use *Infinitive* or *Gerund* due to the prescribed rules. Mind the possibility of using both options. Explain your choice:

*Example:* He knew no one with whom ___ (start) a new business. – He knew no one with whom to start a new business (infinitive; part of a phrase)

1. I felt a sense of betrayal when my friends refused ___¹ (support) me.
2. He can't forgive her for ___²a (do) the dirty on him and ___²b (have) an affair with his best friend.
3. Anyone who was suspected of ___³ (collaborate) with the occupying forces was arrested.
4. He is expected ___⁴ (lose) his seat on the council in next month's elections.
5. The police reasoned with the hijackers ___ at least ___⁵ (let) the children go free.
6. Both sides in the dispute have agreed ___⁶a (go) to arbitration so as ___⁶b (have) the disagreement solved by an arbitrator.
7. The hospital is unable ___⁷ (provide) the highly specialized care needed by very sick babies.
8. The money is intended ___⁸ (be used) for specific purposes.
9. It was a strange spectacle ___⁹a (see) the two former enemies ___⁹b (shake) hands and ___⁹c (slap) each other on the back.
10. We witnessed the extraordinary spectacle of an old lady ___¹⁰a (climb) a tree ___¹⁰b (rescue) her cat.
11. The police hope ___¹¹a (avoid) a repeat performance of last year, when the festivities turned into ___¹¹b (riot).
12. A large international meeting was held with the aim of ___¹² (promote) sustainable development in all countries.
13. There are many ways of ___¹³ (tackle*) this problem. (*=try to deal with)
14. ___¹⁴ (sit) still at a computer terminal all day can give you a stiff neck.
15. We were surprised when he announced he wanted ___¹⁵ (join**) the clergy (**= become a priest).
16. Charlie has a clever idea and plan for ___¹⁶ (get) us out of our present difficulties.
17. It's better ___¹⁷a (give) expression to your anger rather than ___¹⁷b (hide) it.
18. She expected him ___¹⁸ (act) like a star, but she was surprised at his very ordinariness*** (**= how ordinary he was).
Exercise P: Certain verbs are followed by either an infinitive or another verb + -ing, but the choice leads to a change in meaning. Match the statement with the true meaning of its leading verb:

1. I will never forget meeting Princess Diana.
   a) I will always remember; b) I fail to remember
2. I sometimes forget to wear the badge with my name on while in the office so my manager often gives me a severe reprimand for that.
   a) I always remember; b) I fail to remember
3. I could get a better job but it would mean moving to Japan.
   a) I intend to; b) it involves
4. I mean to see her later this week.
   a) I intend to; b) it involves
5. He was an alcoholic but stopped drinking.
   a) ceased; b) in order to
6. He stopped to have a drink on his way back home.
   a) ceased; b) in order to
7. She remembered to turn off her headlights.
   a) she has a clear memory of this; b) she didn’t forget
8. She remembers turning off her headlights.
   a) she has a clear memory of this; b) she didn’t forget
9. Why don’t you try giving the staff greater autonomy?
   a) attempt/ make the effort; b) experiment and see what happens
10. He tried to learn car maintenance but gave up.
    a) attempt/ make the effort; b) experiment and see what happens
11. I remembered to do my homework.
    a) first remember then do; b) first do then remember
12. I remembered doing my homework.
    a) first remember then do; b) first do then remember
13. I stopped smoking.
    a) action happened until I stopped; b) the action had not happened yet
    a) action happened until I stopped; b) the action had not happened yet
15. I remember to call her.
    a) I have the memory of the past action; b) I’ll do it in the future
16. I remember calling her.
    a) I have the memory of the past action; b) I’ll do it in the future
17. I regret to say he is not here.
a) I must tell you he is not here; b) I am sorry I said it
18. I regret saying he is not here.
a) I must tell you he is not here; b) I am sorry I said it
19. He forgot opening the window.
a) he did, but he forgot doing so; b) he was supposed to, but he forgot
20. He forgot to open the window.
a) he did, but he forgot doing so; b) he was supposed to, but forgot
21. She regrets quitting her job.
a) now she regrets she did it; b) she is sorry to do it
22. She regrets to quit her job.
a) now she regrets she did it; b) she is sorry to do it
23. He stopped chatting.
a) he did it, but then he stopped; b) he was doing something else, and then he stop in order to chat
24. He stopped to chat.
a) he did it, but then he stopped; b) he was doing something else, and then he stop in order to chat
25. I remembered locking the storage.
a) I had a memory in my mind of doing it; b) I did it as I should have
26. I remembered to lock the storage.
a) I had a memory in my mind of doing it; b) I did it as I should have
27. They tried moving to Australia.
a) they moved for some time to see if it works out for them; b) they didn't move after all
28. They tried to move to Australia.
a) they moved for some time to see if it works out for them; b) they didn't move after all
29. I did not mean to scare you off.
a) I didn’t intend to do it but I did; b) I didn’t intend to do it and I didn’t
30. Taking a new job in the city meant leaving behind my familiar surroundings.
a) I didn’t intend to do it but I did; b) I didn’t intend to do it and I didn’t
It is important to know: Finite vs. Nonfinite Verb Forms

Based on http://grammartips.homestead.com/verbals.html

Finite vs. Nonfinite Verb Forms

In English, we call nonfinite verb forms **verbals**. The types of verbals are: infinitives, participles and gerunds. The difference between a finite verb and a verbal is that a finite verb is completely inflected. In English, verbs are inflected according to five aspects:

- **Person**: first, second, or third
- **Number**: singular or plural
- **Tense**: past, present, future, or any of the other tenses
- **Mood**: indicative, imperative, or subjunctive
- **Voice**: active or passive

The reason verbs thus inflected are called **finite** is that these inflections limit the verb. A nonfinite verb form has not been completely limited by inflection, in the same way that a blank sheet of paper has all sorts of possibilities that a paper with writing or drawing on it no longer has. A clause can only have as its predicate a finite verb, or if it has a verb phrase for a predicate, the auxiliary (helping) verb must be finite.

- **An infinitive** is the uninflected, or plain, form of the verb. In English we usually use the particle "to" when talking or writing about infinitives: to run, to jump, to see, to think, to be.
- **A participle** acts as an adjective (running shoes; broken vase; lost child; unread book), or as the main verb in a verb phrase (the last verb in the series of words that make up a verb phrase: to have run; am walking; had bought; would be thinking). A participle can be either present tense or past tense, but will not have any of the other four inflections found in finite verbs.
- **A gerund** is the -ing form of a verb used as a noun. The gerund form of a verb looks exactly like the present participle, but they function differently in a sentence. The gerund will fill a noun slot (subject, direct object, object of preposition, etc.), but the participle will be either an adjective or part of a verb phrase: E.g.: Don't even think about buying that dress! (gerund); This is the new buying guide for used cars. (participle); I won't be buying a new car until I can save up a decent down payment. (participle)

None of these nonfinite verb forms can act alone as the predicate of a clause. You cannot say any of the following things: E.g.: I to be late for work. I being late for work. I have been late for work. You can only say something like: E.g.: I was late for work. I am late for work. I will be late for work. I have been late for work. In all of these cases, the predicate is either a finite verb or a finite verb phrase, in which the nonfinite verb form (verbal) is supported by a finite (fully inflected) auxiliary verb.
**Exercise Q:** Match the term (in its Gerund verb form) with its definition:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Accusing</td>
<td>a) Announcing information that is not completely true or correct.</td>
</tr>
<tr>
<td>2) Appealing</td>
<td>b) Correcting mistakes in the text.</td>
</tr>
<tr>
<td>3) Booking</td>
<td>c) Arranging marriages or romantic relationships between people.</td>
</tr>
<tr>
<td>4) Challenging</td>
<td>d) Suggesting and further stating that someone has done something bad.</td>
</tr>
<tr>
<td>5) Charging</td>
<td>e) Causing someone to believe something that is not true</td>
</tr>
<tr>
<td>6) Corroborating</td>
<td>f) Allowing something by law.</td>
</tr>
<tr>
<td>7) Counseling</td>
<td>g) Photographing, fingerprinting, recording any identifying data of a suspect</td>
</tr>
<tr>
<td>8) Drafting</td>
<td>h) Visiting different websites on the Internet; spending time in the Net</td>
</tr>
<tr>
<td>9) Editing</td>
<td>i) Evoking empathic or sympathetic feelings; being able to attract interest</td>
</tr>
<tr>
<td>10) Legalizing</td>
<td>j) Changing something so as to correct/improve it.</td>
</tr>
<tr>
<td>11) Matchmaking</td>
<td>k) Asking whether something is true or legal.</td>
</tr>
<tr>
<td>12) Misleading</td>
<td>l) Giving not enough care/attention to smth. that is your responsibility</td>
</tr>
<tr>
<td>13) Misreporting</td>
<td>m) Writing down a document for the first time, including the main points.</td>
</tr>
<tr>
<td>14) Notifying</td>
<td>n) Adding proof to an account, statement, idea with new information</td>
</tr>
<tr>
<td>15) Neglecting</td>
<td>o) Writing something again in different words.</td>
</tr>
<tr>
<td>16) Surfing</td>
<td>p) Telling officially about something</td>
</tr>
<tr>
<td>17) Streaming</td>
<td>q) Publicly/formally stating that someone has done something bad.</td>
</tr>
<tr>
<td>18) Messaging</td>
<td>r) Listening to someone and giving him/her advice about the problem</td>
</tr>
<tr>
<td>19) Narrating</td>
<td>s) Listening to/watching sound or video directly from the Internet</td>
</tr>
<tr>
<td>20) Revising</td>
<td>t) Telling a story, often by reading aloud from a text,</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>21) Rewording</td>
<td>u) Exchanging written messages with someone else</td>
</tr>
<tr>
<td>22) Resigning</td>
<td>v) Speaking in a court of law thus giving/providing proof/evidence</td>
</tr>
<tr>
<td>23) Transferring</td>
<td>w) Causing something to happen in a violent and often uncontrolled way</td>
</tr>
<tr>
<td>24) Testifying</td>
<td>x) Behaving badly or illegally</td>
</tr>
<tr>
<td>25) Wrongdoing</td>
<td>y) Giving up a job or position by telling employer that you are leaving</td>
</tr>
<tr>
<td>26) Wreaking</td>
<td>z) Moving from one place to another</td>
</tr>
</tbody>
</table>

**Exercise R:** Match the term (in its Infinitive or base verb form) with its definition:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) to apply</td>
<td>a) to decide after thinking carefully</td>
</tr>
<tr>
<td>2) to appeal</td>
<td>b) to say you’ll certainly do smth.</td>
</tr>
<tr>
<td>3) to approve</td>
<td>c) to give or to be a good reason for</td>
</tr>
<tr>
<td>4) to apologize</td>
<td>d) to achieve the first position</td>
</tr>
<tr>
<td>5) to borrow</td>
<td>e) to give not enough care/attention</td>
</tr>
<tr>
<td>6) to credit</td>
<td>f) to lend; get temporarily and return</td>
</tr>
<tr>
<td>7) to clarify</td>
<td>g) to be likely to cause harm/damage</td>
</tr>
<tr>
<td>8) to enlighten</td>
<td>h) to put to practical use/employ</td>
</tr>
<tr>
<td>9) to exaggerate</td>
<td>i) to promise you’re telling the truth</td>
</tr>
<tr>
<td>10) to justify</td>
<td>j) to accept/allow/agree to something</td>
</tr>
<tr>
<td>11) to judge</td>
<td>k) to refer to something/someone</td>
</tr>
<tr>
<td>12) to indicate</td>
<td>l) to make a serious/formal request</td>
</tr>
<tr>
<td>13) to intend</td>
<td>m) to show, point or make clear</td>
</tr>
<tr>
<td>14) to learn</td>
<td>n) to make excuse for a fault/offense</td>
</tr>
<tr>
<td>15) to mention</td>
<td>o) to have/feel a desire</td>
</tr>
<tr>
<td>16) to neglect</td>
<td>p) to believe something to be true</td>
</tr>
<tr>
<td>17) to outrun</td>
<td>q) to make someone aware of danger</td>
</tr>
<tr>
<td>18) to offer</td>
<td>r) to make smth. seem better/worse</td>
</tr>
<tr>
<td>19) to promise</td>
<td>s) to solve/end a problem/difficulty</td>
</tr>
<tr>
<td>20) to score</td>
<td>t) to explain true facts about smth.</td>
</tr>
<tr>
<td>21) to resolve</td>
<td>u) to get knowledge/skill</td>
</tr>
<tr>
<td>22) to swear</td>
<td>v) to develop faster/further than smb.</td>
</tr>
<tr>
<td>23) to threaten</td>
<td>w) to have smth. as a plan/purpose</td>
</tr>
<tr>
<td>24) to warn</td>
<td>x) to make clear/easier to understand</td>
</tr>
<tr>
<td>25) to wish</td>
<td>y) to provide/supply smth./someone</td>
</tr>
<tr>
<td>26) to win</td>
<td>z) to get a point, goal, etc.</td>
</tr>
</tbody>
</table>
Exercise S: Check the usage of Gerunds from Ex. Q in practice.

Fill in the gaps with the appropriate gerund from the box of words:

<table>
<thead>
<tr>
<th>Accusing</th>
<th>Charging</th>
<th>Drafting</th>
<th>Surfing</th>
<th>Reworking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appealing</td>
<td>Counseling</td>
<td>Editing</td>
<td>Streaming</td>
<td>Resigning</td>
</tr>
<tr>
<td>Booking</td>
<td>Legalizing</td>
<td>Misleading</td>
<td>Messaging</td>
<td>Transferring</td>
</tr>
<tr>
<td>Challenging</td>
<td>Matchmaking</td>
<td>Notifying</td>
<td>Narrating</td>
<td>Testifying</td>
</tr>
<tr>
<td>Corroborating</td>
<td>Misreporting</td>
<td>Neglecting</td>
<td>Revising</td>
<td>Wrongdoing</td>
</tr>
</tbody>
</table>

Crosscheck these quotes in the Internet to complete them:

1. How, possibly, could the police have made the "mistake" of ___\(^1\) the wrong man with the notorious Red Light Bandit crimes? That also is something that is fully revealed in the Pandora's Box of facts I have prepared. (Caryl Chessman)

2. In addition, to punishing sexual offenders and protecting our children, we must also provide services, resources and ___\(^2\) to the people who are victims of these horrible crimes. (Jim Costa)

3. "It is you who are impudent," said Eureka, "for ___\(^3\) me of such a crime when you can't prove it except by guessing". (Dorothy and the Wizard in Oz by Baum, L. Frank)

4. I'm in favor of ___\(^4\) drugs. According to my values system, if people want to kill themselves, they have every right to do so. Most of the harm that comes from drugs is because they are illegal. (Milton Friedman)

5. ___\(^5\) has helped me understand that one individual's behavior and actions make a difference. (...) The experience of testifying and the aftermath have changed my life. (Anita Hill)

6. Government lawyers have a duty to disclose evidence of ___\(^6\) in the government. (Ken Starr)

7. In a clamorous ___\(^7\) to the mercy of the fire, In a mad expostulation with the deaf and frantic fire, Leaping higher, higher, higher, With a desperate desire, And a resolute endeavor Now – now to sit, or never, By the side of the pale-faced moon. (Poems by Poe, Edgar Allan)

8. ___\(^8\) the meaning of life is the truest expression of the state of being human. (Viktor E. Frankl)

9. The more worrying feature of the new global corporate structures is their capacity to devastate national labor markets by ___\(^9\) their operations to cheaper locations overseas. (Fredric Jameson)

10. There are few things more dishonorable than ___\(^10\) the young. (T. Sowell)

11. In many cases of Driving under the influence of alcohol (DUI), an arraignment (=formal accusation) is held shortly after the process of ___\(^11\),
and the offender has the right to obtain counsel. *(The US DUI/DWI Law)*

12. But because we live in an age of science, we have a preoccupation with ___12 our myths. *(Michael Shermer)*

13. I think the hardest part of writing is ___13. And by that I mean the following: A novelist has to create the piece of marble and then chip away to find the figure in it. *(Chaim Potok)*


15. A harsh reality of newspaper ___15 is that the deadlines don't allow for the polish that you expect in books or even magazines. *(Bill Walsh)*

16. William Faulkner's "As I Lay Dying" is a prime example of the use of multiple narrators. Faulkner employs stream of consciousness by ___16 the story from the first person view of multiple characters. *(http://www.shmoop.com)*

17. ___17 a constitution is only the first step. The constitution has to be granted legitimacy by open discussion and a fair, representative referendum. *(Emma Bonino)*

18. With ___18 a Web user does not have to wait to download an audio or video file to play it. *(http://www.livestream.com)*

19. People who are able to spend 20 percent or less of their time ___19 the Internet at work are more productive than those who don't, according the University of Melbourne research. *(http://arstechnica.com/web/news)*

20. They also can combine voice with instant ___20 and online file sharing. *(Niklas Zennstrom)*

21. Scientists hope that the ___21 of some scary phrases from the old warning system – an asteroid risk-assessment system for evaluating the danger of Earth-bound meteors – will better explain to the public what these phrases mean without causing concern. *(http://www.wired.com/science)*

22. Britain’s state-controlled BBC and other Western sources were long spreading unverified and false pieces of ___22 on Libya’s uprising. *(http://dissidentvoice.org)*

23. ___23 is the act or process of trying to bring about a marriage for others.

24. A man is called selfish not for pursuing his own good, but for ___24 his neighbor's. *(Richard Whately)*

25. I brought myself down. I impeached myself by ___25. *(Richard M. Nixon)*

26. Methamphetamine is a highly dangerous drug that is just like ___26 or havoc on families and communities throughout this country. The drug's use is spreading across the United States. *(Rick Larsen)*
Exercise T: Check the usage of Infinitives from Ex. R in practice. Fill in the gaps with the appropriate verb from the box of words:

<table>
<thead>
<tr>
<th>to apply</th>
<th>to credit</th>
<th>to judge</th>
<th>to neglect</th>
<th>to resolve</th>
<th>to threaten</th>
</tr>
</thead>
<tbody>
<tr>
<td>to appeal</td>
<td>to clarify</td>
<td>to indicate</td>
<td>to outrun</td>
<td>to swear</td>
<td>to warn</td>
</tr>
<tr>
<td>to approve</td>
<td>to enlighten</td>
<td>to intend</td>
<td>to offer</td>
<td>to warn</td>
<td>to wish</td>
</tr>
<tr>
<td>to apologize</td>
<td>to exaggerate</td>
<td>to learn</td>
<td>to promise</td>
<td>to win</td>
<td></td>
</tr>
<tr>
<td>to borrow</td>
<td>to justify</td>
<td>to mention</td>
<td>to score</td>
<td>to win</td>
<td></td>
</tr>
</tbody>
</table>

Crosscheck these quotes in the Internet to complete them:
1. Only nature knows how ___ proportion to the fault the punishment it deserves. (Percy Bysshe Shelley)
2. I thought it completely absurd ___ my name in the same breath as the presidency. (Dwight D. Eisenhower)
3. Acquaintance is a person whom we know well enough ___ from, but not well enough to lend to. (Ambrose Bierce)
4. If it's a good idea, go ahead and do it. It's much easier ___ than it is to get permission. (Grace Hopper)
5. The vulgar mind fancies that good judgment is implied chiefly in the capacity to censure; and yet there is no judgment as exquisite as that which knows properly how ___. (Walter Gilmore Simms)
6. It is worth while too ___ the teacher that undue severity in correcting faults is liable at times to discourage a boy's mind from effort. (Quintilian)
7. To be a great game, one of the teams has ___ first. (Mark Lawrenson)
8. Love is free; ___ for ever to love the same woman is not less absurd than ___ to believe the same creed*; such a vow** in both cases excludes us from all inquiry. (Percy Bysshe Shelley) (*=a set of beliefs; **= a serious promise)
9. The greatest injustice in the world is to bring a child into the world, and not be able ___ it peace. (Nafisa Joseph)
10. It is better to conquer yourself than ___ a thousand battles. Then the victory is yours. It cannot be taken from you, not by angels or by demons, heaven or hell. (Buddha)
11. I do not want our children and grandchildren to live in a world where everyday they fear some regional strongman with weapons of mass destruction. We need to send a message to these future would-be bullies: you will not be allowed ___ the world. (George Voinovich)
12. Jesus is just a word I use ___ with. (Richard Harris)
13. When making your choice in life, do not ___ to live. (Samuel Johnson)
14. A scientist's aim in a discussion with his colleagues is not to persuade, but ___¹⁴. *(Leo Szilard)*
15. Every man wants a woman ___¹⁵ to his better side, his nobler instincts, and his higher nature – and another woman to help him forget them. *(Helen Rowland)*
16. Crime for many is not a crime but simply a way of life. If laws are inconvenient, ignore them, they don't ___¹⁶ to you. *(Dick Francis)*
17. Deciding whether to trust or ___¹⁷ a person is always an uncertain task. *(Aldrich Ames)*
18. We're all capable of mistakes, but I do not care ___¹⁸ you on the mistakes we may or may not have made. *(Dan Quayle)*
19. It is almost impossible ___¹⁹ the proneness*** of the human mind to take miracles as evidence, and to seek for miracles as evidence. *(Matthew Arnold)* (***=suffering)
20. You have ___²⁰ the rules of the game. And then you have to play better than anyone else. *(Albert Einstein)*
21. It's important not ___²¹. People don't try to show their feelings, they try to hide them. *(Robert De Niro)*
22. Never let your zeal**** ___²² your charity. The former is but human, the latter is divine. *(Hosea Ballou)* (****=great enthusiasm/ eagerness)
23. To do no evil is good, ___²³ none is much better. *(Claudius)*
24. If two friends ask you ___²⁴ a dispute, don't accept, because you will lose one friend; on the other hand, if two strangers come with the same request, accept because you will gain one friend. *(Saint Augustine)*
25. Fortunately analysis is not the only way ___²⁵ inner conflicts. Life itself still remains a very effective therapist. *(Karen Horney)*
26. Always leave something ___²⁶ for; otherwise you will be miserable from your very happiness. *(Balthazar Gracian)*

**It is interesting to know:** Some Legal Proverbs

- In case of doubt it is best to lean to the side of mercy.
- Reason is the soul of law.
- Ignorance of law is no excuse.
- In case of doubt it is best to lean to the side of mercy.
- Prevention is better than the cure.
- A lawyer's opinion is worth nothing unless paid for.
- Lawyers and painters can soon change black to white.
- A lawsuit is a fruit-tree planted in a lawyer's garden.
Exercise U: Use Participle I or Participle II due to the hints given in brackets next to the base form of the verb. State function of the Participle in the sentence:

1. Most political prisoners were ___¹ (free Participle II) under the terms of the amnesty.
2. Everyone was ___² (predict Participle I) a Republican win at the last election and look what happened.
3. The business ___³ (run Participle II) by the new manager is very successful.
4. ___⁴ (be built Participle I) of wood, the bridge could not carry heavy loads.
5. They have been ___⁵ (lobby Participle I) Congress to change the legislation ___⁶ (concern Participle I) guns.
6. The survey found a wide spread of opinion over the ___⁷ (propose Participle II) new building.
7. We shall pilot several new cosmetic products to ___⁸ (select Participle II) potential purchasers.
8. Whilst ___⁹ (claim Participle I) to promote positive images of women, advertisers are in fact ___¹⁰ (do Participle I) the very opposite.
9. She walked quickly, occasionally ___¹¹ (break Participle I) into a run.
10. I watched the soldiers ___¹² (shoot Participle I) the prisoner.
11. ___¹³ (wade Participle I) through* numerous journal articles, I reviewed the most recent research on cognitive development of adolescents. (*wade through= to spend a lot of time and effort reading a lot of information)
12. One by one the witnesses narrated the sequence of events which ___¹⁴ (lead up Participle II) to the disaster.
13. Much of the coast has been ___¹⁵ (contaminate Participle II) by nuclear waste.
14. The fertilizers and pesticides ___¹⁶ (use Participle II) on many farms are ___¹⁷ (pollute Participle I) the water supply.
15. ___¹⁸ (get Participle I) a new assistant will reduce the workload considerably.
16. ___¹⁹ (go Participle I) without sleep for a long time makes me feel dizzy and light-headed.
17. ___²⁰ (walk Participle I) swiftly, he was at the station within minutes.
18. The spacecraft and its crew were ___²¹ (incinerate Participle II) by the
billion-degree temperatures ___ 22 (generate Participle II) by the fireball.
19. ___ 23 (gaze Participle I) at the picture, she recalled the house where she was born.
20. The captain of the ___ 24 (sink Participle I) ship remained ___ 25 (stand Participle I) on deck.

21. Canada, a multicultural country, is ___ 26 (recognize Participle II) by its maple leaf flag.
22. Police are ___ 27 (blame Participle I) arsonists for the spate of fires in the Greenfields housing estate.

23. Despite ___ 28 (receive Participle I) little support, the women are ___ 29 (persevere** Participle I) with their crusade to fight crime. (**=doing something in a determined way, despite having problems)
24. Several ___ 30 (know well Participle II) women have been ___ 31 (trouble Participle II) by stalkers recently.
25. These are the electrical connectors, ___ 32 (case Participle II) in waterproof plastic.
26. The case against cigarette advertising is ___ 33 (become Participle I) stronger all the time.
27. By the time I saw the job ___ 34 (advertise Participle II) it was already too late to apply.
28. When the pop star tried to leave her hotel she was besieged by ___ 35 (wait Participle I) journalists and fans.
29. They paid a high-powered attorney to plead their ___ 36 (complicate Participle II) case, i.e. to argue for them in a court of law.
30. He testified that he had seen the man ___ 37 (leave Participle I) the building around the time of the murder.
31. The president is ___ 38 (predispose Participle II) towards negotiation and favors a peaceful way of resolving the crisis.
32. After years in prison, the men who had wrongfully been ___ 39 (find Participle II) guilty of the bombing were finally ___ 40 (set Participle II) free.
33. Today's newspaper gives all the ghastly ___ 41 (detail Participle II) information of the murder.
34. I only asked him for a cigarette, but two hours later he'd told me his whole a bit ___ 42 (confuse Participle I) life history.
35. The department has been ___ 43 (accuse Participle II) of being inefficient and hugely ___ 44 (overstaff Participle II).
Exercise V: Choose the appropriate form of the participle; use Participle I or Participle II to fit the context/sentence structure:

1. What are the biggest problems faced by the ___
   president?  
   a) incoming; b) income
2. The robber ran from the policeman, still ___ the money in his hands.  
   a) holding; b) held
3. The ___ baby was found by the police unharmed.  
   a) stealing; b) stolen
4. Pollsters asked people their __ intentions.  
   a) voting; b) voted
5. Please bring all of the ___ documents for your interview tomorrow.  
   a) requiring; b) required
6. ___ failure, the student was very anxious about the test.  
   a) fearing; b) feared
7. Quickly ___ food is necessary to preserve the freshness. 
   a) freezing; b) frozen
8. ___ by hunger, the juvenile offender stole a piece of bread.  
   a) driving; b) driven
9. Not ___ way, I had to ask the policeman.  
   a) knowing; b) known
10. ___ for a decade, I prepared the manual in a minute.  
    a) experiencing; b) experienced
11. ___ none in the class, the teacher became angry.  
    a) finding; b) found
12. __, they fled from the scene.  
    a) terrifying; b) terrified
13. He tried to run away from the police and was charged with ___ arrest.  
    a) resisting; b) resisted
14. These are purely defensive weapons, not ___ for attack.  
    a) designing; b) designed
15. Many of the listeners ___ said that they were not satisfied with the station's programs.  
    a) surveying; b) surveyed
16. The office is quite bright and airy – it's a pleasant ___ environment. 
    a) working; b) worked
17. In 19th-century Britain, industries became ___ in particular localities.  
    a) concentrating; b) concentrated
18. The treatment for people ___ to tranquillizers includes training in stress management and relaxation techniques.  
    a) addicting; b) addicted
Tense–aspect–mood (TAM)

Tense–aspect–mood (TAM), also called tense–modality–aspect (TMA), is the grammatical system in a language that covers:

- **the expression of tense** – location in time (past – present – future); Reference to the past and present is marked by an inflection of the verb;
  
  E.g.: David walks to University (present tense);
  E.g.: David walked to University (past tense).

Reference to the future can be made in a number of ways, e.g., by using the modal auxiliary *will/shall*, or the semi-auxiliary *be going to*.

E.g.: David will walk to University tomorrow.
E.g.: David is going to walk to University tomorrow.

**NOTE:** Since the expression of future time does not involve any inflection of the verb, we do not refer to a "future tense". Strictly speaking, there are only two tenses in English: present and past.

- **the expression of aspect** – or fabric of time – a single block of time, continuous flow of time, or repetitive occurrence. *Aspect* refers to how an event or action is to be viewed with respect to time, rather than to its actual location in time. There are normally: Perfective and Progressive aspects.

  E.g.: David had fallen in love (Perfective Aspect, Past Tense)
  E.g.: David was falling in love (Progressive Aspect, Past Tense)

**NOTE:** Aspect always includes tense, while tense can occur without aspect.

- Although not always identified, the simple aspect is the default aspect of the simple present and simple past tenses. The simple aspect expresses single actions, habits, and routines.
  - The progressive aspect expresses incomplete or ongoing actions or states at a specific time. *For example*, the use of the progressive aspect in I am floating the book indicates that I started floating the book in the past and am still floating the book in the present and presumably the future.
  - The perfect aspect expresses the consequences resulting from a previous action or state. *For example*, the use of the perfect aspect in I have floated the book focuses on the end result of my floating the book (my having floated the book) as opposed to the process of floating the book.
  - The perfect-progressive aspect expresses incomplete or ongoing actions or states that began in the past and continue to a specific time. *For example*, the use of the perfect-progressive aspect in I had been floating the book indicates that I started floating the book in the past and continued to float...
the book until a specific point in time at which I stopped floating the book.

*The TAM chart may be presented in a wider scope as follows:*

<table>
<thead>
<tr>
<th>Tense</th>
<th>Simple Aspect</th>
<th>Perfective Aspect</th>
<th>Progressive Aspect</th>
<th>Perfective Progressive Aspect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present</strong></td>
<td>fall</td>
<td>has fallen</td>
<td>is falling</td>
<td>has been</td>
</tr>
<tr>
<td><strong>Past</strong></td>
<td>fell</td>
<td>had fallen</td>
<td>was falling</td>
<td>had been falling</td>
</tr>
<tr>
<td><strong>Future</strong></td>
<td>will fall</td>
<td>will have fallen</td>
<td>will be falling</td>
<td>will have been falling</td>
</tr>
</tbody>
</table>

- **the expression of mood or modality** – degree of necessity, obligation, probability, ability. *Three moods are:* indicative, subjunctive, imperative.
- ♦ The indicative mood allows speakers to express assertions, denials, and questions of actuality or strong probability. Most sentences in English are in the indicative mood because the indicative is the most commonly used mood.
- ♦ The subjunctive mood expresses commands, requests, suggestions, wishes, hypotheses, purposes, doubts, and suppositions that are contrary to fact at the time of the utterance. The form of the present subjunctive is identical to the base form of English verbs. The form of the past subjunctive is identical to the plural simple past indicative. However, the subjunctive is only distinguishable in form from the indicative in the third person singular present subjunctive and with the verb to be in the present subjunctive and the first and third person singular in the past subjunctive.
- ♦ The imperative mood allows speakers to make direct commands, express requests, and grant or deny permission. The form of the English imperative is identical to the base form of any English verb. The negative form of the English imperative is created by inserting the do operator and the negative adverb not before the base form of the verb.
- **Voice** is the expression of relationships between the predicate and nominal functions. English has two voices: *active* and *passive*. In the active voice, the subject performs the action of or acts upon the verb and the direct object receives the action of the verb. In the passive voice, the subject receives the action of the transitive verb.
- ♦ In some cases, *the expression of evidentiality* – whether evidence exists for the statement, and if so what kind – may also be included.
Exercise A: Analyze the given sentences according to the given example model. Also explain the meaning of the given message:

Example: By the time the meeting is over, the committee will have been arguing about which candidate to interview for three hours. will have been arguing = the future act + perfect progressive aspect + indicative mood + active voice = the act of sustained arguing will take place before the meeting is over.

1. I will have been studying Greek for three years by the end of this term.
2. The surgeon will have operated on 6 patients before she attends a luncheon meeting.
3. The crowd moves across the field in an attempt to see the rock star get into her helicopter.
4. We never finish jigsaw puzzles because the cat always eats some of the pieces.
5. The union members are pacing up and down in front of the factory.
6. They have not delivered the documents we need.
7. The health department has decided that all high school students should be immunized against meningitis.
8. Even though the coroner has been carefully examining the corpse discovered in Sutherland's Gully since early this morning, we still do not know the cause of death.
9. The storyteller began every story by saying "A long time ago when the earth was green."
10. The archivists were eagerly waiting for the delivery of the former prime minister's private papers.
11. After she had learned to drive, Alice felt more independent.
12. A construction crew had been digging one pit after another in the middle of the street for three days before they found the water main.
13. They will have written their first exam by the time we get out of bed.
14. The selection committee will be meeting every Wednesday morning.
15. By the time you get back from the corner store, we will have finished writing the letter of complaint.
16. The government has cut university budgets; consequently, the dean has increased the size of most classes.
17. That dog has been barking for three hours; I wonder if someone will call the owner.
Exercise B: Each of the following sentences exhibits aspect. Is it simple, perfect, progressive or perfect progressive aspect?

1. The material has been treated with some substance to make it waterproof. a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
2. He has some cozy arrangement with his supplier, which means he's able to sell his goods more cheaply. a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
3. The child had been severely ill-treated by his parents. a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
4. I've been trying to solve this problem all week, but I still haven't cracked it. a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
5. It wouldn't be cost-effective to buy an expensive new computer when all you want to do is word processing. a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
6. The Government is elected for a five-year term of office. a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
7. Clinton's youthful image made him an extremely electable candidate. a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
8. There have been two nominations for the new job. a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
9. He's been nominated by the Green Party as their candidate in the next election. a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
10. This part of the old town has been disfigured by ugly new buildings. a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
11. You have disgraced us all with your behavior. a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
12. It's a disgrace that the government spends so much on guns and so little on education. a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
13. He put on a large hat and glasses as a disguise and hoped no one would recognize him. a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
14. He was found guilty and hanged later that year. a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
15. With so little evidence to prove her guilt, few people thought she should hang.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

16. The education system in Britain was crying out for reform.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

17. He again urged passage of a constitutional amendment outlawing abortion.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

18. As witnesses to the accident, we were asked to make written declarations of what we had seen.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

19. Twenty people were shot dead in the city making it the worst killing spree since the riots.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

20. All the countries have proclaimed their loyalty to the alliance.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

21. The Republican Party members were confidently proclaiming victory even as the first few votes came in.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

22. The police have disclosed that two officers are under internal investigation.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

23. We try to put our students out of their misery and give them their exam results as early as possible.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

24. It would be unwise to predicate that the disease is caused by a virus before further tests have been carried out.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

25. The sales forecast is predicated on the assumption that the economy will grow by four per cent.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

26. The bishop's speech has prompted an angry response from both political parties.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

27. Police are investigating how £20 million was illegally transferred out of the Trust's bank account.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

28. A lot of businesses are moving out of London because it's too expensive.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

29. I've been waiting half-an-hour - I'd almost given you up.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive

30. The shop is giving away a sample pack to every customer.  
a) Simple; b) Perfect; c) Progressive; d) Perfect Progressive
Verb Tenses in Academic Writing

Verb tenses can convey different meanings and degrees of precision, and most genres of academic writing follow specific conventions for tense and aspect. Conventions governing the use of tenses in academic writing differ somewhat from ordinary usage.

- **Academic Writing:** Academic writing generally concerns writing about research. As such, your tense choices can indicate to readers the status of the research you're citing. You have several options for communicating research findings, and each has a different rhetorical effect. For example:

  E.g.: According to McMillan (1996), the most common cause of death is car accidents. – if you choose the present tense, you're implying that the findings of the research are generally accepted;
  
  E.g.: According to McMillan (1996), the most common cause of death has been car accidents. – the present perfect tense implies not only general acceptance but also current relevance and, possibly, the continuity of the findings as an authoritative statement on the causes of death;
  
  E.g.: According to McMillan (1996), the most common cause of death was car accidents. – the past tense emphasizes the finding at the time the research was conducted, rather than its current acceptance.

However, if you are writing about specific research methods, the process of research and data collection, or what happened during the research process, you will more commonly use the past tense, as you would normally use in conversation. The reason is that, you are not emphasizing the findings of the research or its significance, but talking about events that occurred in the past.

E.g.: During the data collection process, Quirk conducted 27 interviews with students in his class. Prior to the interviews, the students responded to a brief questionnaire.

- **Books, Poems, Plays, Movies, etc.** When you are discussing a book, poem, movie, play, or song the convention in disciplines within the humanities is to use the present tense, as in:

  E.g.: In An Introduction to English Grammar (2006), Noam Chomsky discusses several types of syntactic structures. E.g.: In Paradise Lost, Milton sets up Satan as a hero who changes the course of history.
• **Historical Contrast:** In cases where it is useful to contrast different ideas that originate from different periods, you can use the *past* and the *present* or *present perfect tense* to do so. The past tense implies that an idea or a theory has lost its currency or validity, while the present tense conveys relevance or the current state of acceptance. For example, when you want to discuss the fact that a theory or interpretation has been supplanted by new perspectives on the subject: E.g.: Stanley Fish (1993) maintained a reader-response stance in his analysis of Milton's L'Allegro and Il Penseroso. However, recent literary critics consider/ have considered this stance to be inappropriate for the two poems. The verb tenses used above emphasize the contrast between the old view (by Stanley Fish), which is indicated by the past tense, and the new view (by "recent literary critics"), which is indicated by the present tense or the present perfect tense. The difference between the present tense and the present perfect (i.e. between consider and have considered) is that the present perfect suggests that the current view has been held for some time.

• **Research Proposals:** *The future tense* is standard in research proposals because they largely focus on plans for the future. However, when writing your research paper, use *the past tense* to discuss the data collection processes, since the development of ideas or experiments – the process of researching that brings the reader to your ultimate findings – occurred in the past.

• **Resumes and Cover Letters:** In a resume, *the past tense* is used for reporting past experience and responsibilities. However, in a statement of purpose, a personal statement, or a cover letter, *the present perfect tense* is commonly used to relate past experience to present abilities. E.g.: "I have managed fourteen employees."

• **Stories and Narrative Prose:** *The past tense* is commonly used when writing a narrative or a story, as in: E.g.: *Once upon a time, there was a peaceful kingdom in the heart of a jungle...* Some writers use *the present tense* in telling stories, a technique called the "historical present" that creates an air of vividness and immediacy. E.g.: *Yesterday when I was walking around downtown, the craziest thing happened. This guy in a suit comes up to me, and says, "If you know what's good for you..."* In this example, the speaker switches from the past tense in giving context for the story to the present tense in relating the events themselves.
Exercise C: Change the Active voice sentences into the Passive voice analogues. Analyze the sentences according to the TAM chart:

1. Recently, most of my colleagues have been telling my boss that I am an easy person to deal with.
   **Passive**

2. When Maria got her third ticket for speeding, her father took her license away.
   **Passive**

3. Drug companies have been misleading the public for years through advertisements that all prescription drugs are safe.
   **Passive**

4. The ever-increasing prescription drug problem in America and across the globe has been gaining mass media attention.
   **Passive**

5. "Fewer countries than ever before are carrying out executions. As it did with slavery and apartheid, the world is rejecting this embarrassment to humanity," said Claudio Cordone.
   **Passive**

6. Before Sarah takes her driver's test, she has to practice parallel parking.
   **Passive**

7. He’s set himself the goal of making his first million by the time he’s 30.
   **Passive**

8. I know her to have graduated from the Law school three years ago.
   **Passive**

9. Amnesty International challenged the Chinese authorities to reveal how many people they execute and sentence to death, as the organization published its world overview of the death penalty last Tuesday.
   **Passive**

10. The number of countries that have removed capital punishment entirely from their laws rose to 95 as Burundi and Togo abolished the death penalty for all crimes.
    **Passive**

11. Arnold Schwarzenegger appealed to California voters by promising to rescind the vehicle license fee.
    **Passive**

12. Increasing the vehicle license fee angered most California residents.
    **Passive**
Exercise D: Change the Passive voice sentences into the Active voice analogues. Analyze the sentences according to the TAM chart:

1. The school *has been criticized* for failing to set up high standards for its students.
   **Active**

2. Three suspects *were taken* in for questioning at Hereford police station.
   **Active**

3. The report on Death Sentences and Executions reveals that at least 714 people *were executed* in 18 countries in 2009 and at least 2001 people *were sentenced to death* in 56 countries last year.
   **Active**

4. We are moving closer to a death penalty free world, but until that day every execution *must be opposed.*
   **Active**

5. Last year the death sentence *was used* extensively to send political messages, to silence opponents or to promote political agendas in China, Iran and Sudan, according to Amnesty International's report.
   **Active**

6. The report addresses the discriminatory way the death penalty *was applied* in the past years, often after grossly unfair trials, and *used* much more often against the poor, minorities and members of racial, ethnic and religious communities.
   **Active**

7. In the Middle East and North Africa at least 624 executions *were known* to *have been carried out* in seven countries: Egypt, Iran, Iraq, Libya, Saudi Arabia, Syria and Yemen.
   **Active**

8. Following his execution, efforts *were made* to clear his name, and in the 1990s old evidence *was re-examined* with modern forensic techniques which supported the view that Colin Campbell Ross, an Australian wine-bar owner executed for the rape and murder of a child, was innocent.
   **Active**

9. The job *was finally accepted* with the provision that she *would be paid* expenses for relocating.
   **Active**

10. These problems *might not be solved* by money alone, but they *will assuredly not be solved* without it either.
    **Active**

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Exercise E: Choose the correct subjunctive verb form to complete the following sentences:

1. If he ___ in better shape, he would be a great addition to our legal team.
   a) would be; b) was; c) were; d) would have been
2. Our professor wishes our students` group ___ more motivated, but he still helps the group as a whole, not just the ones who show promise.
   a) would be; b) was; c) were; d) would have been
3. Our English professor asked that each student ___ twice a week at least.
   a) practice; b) practiced; c) would practice; d) would have practiced
4. The executive board of the University required that each student ___ twenty-five dollars for Halloween festival and dinner.
   a) paid; b) had paid; c) pay; d) would have paid
5. We wished that we narrowly ___ the nationalists in the local election.
   a) had beaten; b) beat; c) would have beaten; d) would beat
6. The policeman would grab the mugger if he ___ closer to the offender.
   a) were; b) was; c) had been; d) would have been
7. The policeman would have grabbed the mugger if he ___ closer to the offender.
   a) were; b) was; c) had been; d) would have been
8. Law enforcement rules require that each police officer ___ responsible for memorizing at least one golden rule for working in a particular situation – and then for teaching that rule to all of his colleagues.
   a) was; b) be; c) is; d) would be
9. To avoid unnecessary injury, the police instructor insisted that the officers` tackling drills ___ on the proper way to shoot during their in-service training course.
   a) focus; b) focused; c) were focused; d) would have focused
10. The police instructor realized that if an officer ___ to improve, he or she would need to spend several days working on general physical conditioning.
    a) would be; b) was; c) were; d) would have been

Exercise F: Choose the correct Conditional verb form to complete the following sentences:

1. Sara didn’t pay any attention to what I had told her to do. Oh, if she ___ my advice!  a) had taken; b) took; c) would have taken; d) would take
2. But for his laziness Timothy ___² quite successful in business.
a) would be; b) should be; c) might be; d) could be

3. I came back to the city to face a terrible destruction and I felt as if I ___³.
a) went mad; b) had gone mad; c) would have gone mad; go mad

4. We wouldn’t have gone to that seaside resort if we ___⁴ its prices.
a) had known; b) knew; c) know; d) would have known

5. You’d better ___⁵ this water; it might be infected.
a) don’t drink; b) not drink; c) not to drink; d) didn’t drink

6. Why aren’t you listening to me? If only you ___⁶ how important it is!
a) would have realized; b) had realized; c) realize; d) realized

7. John has a very nice personality. If you ___⁷ him better, you would like him more. 
   a) had known; b) know; c) knew; d) will know

8. He looked at his watch and decided that it was time ___⁸ another phone call. 
   a) he made; b) he make; c) he makes; d) he would make

9. I am afraid to lose my job; my boss picks on me all the time. What would you do if you ___⁹ in my shoes? 
   a) had been; b) was; c) would be; d) were

10. If she ___¹⁰ not so absent-minded, she wouldn’t have made this silly mistake. 
    a) had been; b) was; c) would be; d) were

11. The fire alarm sounded and it was ordered that everybody ___¹¹ the building as soon as possible.
    a) would leave; b) should leave; c) could leave; might leave

12. Paul is as cool as a cucumber. It is strange that he ___¹² in the fight. 
    a) got involved; b) should get involved; c) should have got involved

13. We have been walking for two hours. I am so tired. If only we ___¹³ a taxi! 
    a) had found; b) should find; c) could find; d) ought to find

14. The doctor recommended that she ___¹⁴ a specialist about the problem. 
    a) should see; b) can see; c) will see; d) could see

15. If she ___¹⁵ to be rich, she would be horribly obnoxious (=rude; unpleasant). 
    a) had been; b) was; c) would be; d) were

16. If she ___¹⁶ in the United States, she wouldn’t need a visa to work here. 
    a) was born; b) were born; c) had been born; d) will be born

17. If Darren ___¹⁷ his Christmas bonus gambling in Las Vegas, he would go to Mexico with us next month. 
    a) hasn`t wasted; b) hadn't wasted; c) didn’t waste; d) wouldn’t waste
Exercise G: Make these imperative sentences negative! The given examples are famous people’s/ writers` quotes so you may change them only for your limited educational purposes:

- The imperative mood is used to express a command, request or advice. It is used in the second person and the subject you is usually omitted. If the command is addressed to the person speaking (First person), it will begin with let followed by me or us. Third person commands will begin with let preceded by the third person subject (somebody).
- Positive imperative sentences are formed with the help of the infinitive without the particle to.
- Negative imperative sentences are formed with the help of the negative form of the auxiliary verb to do placed before the notional verb.

1. Act only according to that maxim by which you can at the same time will that it should become a universal law. (Immanuel Kant)
2. Go to the edge of the cliff and jump off. Build your own wings on the way down. (Ray Bradbury)
3. Just think of the tragedy of teaching children not to doubt. (Clarence Darrow)
4. Let the river rock you like a cradle // Climb to the treetops, child, if you're able // Let your hands tie a knot across the table. // Come and touch the things you cannot feel. // And close your fingertips and fly where I can't hold you // Let the sun-rain fall and let the dewy clouds enfold you // And maybe you can sing to me the words I just told you // If all the things you feel ain't what they seem. // And don't mind me 'cause I ain't nothing but a dream. (lyrics by Jerry Merrick, sung by Richie Havens, "Follow")
5. Read, every day, something no one else is reading. Think, every day, something no one else is thinking. Do, every day, something no one else would be silly enough to do. It is bad for the mind to be always part of unanimity. (Christopher Morley)
6. For all rational beings stand under the law that each of them should treat himself and all others never merely as means, but in every case at the same time as an end in himself. (Immanuel Kant)
7. Act so that you treat humanity, whether in your own person or in that of
another, always as an end and never as a means only. (Immanuel Kant)
8. Chase after the truth like all hell and you'll free yourself, even though you
never touch its coat tails. (Clarence Darrow)
9. Always bear in mind that your own resolution to
succeed is more important than any other. (Abraham
Lincoln)
10. Avoid popularity if you would have peace. (Abraham
Lincoln)
11. Discourage litigation. Persuade your neighbors to
compromise whenever you can. As a peacemaker the
lawyer has superior opportunity of being a good man. There will still be
business enough. (Abraham Lincoln)
12. Be sure you put your feet in the right place, then stand firm. (Abraham
Lincoln)
13. Let every man be respected as an individual and no
man idolized. (Albert Einstein)
14. Try not to become a man of success, but rather try to
become a man of value. (Albert Einstein)
15. Let our advance worrying become advance thinking
and planning. (Winston Churchill)
16. Play the game for more than you can afford to lose... only then will you learn the game. (Winston Churchill)
17. Be polite to all, but intimate with few. (Thomas
Jefferson)
18. Be faithful in small things because it is in them that
your strength lies. (Mother Teresa)
19. Let us always meet each other with smile, for the smile is the beginning
of love. (Mother Teresa)
20. Spread love everywhere you go. Let no one ever come to you without
leaving happier. (Mother Teresa)
21. Take time to deliberate, but when the time for action
has arrived, stop thinking and go in. (Napoleon Bonaparte)
22. Be at war with your vices, at peace with your
neighbors, and let every New Year find you a better man.
(Benjamin Franklin)
23. Do good to your friends to keep them, to your enemies
to win them. (Benjamin Franklin)
24. Eat to please yourself, but dress to please others. (Benjamin Franklin)
25. Either write something worth reading or do something worth writing.
(Benjamin Franklin)
Exercise H: Examine the given below imperative statements. Identify the category they belong to; choose by the number given:

NOTE: Imperative statements can denote:
1. invitation (to some sort of activity/ place/ event);
2. ban (prohibition);
3. direct command/ indirect command (order);
4. request or offer;
5. entreaty=an attempt to persuade someone to do/ not to do smth. (advice);
6. any sort of exhortation (strong encouragement);
7. permission/ deny permission;
8. apology;
9. warning;
10. instructions.

1. Don't tell him you're resigning now! Wait until Monday when he's in a better mood.
2. Don't interfere with anything in the Constitution. That must be maintained, for it is the only safeguard of our liberties. (Abraham Lincoln)
3. Please don't smoke here.
4. Take this test once. Try your level best to score the maximum marks.
5. Danger! Stay away from the cliff.
6. Do not worry about your difficulties in Mathematics. I can assure you mine are still greater. (Albert Einstein)
7. Take care of your health. Don't drink alcohol. Don't eat heavy meals.
8. Never do anything against conscience even if the state demands it. (Albert Einstein)
9. The king said, "All subjects will pay taxes annually."
10. Never lose a holy curiosity. (Albert Einstein)
11. Travelers are to carry identification at all times.
12. Let us consider all the possibilities.
13. Do not let spacious plans for a new world divert your energies from saving what is left of the old. (Winston Churchill)
14. Watch out! Don't cross the road at a red traffic light!
15. Come back to business!
16. Feed a dog to bark at you. (Bulgarian proverb)
17. Let's stop now, I'm getting a headache.

18. Turn left at the traffic lights. Then cross the bridge and turn right at the first set of traffic lights.
19. Students will not run in the halls.
20. Always be home by eleven.
21. Write injuries in dust, benefits in marble. (Benjamin Franklin)
22. Come here at once! Turn that computer off now!
23. Call up the shades of Demosthenes and Cicero to vouch for your words; point to their immortal works. (J. Q. Adams)
24. Excuse me for arriving late – the bus was delayed.
25. Don’t open the window. And don’t eat inside this room.
26. Give assistance to anyone in difficulties or distress.
27. How to send a telegram or parcel? – Go to the Post Office, take a form, fill it up…
28. Read this report, and then give it to your supervisor for proofreading.
29. Please hold the line. Let's not argue!
30. Honor all men; love all men; fear none. (Channing)
31. Don't take the car out tonight! Have mercy on us.
32. Kindly return the documents as soon as possible and send me 2 copies of your brochure.
33. Ask not what your country can do for you. Ask what you can do for your country. (President John F. Kennedy)
34. For an appropriate answer, get in touch with this Web site.
35. Andrew's late again." "Cut him some slack – his wife's just had a baby."

Exercise I: Compose positive and negative imperative statements using the given expressions where possible:

<table>
<thead>
<tr>
<th>to decrease the speed</th>
<th>to be aware of pick-pockets</th>
<th>to make a will</th>
</tr>
</thead>
<tbody>
<tr>
<td>to start the engine</td>
<td>to make fun of somebody</td>
<td>to do one’s best</td>
</tr>
<tr>
<td>to make progress</td>
<td>to make a mess of smth.</td>
<td>to make a mistake</td>
</tr>
<tr>
<td>to accuse the guilty</td>
<td>to stop smoking here</td>
<td>to come tomorrow</td>
</tr>
<tr>
<td>to honor the adults</td>
<td>to have a nice trip</td>
<td>to judge people</td>
</tr>
<tr>
<td>to let him be late</td>
<td>to mind your own business</td>
<td>to stop eating</td>
</tr>
<tr>
<td>to go home in peace</td>
<td>to come along with me</td>
<td>to write a report</td>
</tr>
<tr>
<td>to manage the office</td>
<td>to take the car out tonight</td>
<td>to come to my party</td>
</tr>
<tr>
<td>to deal with anxiety</td>
<td>to wait long for the lawyer</td>
<td>to test the data once</td>
</tr>
</tbody>
</table>
It is interesting to know: English Phrases

**English Phrases**

English phrases are groups of words, without both a subject and a verb, functioning as a single part of speech. This means that while an English phrase is made up of multiple words (all of which have their own function), all of the words work together to perform one larger function.

<table>
<thead>
<tr>
<th>№</th>
<th>Type</th>
<th>Form</th>
<th>Function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepositional Phrases</td>
<td>preposition + modifiers + object</td>
<td>act as adjectives; act as adverbs</td>
<td>of the jobs; for the day; except junk</td>
</tr>
<tr>
<td>2</td>
<td>Verb Phrases</td>
<td>main verb + helping verb</td>
<td>acts as a verb</td>
<td>must have told; is going</td>
</tr>
<tr>
<td>3</td>
<td>Noun Phrases</td>
<td>pronoun/noun + any associated modifiers</td>
<td>acts as a noun</td>
<td>place of pride; book to read; busy teacher</td>
</tr>
<tr>
<td>4</td>
<td>Adjective Phrases</td>
<td>preposition + object</td>
<td>acts as an adjective: modifies a noun or pronoun</td>
<td>tells <em>which</em> or <em>what kind?</em></td>
</tr>
<tr>
<td>5</td>
<td>Adverb Phrases</td>
<td>preposition + object</td>
<td>acts as an adverb: modifies a verb/ an adjective</td>
<td>tells <em>how/ how much/ when/ where/ why?</em></td>
</tr>
<tr>
<td>6</td>
<td>Infinitive Phrases (Verbals)</td>
<td>The complex object: verb + object + the Infinitive</td>
<td>act as nouns; act as adjectives; act as adverbs</td>
<td>We expect him to solve this problem.</td>
</tr>
<tr>
<td>7</td>
<td>Gerund Phrases (Verbals)</td>
<td>direct objects; predicate nominatives/ adjectives; or modifiers</td>
<td>act as a noun – as a subject; appositive; direct/indirect object of preposition predicate nominative</td>
<td>blaming others; eating late at night; your trying hard</td>
</tr>
<tr>
<td>8</td>
<td>Participial Phrases (Verbals)</td>
<td>a participle + any complements</td>
<td>act as adjectives; modifies the <em>subject</em> of a sentence</td>
<td>forgetting his promise; going home in peace</td>
</tr>
<tr>
<td>9</td>
<td>Appositive Phrases</td>
<td>a noun renames/ follows another noun/ pronoun</td>
<td>acts as a noun; acts as a pronoun</td>
<td>the professor, <em>a man of forty</em>, is very clever</td>
</tr>
</tbody>
</table>
Exercise J: Find the particular phrases due to the instructions:

Exercise A: Find the prepositional phrases in the following sentences:
1. Jim painted a picture on the wall of the house.
2. I like to lie in the shade of the apricot tree and think of the jobs for the day.
3. The dog jumped over the mound behind the barn and ran into the street.
4. Everyone but you will need a note from home with parental permission.
5. Around the yard for miles, you could see nothing except junk.

Exercise B: Find the verb phrases and tell what kind of verbs they are:
1. I can understand your concern.
2. Is Mrs. Johansson going with you?
3. The rooms cannot be held any longer.
4. I haven't seen him for an hour.
5. I can understand his concern.
6. She must have told you ten times.
7. We shall go tomorrow.
8. The wind was howling all night.
9. You are going to Seattle.
10. You have been resting too much.
11. We must be early.
12. I will be finished shortly.

Exercise C: Pick out the adjective prepositional phrases in these sentences and tell what they modify:
1. Do you remember the title of the new book about morals?
2. Our work on the planning commission covers all kinds of ideas and concepts.
3. Those immense houses on the west side of town were built recently.
4. The man in the next room is the mayor.
5. Few of the citizens had ever seen that plan.
6. Yesterday many people in Alaska suffered from the heat.
7. During the morning the family drove through the lovely mountains.
8. At noon we ate our lunch at the summit with great excitement.
9. Later our friends and we strolled down the wooded path.
10. The giant hole in the mountain is an unusual monument of our past.
11. Do you have a reason for your absence from class?
12. The class was delighted by the outcome of the story.
13. The real owner of the property is not available for comment.

Exercise D: Pick out the adverb prepositional phrases in these sentences, identify what they tell us, and what they modify:
1. The early settlers were very careless of our forests.
2. We divided the candy among the children at the party.
3. I still live in that stucco house in the next block.
4. The three contestants listened carefully to each question.
5. The sound of whispers came to us through the window.
6. In the cage we saw a huge jaguar from the jungles of Brazil.
7. Everyone in the class finished the test at the same time.
8. The children were awakened by a sudden clap of loud thunder.
9. The dark shadows stretched across the road and the park.
10. The employee came for his money.
11. The pirate map was hidden underneath a big rock.
12. A deep ditch was dug near the boundary of the factory.

Exercise E: Find the gerunds, gerund phrases, participles, participial phrases, infinitives or infinitive phrases in these sentences, tell what kind of verbal they are, and how they are used:
1. I had only one desire, leaving for home.
2. The glancing blow did little damage.
3. Go to the dictionary to look for the answer.
4. This computer game is easy to play and to understand.
5. Have you tried writing it down daily?
6. His chief interests are skiing and racing.
7. Blaming others is not being honest with oneself.
8. We do not plan to change the rules.
9. Forgetting his promise, Jeff returned home late.
10. My dog is too old to learn new tricks.
11. The only way to improve your skills is regular practice.
12. Your weeping and wailing will not change a thing.
13. You know my weakness, eating late at night.
14. To decorate for the dance will cost too much.

Exercise F: Find the appositive phrases and tell what they modify:
1. My car, a Plymouth van, rolled over and over on the highway.
2. Mr. Smith, our sponsor, is upset with our advertising, Helen.
3. Gentlemen, we must help our young people, the leaders of tomorrow.
4. There goes David. He is the owner of many businesses.
5. That woman is my neighbor. She is a well-known lawyer.
Exercise 1. Examine the given sentences. Identify the non-finite verb forms. State each form of a verbal; recognize its function in the sentence:

1. In Asia, thousands of executions were likely to have taken place in China, where information on the death penalty remains a state secret.
2. Belarus remains the only nation to use the death penalty in the region.
3. The largest mass commutation of death sentences ever known to Amnesty International took place in Kenya as the government announced that more than 4,000 condemned prisoners would have their sentences commuted to imprisonment.
4. Iranian authorities executed Delara Darabi in Rasht Central Prison on Friday morning and she is the second person to be executed this year after being convicted of a crime she was alleged to have committed while still less than 18, Amnesty International has revealed.
5. "Amnesty International is outraged at the execution of Delara Darabi, and particularly at the news that her lawyer was not informed about the execution, despite the legal requirement that he should receive 48 hours' notice," said Hassiba Hadj Sahraoui, Deputy Director of the Middle East and North Africa Program.
6. "This appears to have been a cynical move on the part of the authorities to avoid domestic and international protests which might have saved Delara Darabi's life."
7. Delara Darabi was executed despite her having been given a two-month stay of execution by the Head of the Judiciary on 19 April the same year.
8. Conditions in the prison are said to be appalling.
9. It was a maximum-security prison intended to be especially difficult to escape from.
10. The district attorney said if McVeigh was given the death penalty and his conviction was upheld on appeal, the state prosecution would become moot.
11. The government stands accused of eroding freedom of speech.
12. Have they any evidence to implicate him in the robbery?
13. You can't really blame Helen for not wanting to get involved.
Exercise 2. Make non-finite verb forms according to the instructions below:

**Exercise A: Put the verb in bracket into its appropriate infinitive form:**
1. They tried __\(^1\) (put) the blame for the killing on an innocent army officer.
2. The two men allege that the police forced them __\(^2\) (make) false confessions.
3. The company criticized in the documentary was given the opportunity __\(^3\) (answer) back.
4. It's our duty __\(^4\) (preserve) the planet for future generations.
5. They called a demonstration __\(^5\) (protest) against proposed job cuts.
6. We've received permission __\(^6\) (go ahead) with the music festival in spite of opposition from local residents.
7. She is an actress who always tries __\(^7\) (submerge) herself completely in a role.
8. A group of four teachers were delegated __\(^8\) (represent) the school at the union conference.
9. I have engaged a secretary __\(^9\) (deal) with all my paperwork.
10. I'd like __\(^{10}\) (introduce) our newly appointed members of staff.
11. They had __\(^{11}\) (fight) hard for improvements to the road system.
12. I felt a sense of betrayal when my friends refused __\(^{12}\) (support) me.

**Exercise B: Put the verb in bracket into its appropriate gerund form:**
1. He responded by __\(^1\) (march off) and __\(^2\) (slam) the door behind him.
2. I got so fed up with __\(^3\) (wait) for him to do it that I just went ahead and did it myself.
3. __\(^4\) (cut down) the old forest was an act of vandalism.
4. Security did not prevent an interloper from __\(^5\) (get) onto the stage at the opening ceremony.
5. She was taken to hospital after __\(^6\) (be submerged) in an icy river for 45 minutes.
6. The management guaranteed that __\(^7\) (outsource) wouldn't mean job losses.
7. Motor vehicles are prohibited from __\(^8\) (drive) in the town centre.
8. The Athletics Federation has banned the runner from future races for __\(^9\) (use) proscribed drugs.
9. The policy of __\(^{10}\) (charge) air travelers for vegetarian meals proved unpopular and has already been rescinded*. (*=to have no (legal) power)
10. The health risk from __\(^{11}\) (drink) unclean water is considerable.
11. __\(^{12}\) (eat) spaghetti can be a messy business.
12. I've had to tighten my belt since I stopped __\(^{13}\) (work) full-time.
Exercise 3. Choose the best option of non-finite verb forms from the multiple choices given next to each sentence to complete these sentences:

1. Anyone who was suspected of ___ with the occupying forces was arrested.  
   a) collaborate; b) collaborating; c) collaborated
2. The pharmaceutical company has been charged with ___ from the AIDS crisis.  
   a) profit; b) profiteering; c) profited
3. Unions are ___ a plan by universities to ___ all non-academic services.  
   a) fight; b) fought; c) fighting
   a) outsource; b) outsourcing; c) outsourced
4. There's a rumor shared by many people that she intends to ___ the company.  
   a) leave; b) leaving; c) left
5. The Broadcasting Act allows ministers to ___ any channel that offends against good taste and decency.  
   a) proscribe; b) proscribing; c) proscribed
6. The photographs of starving children shocked people into ___ money.  
   a) give; b) giving; c) given
7. The President ended his visit by ___ a wreath of flowers at the war memorial.  
   a) lay; b) laying; c) laid
8. Police are ___ arsonists for the spate of fires in the Greenfields housing estate.  
   a) blame; b) blamed; c) blaming
9. The recession has forced a lot of companies to ___ on graduate recruitment.  
   a) cut down; b) cutting down; c) be cut down
10. I think ___ should be abolished.  
    a) to bull fight; b) bullfighting; c) bull fought
11. I hope this is a public footpath and we're not ___ on someone's land.  
    a) trespass; b) trespassing; c) trespassed
12. A senior judge is ___ as referee in the pay dispute between the trade union and management.  
    a) act; b) acted; c) acting
13. She found out that he'd been ___ on her.  
    a) cheat; b) cheated; c) cheating
14. You should have seen the look of shock on her face when he started ___.  
    a) swear; b) be sworn; c) swearing
15. We need the public's help in ___ crime.  
    a) fight; b) fighting; c) be fought
16. With storm clouds ___ over them, the mountains looked dark and forbidding.  
    a) rush; b) be rushed; c) rushing
17. ___ export rates have impacted on the country's economy quite considerably.  
    a) fall; b) fallen; c) falling
Exercise 4. Paraphrase the given sentences. Use Complex Subject infinitive construction instead of a dependent clause:

Example: We heard that a car stopped outside the door. → A car was heard to stop outside the door.

1. It was announced that all the people except one who were on the aircraft have now been identified.
   Revised

2. The NBC reported yesterday that at least ten people have been injured in the terrible explosion in Delhi.
   Revised

3. Some experts think that the fire has been caused by a gas explosion.
   Revised

4. People suppose that physicians are often poor communicators, particularly when they have to give patients bad news.
   Revised

5. I suppose that all the lottery tickets will be sold by now.
   Revised

6. People rumor that he lost his job when he was found to have appropriated some of the company's money.
   Revised

7. They reported that the sole survivor of the accident was found in the water after six hours.
   Revised

8. Businessmen throughout the country are demanding that small businesses shall receive uniform treatment from the banks.
   Revised

9. The jury concluded from the evidence that the defendant was innocent.
   Revised

10. It is believed that the average car has a top speed of 155 miles per hour.
    Revised

11. His detractors claim that his fierce temper makes him unsuitable for party leadership.
    Revised

12. Many scientists consider that the human contribution to global CO2 emissions occurring on the planet is absolutely negligible*. (*=too slight to be of importance)
    Revised
Exercise 5. Paraphrase the given sentences. Use Complex Object infinitive construction instead of a dependent clause:

Example: I know that my friend is a just man. → I know my friend to be a just man.

1. She didn’t expect that the treatment would only aggravate the condition.
   Revised______________________________________________________

2. He being a judge certainly knows that aggravating factors can affect the sentence set by the court.
   Revised______________________________________________________

3. We heard that they breached the agreement they had made with their employer.
   Revised______________________________________________________

4. The fishermen claimed that ships from another country had violated their territorial waters.
   Revised______________________________________________________

5. He claimed that the way he'd been treated was a gross violation of his human rights.
   Revised______________________________________________________

6. A recent survey found and revealed that 58% of people did not know where their heart is.
   Revised______________________________________________________

7. The authorities know that Sarah's boyfriend is a cocaine dealer.
   Revised______________________________________________________

8. Our professor explained that these ancient scholars were all steeped in poetry and painting, as well as math and astronomy.
   Revised______________________________________________________

9. A jeweler told that the gold-plated earrings are much cheaper than solid gold ones.
   Revised______________________________________________________

10. Small investors are hoping that the markets will improve.
    Revised_____________________________________________________

11. The magazine misreported that its sales figures were high enough in order to boost advertising revenue.
    Revised____________________________________________________

12. It was Ptolemy who propounded the theory that the Earth was at the centre of the universe.
    Revised_____________________________________________________

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**Exercise 6.** With the help of [http://www.quotations.me.uk](http://www.quotations.me.uk) we have created a list of slogans of some well-recognized companies. Go to their official websites to check what they produce. Also think whether their slogans correlate with their activity? Name the companies which use imperative-style mottos!

<table>
<thead>
<tr>
<th>Company</th>
<th>Company Slogan</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Express</td>
<td>Do More</td>
<td><a href="http://www.americanexpress.com">www.americanexpress.com</a></td>
</tr>
<tr>
<td>ATI Technologies</td>
<td>Get In the Game</td>
<td><a href="http://www.atitechnologies.net">www.atitechnologies.net</a></td>
</tr>
<tr>
<td>Burger King</td>
<td>Have It Your Way</td>
<td><a href="http://www.bk.com">www.bk.com</a></td>
</tr>
<tr>
<td>Canon</td>
<td>Know How</td>
<td><a href="http://www.canon.com">www.canon.com</a></td>
</tr>
<tr>
<td>Citigroup</td>
<td>Live Richly</td>
<td><a href="http://www.citigroup.com">www.citigroup.com</a></td>
</tr>
<tr>
<td>Dell Computer</td>
<td>Get More out of Now</td>
<td><a href="http://www.dell.com">www.dell.com</a></td>
</tr>
<tr>
<td>Ericsson</td>
<td>Taking You Forward</td>
<td><a href="http://www.ericsson.com">www.ericsson.com</a></td>
</tr>
<tr>
<td>Globe Telecom</td>
<td>Making great things possible</td>
<td><a href="http://www.globe.com.ph">www.globe.com.ph</a></td>
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<tr>
<td>Hewlett-Packard</td>
<td>Invent</td>
<td><a href="http://www.hp.com">www.hp.com</a></td>
</tr>
<tr>
<td>Hilton Hotels</td>
<td>Take Me To The Hilton</td>
<td><a href="http://www.hilton.com">www.hilton.com</a></td>
</tr>
<tr>
<td>Honda</td>
<td>Power of Dreams</td>
<td><a href="http://www.honda.com">www.honda.com</a></td>
</tr>
<tr>
<td>IBM</td>
<td>We Make IT Happen</td>
<td><a href="http://www.ibm.com">www.ibm.com</a></td>
</tr>
<tr>
<td>L'Oreal</td>
<td>Because You're Worth It</td>
<td><a href="http://www.loreal.com">www.loreal.com</a></td>
</tr>
<tr>
<td>Mazda</td>
<td>Zoom Zoom</td>
<td><a href="http://www.mazda.com">www.mazda.com</a></td>
</tr>
<tr>
<td>McDonald's</td>
<td>I'm Lovin' It</td>
<td><a href="http://www.mcdonalds.com">www.mcdonalds.com</a></td>
</tr>
<tr>
<td>Mitsubishi</td>
<td>Better Built, Better Backed</td>
<td><a href="http://www.mitsubishicars.com">www.mitsubishicars.com</a></td>
</tr>
<tr>
<td>Motorola</td>
<td>Hello. Moto</td>
<td><a href="http://www.motorola.com">www.motorola.com</a></td>
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<tr>
<td>Nestlé</td>
<td>Good Food. Good Life</td>
<td><a href="http://www.nestle.com">www.nestle.com</a></td>
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<tr>
<td>Nike</td>
<td>Just Do It</td>
<td><a href="http://www.nike.com">www.nike.com</a></td>
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<tr>
<td>Nintendo</td>
<td>Born to play</td>
<td><a href="http://www.nintendo.com">www.nintendo.com</a></td>
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<td>Nokia</td>
<td>Connecting People</td>
<td><a href="http://www.nokia.com">www.nokia.com</a></td>
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<tr>
<td>Panasonic</td>
<td>Ideas for Life</td>
<td><a href="http://www.panasonic.com">www.panasonic.com</a></td>
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<td>Pepsi</td>
<td>It's the Cola</td>
<td><a href="http://www.pepsi.com">www.pepsi.com</a></td>
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<tr>
<td>Porsche</td>
<td>There Is No Substitute</td>
<td><a href="http://www.porsche.com">www.porsche.com</a></td>
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<tr>
<td>Rolls-Royce</td>
<td>Trusted to Deliver Excellence</td>
<td><a href="http://www.rolls-royce.com">www.rolls-royce.com</a></td>
</tr>
<tr>
<td>Samsung Electronics</td>
<td>Imagine</td>
<td><a href="http://www.samsung.com">www.samsung.com</a></td>
</tr>
<tr>
<td>Toyota</td>
<td>Oh What a Feeling</td>
<td><a href="http://www.toyota.com">www.toyota.com</a></td>
</tr>
<tr>
<td>Weight Watchers</td>
<td>Watch Yourself Change</td>
<td><a href="http://www.weightwatchers.com">www.weightwatchers.com</a></td>
</tr>
<tr>
<td>Procter &amp; Gamble</td>
<td>Touching Lives, Improving Life</td>
<td><a href="http://www.pg.com">www.pg.com</a></td>
</tr>
<tr>
<td>Pragma</td>
<td>Operate at Your Optimum</td>
<td><a href="http://www.pragmaworld.net">www.pragmaworld.net</a></td>
</tr>
<tr>
<td>Lowe's</td>
<td>Improving Home Improvement</td>
<td><a href="http://www.lowes.com">www.lowes.com</a></td>
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<tr>
<td>Intel</td>
<td>Intel Inside</td>
<td><a href="http://www.intel.com">www.intel.com</a></td>
</tr>
<tr>
<td>Infineon</td>
<td>Keep on Thinking</td>
<td><a href="http://www.infineon.com">www.infineon.com</a></td>
</tr>
<tr>
<td>FedEx</td>
<td>Relax, It's FedEx</td>
<td><a href="http://www.fedex.com">www.fedex.com</a></td>
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<tr>
<td>Nissan Motors</td>
<td>The power comes from inside</td>
<td><a href="http://www.nissan-global.com">www.nissan-global.com</a></td>
</tr>
<tr>
<td>Oracle</td>
<td>Information Driven</td>
<td><a href="http://www.oracle.com">www.oracle.com</a></td>
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<tr>
<td>JVC</td>
<td>The Perfect Experience</td>
<td><a href="http://www.jvc.com">www.jvc.com</a></td>
</tr>
<tr>
<td>J.C. Penney</td>
<td>It's all Inside</td>
<td><a href="http://www.jcpenney.com">www.jcpenney.com</a></td>
</tr>
</tbody>
</table>
Exercise 7. Analyze the sentences below according to the given example model and TAM standards. Also explain the meaning of the given message:

Example: The pending releases of the prisoners are meant to create a climate for negotiation. are meant to create → present tense + simple aspect + indicative mood + passive voice; the pending releases and climate of negotiations are interdependent and happen at the same time

1. When Mr. Smith retires next week, he will have been working for our firm for 30 years.
2. We need a reference from your former employer.
3. His executive skills will be very useful to the company.
4. The new director has introduced a series of changes against little opposition from the supine staff.
5. Could you give me an example of the improvements you have mentioned?
6. In a speech to captains of industry, he predicted economic growth of 3.5% next year.
7. If I have any comments to make, I'll write them in the margin.
8. They could take legal action against you if you break the terms of the contract.
9. The applicants will be examined in three main areas; speaking, listening and reading comprehension.
10. The candidates listed below have failed to satisfy the examiners.
11. Offices can easily become more environmentally-friendly by, for example, using recycled paper.
12. Unemployment has risen in Europe again for the third consecutive month.
13. How long have you been looking for employment?
14. She was prepared to take on the job, with all its associated risks.
15. Once the CEO (=chief executive officer) had formulated a new direction for the company, he wasted no time in putting it into effect.
16. In recent years the government has provided financial assistance towards the costs of developments in microelectronics, office automation, computer-aided design, robots and aerospace.
17. The persons forming a company are required to submit several documents to the Registrar of Companies.
18. An industry which is being increasingly mechanized may be employing less labor but increasing its output.
Exercise 1. Examine the given sentences. Identify; underline; state the non-finite verb forms; recognize their function in the sentence:

1. All the passengers in the bus were listening to the story of the boy who had been saved from drowning by the quickness of the driver.
2. The violence is unlikely to stop without military strikes against terrorist bases.
3. The UN is supervising the distribution of aid by local agencies in the disaster area.
4. The minister pushed past the waiting journalists, refusing to speak to them.
5. Under cross-examination, the witness admitted her evidence to have been mostly lies.
6. After much persuasion they managed to extract the required information from him.
7. There's a growing recognition that this country can no longer afford to be a nuclear power.
8. New alignments are being formed within the business community.
9. He had not expected the people so readily to internalize the values of democracy.
10. You must recognize the seriousness of the problems we are facing.
11. You'll have to sign the visitors' book, but it's just a formality.
12. I understand that you are interested in borrowing some money from us.
13. In the courtroom it is understood that loud talking on the part of the public is not permissible.
14. She put the figures up on the board to underline the seriousness of the situation.
15. I think we should put as much emphasis on preventing disease as we do on curing it.
16. The company has been expanding rapidly and I feel it's now time to consolidate.
17. She advised us to look abroad for more lucrative business ventures.
18. The Glasgow-based company is to launch a stock-market flotation this summer.
19. Stock markets around the world are reacting to news of the US president's announcement.
20. He is accused of misappropriating $30 000 to pay off gambling debts.
Exercise 2. In each of the following sentences, indicate whether the italicized verb form is finite or nonfinite. Put a tick to confirm your choice:

1. Although many of his policies were unpopular, he had the courage of his convictions to see them through.  
   Finite______ Nonfinite______
2. Economic recovery is gathering pace.  
   Finite______ Nonfinite______
3. It took him a great courage to continue driving after the accident.  
   Finite______ Nonfinite______
4. The pilot avoided a collision by changing course.  
   Finite______ Nonfinite______
5. Changing the course of the river would cause serious environmental damage to the whole valley.  
   Finite______ Nonfinite______
6. I want to have this package delivered by motorcycle courier.  
   Finite______ Nonfinite______
7. Stock prices fell yesterday in heavy trading so they decided to buy some shares on the London stock exchange.  
   Finite______ Nonfinite______ // Finite______ Nonfinite______
8. Stocks are regarded as good long-term investments.  
   Finite______ Nonfinite______
9. I called my broker for advice about investing in the stock market.  
   Finite______ Nonfinite______
10. Wales will be divided into 21 unitary authorities instead of eight counties and 37 districts.  
   Finite______ Nonfinite______
11. The municipality provides services such as electricity, water and rubbish collection.  
   Finite______ Nonfinite______
12. What was once an informal event has now become institutionalized.  
   Finite______ Nonfinite______
13. The police have been instructed to patrol the building and surrounding area.  
   Finite______ Nonfinite______
14. The management has ordered a cutback in spending.  
   Finite______ Nonfinite______
15. The judge directed the defendant to remain silent.  
   Finite______ Nonfinite______
Exercise 3. Using the verbs in brackets, complete the second sentence so that it has the similar meaning with the first one and has either of the non-finite verb forms inside:

**Example:** Travelling doesn’t bother me as long as there are no delays. (not mind) → I **don’t mind** travelling as long as there are no delays.

1. There’s a danger we will lose the case to our rivals. (risk)
   We ____________________________________________

2. We will provide a 24 hour-a-day hot-line on urgent problems. (undertake)
   We ____________________________________________

3. I certainly did not disclose any legal secrets. (deny)
   I **firmly** ________________________________

4. If you like we can send the news report by satellite. (offered)
   They have ______________________________________

5. I have every intention of complaining about the bad service. (intend)
   I **fully** ______________________________________

6. I think it would be a good idea to get in touch with the experienced lawyer. (suggest)
   I ______________________________________________

7. I’m not sure, but I think there is a virus in the computer program. (appears)
   There __________________________________________

8. He was late so I didn’t see him. (miss)
   Since he was late ___________________________________

9. The government closed the borders with the aim of catching the criminals. (catch)
   In order _______________________________________

10. They thought that he had already boarded the plane in New York. (be expected)
    He _____________________________________________

11. Send them the samples they requested – don’t forget, will you? (remember)
    Please __________________________________________

12. In my job I have to meet many people. (involve)
    My job __________________________________________

13. I anticipate receiving an answer soon. (expect)
    I ______________________________________________

14. She should have told them of the potential problem. (neglected)
    She ____________________________________________

15. We fully expect to double our turnover in the next two years. (anticipate)
    We _____________________________________________

16. She says she has the necessary authority. (claims)
    She _____________________________________________

17. Why on earth did you spend so much on entertainment? (justify)
    **How can you** ___________________________________?
Exercise 4. Complete the sentences using the words from the box of words below and read it carefully. Then follow the further instructions:

<table>
<thead>
<tr>
<th>broken</th>
<th>going through</th>
<th>being</th>
<th>beating</th>
<th>to move</th>
<th>to check</th>
</tr>
</thead>
<tbody>
<tr>
<td>lying</td>
<td>whispering</td>
<td>to explode</td>
<td>clattering*</td>
<td>to detect</td>
<td>to take</td>
</tr>
<tr>
<td>to mess</td>
<td>running away</td>
<td>to climb up</td>
<td>drinking</td>
<td>hear</td>
<td>to be</td>
</tr>
</tbody>
</table>

(*= making continuous loud noises)

a) Fill in the gaps with the appropriate word and read the text:
What has happened?

There was a break-in at the headquarters of one company one night and the same day the night watchman** made a statement to the police saying what he has seen and heard. (**=a person who is employed to guard a building at night)

The consequences of the aggravated burglary: the night watchman was badly wounded (but refused to go to the hospital); all computers were infected by a Trojan horse virus; all sensitive data has been wiped off the main computer (server) by a virus; the CEO’s*** office has been damaged in explosion; no valuables have been stolen (***=chief executive officer)

The night watchman’s statement:

I have worked as a night watchman here for six years and there has never been any trouble before. But on that day... hm-m... that particular night just at about 3 a.m. when I was idly staring at the switched on TV screens in my security room I saw someone ___ about in one of the offices. Yes, I thought I could hear someone moving around upstairs. So I took my torch* (=a small light) and went to ___2. Some sounds can be detected by the human ear as real but some could be just a figment of your imagination. So I decided __3. I decided not __4 the lift because if there was any intruder he would easily hear it ___5 so I walked upstairs as quietly as I could. I stopped on the second floor and listened to my heart and pulse ___6. I took out my revolver and took off the safety catch. At that moment I imagined myself ___ ___7 a gun battle and I couldn’t prevent myself from ___8 afraid. I've always been afraid of unexpected, strange or dramatic turns of events. I imagined myself ___ ___9 lonely in a pool of blood in the deserted building. Yes, right, sir, sometimes my imagination is ___ ___10. Ok, then I continued ___11 to the third floor and then I walked down the corridor. I
could ___12 two men ___13 something to each other. Their speech was inarticulate and it was obvious they had been ___14. I bravely walked on, and through an open door I observed two masked men ___15 all about the contents on the CEO’s desk. Then after about 30 seconds – but for me it seemed ___16 an eternity – I heard something having ___17. I had a feeling that the whole building has been violently ___18 up into pieces. That lasted for a second or two but then everything got dark and the rest is history.**** (****=everything which happened since then is well known)

b) Answer the given questions; pick up your version and make your own conclusion with the reference to the given facts:

1. The witnessing night watchman seems to ___1, doesn’t he? a) tell the truth; b) exaggerate; c) mislead the investigation; d) cheat; e) take his time
2. The watchman has chosen to work night hours because he was ___2 during the day, wasn’t he?
   a) babysitting; b) working for another employer; c) hacking the Net; d) writing an e-book; e) idly surfing the Net-pages
3. The watchman’s college education was connected with ___3, wasn’t it?
   a) computing; b) engineering; c) mending roofs; d) sewing; e) travelling
4. At the time of the burglary the night watchman was ___4, wasn’t he?
   a) sleeping; b) guarding a building; c) playing computer games
5. What strange did the watchman hear or see? – He saw/heard someone ___5
   a) moving around upstairs; b) talking over mobile; c) drinking brandy
6. Why did the watchman decide to detect the strange situation? To ___6
   a) fulfill his duty; b) satisfy his curiosity; c) gladly meet his accomplices
7. Why did the watchman take some necessary precautions while detecting? To ___7
   a) show his professional skills; b) satisfy the rules of the game; c) create alibi for himself; d) look as a movie star; e) scare his old pals
8. Why did the watchman describe his outlook of the events in all details? To ___8
   a) make his statement full; b) confuse the police; c) have fun
9. Why did the suspects trespass the office premises? To ___9
   a) steal money; b) infect the computers; c) drink some brandy; d) meet the pal
10. The offenders exploded something so as ___10, didn’t they? To ___
    a) to conceal the traces; b) attract attention; c) injure the watchman

c) Now having made your own decision, please, summarize all events and write your own story of the crime. Do not forget to use as many non-finite verb forms as possible. Also try to stick to the plot and legal lexis.
Exercise 5. Choose the best option of non-finite verb forms from the multiple choices given next to each sentence to complete these sentences:

1. The police are trying to trace the mother of a newborn baby found ___1 outside a hospital.
   a) abandoning; b) abandoned; c) to abandon; d) having abandoned
2. This is an argument that seems ___2 in the face of common sense.
   a) flying; b) flew; c) to fly; d) be flown
3. A large international meeting was held with the aim of ___3 sustainable development in all countries.
   a) promoting; b) promoted; c) promote; d) have promoted
4. The officers noticed two men ___4 suspiciously as if they were doing something wrong near the parking lot.
   a) acted; b) acting; c) act; d) have acted
5. "I'm ___5 you on suspicion of illegally possessing drugs," said the police officer.
   a) arrested; b) arresting; c) arrest; d) have arrest
6. The suspension of fighting is to ___6 effect at 6 am on Monday.
   a) take; b) taking; c) took; d) taken
7. The police suspect him of ___7 out two bomb attacks.
   a) have carried; b) carried; c) to carry; d) carrying
8. He survived the accident, but his car was ___8 beyond repair.
   a) have damaged; b) damaging; c) damaged; d) damage
9. The newspaper cautioned its readers against ___9 shares without getting good advice first.
   a) to buy; b) buying; c) bought; d) have bought
10. The public were warned to be on the alert for ___10 carefully for suspicious packages.
    a) have watched; b) watch; c) watching; d) watched
11. Beware salespeople who promise offers that seem too good to ___11 true.
    a) be; b) was; c) were; d) being
12. The police have warned shopkeepers to look out for ___12 notes.
    a) have forged; b) forge; c) forging; d) forged
13. Three fire engines rushed to the school only to ___13 it was a false alarm.
    a) have discovered; b) discovered; c) discover; d) discovering
14. He filed a $12 million libel suit against the newspaper, ___14 his professional reputation had been damaged by the paper's stories.
    a) claiming; b) to claim; c) have claimed; d) claimed
Exercise 6. Put the verbs in brackets into the appropriate non-finite form:

1. If the arrest is ___1 (make) as a result of ___2 (observe) a law violation, an investigation is ___3 (conduct) to ___4 (determine) whether or not a crime was ___5 (commit).
2. The preliminary hearing is an investigation by a magistrate of the facts and circumstances ___6 (surround) a suspect who has been ___7 (charge) with a crime and ___8 (arrest), in order to determine whether there are sufficient reasons for trial.
3. After ___9 (hear) the evidence the magistrate may find no basis for the charges and dismiss them or present the case to the trial.
4. Mobility has ___10 (give) people the opportunity to ___11 (commit) crimes far away from home.
5. A person can cover great distances rapidly, ___12 (make) it very difficult for law enforcement to ___13 (operate) effectively.
6. The court ruled that an officer may lawfully search a person in the course of ___14 (make) an arrest.
7. However, the police can only search the suspect and the area immediately ___15 (surround) the suspect, but not an entire room or house, without a search warrant.
8. According to law, the police must bring a suspect before a magistrate within the period of time between 48 and 72 hours, during which time the interrogation takes place mostly with the aim to ___16 (obtain) confession.
9. Although a person under arrest has a right to ___17 (refuse) to ___18 (answer) questions, the ___19 (arrest) officer may lawfully search the person ___20 (arrest) and find some ___21 (incriminate) evidence.
10. Since objects ___22 (seize) in the course of an illegal search are inadmissible as evidence in courts, the importance of strict observance by the ___23 (arrest) officer of the limitations on his power to ___24 (arrest) without warrant is obvious.
11. The police arrested her for ___25 (drink) and ___26 (drive).
12. The German Chancellor intervened yesterday in a dispute with the energy industry over plans to ___27 (stop) ___28 (use) nuclear power.
13. In 2002 five big US networks donated airtime to political candidates for the first time but a survey of ___29 (register) voters showed that most of them did not remember ___30 (see) the broadcasts.
14. Apparently, our boss meant to ___31 (inform) the investigators of the secret payments into a special fund but was ___32 (persuade) not to do so.
Exercise 7. Put the verbs in such a non-finite verb form which is indicated next to the bare form of the verb in brackets. Give summary of the episodes:

**Episode 1:** A man went on a ____\(^1\) (shoot; Participle I) spree ____\(^2\) (kill; Gerund) at least 10 people in Philippines. The dead include five from his cousin’s family. The man first attacked and wounded five of his relatives with whom he used ____\(^3\) (live; Full Infinitive) in a remote village outside Calbayog city in central Samar province. Two of the cousin’s sons, ____\(^4\) (age; Participle II) 5 and 7, later died at a hospital. After ____\(^5\) (shoot; Gerund) his cousins to death, the man then barged into a neighbor’s house, where he stabbed and hacked to death a 37-year-old pregnant woman and three of her daughters and two sons. All of them were ____\(^6\) (rush; Participle II) to a nearby hospital where two of the lady’s daughters survived. Further, he embarked on two other nearby homes where five people were ____\(^7\) (sleep; Participle I). He killed two men there, and then returned back to the place where he had been ____\(^8\) (drink; Participle I) earlier and attacked everyone who came in his way. ____\(^9\) (follow; Gerund) this, he surrendered to the police in another village. The incident left 14 persons ____\(^10\) (injure; Participle II). The reason behind such bloodbath is still ____\(^11\) (not to know; Participle II). Police are ____\(^12\) (try; Participle I) ____\(^13\) (investigate; Infinitive) further.

**Episode 2:** The Jackal is ____\(^1\) (know; Participle II) ____\(^2\) (be; Full Infinitive) one of the most dangerous criminals in the world. ____\(^3\) (rob; Gerund) banks is his specialty, although he also enjoys ____\(^4\) (kidnap; Gerund) every now and again. So far, the police have failed ____\(^5\) (catch; Full Infinitive) him, and they would be very happy ____\(^6\) (receive; Full Infinitive) any information that could ____\(^7\) (lead; Bare Infinitive) to his arrest. The public have been ____\(^8\) (warn; Participle II) not ____\(^9\) (approach; Full Infinitive) the Jackal if they see him, as he has a gun and he doesn’t mind ____\(^10\) (use; Gerund) it. The last person ____\(^11\) (try; Gerund) ____\(^12\) (arrest; Full Infinitive) him was ____\(^13\) (shoot; Participle II) in the foot. Fortunately, we are unlikely ____\(^14\) (come across; Full Infinitive) the Jackal in this country in the nearest future. He was ____\(^15\) (see; Participle II) ____\(^16\) (sunbathe; Gerund) on a beach in Brazil.
**Episode 3:** I hate ___¹ (sit; Gerund) in this awful cell day after day. I must ___² (admit; Bare Infinitive) that I regret ___³ (rob; Perfect Gerund) that bank but I regret ___⁴ (be caught; Perfect Gerund) even more! I tried so hard ___⁵ (become; Full Infinitive) a successful criminal because I’ve never really ___⁶ (want; Participle II) ___⁷ (work; Full Infinitive). My mother meant ___⁸ (bring me up; Gerund) properly, but she failed. I remember ___⁹ (lie; Gerund) and ___¹⁰ (steal; Gerund) when I was a teenager and I stopped ___¹¹ (go; Gerund) to school when I was 15. I’ll never forget the police ___¹² (arrest; Perfect Gerund) me for the first time. I still went on ___¹³ (break; Gerund) the law when I got out of prison. ___¹⁴ (be; Gerund) a criminal means ___¹⁵ (spend; Gerund) most of your life in prison. When I get out of here, I’m ___¹⁶ (go; Participle I) ___¹⁷ (try; Full Infinitive) very hard ___¹⁸ (stay; Full Infinitive) out of trouble.

**Exercise 8.** Complete these sentences about yourself or about your real or imaginary experiences using any of the suitable non-finite verb forms:

1. I enjoy studying, but I wouldn’t mind________________
2. When I was 16, I decided _________________________
3. If I moved to another town, I would miss____________
4. At the moment I can’t afford_______________________
5. I am really looking forward to ______________________
6. In a few years time, I hope _________________________
7. At the moment I’m considering _____________________
8. My parents encouraged me________________________
9. I’ll never forget _________________________________
10. I am/I’m not a very organized person. I like________________________
11. As I was walking home the other night, I noticed someone________
12. On the train the other day,_________________________
13. While we were driving along the motorway recently,_________________
14. On our visit to the amusement park,_________________
15. As I walked through the crowds of people yesterday,_________________
16. I don’t know if it’s true but_________________________
17. I felt as though all the romance we had_________________
18. Yes, I thought to myself, it’s time _____________________
19. I’m not used to______________________________
20. I am furious at ________________________________
Exercise 9. Examine the given short conversations. Summarize each reply; denote the idea of the sentence in a newly built form with the help of any of the appropriate non-finite verbs and those verbs given in brackets:

Conversation A:
Anna: I know we’re short of money, but why did you have to do something extreme?
Harris: I didn’t take the driving tests, honestly!
Anna: I tried so hard to stop you.
Harris: I’m not going to say I did something I didn’t do in fact.

1. (resort to) Anna couldn’t understand why he had resorted to doing something so extreme.
2. (deny) Harris
3. (discourage) Anna
4. (own up to) Harris

Conversation B:
Dave: You convinced me to let you take the test for me.
Harris: But you didn’t disagree.
Dave: I really wanted to pass the test. At any cost.

1. (persuade) Harris: _______________________
2. (object to) Dave: _______________________
3. (admit) Dave: __________________________________________

Conversation C:
Judge: Charles Harris, by your reckless actions you have endangered the lives of thousands of motorists. I am sentencing you to six months in prison as an example to the others who may wish to copy your illicit actions. Let us hope that nothing like this ever happens again.

1. (accuse) The judge _______________________
2. (deter) The judge sentenced Harris to six months in prison in order to _______________________
3. (prevent) The judge hoped that the sentence _______________________

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Exercise 10. Complete this courtroom conversation between a female lawyer and a witness using the verbs in brackets in a non-finite verb form. At the completion please answer the clue questions (U.S. code Title 18):

Lawyer: And now tell the court, Ms. Porches, why you decided to ___ 1 (look out) of your window at 5.30 in the morning.
Ms. Porches: Yes, Madam, I’ll do my best. Well, I had ___ 2 (wake up) because I heard someone ___ 3 (try) to start their car.
Lawyer: Do you mean that it was that specific noise of ___ 4 (start) the engine?
Ms. Porches: Yes, I do ___ 5 (mean) exactly that sort of noise.
Lawyer: So when you looked out of the window on ___ 6 (hear) that noise, what did you see?
Ms. Porches: I saw my neighbor, the defendant Mr. Crook, ___ 7 (hit) the steering wheel of his car. And then I heard him ___ 8 (shout) angrily.
Lawyer: Will you be more precise, Ms. Porches? Did you observe your neighbor ___ 9 (strike) the steering wheel once or several times?
Ms. Porches: Mm-m... I didn’t count really... But, I’m sure, I saw him ___ 10 (punch) it just continuously.
Lawyer: Your window was closed, wasn’t it? Did you actually hear him, I mean your neighbor, Mr. Crook ___ 11 (shout)?
Ms. Porches: No, but I knew he was, because I could see his mouth ___ 12 (open) and ___ 13 (close) nervously for some time.
Lawyer: Well, I see. And what happened next? Are you able to ___ 14 (remember) what happened next?
Ms. Porches: Yes, I’ll try. I saw him ___ 15 (get out) of the car, ___ 16 (slam*) the door and ___ 17 (walk) away. (*=to shut)
Lawyer: You mean that your neighbor attempted to ___ 18 (slam) the door of his own car, don’t you? In other words, do you insist that the car belongs to Mr. Crook?
Ms. Porches: Mm-m... I am not sure who’s the actual owner of the car but I saw Mr. Crook frequently ___ 19 (ride) this car. And this is true...
Lawyer: Ok. Now, can you tell the court what happened when you were lucky enough to ___ 20 (see) your neighbor again?
Ms. Porches: Yes, the next time I saw him just about ten minutes later, when I happened to ___ 21 (look out) of the window again. I saw him ___ 22 (pour) petrol over his car. I ran to ___ 23 (phone) the police – but as I was ___ 24 (describe) what I had ___ 25 (see) I heard the car ___ 26 (explode).

Question: What is the defendant charged with? What could he have committed? What could the punishment be for his misdeed if it’s proven?
Have Fun! Lawyer Jokes!

- An applicant was filling out a job application. When he came to the question, "Have you ever been arrested?" He answered, "No." The next question, intended for people who had answered in the affirmative to the last one, was "Why?" The applicant answered it anyway: "Never got caught."

- A business was looking for office help. They put a sign in the window, stating the following: "HELP WANTED! Must be able to type, have computer skills, and be bilingual. We are an Equal Opportunity Employer." A dog trotted up to the window, saw the sign and went inside. He looked at the receptionist and wagged his tail, then walked over to the sign, looked at it and whined a bit. Getting the idea, the receptionist got the office manager. The office manager looked at the dog and was surprised, to say the least. However, the dog looked determined, so he led him into the office. Inside, the dog jumped up on a chair and stared at the manager. The manager said "I can't hire you. The sign says you have to be able to type." The dog jumped down, went to the typewriter and proceeded to type out a perfect letter. He took out the page and trotted over to the manager and gave it to him, then jumped back up on the chair. The manager was stunned, but then told the dog, "The sign also says you have to be good with a computer." The dog jumped down again and went to the computer. The dog proceeded to enter and execute a perfect spreadsheet that worked flawlessly the first time. By this time, the manager was totally dumb-founded! He looked at the dog and said, "I realize that you are a very intelligent dog and have some interesting abilities. However, I still can't give you the job." The dog jumped down and went over to a copy of the sign and put his paw on the sentence about being an Equal Opportunity Employer. The manager said "Yes, but the sign also says that you have to be bilingual." The dog looked at that manager calmly and said, "Meow."

- Employer to applicant: "In this job we need someone who is responsible." Applicant: "I'm the one you want. On my last job, every time anything went wrong, they said I was responsible."

- "Young man, do you think you can handle a variety of work?" "I ought to be able to. I've had ten different jobs in four months."

- When you hire people that are smarter than you are, you prove you are smarter (R.H. Grant)
Task 1. Read the given information; evaluate your level of comprehension:

Top Ten Canadian Insurance Crimes

1. *Too Many Encores:* His acting was quite good, and he also doubled as his own stunt man, but eventually his performance would earn him a very bad review. The man’s act was simple and convincing. He would hang out in a parking lot until he spotted a woman or a senior backing out of a space. He would then step behind the car, bang the trunk with his fist and fall to the ground in apparent pain. At first, various insurers would settle his claim, so he gave a repeat performance every two weeks. He put on a total of eleven shows until a sharp-eyed adjuster gave him the thumbs down. After an investigation, his next appearance was in court, where he received a bad review and was ordered to repay his victims. His acting career is over.

2. *Pirate Shipping:* Stolen cars are one of Canada’s fastest growing exports. Every year, an estimated 20,000 of them are loaded into shipping containers and sent overseas. One crook thought he’d try to cash in on both ends of this illicit trade. First, he arranged to export his brand new high-end vehicle to his home country in Europe. Ninety days later, he filed an insurance claim in Canada saying his car had been stolen. Problem was, his car had already been seized at a port in Belgium along with two other stolen Canadian cars found in the same container. Investigators were naturally suspicious of a theft report concerning a vehicle that had already spent weeks impounded in Belgium. They wondered why it had taken him so long to realize it was missing. So did the insurer. Claim denied.

3. *Fender Bender Fraud:* The man thought the damage to his car looked relatively minor. He’d accidentally scraped the left front quarter panel as he was pulling out of a parking space. So he was shocked to see the enormous bill and list of replacement parts – including a new front grill and cooling system – which the body shop was sending to the insurance company. The insurer agreed something seemed amiss. During the investigation, a sharp-eyed appraiser recognized that the damaged parts that the body shop employees claimed had been removed from the man’s car were actually from another vehicle. Fooling around with somebody else’s parts can
backfire. The body shop is currently being investigated by police.

4. **The Chop Shop King:** He was a very wealthy man, and when insurance investigators and police looked into his car dealership and body shop operations it was easy to see why. He ran two bustling (=busy) chop shops – illegal garages where stolen cars are stripped for parts – and he had a significant side business that altered vehicle identification numbers. When police moved in, they seized 40 stolen vehicles with a cash value totaling $1 million. In fact, the case was so big that the trial took 119 days and involved 190 witnesses. When the gavel came down, the Chop Shop King was removed from his throne, sent to jail to serve a six-year sentence and ordered to pay a $774,000 fine. As he pronounced the sentence, the judge referred to an IBC-commissioned study that highlighted the social costs of car theft and said, in effect, that it’s a crime that costs all Canadians.

5. **Field of Schemes:** It began as a routine auto theft claim. The man reported that his high-end pickup truck had been stolen, and he collected $68,000 from his insurer. Months later, insurance investigators received a tip that led them to a farm owned by the man’s mother. There, in the middle of a field, they spotted the truck – what was left of it. The man was selling it off piece by piece. The wheels were already gone along with a range of other parts. The investigators seized what remained, the insurer launched a lawsuit, and the man was charged with public mischief, fraud and obstructing a police officer.

6. **Phantom Injuries:** The "victims" weren’t even in the car when it crashed, but they filed injury claims totaling over $200,000. Turns out the fraudsters had received some expert coaching. A paralegal had recruited them and led them down a crooked trail. They were sent to a clinic – also a partner in the crime – for assessments and treatment of injuries that didn’t exist, and the claims were sent in. The whole scam was working fine until one of the "victims" revealed the truth. In the end, the only thing that really crashed was a conspiracy of greed.

7. **Too Good To Be True:** It looked like a bargain to the car owners wanting a deal on insurance. Salespeople at a few car dealerships and other businesses were offering an insurance special. They were charging $500 – a "finder’s" or "consulting" fee – to arrange insurance with a broker they claimed would save the car owners lots of money on premiums. The scam
artists were intentionally putting bogus (=false and not legal) information on the applications so that customers would be put into a cheaper rate group. However, because the policies were purchased under false pretenses, they were invalid. IBC received a tip that led to the discovery and dismantling of this scam, which involved hundreds of policies and finder’s fees amounting to about $1 million. The insurance company has since offered new policies, based on the correct information, to the duped customers.

8. Persistence Doesn’t Pay: The ringleader didn’t have to go far from home to find recruits to join her gang of crooks. At first she persuaded friends and family to join her in staging car collisions and filing false claims. Business was good, so she decided to expand by signing up her neighbors. Some of them took her up on her offer to make a quick, crooked buck, but she got greedier and greedier and needed more and more recruits. Eventually, she got so desperate that she began repeatedly pestering neighbors who had already turned her down. Finally, someone became annoyed enough to secretly record her pitch. It wasn’t long before she was singing a different tune to police and Crown attorneys.

9. The Invisible Workers: Investigators noticed that the employees of one particular firm seemed to be very unlucky. A great many of them were getting involved in car collisions and filing injury claims. That was news to the company’s owner and, when he was shown the long list of his unfortunate workers, the scam began to unravel. The owner scanned the names and said none of the people had ever worked for him. In fact, he had never even heard of them. It turned out that a rogue paralegal was the driving force behind a staged accident ring and, to boost the compensation claims of his "victims," he had forged their employment forms. The paralegal’s out of work now, too.

10. Very Bad Advice: A man injured in a collision decided to get some cheap legal advice and assistance from a paralegal. He certainly got what he paid for. The paralegal had the man sign a pile of legal forms without explaining what they meant and, all the while, assured him that he would look after him. The paralegal went on to negotiate on the man’s behalf with the insurance company without telling his client, then forged the man’s signature on the resulting cheques and cashed them. When confronted by his client, the paralegal shamelessly denied any wrongdoing. He continued to deny it during his trial and even after he was convicted.
Task 2. Now analyze each paragraph very carefully and with all your due diligence answer the following questions:

1. How many crimes and which (namely) were mentioned in the text?
   1) Total number of offences and varieties of offensive behavior __________
   2) Crimes (by name) ___________________________________________

2. What punishment has been imposed if any in each separate case?________

3. Now let’s check your Grammar acquisition. (NOTE! Whenever you illustrate your answer with examples, please do not forget to refer to the episode (paragraph) you’ve used by indicating its number; put it in brackets at the end of your example. That will only add weight to your statements and make the process of evaluation more comfortable and easy.)
   1) Write down all adverbs used in the text. Some may belong to 2 groups:

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Adv of manner</th>
<th>Adv of certainty/ negation/ affirmation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adv of time</td>
<td>Adv of degree/ quantity</td>
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<tr>
<td>Adv of place</td>
<td>Interrogative adv</td>
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<td>Adv of comment</td>
<td>Relative adv</td>
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<tr>
<td>Adv of frequency</td>
<td>Conjunctive adv</td>
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<tr>
<td>Adv of reason</td>
<td>Adv of Number</td>
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</tbody>
</table>

   2) Write down all modal verbs used in the text if there were any. (State the form and usage. Write down those sentences the modals were used in as examples):

<table>
<thead>
<tr>
<th>№</th>
<th>Modal verb</th>
<th>Example</th>
<th>Form</th>
<th>Usage</th>
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</thead>
<tbody>
<tr>
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</table>

   3) Write down all non-finite verb-forms used in the text if there were any. (Write down those sentences the non-finite verb-forms were used in as examples):

<table>
<thead>
<tr>
<th>№</th>
<th>Non-finite form</th>
<th>Example</th>
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<tbody>
<tr>
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<tr>
<td>2</td>
<td>Gerund</td>
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<tr>
<td>3</td>
<td>Participle I</td>
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<tr>
<td>4</td>
<td>Participle II</td>
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</table>

   4) Indicate which verb tenses have been used in the text:

<table>
<thead>
<tr>
<th>№</th>
<th>Tense</th>
<th>Form</th>
<th>Example</th>
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</table>
**Task 3.** Give TAM (tense-aspect-mood) analysis of the following sentences:

1. One crook thought he would try to cash in on both ends of this illicit trade. (1)___________________________

2. After an investigation, his next appearance was in court, where he received a bad review and was ordered to repay his victims. (1)________

3. Investigators were naturally suspicious of a theft report concerning a vehicle that had already spent weeks impounded in Belgium. (2)________

4. The body shop is currently being investigated by police.(3)________

5. When police moved in, they seized 40 stolen vehicles with a cash value totaling $1 million. (4)___________________________

6. The man reported that his high-end pickup truck had been stolen, and he collected $68,000 from his insurer. (5)___________________________

7. The whole scam was working fine until one of the "victims" revealed the truth. (6)___________________________

8. The scam artists were intentionally putting bogus (=false and not legal) information on the applications so that customers would be put into a cheaper rate group. (7)___________________________

9. It wasn’t long before she was singing a different tune to police and Crown attorneys. (8)___________________________

10. The owner scanned the names and said none of the people had ever worked for him. (9)___________________________

11. It turned out that a rogue paralegal was the driving force behind a staged accident ring and, to boost the compensation claims of his "victims," he had forged their employment forms. (9)___________________________

12. When confronted by his client, the paralegal shamelessly denied any wrongdoing. (10)___________________________

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### Some additional Internet Resources
that might be useful *(by topic)*

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</table>
## Your Glossary of Essential Grammar Terms
(with Russian equivalents)

<table>
<thead>
<tr>
<th>№</th>
<th>Term</th>
<th>English Definition</th>
<th>Russian equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abbreviation</td>
<td>A shortened form of a word or expression: e.g. Conn.–Connecticut, USA</td>
<td>Аббревиатура (сокращение)</td>
</tr>
<tr>
<td>2</td>
<td>Abstract Noun</td>
<td>It names: an idea, event, quality, or concept, e.g., courage; freedom</td>
<td>Отвлечённое существительное</td>
</tr>
<tr>
<td>3</td>
<td>Acronym</td>
<td>A word constructed by combining the <em>initial letters</em> of the principal words in a phrase: e.g., NATO, EU, USA, etc.</td>
<td>Акроним/// Звуковая аббревиатура</td>
</tr>
<tr>
<td>4</td>
<td>Action Verb</td>
<td>Specifies/shows the action performed by the subject; the most common verbs: e.g., to hit the ball.</td>
<td>Глагол действия; активный глагол</td>
</tr>
<tr>
<td>5</td>
<td>Active Voice</td>
<td>One of two voices in English; a direct form of expression where the subject of the sentence performs/ causes the action expressed by the verb.</td>
<td>Активный залог</td>
</tr>
<tr>
<td>6</td>
<td>Adjective</td>
<td>Describes a noun/ pronoun and have three (3) forms or degrees: Positive (new); Comparative (newer); Superlative (the newest). It answers the questions: which? what kind of? how many?</td>
<td>Прилагательное // степени сравнения: положительная; сравнительная; превосходная</td>
</tr>
<tr>
<td>7</td>
<td>Adjunct</td>
<td>A word, phrase, or clause – usually an adverbial – that is integrated within the structure of a sentence (unlike a disjunct or sentence adverb) and that can be omitted without making the sentence ungrammatical. E.g.: I need your answer by tomorrow.</td>
<td>Обстоятельственное слово (дополнение)</td>
</tr>
<tr>
<td>8</td>
<td>Adverb</td>
<td>Modifies verbs, adjectives, or other adverbs. Adverbs answer such questions as: <em>how? when? where?</em> According to their morphologic form, adverbs may be categorized as being: 1) primary; 2) derivate; 3) compound; 4) adverbial phrases. Based on their function adverbs are: 1) adverbial particles (also known as &quot;verbal particles&quot;); 2) qualifying adverbs; 3) determining adverbs.</td>
<td>Наречие</td>
</tr>
<tr>
<td>9</td>
<td>Adverb (or adverbial)</td>
<td>A dependent clause used as an adverb within a sentence to indicate time,</td>
<td>Обстоятельное придаточное</td>
</tr>
<tr>
<td>Clause</td>
<td>Definition</td>
<td>Example</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>clause</td>
<td>Place, condition, contrast, concession, reason, purpose, or result; begins with a subordinating conjunction (if, when, because, although); includes a subject and a predicate. It describes an action; answers such questions as: when, where, how, in what circumstances?</td>
<td>It began to rain when I was outside.</td>
<td></td>
</tr>
<tr>
<td>Adverb Affirmative or of Affirmation</td>
<td>They are used to indicate that a statement is true/ in some other way to affirm it. They can be used within sentences, often as a way of adding emphasis, but they are often used alone as the answer to a question.</td>
<td>Yes.</td>
<td></td>
</tr>
<tr>
<td>Adverb of Comment</td>
<td>It provides a comment/ opinion about a situation.</td>
<td>This is a good idea.</td>
<td></td>
</tr>
<tr>
<td>Adverb Conjunctive</td>
<td>see Conjunctive Adverb</td>
<td>Although we are late, we arrived safely.</td>
<td></td>
</tr>
<tr>
<td>Adverb of Degree</td>
<td>It tells us about the intensity/ degree of an action; answers such questions as: How much? To what extent?</td>
<td>This is too hot.</td>
<td></td>
</tr>
<tr>
<td>Adverb of Frequency</td>
<td>It provides information on how often something happens; answers such questions as: How often? For how long? How many times?</td>
<td>He comes here once a week.</td>
<td></td>
</tr>
<tr>
<td>Adverb Interrogative</td>
<td>Adverbs answer the questions How? When? Where? Why?, but these words themselves are adverbs. They may be used as adverbs at the beginning of direct questions.</td>
<td>How long have you been here?</td>
<td></td>
</tr>
<tr>
<td>Adverb of Manner</td>
<td>It tells us how something happens; answers such question as: How?</td>
<td>She talked slowly.</td>
<td></td>
</tr>
<tr>
<td>Adverb of Place/ location</td>
<td>It tell us where something happens; answers such question as: Where?</td>
<td>It happened in my backyard.</td>
<td></td>
</tr>
<tr>
<td>Adverb of Purpose</td>
<td>Adverbs which answer the question: Why?</td>
<td>I went to the store to buy some milk.</td>
<td></td>
</tr>
<tr>
<td>Adverb of Time</td>
<td>It tells us when an action happened; answers such question as: When?</td>
<td>I went to the store yesterday.</td>
<td></td>
</tr>
<tr>
<td>Adverb Relative</td>
<td>An adverb (where, when, or why) that introduces a relative clause, also known as a relative adverb clause.</td>
<td>The girl who came late is my friend.</td>
<td></td>
</tr>
<tr>
<td>Adverbial</td>
<td>A word, phrase or clause that performs the modifying function of an adverb. But their characters are different. An adverbial is a sentence element or functional category. It is a part of a sentence that performs a certain function.</td>
<td>He was the boy who kept improving his grades.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td><strong>Adverbial phrase</strong></td>
<td>A group of words that acts like an adverb to modify a verb (action)</td>
<td>Обстоятельный оборот (группа)</td>
</tr>
<tr>
<td>23</td>
<td><strong>Agreement (concord)</strong></td>
<td>The correspondence of a verb with its subject in person and number and of a pronoun with its antecedent in person, number, and gender.</td>
<td>Согласованность/согласование</td>
</tr>
<tr>
<td>24</td>
<td><strong>Affirmative</strong></td>
<td>Statement that expresses/ claims to express truth/ &quot;yes&quot; meaning; opposite of negative.</td>
<td>Утверждительная форма предложения</td>
</tr>
<tr>
<td>25</td>
<td><strong>Affix</strong> (Synonyms: prefix, suffix)</td>
<td>Language unit (morpheme) that occurs before/after/sometimes within the root or stem of a word: e.g.: un- in unhappy (prefix), -ness in happiness (suffix)</td>
<td>Аффикс/приставка, суффикс, постфикс, флексия</td>
</tr>
<tr>
<td>26</td>
<td><strong>Amplifier</strong></td>
<td>These are adverbs that increase, enlarge, expand a gradable adjective</td>
<td>Усилиль</td>
</tr>
<tr>
<td>27</td>
<td><strong>Antecedent</strong></td>
<td>The word (noun/pronoun) for which the pronoun stands. The antecedent always comes before the word for which it is the antecedent. E.g.: The boy, (he) likes his new car.</td>
<td>Антецедент (предыдущий член отношения)</td>
</tr>
<tr>
<td>28</td>
<td><strong>Apostrophe</strong></td>
<td>The punctuation mark (') that indicates a) possession, or b) that a letter is missing in a contraction.</td>
<td>Апостроф/знак'; надстрочная запятая</td>
</tr>
<tr>
<td>29</td>
<td><strong>Appositive</strong></td>
<td>A word/group of words that identifies/renames the noun/pronoun that it follows.</td>
<td>Слово в функции приложения или относящееся к нему</td>
</tr>
<tr>
<td>30</td>
<td><strong>Article:</strong> definite article; indefinite article</td>
<td>A determiner that modifies nouns and used before a noun. The indefinite articles are A and AN. The definite article is THE.</td>
<td>Артикль: определённый; неопределянный</td>
</tr>
<tr>
<td>31</td>
<td><strong>Aspect</strong></td>
<td>The form which shows how the meaning of a verb is considered in relation to time, typically expressing whether an action is complete, repeated or continuous.</td>
<td>Вид (отношение ко времени)</td>
</tr>
<tr>
<td>32</td>
<td><strong>Auxiliary verb</strong></td>
<td>A verb that is used with the main verb to help indicate something such as tense or voice. The most common auxiliaries are forms of be, do, and have.</td>
<td>Вспомогательный глагол</td>
</tr>
<tr>
<td>33</td>
<td><strong>Case:</strong> common;</td>
<td>The form of a noun or pronoun that</td>
<td>Падеж: общий;</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
<td>Language Definition</td>
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<tr>
<td>nominative; genitive; possessive</td>
<td>reflects its grammatical function in a sentence as subject (they), object (them), or possessor (their).</td>
<td>именительный; родительный; притяжательный</td>
<td></td>
</tr>
<tr>
<td><strong>Clause</strong>: main; principal; subordinate</td>
<td>A group of related words that contains a subject and predicate.</td>
<td>Предложение: главное; придаточное</td>
<td></td>
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<tr>
<td>Collocation</td>
<td>A word/phrase which is frequently used with another word/phrase, in a way that sounds correct to the native speakers of the language; a sequence of words/terms that co-occur more often than would be expected by chance. e.g.: heavy rain; strong tea; ins &amp; outs, etc.</td>
<td>Сочетание слов (в предложении и т. п.)/ словосочетание</td>
<td></td>
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<tr>
<td>Comparative</td>
<td>A form of an adjective or adverb made with &quot;+er&quot; or &quot;more&quot; that is used to show differences or similarities between two things.</td>
<td>Степень сравнения (сравнительная)</td>
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<tr>
<td>Complex subject</td>
<td>It consists of a noun phrase and any words/phrases/clauses that modify it.</td>
<td>Сложное подлежащее</td>
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</tr>
<tr>
<td>Compound noun</td>
<td>A noun that is made up of more than one word; can be one word/hyphenated/separated by a space.</td>
<td>Сложное существительное</td>
<td></td>
</tr>
<tr>
<td>Conditional clause</td>
<td>A type of adverbial clause that states a hypothesis or condition, real or imagined. It may be introduced by the subordinating conjunction if or another conjunction, such as unless or in case of.</td>
<td>Условное придаточное предложение</td>
<td></td>
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<tr>
<td>Conditional sentence</td>
<td>A structure where one action depends on another (&quot;if-then&quot; or &quot;then-if&quot; structure); most common are 1st, 2nd, and 3rd conditionals.</td>
<td>Условное предложение</td>
<td></td>
</tr>
<tr>
<td>Conjugate</td>
<td>To show the different forms of a verb according to voice, mood, tense, number and person.</td>
<td>Спрягать (спряжение глаголов)</td>
<td></td>
</tr>
<tr>
<td>Conjunction</td>
<td>A word that joins or connects two parts of a sentence; connects words, phrases and clauses.</td>
<td>Союзное слово; союз/связка</td>
<td></td>
</tr>
<tr>
<td>Conjunctive adverb</td>
<td>An adverb that indicates the relationship in meaning between two independent clauses. Unlike a conventional adverb, which usually affects the meaning of only a single word or phrase, CA affects the entire clause of which it is a part. (see the list)</td>
<td>Соединительное наречие</td>
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<td>44</td>
<td><strong>Continuous</strong> (progressive)</td>
<td>A verb form (an aspect) indicating actions that are in progress/ continuing over a given time period (past, present or future); formed with &quot;be&quot; + &quot;verb-ing&quot;</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td><strong>Contraction</strong></td>
<td>Shortening of two or more words into one: e.g.: isn't (is not), we'd've (we would have)</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td><strong>Countable noun</strong></td>
<td>Things that you can count.</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td><strong>Dependent/subordinate clause</strong></td>
<td>A part of a sentence that contains a subject and a verb but does not form a complete thought and cannot stand on its own or alone.</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td><strong>Determiner</strong></td>
<td>A word such as an article or a possessive adjective or other adjective that typically comes at the beginning of noun phrases.</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td><strong>Direct Object</strong></td>
<td>Something/someone the action is done to in a sentence.</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td><strong>Direct speech</strong></td>
<td>Saying what someone has said by using their exact words.</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td><strong>Disjunct</strong></td>
<td>A type of sentence adverb that comments on the content/ manner of what is being said or written.</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td><strong>Disjunction</strong></td>
<td>A coordinate construction that uses a disjunctive conjunction (usually or either . . . or) to indicate a contrast. The items on either side of the disjunctive conjunction are called disjuncts.</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td><strong>Downtoner</strong></td>
<td>A degree adverb that generally decreases the effect of a modified item.</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td><strong>Embedded question</strong></td>
<td>A question that is not in a normal question form with a question mark; it occurs within another statement or question and generally follows statement structure.</td>
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</tr>
<tr>
<td>55</td>
<td><strong>Emphasizer</strong></td>
<td>Adverb used to give added force/greater degree to another word.</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td><strong>Finite verb</strong></td>
<td>A verb form that has a specific tense, number and person.</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td><strong>First conditional</strong></td>
<td>&quot;If-then&quot; conditional structure used for future actions or events that are seen as realistic possibilities.</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td><strong>Function</strong></td>
<td>A purpose or &quot;job&quot; of a word form or phrase.</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td><strong>Future continuous</strong> (progressive) tense</td>
<td>Tense used to describe things that will happen in the future at a particular time; formed with WILL + BE + VERB-ing</td>
<td>Будущее продолженное (длительное) время</td>
</tr>
<tr>
<td>60</td>
<td><strong>Future perfect tense</strong></td>
<td>Tense used to express the past in the future; formed with WILL HAVE + VERB-ed</td>
<td>Будущее совершенное время</td>
</tr>
<tr>
<td>61</td>
<td><strong>Future perfect continuous</strong> (progressive) tense</td>
<td>Tense used to show that something will be ongoing until a certain time in the future; formed with WILL HAVE BEEN + VERB-ing</td>
<td>Будущее совершённо-продолженное время</td>
</tr>
<tr>
<td>62</td>
<td><strong>Future simple tense</strong></td>
<td>Tense used to describe something that hasn’t happened yet such as a prediction or a sudden decision; formed with WILL + BASE VERB</td>
<td>Будущее неопределённое время</td>
</tr>
<tr>
<td>63</td>
<td><strong>Gender</strong></td>
<td>The grammatical arrangement of nouns, pronouns or adjectives into masculine/ feminine/ neuter type.</td>
<td>Род</td>
</tr>
<tr>
<td>64</td>
<td><strong>Gerund</strong></td>
<td>A noun form of a verb, formed with VERB-ing</td>
<td>Герундий (неличная форма глагола)</td>
</tr>
<tr>
<td>65</td>
<td><strong>Helping verb</strong></td>
<td>Another term for auxiliary verb.</td>
<td>Вспомогательный глагол</td>
</tr>
<tr>
<td>66</td>
<td><strong>Idiom</strong></td>
<td>An expression that has a figurative meaning separate from the literal meaning/ definition of the words of which it is made. E.g.: face the music = go to the court</td>
<td>Идиома//фразеологический оборот</td>
</tr>
<tr>
<td>67</td>
<td><strong>Imperative mood</strong></td>
<td>A form of verb used when giving a command; formed with the BASE VERB only.</td>
<td>Повелительное наклонение</td>
</tr>
<tr>
<td>68</td>
<td><strong>Independent clause</strong> (main clause)</td>
<td>A group of words that expresses a complete thought and can stand alone as a sentence.</td>
<td>Независимое (главное) предложение</td>
</tr>
<tr>
<td>69</td>
<td><strong>Indirect Object</strong></td>
<td>The person/thing the action is done to or for in a sentence.</td>
<td>Косвенное дополнение</td>
</tr>
<tr>
<td>70</td>
<td><strong>Indirect question</strong></td>
<td>Another term for embedded question.</td>
<td>Косвенный вопрос</td>
</tr>
<tr>
<td>71</td>
<td><strong>Indirect speech</strong></td>
<td>Saying what someone said without using their exact words.</td>
<td>Косвенная речь</td>
</tr>
<tr>
<td>72</td>
<td><strong>Infinitive verb</strong></td>
<td>A base form of a verb preceded by &quot;to&quot;.</td>
<td>Неопределённая форма глагола (инфинитив)</td>
</tr>
<tr>
<td>73</td>
<td><strong>Intensifier</strong></td>
<td>Intensifiers are adverbs that enhance adjectives and adverbs; they come before the words they modify.</td>
<td>Усилитель значения прилагательных и наречий</td>
</tr>
<tr>
<td>No.</td>
<td>Synonym (Russian)</td>
<td>Definition (English)</td>
<td>Definition (Russian)</td>
</tr>
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</tr>
<tr>
<td>74</td>
<td>Interjection</td>
<td>A common word that expresses emotion but has no grammatical value; can often be used alone; is followed by an exclamation mark.</td>
<td>Междометие/ восклицание</td>
</tr>
<tr>
<td>75</td>
<td>Interrogative</td>
<td>A formal sentence type typically inverted normally used when asking a question.</td>
<td>Вопросительная форма предложения</td>
</tr>
<tr>
<td>76</td>
<td>Inversion</td>
<td>Any reversal of the normal word order, especially placing the auxiliary verb before the subject; used in a variety of ways, as in question formation, conditional clauses and agreement or disagreement.</td>
<td>Инверсия/ перестановка/ изменение нормативного порядка слов на обратный</td>
</tr>
<tr>
<td>77</td>
<td>Irregular verb</td>
<td>A verb that has a different ending for past tense and past participle forms than the regular &quot;-ed&quot;.</td>
<td>Неправильный глагол</td>
</tr>
<tr>
<td>78</td>
<td>Lexicon, lexis</td>
<td>All of the words and word forms in a language with certain meaning or function.</td>
<td>Словарный запас</td>
</tr>
<tr>
<td>79</td>
<td>Linking verb</td>
<td>Verbs that connect the subject to more information but do not indicate action, such as be/ seem.</td>
<td>Глагол-связка</td>
</tr>
<tr>
<td>80</td>
<td>Main clause</td>
<td>Another term for independent clause.</td>
<td>Главное предложение</td>
</tr>
<tr>
<td>81</td>
<td>Main verb</td>
<td>Any verb in a sentence that is not an auxiliary verb; a main verb has meaning on its own.</td>
<td>Основной глагол</td>
</tr>
<tr>
<td>82</td>
<td>Modal verb</td>
<td>Auxiliary verb such as can, could, must, should, etc.; paired with the bare infinitive of a verb.</td>
<td>Модальный глагол</td>
</tr>
<tr>
<td>83</td>
<td>Modifier</td>
<td>Words and phrases that provide additional detail about a subject, action (verb) or object in the sentence. It functions as an adjective/ adverb to limit or qualify the meaning of another word or word group (=the head). Modifiers that appear before the head are premodifiers. Modifiers that appear after the head are postmodifiers.</td>
<td>Модификатор/ определение</td>
</tr>
<tr>
<td>84</td>
<td>Mood: Indicative; Imperative; Subjunctive</td>
<td>A sentence type that indicates the speaker's view towards the degree of reality of what is being said, e.g., subjunctive, indicative, imperative.</td>
<td>Наклонение: изъявительное; повелительное; сослагательное</td>
</tr>
<tr>
<td>85</td>
<td>Negative/ negation</td>
<td>A form which changes a &quot;yes&quot; meaning to a &quot;no&quot; meaning; opposite of affirmative.</td>
<td>Отрицательная форма</td>
</tr>
</tbody>
</table>
| 86 | **Noun:**
common; proper; abstract; collective; material | A part of speech that names a person, place, thing, quality, quantity, idea or concept. Most nouns have a plural form and a possessive form. | Существительное
нарицательное; собственное; отвлечённое; собирательное; вещное |
| 87 | **Noun clause** | A clause that takes the place of a noun and cannot stand on its own; often introduced with words such as that, who or whoever. | Именное придаточное предложение |
| 88 | **Noun phrase**
(NP) | Any word or group of words based on a noun or pronoun that can function in a sentence as a subject, object or prepositional object; can be one word or many words; can be very simple or very complex. | Конструкции с существительным |
| 89 | **Number:**
singular; plural | A change of word form indicating one person or thing (singular) or more than one person or thing (plural). | Число:
единственное; множественное |
| 90 | **Numeral:**
cardinal; ordinal | A symbol that represents a number. | Числительное:
количественное; порядковое |
| 91 | **Object** | A thing or person affected by the verb; the noun or pronoun that completes a prepositional phrase or the meaning of a transitive verb: direct object (a noun phrase in a sentence that directly receives the action of the verb) and indirect object (a noun phrase representing the person or thing indirectly affected by the action of the verb). | Дополнение
(прямое дополнение; косвенное дополнение) |
| 92 | **Part of speech** | One of the classes into which words are divided according to their function in a sentence. | Часть речи |
| 93 | **Participle:**
Participle I; Participle II | A verb form that can be used as an adjective or a noun; there are: past participle and present participle. | Причастие |
| 94 | **Passive voice** | One of two voices in English; an indirect form of expression in which the subject receives the action. | Пассивный залог |
| 95 | **Past tense**
(simple past) | Tense used to talk about an action, event or situation that occurred and was completed in the past. | Прошедшее неопределенное время |
<p>| 96 | <strong>Past continuous</strong> | Tense that refers to the past in the past; formed with HAD + VERB-ed. | Прошедшее продолженное или |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>tenses</td>
<td></td>
<td>длительное время</td>
</tr>
<tr>
<td>97</td>
<td>Past perfect continuous tense</td>
<td>Tense that refers to action that happened in the past and continued to a certain point in the past; formed with HAD BEEN + VERB-ing</td>
</tr>
<tr>
<td>98</td>
<td>Past Participle = Participle II</td>
<td>A verb form (V3) – usually made by adding &quot;-ed&quot; to the base verb – typically used in perfect and passive tenses; sometimes used as an adjective.</td>
</tr>
<tr>
<td>99</td>
<td>Perfect tense</td>
<td>A verb form specifically an aspect; formed with HAVE/HAS + VERB-ed (present perfect) or HAD + VERB-ed (past perfect).</td>
</tr>
<tr>
<td>100</td>
<td>Person</td>
<td>A grammatical category that identifies people in a conversation; there are three persons: 1st person (pronouns I/me, we/us) is the speaker(s), 2nd person (pronoun you) is the listener(s), 3rd person (pronouns he/him, she/her, it, they/them) is everybody/ everything else.</td>
</tr>
<tr>
<td>101</td>
<td>Personal pronoun</td>
<td>A pronoun that indicates person.</td>
</tr>
<tr>
<td>102</td>
<td>Phrasal verb</td>
<td>A multi-word verb formed with a verb + adverb.</td>
</tr>
<tr>
<td>103</td>
<td>Phrase</td>
<td>Two or more words that have a single function and form part of a sentence; phrases can be noun, adjective, adverb, verb or prepositional.</td>
</tr>
<tr>
<td>104</td>
<td>Plural</td>
<td>Of a noun/ form indicating more than one person or thing; plural nouns are usually formed by adding &quot;-s&quot;.</td>
</tr>
<tr>
<td>105</td>
<td>Position</td>
<td>A grammatically correct placement of a word form in a phrase or sentence in relation to other word forms.</td>
</tr>
<tr>
<td>106</td>
<td>Positive</td>
<td>A basic state of an adjective or adverb when it shows quality but not comparative or superlative.</td>
</tr>
<tr>
<td>107</td>
<td>Possessive adjective</td>
<td>Adjective (also &quot;determiner&quot;) based on a pronoun: my, your, his, her, its, our, their.</td>
</tr>
<tr>
<td>108</td>
<td>Possessive case</td>
<td>A case form of a pronoun indicating ownership or possession: mine; hers, etc.</td>
</tr>
<tr>
<td>109</td>
<td>Possessive</td>
<td>Pronoun that indicates ownership or possession.</td>
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<td>-----</td>
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</tr>
<tr>
<td><strong>pronoun</strong></td>
<td><strong>possession: mine; hers, etc.</strong></td>
<td><strong>местоимение</strong></td>
</tr>
<tr>
<td><strong>Predicate</strong></td>
<td>One of the two main parts (subject and predicate) of a sentence; the predicate is the part that is not the subject. Verb or action being done.</td>
<td>Сказуемое</td>
</tr>
<tr>
<td><strong>Prefix</strong></td>
<td>Affix that occurs before the root or stem of a word.</td>
<td>Приставка (префикс)</td>
</tr>
<tr>
<td><strong>Preposition</strong></td>
<td>A part of speech that typically comes before a noun phrase and shows some type of relationship between that noun phrase and another element (including relationships of time, location, purpose, etc.): at, in, for, etc.</td>
<td>Предлог</td>
</tr>
<tr>
<td><strong>Present participle</strong></td>
<td>-ing form of a verb except when it is a gerund or verbal noun.</td>
<td>Настоящее причастие</td>
</tr>
<tr>
<td><strong>Present simple</strong> (simple present) tense</td>
<td>Tense usually used to describe states and actions that are general, habitual or (with the verb &quot;to be&quot;) true right now; formed with the basic verb (+ s for 3rd person singular)</td>
<td>Настоящее неопределённое время</td>
</tr>
<tr>
<td><strong>Present continuous</strong> (progressive) tense</td>
<td>Tense used to describe action that is in process now, or a plan for the future; formed with BE + VERB-ing.</td>
<td>Настоящее продолженное (длительное) время</td>
</tr>
<tr>
<td><strong>Present perfect tense</strong></td>
<td>Tense that connects the past and the present, typically used to express experience, change or a continuing situation; formed with HAVE + VERB-ed.</td>
<td>Настоящее совершенное время</td>
</tr>
<tr>
<td><strong>Present perfect continuous</strong> (progressive) tense</td>
<td>Tense used to describe an action that has recently stopped or an action continuing up to now; formed with HAVE + BEEN + VERB-ing.</td>
<td>Настоящее совершённо-продолженное время</td>
</tr>
<tr>
<td><strong>Progressive tense</strong></td>
<td>Another term for continuous.</td>
<td>Продолженное (длительное) время</td>
</tr>
<tr>
<td><strong>Pronoun</strong></td>
<td>A word that replaces a noun or noun phrase; there are several types including personal pronouns, relative pronouns, indefinite pronouns, etc.</td>
<td>Местоимение</td>
</tr>
<tr>
<td><strong>Proper noun</strong></td>
<td>A noun that is capitalized at all times and is the name of a person, place or thing.</td>
<td>Имя собственное</td>
</tr>
<tr>
<td><strong>Qualifier</strong></td>
<td>A word or phrase that precedes an adjective or adverb, increasing or decreasing the quality signified by the word it modifies, e.g.: very, quite,</td>
<td>Уточнитель/определитель</td>
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</tr>
<tr>
<td>122</td>
<td><strong>Quantifier</strong></td>
<td>A determiner or pronoun that indicates quantity: some, many, all.</td>
</tr>
<tr>
<td>123</td>
<td><strong>Question tag</strong></td>
<td>A final part of a tag question; mini-question at end of a tag question.</td>
</tr>
<tr>
<td>124</td>
<td><strong>Reflexive pronoun</strong></td>
<td>A pronoun ending in -self or -selves, used when the subject and object are the same, or when the subject needs emphasis.</td>
</tr>
<tr>
<td>125</td>
<td><strong>Regular verb</strong></td>
<td>A verb that has &quot;-ed&quot; as the ending for past tense and past participle forms.</td>
</tr>
<tr>
<td>126</td>
<td><strong>Reported speech</strong></td>
<td>Another term for indirect speech.</td>
</tr>
<tr>
<td>127</td>
<td><strong>Second conditional</strong></td>
<td>&quot;if-then&quot; conditional structure used to talk about an unlikely possibility in the present or future.</td>
</tr>
<tr>
<td>128</td>
<td><strong>Sentence</strong></td>
<td>The largest grammatical unit must always include a subject (except for imperatives) and predicate; a written sentence starts with a capital letter and ends with a full stop/period, question mark (?) or exclamation mark (!); it contains a complete thought as a statement/question/request/command.</td>
</tr>
<tr>
<td>129</td>
<td><strong>Singular</strong></td>
<td>Of a noun or form indicating exactly one person or thing.</td>
</tr>
<tr>
<td>130</td>
<td><strong>Subject</strong></td>
<td>One of the two main parts (subject and predicate) of a sentence; the subject is the part that is not the predicate; typically, the subject is the first noun phrase in a sentence and is what the rest of the sentence &quot;is about&quot;. Who or what the sentence is about. The person doing the action.</td>
</tr>
<tr>
<td>131</td>
<td><strong>Subjunctive mood</strong></td>
<td>Typically used to talk about events that are not certain to happen, usually something that someone wants, hopes or imagines will happen; formed with BARE INFINITIVE (except past of &quot;be&quot;)</td>
</tr>
<tr>
<td></td>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>132</td>
<td>Suffix</td>
<td>Affix that occurs after the root or stem of a word.</td>
</tr>
<tr>
<td>133</td>
<td>Superlative</td>
<td>Adjective or adverb that describes the extreme degree of something.</td>
</tr>
<tr>
<td>134</td>
<td>Tag-question</td>
<td>A special construction with statement that ends in a mini-question or a question tag; usually used to obtain confirmation.</td>
</tr>
<tr>
<td>135</td>
<td>Tense: Future; Present; Past</td>
<td>A form of a verb that shows us when the action or state happens.</td>
</tr>
<tr>
<td>136</td>
<td>Tense-aspect - mood forms</td>
<td>Refers to the correspondence between the form of the verb, its time and mood</td>
</tr>
<tr>
<td>137</td>
<td>Third conditional sentence</td>
<td>&quot;if-then&quot; conditional structure used to talk about a possible event in the past that did not happen and is therefore now impossible.</td>
</tr>
<tr>
<td>138</td>
<td>Transitive verb</td>
<td>Action verb that has a direct object (receiver of the action) while intransitive verb does not take a direct object.</td>
</tr>
<tr>
<td>139</td>
<td>Uncountable noun – mass/ non-count nouns</td>
<td>Things that you cannot count, such as substances or concepts.</td>
</tr>
<tr>
<td>140</td>
<td>V1, V2, V3</td>
<td>Referring to Verb 1, Verb 2, Verb 3 - being the base, past and past participle</td>
</tr>
<tr>
<td>141</td>
<td>Verb</td>
<td>A word that describes the subject's action/ state that we can change/ conjugate tense and person.</td>
</tr>
<tr>
<td>142</td>
<td>Voice: Active; Passive</td>
<td>A form of a verb that shows the relation of the subject to the action.</td>
</tr>
<tr>
<td>143</td>
<td>WH-question</td>
<td>A question using a WH-word and expecting an answer that is not &quot;yes&quot; or &quot;no&quot;; WH questions are also called &quot;open&quot; questions.</td>
</tr>
<tr>
<td>144</td>
<td>Word order</td>
<td>An order or sequence in which words occur within a sentence; basic word order for English is subject-verb-object or SVO.</td>
</tr>
<tr>
<td>145</td>
<td>Yes-no question</td>
<td>A question to which the answer is yes or no; these questions are also called &quot;closed&quot; questions.</td>
</tr>
<tr>
<td>146</td>
<td>Zero conditional sentence</td>
<td>&quot;if-then&quot; conditional structure used when the result of the condition is always true (based on fact): e.g.: &quot;If you dial O, the operator comes on&quot;.</td>
</tr>
</tbody>
</table>
p. 9 Test yourself: 1-verb; 2-adjective; adjective (for example, instead of saying "a large, impressive house" (2 adjectives + 1 noun) we could simply say "a mansion" (1 noun)); 3-interjection; 4-noun (or put more simply, a noun is a word used to name a person, animal, place, thing or abstract idea); 5-pronouns; 6-noun; adjective; noun; noun; noun; noun; adjective; 7-conjunction; 8-preposition; 9-verb; verbs; 10-nouns; 11-pronouns; 12-prepositions; preposition; 13-adverbs; 14-verbs; 15-conjunctions; conjunctions; 16-verb; noun; conjunction; preposition; adjective; adverb; interjection; nouns; 17-verb; verb; 18-Conjunctions; 19-pronouns; adjectives; pronoun; adjective; 20-pronouns; pronoun; 21-adverbs; verbs; 22-adjective; 23-adjectives; 24-verbs; 25-adjectives; 26-adverbs; verbs; 27-verbs; 28-verbs; 29-adverbs; adverbs; 30-pronouns.

p. 14 Ex. A: 1-quickly; 2-easily; 3-carefully; 4-rarely; 5-quietly; 6-clearly; 7-exactly; 8-badly; 9-regularly; 10-freely; 11-shockingly; 12-close; 13-generally; 14-shortly; 15-straight; 16-finally; 17-absolutely; 18-economically; 19-rarely; 20-immediately; 21-kindly; 22-publicly; 23-almost; 24-certainly; 25-willingly; 26-scarcely; 27-suddenly; 28-highly; 29-further; 30-recently

p. 15 Ex. B: Correct order: 1) Laws are always insufficient in the jungles. 2) You can hardly expect a pay rise when you have only been working for the company for two weeks! 3) Modern societies generally regard crimes as offences against the public or the state. 4) Usually a natural person perpetrates a crime, but legal persons may also commit crimes. 5) Conversely, at least under U.S. Law, nonpersons such as animals cannot commit crimes. 6) In criminal law, an offence against the person usually refers to a crime which is committed by direct physical harm or force being applied to another person. 7) It is commonly believed that serial killers cannot stop, because their compulsion is so strong that they are literally addicted to murder. 8) It stands to reason that violent imagery will often affect certain people in a way that inspires them to act out. 9) The American traitor once said the best way to hide a lie is by wrapping it in layers of truth. 10) They have long been involved in a crusade for racial equality. 11) Suddenly share prices became lower after news of poor trading.

p. 16 Ex. C: 1-lately; 2-widely; 3-mostly; 4-slow; 5-little; 6-wrongly; 7-quickly; 8-highly; 9-far; 10-further; 11-long; 12-late

p. 16 Ex. D (possible answers): 1-illegally; 2-recently; 3-efficiently; 4-urgently; 5-immediately; 6-currently; 7-three years ago; 8-clearly; 9-regularly; 10-only; 11-automatically; 12-efficiently; 13-certainly; 14-illegally; 15-immediately.

p. 17 Ex. E: 1-c; 2-c; 5-d; 6-c; 7-b; 8-d; 9-c; 10-c; 11-c; 12-d; 13-b; 14-b; 15-b; 16-b; 17-d.

p. 18-19 Ex. G: a) strange-strangely; humble-humbly; probable-probably; care-carefully; doubt-doubtfully; luck-luckily; hope-hopefully; expect-expectantly; complete-complete; express-expressively
b) 1. She was strangely (1) calm which I found to be quite disturbing. 2. She carefully (4) folded the letter and put it in her pocket. 3. He had completely (8) changed so I didn't recognize him. 4. During the 1962 Cuban missile crisis, Nikita Khrushchev made a speech and expressively (9) promised to supply rockets for the protection of Cuba against American aggression. 5. He very humbly (2) ascribed his previous successes and experience to his future boss. 6. "Are you telling me the truth?" the police officer
asked doubtfully (5). 7. The people were waiting expectantly (7) and were all wondering in their hearts if John might possibly be the Christ (Luke 3:15, New International Version, 1984). 8. He probably (3) didn't even notice the unpleasant expression on her face. 9. Luckily (6) for our purposes, the country has worked out the principle of the economics behind the policies.

p. 19 Ex. H: 1-b; 2-b; 3-a; 4-b; 5-b; 6-b; 7-b; 8-b; 9-b; 10-a.
p. 20 Ex. I: 1-c; 2-g; 3-h; 4-l; 5-i; 6-j; 7-m; 8-e; 9-b; 10-a; 11-f; 12-13-o; 14-d; 15-n.

p. 22 Ex. K: 1-more smoothly; 2-most notoriously; 3-more carefully; 4- further/farther; 5-better 6-more clearly 7-most suspiciously 8-best; 9-legally; 10-least; 11-worst; 12-publicly; 13-hardest; 14-least comfortably; 15-more personally responsible; 16-more conveniently; 17-directly; usually; 18-really; 19-most commonly; 20-more capriciously.

p. 23 Ex. L: 1-DT (quick enough, but not the quickest); 2-A (expresses a desirable or evident quality); 3-A; 4-A; 5-E; 6-DT; 7-A; 8-DT; 9-A; 10-DT; 11-A (quite right = absolutely right); 12-DT (quite good=not really good but not too bad); 13-E; 14-E; 15-DT; 16-DT (=not too late, but late enough); 17-DT; 18-E; 19-A; 20-E; 21-A; 22-E; 23-E; 24-DT; A; 25-E.

p. 24-25 Ex. M:

<table>
<thead>
<tr>
<th>№</th>
<th>Kinds of adverbs</th>
<th>Examples from the above text (by number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adverbs of Manner</td>
<td>4, 7, 9, 14, 16, 31, 33, 46, 49, 51, 54, 55, 58, 65, 67, 76, 79, 83, 88, 89, 94, 99, 102, 105</td>
</tr>
<tr>
<td>2</td>
<td>Adverbs of Place</td>
<td>11, 26, 27, 34, 57, 59, 62, 71, 81, 87, 90, 100</td>
</tr>
<tr>
<td>3</td>
<td>Adverbs of Time</td>
<td>1, 2, 12, 13, 18, 19, 20, 22, 28, 32, 35, 36, 37, 41, 43, 52, 56, 63, 64, 72, 82, 86, 91, 95, 97, 98, 101</td>
</tr>
<tr>
<td>4</td>
<td>Adverbs of Frequency</td>
<td>3, 21, 25, 39, 42, 45, 48, 70, 73, 80,</td>
</tr>
<tr>
<td>5</td>
<td>Adverbs of Purpose/ Reason</td>
<td>24, 29, 47, 61, 92, 103</td>
</tr>
<tr>
<td>6</td>
<td>Adverbs of Assertion</td>
<td>53, 74, 77</td>
</tr>
<tr>
<td>7</td>
<td>Adverbs of Degree or Quantity</td>
<td>6, 8, 10, 15, 17, 30, 44, 50, 60, 66, 75, 78, 84, 85, 93, 104</td>
</tr>
<tr>
<td>8</td>
<td>Adverbs of Number</td>
<td>38, 40</td>
</tr>
<tr>
<td>9</td>
<td>Adverbs of Comment</td>
<td>5, 23, 106</td>
</tr>
</tbody>
</table>

p. 26 Ex. N: 1. You must drive your car carefully. 2. They should be able to pass their exams quite easily. 3. We waited patiently for the hearings to begin. 4. He quickly realized that she wasn't telling the truth. 5. She worked in a hospital for two days every week last year. 6. The buses run less frequently on Sundays. 7. Police questioned him and he was later arrested. 8. They are completely exhausted from all that red tape. 9. He has certainly forgotten the meeting. But he will probably remember about it tomorrow morning when it is all late. 10. Fortunately, there were enough seats left for the public. 11. We'll let you know our decision next week. 12. She entirely agrees with him. 13. They deliver the newspaper daily. 14. I went downstairs to answer the phone. 15. I totally agree with you. 16. It might take him ages but he'll do it eventually. 17. They couldn't find what they wanted and decided to look elsewhere.

p. 27 Ex. O: 1-5; 2-9; 3-11; 4-14; 5-3; 6-2; 7-12; 8-10; 9-1; 10-6; 11-4; 12-7; 13-8; 14-15; 15-13.
p. 29-30 Ex. Q: 1-D; 2-B; 3-A; 4-A; 5-A; 6-A; 7-B; 8-B; 9-B; 10-A
p. 34 Ex. R: 1-However; what you do is more important than what you say; 2-although; if things are good at the end of some situation then we should be satisfied with these results; 3-always; someone is not as bad-tempered as they appear; 4-now; do not risk losing something that you have by trying to get something that is not certain; 5-when; crime is not profitable or beneficial and a person will probably be caught and punished if he commits a crime; 6-never; you’d better never disagree with the customers no matter what the problem is; or you may lose the customer; 7-sadly; people who commit violent acts will encounter violence themselves; 8-one day; honesty is the best policy; 9-still; you cannot change someone's basic human nature; 10-yesterday; the same type of misfortune does not occur twice to the same person; 11-quickly; to take action quickly and at a good opportunity; 12-first; everything has a small beginning before becoming big; 13-already; time seems to pass very quickly; 14-usually; the winner of something achieves power over people and property; 15-probably; something is impossible (used when you do not believe that something will happen).

p. 35 Ex. S: 1-honestly; 2-simple; 3-lawful; 4-seriously; 5-illegal; 6-comfortable; pleasant; 7-honestly; fairly; 8-clearly; particular; 9-undoubtedly; 10-evidently; 11-obvious; 12-happy; 13-serious; quickly; 14-simple; clear; 15-self-evident; 16-exactly; 17-easy; 18-especially; 19-real

p. 36-37 Ex. T:

<table>
<thead>
<tr>
<th>Adv of manner</th>
<th>Adv of certainty Affirmation/ Negation adv</th>
<th>1 (1); 2 (2); 12 (16); 27 (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adv of time</td>
<td>Adv of degree</td>
<td>4 (3); 10 (2); 15 (2-6); 17 (2)</td>
</tr>
<tr>
<td>Adv of place</td>
<td>Interrogative adv</td>
<td>3; 4 (2); 13</td>
</tr>
<tr>
<td>Adv of comment/ Viewpoint</td>
<td>Relative adv</td>
<td>2; 10 (1)</td>
</tr>
<tr>
<td>Adv of frequency</td>
<td>Conjunctive adv</td>
<td>4 (4); 6; 8 (2, 3); 20 (1); 21; 24 (1, 2); 27 (3); 28 (2, 3)</td>
</tr>
<tr>
<td>Adv of reason</td>
<td>Adv of Number</td>
<td>8 (1); 9; 19 (2); 23; 25 (1, 2); 30 (1, 2)</td>
</tr>
</tbody>
</table>

p. 42 Your self-assessment test №1:
p. 42 Ex.1: 1-a; 2-b; 3-d; 4-c; 5-b; 6-a; 7-b; 8-b; 9-b; 10-b
p. 43 Ex. 2: 1-a; 2-a; 3-b; 4-b; 5-c; 6-c; 7-a; 8-c; 9-c; 10-a; 11-c; 12-b; 13-c; 14-b; 15-c; 16-c.
p. 44 Ex. 3:

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

1. If you try an activity and find you pick it up quickly (AM), you may have an aptitude for occupations related to that activity. On the other hand (CA), with training and experience you may eventually (AM) learn new tasks and find that you have an aptitude for some of them either (=likewise) (CA).

2. Your skills are something you have learnt to do later (AT) by applying your aptitudes and knowledge. Any tasks, which you can already (AT) do to a reasonable standard, may help you get a job in a related field.

3. Your personality will strongly (AD) impact the sort of occupation you may enjoy and vice versa, because every occupation definitely (ACNA) calls for certain personal qualities. Remember, your personal qualities are not good or bad, they just (AD) shape you as a more (AD) or less (AD) suitably (AD) qualified person to certain occupations.

4. Think hard (AM) about how much (IA) supervision, responsibility and decision making you would be generally (AF) comfortable with in your job. Bear in mind, however (CA), that you may find your feelings about these things change once (AF) you are trained and gain experience in a job.

5. The activities you enjoy at school and in your spare time may also (CA) provide useful clues to the type of work that might interest you. Remember though (CA) that some hobbies are best (AD) kept just (AD) as hobbies.

6. Think twice (AN) about what (IA) you would like an occupation to offer you. List these in order of importance to you. Unfortunately (AC), you may have to sacrifice one need to meet another.

7. Your choice of career will also (CA) affect other areas of your life. The trick here (AP) is to strike a balance between your lifestyle plans and your career aspirations. Again (AF), remember that some of your values are likely (=probably) (AC) to change as you get older, so you should keep your options open.

p. 45 Ex. 4: 1-awkwardly; was timed; 2-enormously; hard; 3-inadequately; poorly; 4-monthly; are paid; 5-Obviously; the whole sentence; 6-formerly; was called; 7-eventually; died; 8-generally; favorable; 9-deeply; irritating and offensive; 10-fairly; flew out; 11-highly; is thought; 12-practically; have stopped talking; 13-thoroughly; went through; 14-purely; practical; 15-fairly and squarely; lays the blame; 16- awfully; long; 17-a) Fortunately; the whole sentence; b) heavily; started to rain; 18-nearly; had a heart attack; 19-early; is run; 20-terribly; pleased to hear; 21-patiently; waiting; 22-roughly; said; 23-punctually; started; 24-rightfully; belongs to; 25-carefully; folded; 26-correctly; have pronounced; 27-Calmly and deliberately; she poured petrol over the car.

p. 46-47 Ex. 5: Adverbs of Manner: 1-cheerfully; 2-smoothly; 3-wisely; 4-violently; 5-truthfully; 6-swiftly; 7-really; 8-straight; 9-slowly; 10-sharply; 11-rarely; 12-promptly; 13-nervously; 15-calmly. Adverbs of Degree: 1-perfectly; 2-decidedly; 3-fully; 4-hardly; 5-indeed; 6-least; 7-rather; 8-most; 9-very; just; 10-purely; 11-somewhat; 12-virtually; 13-pretty; 14-terribly. Adverbs of Place: 1-upstairs; 2-towards; 3-outside; 4-nearby; 5-backwards; 6-abroad; 7-above; 8-back; 9-behind; 10-under. Adverbs of Time/ Frequency: 1-annually; 2-generally; 3-never; 4-previously; 5-early; 6-lately; 7-finally; 8-constantly; 9-seldom; 10-ever since.
p. 48 Your Teacher’s Assessment Test №1:

p. 48 Ex. 1: 1-AM; AT; 2-AD; 3-AT; CA; AT; AM; 4-AM; AF; 5-AM; 6-AT; 7-AF; 8-AF; AM; 9-AM; AD; AP; 10-AD; AP; AT; AP; 11-AF; AF; 12-AT; 13-AD; 14-AD; AP.

p. 49 Ex. 2: 1-also; 2-widely 3-through; 4-just; 5-justly; 6-even; 7-only; 8-although; 9-generally; 10-usually; 11-before; 12-normally; 13-greatly; 14-absolutely; 15-highly; 16-Instead; 17-Firstly; 18-secondly; 19-effectively.

p. 50 Ex. 3: 1-Adj; 2-Adv; adj; adj; 3-adj; 4-adv; noun; adv; noun; 5-adv; 6-adj; 7-adv; adj; adv; adj; 8-adv; 9-noun; adv; 10-adv; 11-adv; adj; adj; 12-adv; noun; adv; noun; 13-adv; adj; 14-adv.

p. 51 Ex. 4: 1-F; 2-T; 3-F (e.g., friendly, lovely, lonely and neighborly are all adjectives); 4-F (opposite); 5-T; 6-F (Where?); 7-T; 8-F (all except NOUNS); 9-F (these questions for Adverbs of Degree); 10-T; 11-F (they mainly modify VERBS); 12-F (it is called ADVERB CLAUSE); 13-T; 14-F (Adverbs can modify adjectives, but an adjective CANNOT modify an adverb); 15-T; 16-T; 17-F (they easily move around in a sentence); 18-F (adverbs really HAVE ORDER, but it could be called A ROYAL ADVERB ORDER: Manner→Place→Frequency→Time→Purpose); 19-T; 20-F (we use more and most, less and least quite often).

p. 58-59 Test yourself №2: 1-PrS; 2-PrC; 3-PS; 4-PrP; 5-PS; PC; 6-PS; PS; 7-PS; 8-PrP; 9-PPC; PS; 10-PS; 11-PPC; PrS; 12-PrS; 13-PS; PrP; 14-PS; 15-F-in the-P; 16-PrP; 17-PS; 18-PS; 19-PP; 20-FS; 21-PS; 22-FC; 23-PP; 24-PrS; 25-PS; 26-PP; 27-PS; 28-PP; 29-PP; 30-PrC; 31-PrP; 32-PrP; 33-PP; 34-PrS; 35-PS; 36-PS; 37-PP; 38-PP; 39-PrP; 40-PrP; 41-PP; 42-PP; 43-PP; 44-PrC; 45-PP; 46-PP; 47-PP; 48-PP; 49-PrP; 50-PrP.

| PrS | 1; 11(2); 12 (2); 20; 24 (2); 27 (2); 34 (1, 3); 41 (1); 42 (2) | PrC | 2; 8; 24 (1); 27 (1); 31; 40 (1); 41 (2); 44 | PrP | 4; 8; 16; 29; 32; 40 (3); 49; 50 | PrPC | 39; 45 (1) |
| PC | 3; 5 (1); 6 (1, 2); 7; 13 (1, 2); 14 (1, 2); 17; 18; 25 (1, 2, 3); 28 (1); 35 (1, 2); 37; 40 (2); 43; 45 (2, 3) | PP | 5 (2); 26 (1) | 28 (2); 33; 38 (1); 46; 48 | PPC | 9 |
| FS | 10; 23; 24 (2); 34 | FC | 19; 22; 30 | FP | 12 (1); 21; 42 (1); 47 | FPC | 11 (1) |
| FIP | 15; 36 | FCIP | FPIP | 26 (2) | FPCIP |

p. 61 Ex. A-1: 1-refers; 2-make; 3-is; 4-require; 5-are; 6-is; 7-are; 8-is; 9-places; 10-are; 11-distinguish; 12-classifies; 13-classify; 14-specify; 15-mitigates; 16-are; 17-is; 18-constitutes; 19-is; 20-accept

p. 62 Ex. A-2: 1-was; 2-became; 3-was; 4-studied; 5-worked; 6-was; 7-tried; 8-proposed; 9-had; 10-could; 12-argued; 13-were; 14-could; 15-was; 16-were; 17-have been discredited; 18-focused; 19-have shifted; 20-were; 21-have been found; 22-have been linked; 23-have allowed

p. 63 Ex. A-3: 1-went; 2-spent; 3-had planned; 4-had sent; 5-had insured; 6-decided; 7-had been robbed; 8-could; 9-was; 10-decided; 11-was; 12-left; 13-went; 14-stopped; 15-bought; 16-screamed; 17-stopped; 18-told; 19-followed; 20-got; 21-knew; 22-told;
23-had put; 24-looked down; 25-had disappeared; 26-described; 27-were; 28-had practiced; 29-told; 30-had lost; 31-wasn’t; 32-had always liked; 33-convinced; 34-gave; 35-had seen; 36-was told; 37-got back; 38-sent; 39-told; 40-spent; 41-knew; 42-sent; 43-waited; 44-received; 45-hadn’t taken; 46-would not pay; 47-couldn’t; 48-was; 49-received; 50-had been found; 51-had also been found; 52-got; 53-was.

p. 64 Ex. A-4: 1-will look; 2-will be recorded; 3-will provide; 4-will have; 5-will get; 6-will be; 7-will thwart; 8-will be networked; 9-will grow; 10-will lay; 11-will create; 12-will become; 13-will be outdated; 14-will require; 15-will necessitate; 16-will be involved; 17-will hit; 18-will be living; 19-will only worsen; 20-will become; 21-will gradually accelerate.

p. 65 Ex. A-5: a) 1-has become; 2-has asked; 3-has learned; 4-have bought; 5-has prosecuted; b) 1-has started; c) 1-has been recognized; 2-has awarded; 3-has been nominated; 4-has won; 5-has spawned; d) 1-has learned; 2-have been thwarted; 3-have turned over; 4-have cut.

p. 66 Ex. B: 1-PS; PS; 2-FS; PrS; 3-PrS; PrS; PrS; 4-PP; FIP; 5-PrP; 6-PrC; 7-FP; PrS; 8-PC; PS; PPC; PS; 9-FC; 10-FPC; 11-PrPC; PrPC; 12-FPCIP

p. 70 Ex. D-1: 1-have you been working; 2-have been exporting; 3-has been falling; 4-hasn’t been investing; 5-haven’t been flying; 6-have been trying; 7-have been making; 8-have you been using; 9-haven’t been feeling; 10-have been consulting; 11-have been learning; 12-have you been waiting; 13-have carefully been looking; 14-has been producing; 15-have been increasing; 16-has been taking a swipe/ has been attempting to damage; 17-has been gunning/ has been criticizing to cause trouble.

p. 72- Ex. D-3: 1-b; 2-a; 3-a; 4-a; 5-a; 6-b; 7-b; 8-b; 9-b; 10-a; 11-a.

p. 73 Ex. D-4: 1-have been debating; 2-have been trying; 3-have been looking forward; 4-have been arguing; 5-have been writing; 6-have been lying; 7-have been working; 8-have been repairing; 9-have been commuting; 10-have been planning; 11-have been working; 12-have been changing; 13-have been moving; 14-have been discussing; 15-have been presenting; 16-have been serving; 17-have been gaining; 18-have been investigating; 19-have been arriving

p. 74-75 Ex. D-5: 1-has passed (PrP); 2-was cited (PS); 3-found (PS); 4-have been deporting (PPC); 5-were (PS); 6-has been going on (PrPC); 7-have rekindled (PrP); 8-has been (PrP); 9-have been crossing (PrPC); 10-have been struggling (PrPC); 11-has also been (PrP); 12-have been drowning (PPC); 13-was (PS); 14-have been arguing (PrPC); 15-claimed (PS); 16-refused (PS); 17-could not (PS); 18-have come (PrP); 19-have blamed (PrP); 20-has also generally blamed; 21-have been intentionally causing (PrPC); 22-robbed (PS); 23-created (PS); 24-have had (PrP); 25-have both contributed (PrP); 26-have often been (PrP); 27-rose (PS); 28-were (PS); 29-were rescued (PS); 30-have been squabbling (PrPC); 31-have also criticized (PrP); 32-have been calling (PrPC); 33-have highlighted (PrP); 34-has now been created (PrP); 35-has for the first time accepted (PrP); 36-have been intercepted (PrP); 37-started (PS); 38-have been suffering (PPC); 39-have been suffering (PrPC); 40-have been persistently blocking (PPC); 41-admitted (PS); 42-was (PS).

p. 76 Ex. D-6: 1-c; 2-a; 3-b; 4-c; 5-b; 6-b; 7-a; 8-c; 9-b; 10-b; 11-a; 12-c; 13-a; 14-b.

p. 84-85 Ex. G: 1-causing a disturbance; were arrested – PS; 2-commercial law; has specialized – PrP; became – PS; 3-crack down; have decided – PrP; 4-to draw up an agreement; is helping – PrC; 5-false pretenses; was acting – PC; went – PS; asked – PS; 6-go on record; will go on record – FS; 7-have a case against; do not – PrS; 8-in bad faith; was acting – PC; refused – PS; 9-in perpetuity; was promised – PS; would
receive – FSIP; 10-the letter of the law; like – PrS; 11-moral turpitude; accused – PS; used – PS: 12-the next of kin; notified – PS; had been wounded – PP; 13-stretching the truth; was stretching the truth – PC; told – PS; had never seen or known – PP; was – PS; 14-under a cloud of suspicion; was fired – PS; 15-blow the deal; had been working – PPC; did not blow the deal – PS; 16-to get to the bottom; will be – FS; 17-hanging in the balance; has been hanging– PrPC; had – PS; 18-came down hard on; came down – PS; had been arrested – PP; 19-a hung jury; ended – PS; made – PS; 20-under oath; explained – PS; had happened – PP; 21-punitive damages; was awarded – PS

p. 85-86 Ex. H: 1-d; 2-b; 3-a; 4-c; 5-d; 6-c; 7-d; 8-b; 9-a; 10-b; 11-b; 12-a; 13-a; 14-a; 15-d; 16-d; 17-b; 18-b; 19-a; 20-d; 21-c; 22-c

p. 90-91 Ex. L: 1-was invented (PS; PV); 2-was built (PS; PV); 3-won (PS; AV); 4-was first scaled (PS; PV); 5-was (PS; AV); 6-forms (PrS; AV); 7-had been (PP; AV); 8-flew (PS; AV); 9-is flowing (PrC; AV); 10-is dedicated (PrS; PV); 11-extends (PrS; AV); 12-dominates (PrS; AV); 13-is headed (PrS; PV); 14-is situated (PrS; PV); 15-are engraved (PrS; PV); 16-is (PrS; AV); 17-was performed (PS; PV); 18-does (PrS; AV); 19-had never attended (PP; AV); 20-was taken (PS; PV); 21-was not elected (PS; PV); 22-is listed (PrS; PV); 23-forgot (PS; AV); 24-was clean shaven (PS; PV); 25-made (PS; AV); 26-is not allowed (PrS; PV); 27-refers (PrS; AV); 28-is known (PrS; PV); 29-has been continuously staging (PrPC; AV); 30- has sent (PrP; AV); 31-has opened (PrP; AV); 32-was expecting (PC; AV); 33-have reigned (PrP; AV); 34-suffered (PS; AV); 35-is considered (PrS; PV); 36-were built (PS; PV); 37-were admitted (PS; PV); 38-was intending (PC; AV); 39-conquered (PS; AV); 40-was not bombed (PS; PV).

p. 92 Ex. M: 1-9; 2-3; 3-8; 4-6; 5-7; 6-10; 7-2; 8-1; 9-4; 10-5

p. 93 Ex. N: 1-8; 2-5; 3-10; 4-7; 5-2; 6-1; 7-4; 8-3; 9-6; 10-9

p. 107 Ex. A: 1-can’t; 2-can; 3-can; 4-able; 5-can’t; 6-can; 7-can’t; 8-be able to; 9-can’t; 10-can; 11-been able to; 12-can; 13-can; 14-can’t; 15-Be able to; 16-can; 17-can; 18-can’t; 19-can’t; 20-can’t; 21-can; 22-Be able to; 23-be able to; 24-be able to; 25-can’t

p. 108 Ex. B: (...) Jury service is the fulfillment of a civic obligation and a valuable privilege. There is no more vital work a citizen can (ability) perform in the exercise of self-government than honest and conscientious jury service. Service as a juror is as important as that of the judge, and a trial juror should (necessity) take great personal satisfaction in the fact that an important duty has been accomplished. Indeed, the effectiveness of our system of justice is measured by the integrity and dedication of the jurors who serve in our courts. (...) It is necessary (modal expression; inference indicator) that there be courts so that the disputes which arise between people can (possibility) be settled justly and peaceably. It is necessary (modal expression; inference indicator) that persons charged with crime be fairly tried, that public safety and welfare be protected on the one hand, and that private rights and liberties be safeguarded on the other. It is the business of every citizen to see that this is done, and it is a duty which the people must (obligation) do for themselves if life, liberty and property are to be (probability) kept secure. Suppose Ms. Jones sues Mr. Smith. They may (probability) be strangers to you, and you may (probability) not care who wins. But as a citizen, it is very important to you and all the people that there be a way by which disputes between people can (ability) be settled without conflict and in a rational and just manner. John Doe may (probability) be accused of a crime. He may (probability) also be a stranger to you, and you may (probability) never have heard of the offense with which he is charged. Still, it is important to you as a citizen that the laws be enforced to punish wrongdoers and discourage crime so that you may
(permission) be safe and secure in your person, your property and your rights. It is equally important that no innocent person be falsely convicted and sent to prison, for if that could (suggestion) happen to someone else, it could (suggestion) also happen to you. The oaths taken by a judge and juror require each of them to accept and apply the law as it is. That is a sworn duty. No person is allowed to disregard the law because he or she thinks the law should (prediction) be different than it is. Laws are made, repealed or changed by those who are elected to make laws, not judges and jurors. During the trial the judge decides all questions and disputes about the law and the rules for presenting evidence. At the end of the trial, the judge instructs the jury on the law and the main questions it is to (obligation) decide. The case is then turned over to the jury, and the power and responsibility move from the judge's bench to the jury room. The jury must (obligation) decide what the facts are and what testimony to believe.

**p. 109-110 Ex. C:** 1-rules; 2-accident; 3-order; 4-judge; 5-unauthorized; 6-case; 7-repeated attempts; 8-arguments; 9-radio broadcasts; 10-trial; 11-witnesses; 12-unfair; 13-conduct research; 14-awards; 15-prospective; 16-record; 17-obligation; 18-participate; 19-circuit clerk; 20-juror; 21-parties; 22-be fined; 23-unavoidable; 24-service; 25-court personnel.

**p. 110 Ex. D:** 1-i; 2-r; 3-g; 4-h; 5-m; 6-o; 7-p; 8-l; 9-f; 10-k; 11-a; 12-j; 13-q; 14-d; 15-b; 16-n; 17-e; 18-c

**p. 111 Ex. E:** 1-managed to; 2-managed to; 3-could; 4-managed to; 5-could; 6-would; 7-could; 8-can; 9-could; 10-would; 11-should; 12-could; 13-should; 14-would; 15-could; 16-Can; 17-would; 18-could; 19-can; 20-could; 21-was managed to; 22-managed to; 23-should; 24-should; 25-should

**p. 112-113 Ex. F:** 1-impossibility; 2-impossibility; 3-polite request; 4-disability in the past, with realized action; 5-expectation; 6-future in the past; 7-strong necessity; necessity; 8-ability in the past; 9-necessity due to some plan; advice with a warning of bad result; 10-polite request; possibility 11-asking for consent or directive; polite request with the option of preference and desire; 12-possibility/ suggestion; preplanned action; 13-supposition; impossibility; 14-necessity; 15-strong necessity; 16-informal request; necessity; 17-habitual past action or situation that doesn't exist now; 18-preplanned action; repeated action in the past; advice; 19-possibility; 20-duty; future in the past; 21-suggestion; 22-probability; 23-permission; 24-probability; 25-advice; 26-possibility; 27-supposition; 28-strong probability; 29-possibility; 30-preference/desire; 31-strong necessity; 32-Future tense; 33-duty; 34-possibility; 35-necessity; 36-supposition for the future action in the past; 37-intention; 38-possibility.

**p. 114 Ex. G:** **POSSIBLE:** 1-must not wear; 2-can protect; 3-need to; 4-can provide; 5-might be having; 6-should be kept; 7-would become disorderly; 8-will lead; 9-you may submit; 10-you can cope with; 11-mustn't take; 12-will the new manager be able to do; 13-had to return.

**p. 115 Ex. H:** **POSSIBLE:** 1-will certainly be brought; 2-is punishable; 3-possibly misreported; 4-Is it possible to the Trade Department to revive?; 5-It is against the rules to leave; 6-You've got to be joking; will stand; 7-there is a strong necessity to admit; 8-it will be possible to discuss; 9-It is only natural that banks will support; 10-If offered for sale without a fixed price the pictures will be sold for half a million; 11-It is possible to modify the software; 12-We desire to thank all of our customers; 13-It is strongly recommended to put him in prison; 14-it is necessary to enhance it/ add more interesting facts.

**p. 116 Ex. I:** 1-been able to; 2-can't; 3-could; 4-could; 5-been able to; 6-Can; 7-could;

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p. 117 Ex. J: Comment:
1. don't use Because as the first word in a sentence: it's bad style. There are a number of alternatives. You can use: Due to..., Owing to ..., As...;
The correct answers are:
1) The server crashed, so the web site was unavailable and the company lost a lot of money.
2) As the server crashed, the web site was unavailable and the company lost a lot of money.
3) Owing to the crash of the server, the web site was unavailable and the company lost a lot of money.
4) Due to the fact that the server crashed, the web site was unavailable and the company lost a lot of money.
2. may had been caused is not correct; use – may have been caused;
The correct answer is: The crash may have been caused by a denial-of-service attack by hackers. Use an infinitive verb after modal verbs such as ‘may’.
3. The attack was attributed by an ex-employee – not correct preposition; to attribute smth. to smb. Use attributed by to refer to the person such as an official commenting on something; e.g. The comment was attributed by the reporter to the witness, or to a source of information such as a newspaper or web site; e.g. The statement was attributed by the HK Star newspaper to the company's spokesperson.
4. The correct answer is: Owing to the financial losses and the reduced confidence in the company’s security, the stock price of the company went down. Owing to does not change to past tense.
5. The correct answer is: To prevent further losses, the company may implement a distributed computing approach by using thousands of PCs rather than a small number of servers. Use an infinitive verb after modals like ‘may’.
6. The correct answer is: This may possibly solve the problem. For adverbs of degree, such as ‘possibly’, it’s better to put the adverb just in front of the verb that it defines; i.e. ‘possibly solve’. Only use ‘will’ for high probability adverbs such as ‘will definitely’, ‘will probably' and ‘will undoubtedly’.
7. The correct answer is: Owing to a lack of evidence, the hacker will probably not be arrested. Don’t use ‘may’ for situations where the probability is high.
8. The correct answer is: I am a patriotic person, so I believe that Hong Kong is the best place in the world to live. OR As I am a patriotic person, I believe that Hong Kong is the best place in the world to live. Don’t confuse personal beliefs about causes and effects with facts.
9. The correct answer is: In the 1998 economic downturn, Hong Kong’s economy may have been influenced by the Japanese economy. This is an example of the less certain past. Just changing ‘may’ to ‘might’ is not correct, as this does not show the past. Instead ‘be’ needs to change to present perfect tense.

p. 117 Ex. K: 1-g; 2-f; 3-d; 4-a; 5-h; 6-e; 7-b; 8-c.

p. 118-119 Ex. L: 1-can't smoke; 2-don't have to pay; 3-should keep; 4- shouldn't walk; 5-can buy; 6-mustn't enter; 7- mustn’t copy or plagiarize; 8- can start; 9-can't iron; 10-can pay

p. 120-121 Ex. M: 1-b; 2-c; 3-a; 4-b; 5-d; 6-a; 7-a; 8-c; 9-b; 10-d; 11-c; 12-c; 13-d; 14-
a; 15-c; 16-a; 17-c; 18-c; 19-b; 20-a; 21-a; 22-d; 23-c; 24-a; 25-26-d; 27-b; 28-d.

p. 122-123 Ex. N: 1-k; 2-f; 3-b; 4-l; 5-o; 6-c; 7-j; 8-m; 9-g; 10-e; 11-a; 12-n; 13-i; 14-w; 15-h; 16-t; 17-u; 18-v; 19-p; 20-r; 21-q; 22-d; 23-s.

p. 133 Ex. T: 1-may; 2-can; 3-should; 4-will be able to; 5-will; 6-must; 7-shall; 8-do not have to; 9-are about to; 10-do not need to 11-is likely; 12-cannot

p. 136 Your Self – Assessment Test: Test № 2

p. 136-137 Ex. 1: 1-q; 2-t; 3-m; 4-p; 5-i; 6-j; 7-s; 8-o; 9-r; 10-k; 11-b; 12-g; 13-f; 14-s; 15-d; 16-u; 17-h; 18-a; 19-n; 20-e ; 21-c.

p. 137-138 Ex. 2: 1-a; 2-a; 3-b; 4-c; 5-c; 6-b; 7-c; 8-b; 9-a; 10-a; 11-b; 12-a; 13-a; 14-b; 15-b; 16-b; 17-a; 18-a; 19-c; 20-b; 21-b; 22-b; 23-b; 24-a; 25-a; 26-c; 27-c; 28-b; 29-c; 30-b; 31-c.

p. 139 Ex. 3: 1-must have come; 2-could have gone; 3-can hardly have thought; 4-could have been earning; 5-will have already read; 6-should have gotten; 7-might not have received; 8-could have helped; 9-can not have escaped; 10-could have passed; 11-might have had; 12-would have got; 13-may have been; 14-may have been; 15-could not have moved.

p.140-141 Ex. 4: 1-managed to investigate; 2-was supposed to have been abandoned; 3-am I expected to testify; 4-is able to compel; 5-have to recognize; 6-is allowed to grant; 7-if the prosecutor is to acquire; is allowed to be prosecuted; 8-are allowed to offer; is expected to be; 9-has to be regarded; 10-agree; 11-had been brave enough to criticize; 12-is supposed to be allowed; 13-strongly want=have to have; am supposed not to forget for ever; is supposed to be; 14-do not have to worry; are expected to change; 15-are expected to be kept; 16-are expected to touch; 17-is able to be; 18-have only to be stopped; 19-are supposed to save; 20-are probably much more fearful; 21-is supposed to try to rehabilitate; are able; 22-have to accept; 23-are supposed to allow; 24-are probably carrying; 25-have to know; 26-were not able to find; 27-have to give; 28-are expected to compete.

p. 142 Ex. 5: 1) I should have written to her but I haven't had time. 2) You must leave now, take what you need, you think will last (It's All Over Now, Baby Blue Lyrics). 3) The students may take part in the conference. 4) We were able to translate this text without a dictionary. 5) I couldn't understand him when he spoke very fast. 6) This can't be true. 7) You can't touch the exhibits in a museum. 8) You shouldn't take entrance examinations to be admitted to an American university. 9) This morning the expert might bring some more physical exhibits found on the scene of the crime. 10) These thieves operate with terrifying stealth – they can easily steal from the pockets of unsuspecting travelers. 11) There are many possible reasons that might be given to justify or explain why someone ought to be punished. 12) Punishment can serve as a means for society to publicly express denunciation of an action as being criminal. 13) Punishments differ in the degree of severity of their unpleasantness, and may include sanctions such as reprimands, deprivations of privileges or liberty, fines, incarcerations, ostracism, the infliction of pain, and the death penalty. 14) The cause of the accident may never be discovered. 15) I asked him to move his car but he said he wouldn't. 16) Don't worry, I shall be there to meet the train. 17) To be a successful scientist one must, at the very least, be able to ask questions. 18) If there was someone to put a question there must be someone, sooner or later, to answer it. 19) Good ideas should be written down before they are forgotten. 20) In many cases it would have taken some time before the discovery was appreciated. 21)
To eliminate systematic error one should take into account all factors.

**p. 143-144 Ex. 6:** 1-will be able to (ability); 2-could (general ability); 3-could have (possibility; we talk about something in the past which was possible, but which did not happen); 4-needn’t (lack of necessity); 5-have to/have got to (obligation); 6-mustn’t (prohibition; we say that something is forbidden); 7- must (obligation; order); 8-had to (past obligation); had to (past obligation); weren’t allowed to (past prohibition); didn’t have to (in the absence of past obligation); 9-didn’t need (lack of necessity; meaning: it wasn’t necessary so he didn’t get one); 10-could have (strong possibility; we talk about something in the past which was possible, but which did not happen); 11-was able to (ability); 12-couldn’t (lack of ability); 13-don’t have to (lack of necessity); 14-needn’t have (lack of necessity; meaning: you did it, but it wasn’t necessary); 15-must (obligation); 16-ought to have (advice; criticism about past action); 17-should have (advice; criticism about past action); 18-mustn’t (prohibition); 19-shouldn't (advice); 20-may not have (possibility); 21-could have (possibility); 22-ought not to have (advice); must have (strong probability); should have (advice); 23-must have (strong probability); may have (possibility); 24-must have (strong probability); must have (strong probability); 25-may not have (possibility); 26-might (possibility); 27-could (suggestion; we speculate about the future); 28-may (possibility); might (possibility); 29-must (strong probability); 30- must have (strong probability); 31-Does ... have to (necessity); don’t have to (lack of necessity); will (Future tense; willingness); 32-mustn’t (prohibition); 33-shall (suggestion in a form of directive); 34-will have to have (possibility); 35-didn’t have to (lack of necessity); 36-might have (possibility); didn’t need (lack of necessity: it wasn’t necessary, so they didn’t do it); 37-needn’t have (lack of necessity: they did it, but it wasn’t necessary); 38-Will (polite request); 39-should (advice); 40-could have (possibility); 41-couldn’t (impossibility); had to (necessity).

**p. 145-146 Ex. 7:** 1-c; 2-d; 3-c; 4-c; 5-d; 6-a; 7-c; 8-b; 9-c; 10-c; 11-d; 12-b; 13-d; 14-c; 15-c; 16-b; 17-c; 18-d; 19-b; 20-a; 21-c; 22-a; 23-a; 24-a; 25-b; 26-c; 27-b; 28-d; 29-b; 30-d; 31-c; 32-d; 33-c; 34-a.

**p. 148 Ex. 10:** 1-h; 2-l; 3-j; 4-b; 5-n; 6-d; 7-o; 8-a; 9-k; 10-p; 11-q; 12-m; 13-c; 14-e; 15-g; 16-f; 17-i.

**p. 149 Your Teacher’s Assessment Test:** Test №2:

**p. 149 Ex. 1:** 1-c; 2-e; 3-c; 4-e; 5-b; 6-a; 7-e; 8-a; 9-d; 10-b; 11-a; 12-a; 13-b; 14-a; 15-e; 16-e; 17-c.

**p. 150 Ex. 2:** 1-are to; 2-shall; 3-was to; 4-can; 5-are supposed to; 6-could; 7-should; 8-may; 9-must; 10-need; 11-would have; 12-could have.

**p. 153 Ex. 4:** 1-managed to (ability for the past action); 2-should (advice for past action was a mistake.); 4-must (strong necessity); 5-must (strong probability); would better (a warning in the present of a possible unpleasant consequence/ result if the advice is not followed); 6-will (possibility of some unplanned future action); 7-should have (advice/recommendation for the past missed action); 8-must (strong necessity; the idea of the future is expressed by the present tense with the help of the context); 9-could (possibility: with less than 50% certainty); 10-might have (possibility of the event with a medium certainty); 11-will (for Future action); 12-couldn't (impossibility in the present: the speaker strongly believes that something is really impossible); couldn't have (impossibility of the past event); 13-might (possibility); 14-must (strong necessity for the present action); 15-mustn't (prohibition/strong necessity not to do something); must (strong necessity to do something); 16-have to (informal; less strict necessity);
should (advice, recommendation showing necessity but in terms when the speaker wants to sound less categorical); 17-must (strong necessity, obligation); 18-manage to (ability for the present); 19-would better (a warning in the present of a possible unpleasant consequence/ result if the advice is not followed); 20- is to (strong expectation according to some plan).

p. 156-157 Ex. 7: 1-l; 2-p; 3-j; 4-f; 5-h; 6-c; 7-e; 8-d; 9-b; 10-m; 11-12-i; 13-t; 14-o; 15-y; 16-v; 17-18-w; 19-k; 20-a; 21-q; 22-g; 23-r; 24-z; 25-u; 26-x.

p. 164 Ex. A: 1-leaking; 2-driving; 3-being; 4-sliding; 5-deciding; 6-gambling; 7-making; 8-talking; 9-lasting; 10-arguing; 11-working; 12-making; 13-holding; 14-speaking; 15-getting; 16-smoking; 17-losing; 18-working; 19-finishing; 20-doing; 21-doing; 22-borrowing; 23-being mistaken; 24-seeing; 25-doing; 26-to move/ moving; 27-having; 28-driving; 29-doing; 30-doing; 31-meeting; 32-giving; 33-to speak; 34-to meet.

p. 165 Ex. B: 1-Johnny saw the crowd break the line of policemen barring their way. (COC) –object; 2-He considers this question to be of great importance. (COC) –object; 3-The best thing for you to do is to obey the laws. (for-C)–retained object; 4-They were unlikely to come in time. (CSC)-subject; They seemed to have forgotten about our arrangement. (CSC)-subject; 5-She has lost her battle to retain control of the company. (COC) –object; 6-I know her to have graduated from the university three years ago. (COC) –object; 7-Three people are reported to have been injured in the explosion. (CSC)-subject; 8-The company is said to be losing a lot of money. (CSC)-subject; 9-Many mergers appear to have been motivated by a desire to increase market power rather than by a desire to increase efficiency. (CSC)-subject; 10-The world community wants the provisional government to introduce the positive changes as soon as possible. (COC)-object; 11-The manager considers the results to be unsatisfactory. (COC)–object; 12-The modern system of profitable sales is said to be based upon the principle of competition. (CSC)-subject; 13-They heard the thief crash through the door. (COC)–object; 14-Scientists are determined to completely and utterly eradicate (=get rid of completely) the disease. (CSC)-subject; 15-Nature has many secrets to be discovered yet. (COC) –object; 16-The group elected one of its members to be their spokesperson. (COC) –object; 17-I don't consider him to be a good manager. (COC)–object; 18-We expect interest rates to rise next week. (COC)–object; 19-She has risen to be head of the company in spite of being a woman in a man’s world. (CSC)-subject; 20-More than 200 years ago, the economist Adam Smith formulated a theory to describe industrial practices that were already centuries old. (COC)–object; 21- This instruction is targeted for the legal staff of the company to follow. (for-C)–retained object; 22-The President is so powerful that he is able to dictate to the government. (CSC)-subject; 23-Many people are reported to be homeless after the floods in Thailand. (CSC)-subject; 24-The total value of international movements of capital is thought to be at least ten times the value of world trade in goods and services. (CSC)-subject; 25-He spoke loud enough for you to hear (for-C)–retained object.

p. 166 Ex. C: 1-a; 2-b; 3-a; 4-a; 5-b; 6-b; 7-b; 8-a; 9-a; 10-b; 11-b; 12-b; 13-a; 14-a; 15-a; 16-b; 17-b; 18-b; 19-a.

p. 167 Ex. D: 1-i; 2-n; 3-j; 4-l; 5-a; 6-k; 7-c; 8-r; 9-h; 10-g; 11-e; 12-o; 13-b; 14-m; 15-d; 16-t; 17-f; 18-s; 19-q; 20-p; 21-v; 22-u.

p. 168-169 Ex. E: 1-b; 2-b; 3-b; 4-b; 5-b; 6-a; 7-a; 8-b; 9-b; 10-b; 11-a; 12-a; 13-a; 14-
a; 15-a; 16-a; 17-b; 18-a; 19-b; 20-b; 21-b; 22-a; 23-a; 24-a; 25-b; 27-a; 28-a; 29-b; 30-b; 31-a; 32-a; 33-b; 34-b; 35-b; 36-a; 37-a; 38-a; 39-a; 40-a; 41-a; 42-a; 43-b.

**p. 170 Ex. F:** 1-to contribute; 2-to inform; 3-keep (after the modal verb *should*); 4-finish (after the modal verb *would*); 5-find; 6-imagine (after the modal verb *would*); to speak (after the modal verb *need*); 7-to reach out; 8-be (after the modal verb *may*); 9-to sift; 10-stay up (after the modal verb *could*); 11-to pick up; 12-come and visit (after the modal verb *might*); save (after the modal verb *can*); 13-be (after the modal verb *may*); 14-have expected (after the modal verb *would*); 15-to drive; 16-enter (after the verb *see*); 17-leave (after the verb *let*); 18-fix (with or without *to* depending on where you are); in the US – bare infinitive; cry (after the verb *make*); 19-die (after *would rather*); give up (after *would rather*); 20-ask (after *had better*).

**p. 171 Ex. G:** 1-to extend (Infinitive; adverbial function- how?); 2-(are) sifting (Participle I; Present Continuous; part of a predicate); to try and find  (Infinitive; adverbial function–In what way?); 3-taking action (Gerund; retained object); 4-set (Infinitive; part of a predicate after the modal verb *could*); 5-extend (Infinitive; part of a predicate after the modal verb *will* – shows Future Action); 6-penetrating (Gerund; retained object); 7-driving (Gerund; retained object); 8-reading (Gerund; direct object); 9-to look out (Infinitive; retained object); 10-to ring (Infinitive; part of a predicate); eating (Gerund; direct object); 11-to discover (Infinitive; part of a predicate); 12-to expose (Infinitive; describes a noun→ acts as an attribute); 13-running (Gerund; retained object); 14-living (Participle I; describes a noun→ acts as an attribute); 15-(are) sitting (pretty) (Participle I; Present Continuous; part of a predicate); 16-(was) followed (Participle II; Passive Voice; Past Simple; part of a predicate); 17-to give (Infinitive; direct object); saying (Participle I; part of a hidden predicate); 18-defending (Gerund; retained object); 19-landing (Gerund; direct object); 20-balanced (Participle II; attribute); reporting (Gerund; retained object).

**p. 172 Ex. H:** 1-to answer; 2-presenting; 3-based; 4-determine; 5-escaping; 6-using; 7-to solve; 8-murdered; 9-to bring; 10-to gather; 11-studying; 12-to appear; 13-detecting; 14-to detect; 15-to confirm.

**p. 174 Ex. J:** 1-o; 2-i; 3-l; 4-f; 5-d; 6-j; 7-m; 8-a; 9-n; 10-b; 11-g; 12-h; 13-c; 14-e; 15-k.

**p. 175 Ex. L:** 1. Fairer competition is being tried to be ensured by the government among firms bidding for government contracts. 2. All tobacco advertising is wished to be legally banned by many doctors. 3. Your skin urgently needs to be protected from the harmful effects of the sun. 4. Extra car insurance might be necessary to be taken out for another driver. 5. The President is claimed to have been met by him, but his words are hardly believable. 6. Their competitors were claimed to be undercut by at least 5% by them. 7. Although your achievements should not be devalued, but your exam seems to have been passed without any effort/ work having been done by you. 8. I'm looking for a job where my skills and talents will be enabled to be developed. 9. There is an attempt on the part of the government to be stepped up to wage war on drugs. 10. I wonder what they do for their expensive lifestyle to be supported. 11. Responsibility to self-governing regional councils is aimed to be transferred. 12. Social stratification is intended to be reduced in the country by the Prime Minister. 13. The teams are known to be traditionally exchanged shirts after the soccer game. 14. Public pressure for the environment to be protected is strong and growing. 15. His guilt has to be established beyond a reasonable doubt by the prosecution.

**p. 177 Ex. M:** 1-not to say; 2-not to mention; 3-difficult to deal with; 4-to begin with;
5-to cut a long story short; 6-leaves a lot to be desired; 7-to tell you the truth; 8-to blame for; 9-pleasant to look at; 10-unable to answer; 11-no reason to doubt; 12-regard it as unnecessary; 13-needless to say; 14-was the first to give; 15-is rumored.

**p. 178 Ex. N:** 1-locking up → to lock up → to put someone in a prison; 2-denying → to deny → to refuse; 3-taking risks → to take risks → to do smth. you know might be dangerous; 4-revising → to revise → to review; 5a-hearing → to hear → to be told or learn (of); receive news; 5b-laughing → to laugh → to smile while making sounds with your voice that show you think something is funny or you are happy; 6-discussing → to discuss → to tell each other your ideas or opinions; 7-spreading → to spread → to have an effect on a wider or increasing area; 8-refusing → to refuse → to say that you will not do or accept something; 9-receiving → to receive → to get or be given something; 10-helping → to help → to give assistance to; aid; 11-being delivered → to deliver → to take goods, letters, parcels, etc. to people's houses or places of work; 12a-getting → to get → to cause someone or something to do something; 12b-compelling → to compel → to force someone to do something; 13-being taken → to be taken → to take → to accept or have; 14a-reminding → to remind → to make someone think of something they have forgotten or might have forgotten; 14b-being reminded → to be reminded → to remind → see above 14a; 15-having committed → to commit → to do something illegal or something that is considered wrong; 16-escaping → to escape → to get free from something, or to avoid something; 17-advertising → to advertise → to make something known generally or in public, especially in order to sell it; 18-returning → to return → to come or go back to a previous place; 19-studying → to study → to examine something very carefully; 20a-travelling → to travel → to make a journey over a long distance; 20b-being stopped → be stopped → stop → to finish doing something; 21a-demanding → to demand → to ask for something forcefully, in a way that shows that you do not expect to be refused; 21b-reaching → to reach → to make an agreement about something

**p. 179 Ex. O:** 1-to support (after the verb to refuse); 2-doing (after preposition for); having; 3-collaborating (after preposition of); 4-to lose (after the verb to expect in Passive); 5-to let; 6-to go; to have; 7-to provide; 8-to be used; 9-to see; shaking hands; slapping; 10-climbing; to rescue; 11-to avoid; rioting; 12-promoting; 13-tackling; 14-sitting; 15-to join; 16-getting; 17-to give; hiding; 18-to act.

**pp. 180-181 Ex. P:** 1-a; 2-b; 3-b; 4-a; 5-a; 6-b; 7-b; 8-a; 9-b; 10-a; 11-a; 12-b; 13-a; 14-b; 15-b; 16-a; 17-a; 18-b; 19-a; 20-b; 21-a; 22-b; 23-a; 24-b; 25-a; 26-b; 27-a; 28-b; 29-a; 30-b.

**pp. 183-184 Ex. Q:** 1-d; 2-i; 3-g; 4-k; 5-q; 6-n; 7-r; 8-m; 9-b; 10-f; 11-c; 12-e; 13-a; 14-p; 15-l; 16-h; 17-s; 18-u; 19-t; 20-j; 21-o; 22-y; 23-z; 24-v; 25-x; 26-w.

**p. 184 Ex. R:** 1-h; 2-l; 3-j; 4-n; 5-f; 6-p; 7-x; 8-t; 9-r; 10-c; 11-a; 12-m; 13-w; 14-u; 15-k; 16-e; 17-v; 18-y; 19-b; 20-z; 21-s; 22-i; 23-g; 24-q; 25-o; 26-d.

**pp. 185-186 Ex. S:** 1-charging; 2-counseling; 3-accusing; 4-legalizing; 5-testifying; testifying; 6-misleading; 7-appealing; 8-challenging; 9-transferring; 10-misreporting; 11-booking; 12-corroborating; 13-revising; 14-notifying; 15-editing; 16-narrating; 17-drafting; 18-streaming; 19-surfing; 20-messaging; 21-rewriting; 22-matchmaking; 23-neglecting; 24-neglecting; 25-resigning; 26-wreaking.

**pp. 187-188 Ex. T:** 1-to justify; 2-to mention; 3-to borrow; 4-to apologize; 5-to approve; 6-to warn; 7-to score; 8-to promise; to promise; 9-to offer; 10-to win; 11-to threaten; 12-to swear; 13-neglect; 14-to clarify; 15-to appeal; 16-apply; 17-credit; 18-to enlighten; 19-to exaggerate; 20-to learn; 21-to indicate; 22-outrun; 23-to intend; 24-to
judge; 25-to resolve; 26-to wish.

**p. 189-190 Ex. U:** 1-were freed (Passive voice; part of a predicate); 2-was predicting (Past tense; Continuous aspect; part of a predicate); 3-run (attribute); 4-Being built of wood (a participial phrase; action-based description of bridge); 5-have been lobbying (Perfect continuous aspect; part of a predicate); 6-concerning (attribute); 7-proposed (attribute); 8-selected (attribute); 9-Whilst claiming to promote positive images of women (a participial phrase; adverbial modifier of time); 10-(are) doing (Present tense; Continuous aspect; part of a predicate); 11-occasionally breaking into a run; (a participial phrase; adverbial modifier of manner); 12-shooting (attribute); 13-wading through numerous journal articles (a participial phrase; adverbial modifier of time); 14-led (attribute); 15- contaminated (Perfect aspect; passive voice; part of a predicate); 16-used (attribute); 17-(are) polluting (Present tense; Continuous aspect; part of a predicate); 18-getting a new assistant (a participial phrase; a subject); 19-going without sleep for a long time (a participial phrase; a subject); 20- Walking swiftly (participial phrase; attribute); 21-(were) incinerated (Passive voice; part of a predicate); 22-generated (attribute); 23-Gazing at the picture (a participial phrase; an attribute); 24-sinking (attribute); 25- standing (attribute); 26-(is) recognized (present tense; Passive voice; part of a predicate); 27-(are) blaming (Present tense; Continuous aspect; part of a predicate); 28-despite receiving little support (a participial phrase; adverbial modifier of manner); 29-(are) persevering (Present tense; Continuous aspect; part of a predicate); 30-well-known (attribute); 31-have been troubled (Perfect aspect; Passive voice; part of a predicate); 32-cased (attribute); 33-(is) becoming (Present tense; Continuous aspect; part of a predicate); 34-advertised (attribute); 35-waiting (attribute); 36-complicated (attribute); 37-leaving (the building); participial phrase; attribute; 38-(is) predisposed (Passive voice; part of a predicate); 39-had wrongfully been found guilty (Perfect aspect; passive voice; part of a predicate); 40-(were) set (free); part of a predicate; 41-detailed (attribute); 42-confusing (attribute); 43-has been accused (Perfect aspect; Passive voice; part of a predicate); 44-overstaffed (attribute).

**p. 191 Ex. V:** 1-a; 2-a; 3-b; 4-a; 5-b; 6-a; 7-b; 8-b; 9-a; 10-b; 11-a; 12-b; 13-a; 14-b; 15-b; 16-a; 17-b; 18-b.

**p. 194 Ex. A:** 1) the ongoing nature of the future act of the studying (will occur before the upcoming end of term) + Perfect Progressive Aspect + indicative mood + active voice; 2) the act of operating ("will have operated") takes place in the future sometime before the act of attending ("attends") + Perfect Aspect + indicative mood + active voice; 3) the present tense + Simple aspect + indicative mood + active voice=describes an action taking place in the present; 4) the verb describes an action taking place in the present and indicates a habitual action + Simple aspect + indicative mood + active voice; 5) the on-going nature of the action is emphasized by the use of the present tense + progressive aspect + indicative mood + active voice; 6) this sentence suggests that the documents were not delivered in the past and that they are still undelivered, though the action refers to the present tense + perfect aspect + indicative mood + active voice; 7) the present tense +perfect aspect + indicative mood + active voice = in order to suggest that the decision made in the past is still of importance in the present; 8) the present tense +perfect progressive aspect + indicative mood + active voice=is used to describe an action that has begun in the past and continues into the present; the present perfect progressive, however, is used to stress the on-going nature of that action; 9) the past tense + simple aspect + indicative mood + active voice= describes an action taking
place at some point in the past; 10) the past tense + progressive aspect + indicative mood + active voice= the ongoing action of "waiting" occurred at some time unconnected to the present; 11) the past tense + perfect aspect + indicative mood + active voice= the learning took place and was completed at a specific time in the past and the learning preceded the feeling of independence; 12) the past tense + Perfect Progressive Aspect + indicative mood + active voice= the action of digging ("had been digging") took place in the past and occurred over a period of time; the digging was followed by the action of finding ("found"); 13) the future tense + Perfect Aspect + indicative mood + active voice= describes action ongoing in the future; progressive aspect is used to refer to continuing action that will occur in the future; 15) future tense + perfect aspect + indicative mood + active voice= the act of returning from the store ("get back") takes place after the act of writing ("will have written"); 16) present tense + perfect aspect + indicative mood + active voice= describes an event that has begun in the past and continues into the present; perfect progressive is used to stress the on-going nature of that event.

**p. 195-196 Ex. B:** 1-b; 2-a; 3-b; 4-d; b; 5-a; a; 6-a; 7-a; 8-b; 9-b; 10-b; 11-b; 12-a; a; 13-a; a; a; 14-a; a; 15-a; a; 16-c; 17-a; 18-a; b; 19-a; 20-b; 21-c; a; 22-b; a; 23-a; 24-a; a; b; 25-a; a; 26-b; 27-c; a; 28-c; a; 29-d; b; 30-c.

**p. 201 Ex. E:** 1-c (this sentence expresses a condition contrary to fact, and thus requires a subjunctive verb form, with no helping verbs, in the subordinate clause); 2-c (this sentence expresses a wish, and thus requires a subjunctive verb form "were", not the indicative "was"); 3-a (this sentence, which indicates a demand, requires the subjunctive form in the subordinate clause beginning with "that"); 4-c (this sentence, which indicates a demand, requires a subjunctive form in the subordinate clause beginning with "that"); 5-a (this sentence expresses a wish in the past, and thus requires a past perfect subjunctive verb form); 6-a (this sentence expresses a condition contrary to fact, and thus requires the subjunctive verb form "were" in the subordinate clause); 7-c (this sentence expresses a past condition contrary to fact, and thus requires a past perfect subjunctive verb form in the subordinate clause); 8-b (this sentence expresses a requirement, and thus requires the subjunctive verb form "be"); 9-a (this sentence expresses a demand, and thus requires a subjunctive form in the subordinate clause beginning with "that"); 10-c (this sentence expresses a condition contrary to fact, and thus requires the subjunctive verb form "were").

**p. 201-202 Ex. F:** 1-a; 2-c; 3-b; 4-a; 5-b; 6-d; 7-c; 8-a; 9-d; 10-d; 11-b; 12-c; 13-c; 14-a; 15-d; 16-c; 17-b.

**p. 205 Ex. H:** 1-advice (5); 2-prohibition (2); 3-request (4); 4-advice (5); 5-warning (9); 6-strong encouragement (6); 7-advice (5); 8-advice (5); 9-order (3); 10-advice (5); 11-instructions (10); 12-invitation (1); 13-warnings (9); 14-warning (9); prohibition (2); 15-invitation (1); 16-advice (5); 17-invitation (1); 18-instructions (10); 19-instructions (10); 20-order (3); 21-warning (9); 22-order (3); 23-order (3); 24-apology (8); 25-prohibition (2); prohibition (2); 26-advice (5); 27-instructions (10); 28-instructions (10); 29-request/offer (4); 30-order (3); 31-deny permission (7); request (4); 32-instructions (10); 33-strong encouragement (6) and advice (5); 34-instructions (10); 35-permission (7).

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p. 208-209 Ex. J: (A): 1-on the wall, of the house; 2-in the shade, of the apricot tree, of the jobs, for the day; 3-over the mound, behind the barn, into the street; 4-but you, from home, with parental permission; 5-around the yard, for miles, except junk; (B): 1-can understand – action; 2-is going – action; 3-can be held – action; 4-have seen – action; 5-can understand; 6-must have told; 7-shall go; 8-was howling; 9-are going; 10-have been resting; 11-must be; 12-will be finished; (C): 1-of the new book modifies "title"/ about morals modifies "book"; 2-on the planning commission modifies "work"/ of ideas and concepts modifies "kinds"; 3-on the west side modifies "houses"/ of town modifies "side"; 4-in the next room modifies "man"; 5-of the citizens modifies "few"; 6-in Alaska modifies "people" telling which/ from the heat modifies "suffered" telling how; 7-during the morning modifies "drove" telling when/ through the lovely mountains modifies "drove" telling where; 8-at noon modifies "ate" telling when/ at the summit modifies "ate" telling where/ with great excitement modifies "ate" telling how; 9-down the wooded path modifies "strolled" telling where; 10-in the mountain modifies "hole" telling what kind or which/ of our past modifies "monument" telling what kind; 11-for your absence modifies "reason" telling what kind / from class modifies "absence" telling which; 12-by the outcome modifies "was delighted" telling how or why/ of the story modifies "outcome" telling which; 13-of the property modifies "man" telling which/ for comment modifies "available" telling how; (D): 1-of our forests modifies "careless" telling how; 2-among the children modifies "divided" telling how/ at the party modifies either "children" telling which or "divided" telling where; 3- in that stucco house modifies "live" telling where/ in the next block modifies "house" telling which; 4- to each question modifies "listened" telling how; 5-of whispers modifies "sound" telling what kind / to us modifies "came" telling where / through the window modifies "came" telling how; 6-in on cage modifies the verb "saw"/ from the jungles modifies the direct object "jaguar"/ of Brazil modifies the object of the preposition "jungles"; 7-in the class modifies the subject "everyone"/ at the same time modifies the verb "finished"; 8-by a sudden clap modifies the verb "were awakened"/ of loud thunder modifies the object of the preposition "clap"; 9-across the road and the park modifies the verb "stretched"; 10-for his money modifies the verb "ate"; 11-underneath a big rock modifies the verb "was hidden"; 12-near the boundary modifies "was dug" telling where / of the factory modifies "boundary" telling which; (E): 1- leaving for home = appositive; 2-glancing is a participle modifying the subject blow; 3-to look for the answer is an adverb infinitive phrase modifying the verb go; 4-to play/to understand are adverb infinitives modifying the predicate adjective easy; 5-writing it down daily is a gerund phrase used as the direct object; 6-skiing/racing are gerunds used as predicate nominatives; 7-blaming others is a gerund phrase used as the subject; 8-to change the rules is a noun infinitive phrase used as the direct object; 9-forgetting his promise is a participial phrase modifying the subject Jeff; 10-to learn new tricks is an adverb infinitive phrase modifying the predicate adjective old; 11-to improve is an adjective infinitive modifying the subject way; 12-your weeping/wailing are gerunds used as subjects; 13-eating late at night is a gerund phrase used as an appositive; 14-to decorate for the dance is a noun infinitive phrase used as the subject;

p. 210 Your Self-Assessment Test №3: Test №3:
p. 210 Ex. 1: 1-to have taken place (Infinitive; perfect; part of a predicate); 2-to use (Infinitive; attribute); 3-ever known (Participle II; attribute); condemned (Participle II; attribute); (would have) ... commuted (Participle II; part of a predicate); 4-to be
executed (Infinitive; passive; attribute); being convicted (Gerund; passive; indirect object); to have committed (Infinitive; perfect; adverbial modifier); (has) revealed (Participle II; part of a predicate); 5-(is) outraged (Participle II; part of a predicate); (was not) informed (Participle II; part of a predicate); 6-to have been (a cynical move) (part of Infinitive phrase; perfect; direct object); to avoid (Infinitive; attribute); (might have) saved (Participle II; part of a predicate); 7-(was) executed (Participle II; part of a predicate); having been given (Gerund; passive; perfect; indirect object); 8-to be (Infinitive; attribute); appalling (Participle I; attribute); 9-intended (Participle II; attribute); to be (Infinitive; object); to escape from (Infinitive; object); 10-(was) given (Participle II; part of a predicate); (was) upheld (Participle II; part of a predicate); 11-accused (Participle II; attribute); (of) eroding (Gerund; object); 12-to implicate (Infinitive; object); 13-(for) not wanting (Gerund; object); to get involved (Infinitive; object); 14-(for) getting (Gerund; object); (is) behaving (Participle I; part of a predicate).

p. 211 Ex. 2: (A):1-to put; 2-to make; 3-to answer (back); 4-to preserve; 5-to protest; 6-to go (ahead); 7-to submerge; 8-to represent; 9-to deal (with); 10-to introduce; 11-to fight; 12-to support; (B): 1-marching off; 2-slamming; 3-waiting; 4-cutting (down); 5-getting; 6-being submerged; 7-outsourcing; 8-driving; 9-using; 10-charging; 11-drinking; 12-eating; 13-working.

p. 212 Ex. 3: 1-b; 2-b; 3-c; 4-a; 5-a; 6-a; 7-b; 8-b; 9-c; 10-a; 11-b; 12-b; 13-c; 14-c; 15-c; 16-b; 17-c; 18-c.

p. 215 Ex. 6:

<table>
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<tr>
<th>Company</th>
<th>Products</th>
<th>Company</th>
<th>Products</th>
</tr>
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<tbody>
<tr>
<td>American Express</td>
<td>world-class Charge and Credit Cards, Gift Cards, Rewards, Travel, Personal Savings, Business Services, Insurance and more</td>
<td>Citigroup</td>
<td>financial conglomerate with operations in consumer, corporate, and investment banking and insurance</td>
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<tr>
<td>ATI Technologies</td>
<td>Advanced Micro Devices (NYSE: AMD);</td>
<td>Nokia</td>
<td>mobile phones</td>
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<tr>
<td>Burger King</td>
<td>chain of fast food restaurants</td>
<td>Panasonic</td>
<td>electronics including HD plasma &amp; LCD TVs, and more</td>
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<tr>
<td>Canon</td>
<td>Imaging/ digital products</td>
<td>Pepsi</td>
<td>carbonated soft drinks</td>
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<tr>
<td>Nintendo</td>
<td>portable video game systems</td>
<td>Porsche</td>
<td>vehicles</td>
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<td>Dell Computer</td>
<td>Laptops, Netbooks, Tablet PCs, Desktops, Monitors, Servers, Storage, Mobile Phones, Printers and Computer Accessories</td>
<td>Rolls-Royce</td>
<td>Vehicles; a range of products and services for air, sea and land applications.</td>
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<td>Samsung Electronics</td>
<td>electronics and information technology</td>
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<td>Toyota</td>
<td>Cars, Trucks, SUVs, Hybrids, Accessories &amp; Motorsports</td>
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<td>Weight Watchers</td>
<td>weight loss plans/ menus and food</td>
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<td>Mazda</td>
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<td>Pragma</td>
<td>innovative trading solutions</td>
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<td>JVC</td>
<td>home, mobile, and automotive electronics equipment</td>
<td>J.C. Penney</td>
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</tr>
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**p. 217 Your Teacher’s Assessment Test:** Test №3

**p. 217 Ex. 1:**
1- (were) listening (Participle I; part of a predicate); drowning (gerund; object); 2-to stop (Infinitive; object); 3-(is) supervising (Participle I; part of a predicate); 4-waiting (Participle I; attribute); refusing (Participle I; attribute); 5-to have been (Infinitive; object); 6-to extract (Infinitive; object); 7-growing (Participle I; attribute); to be (Infinitive; object); 8-(are) being formed (Participle I; part of a predicate); 9-to internalize (Infinitive; object); 10-(must) recognize (Infinitive; part of a predicate); (are) facing (Participle I; part of a predicate); 11-to sign (Infinitive; part of a predicate); 12-borrowing (gerund; object); 13-talking (gerund; subject); 14-to underline (Infinitive; adverbial modifier); 15-preventing (gerund; object); curing (gerund; object); 16-(has been) expanding (Participle I; part of a predicate); to consolidate (Infinitive; object); 17-to look (Infinitive; object); 18-Glasgow-based (Participle II; attribute); to launch (Infinitive; part of a predicate); 19-(are) reacting (Participle I; part of a predicate); 20-misappropriating (gerund; object); gambling (Participle I; attribute).

**p. 220-221 Ex. 4:**
a) 1-to move; 2-to detect; 3-to check; 4-to take; 5-clattering; 6-beating; 7-going through; 8-being; 9-lying; 10-running away; 11-to climb up; 12-hear; 13-whispering; 14-drinking; 15-to mess (about); 16-to be; 17-exploded; 18-broken.

**p. 222 Ex. 5:**
1-b; 2-c; 3-a; 4-b; 5-b; 6-a; 7-d; 8-c; 9-b; 10-c; 11-a; 12-d; 13-c; 14-a

**p. 223 Ex. 6:**
1-made; 2-observing; 3-conducted; 4-determine; 5-committed; 6-surrounding; 7-charged; 8-arrested; 9-hearing; 10-given; 11-to commit; 12-making; 13-to operate; 14-making; 15-surrounding; 16-to obtain; 17-to refuse; 18-to answer; 19-arresting; 20-arrested; 21-incriminating; 22-seized; 23-arresting; 24-to arrest; 25-drinking; 26-driving; 27-to stop; 28-using; 29-registered; 30-seeing; 31-to inform; 32-persuaded.

**p. 224-225 Ex. 7:**
Episode 1: 1-shooting; 2-killing 3-to live; 4-aged; 5-shooting; 6-rushed; 7-sleeping; 8-drinking 9-following; 10-injured; 11-unknown 12- trying; 13-to investigate; Episode 2: 1-known; 2-to be; 3-robbing; 4-kidnapping; 5-to catch; 6-to receive; 7-lead; 8-warned; 9-to approach; 10-using; 11-trying; 12-to arrest; 13-shot; 14-to come across; 15-seen; 16-sunbathing; Episode 3: 1-sitting; 2-admit; 3-having robbed; 4-having been caught; 5-to become; 6-wanted; 7-to work; 8-bringing me up; 9-lying; 10-stealing; 11-going; 12-having arrested; 13-breaking; 14-being; 15-spending;
16-going; 17-to try; 18-to stay.

**p. 227 Ex. 10:** 1-to look out; 2-woken up; 3-trying; 4-starting; 5-mean; 6-hearing; 7-hitting; 8-shouting; 9-striking; 10-punching; 11-shouting; 12-opening; 13-closing; 14-to remember; 15-getting out; 16-slamming; 17-walking away; 18-to slam; 19-riding; 20-to see; 21-to look out; 22-pouring; 23-phone; 24-describing; 25-(had) seen; 26-having exploded. **Answers to the clue questions:** the defendant could probably be charged with *Insurance Fraud (Hard Fraud).* This is when someone deliberately fakes an accident, injury, theft, arson or other loss to collect money illegally from insurance companies. **Title 18 of the U.S. Code, Section 1033** is used to prosecute anyone engaged in the perpetration of insurance fraud. The punishment ranges from a fine to imprisonment for not more than 10 years, or both depending on the gravity of a crime.

**p. 229 Your Final Evaluation Test:**

**p. 230: Task 2: 1-1)** - we may speak about at least 31 offences or variations of offences (offensive behavior); 2) **(1)** acting under false pretences (=made to seem true in order to deceive people); (2) Pirate shipping; illicit trade; theft; stealing of cars (=car theft; auto theft); (3) Fender Bender Fraud (a road accident in which the vehicles involved are only slightly damaged); fooling with somebody else’s car parts; (4) keeping shop shops (illegal garages where stolen cars are stripped for parts); changing of vehicle identification numbers; car theft; (5) a scheme (=a plan for getting an advantage for yourself, especially by deceiving others); auto theft; public mischief (damage); fraud; obstructing a police officer (preventing from fulfillment of duty); (6) a scam (an illegal plan for making money); filing false claims; gang (organized criminal group); a conspiracy of greed (secret plan to gain illegal funds); (7) a scam; putting bogus (=false and not legal) information on the applications; false pretences (disapproving in order to get something illegally); (8) gang (organized criminal group); staging car collisions; filing false claims; pestering (behaving in an annoying manner towards someone by doing or asking for something repeatedly usu. by force/ threats); (9) a scam; forgery of employment forms; (10) forgery of signature; cashing of some else’s cheques; misappropriation (= stealing smth. that you have been trusted to take care of and use it for your own good);

**2-(1)** offender received a bad review for insurance companies; was ordered to repay his victims; (2) investigation had been provided; the insurer denied the claim; (3) the body shop is currently being investigated by police; no mention of possible punishment yet; (4) forfeiture of illegal funds and property; a six-year sentence of imprisonment; $774,000 fine; (5) punishment referring to public mischief, fraud and obstructing a police officer; (6) no mention of possible punishment; (7) no mention of possible punishment; (8) no mention of possible punishment; (9) dismissal out of work; no other mention of possible punishment; (10) conviction; no other mention of possible punishment.

**3-1)**

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adv of manner</strong></td>
<td>Along (together) (2); naturally (2); amiss (3); actually (3); easy (4); fine (6); really (6); like (7); intentionally (7); secretly (8); shamelessly (10)</td>
</tr>
<tr>
<td><strong>Adv of time</strong></td>
<td>After (1); At first (1); First (2); later (2); already (2); along (2); already (2); long (2); currently (3); when (4); when (4); when (4); later (5); already (5); along (5); when (6); until (6); in the end (6); since (7); at first (8); already (8); finally (8); long before (8); when (9); ever (9); never (9); now (9); all the while (10); when (10); during (10); after (10)</td>
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</table>
### Adv of place
- Behind (1); down (1); where (1); overseas (2); around (3); down (4); there (5); down (6); under (7); far (8); behind (9)

### Adv of frequency
- Eventually (1); accidentally (3); Eventually (8); repeatedly (8)

### Adv of degree/quantity
- Quite (1); very (1); so (2); relatively (3); very (4); so (4); even (6); over (6); some (6); also (6); only (6); so (7); about (7); more and more (8); so (8); enough (8); very (9); even (9); very (10); some (10); without (10); without (10); any (10); even (10)

### Adv of certainty
- In fact (4); in effect (4); In fact (9); certainly (10)

### Interrogative adv
- Why (2)

### Relative adv
- Where (1); why (2); why (4); where (4); what (10)

### Conjunctive adv
- However (7)

### Adv of Number
- At first (1); First (2); At first (8)

### No. | Modal verb | Example | Form | Usage |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>(1)</td>
<td>would</td>
<td>would earn</td>
<td>Future in the past</td>
<td>supposition</td>
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<td>(1)</td>
<td>would</td>
<td>would hang out</td>
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<td>(1)</td>
<td>would</td>
<td>would step behind</td>
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<td>Repeated action</td>
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<td>(1)</td>
<td>be to</td>
<td>was (ordered) to</td>
<td>Past simple, passive</td>
<td>obligation or duty</td>
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<td>(2)</td>
<td>would</td>
<td>would try</td>
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<td>supposition</td>
</tr>
<tr>
<td>(3)</td>
<td>can</td>
<td>can backfire</td>
<td>Present simple</td>
<td>ability</td>
</tr>
<tr>
<td>(3)</td>
<td>seem</td>
<td>seemed amiss</td>
<td>Past simple, active</td>
<td>Probability</td>
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<tr>
<td>(7)</td>
<td>would</td>
<td>would be put</td>
<td>Future in the past, passive</td>
<td>Repeated action</td>
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<tr>
<td>(7)</td>
<td>would</td>
<td>would save</td>
<td>Future in the past</td>
<td>supposition</td>
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<tr>
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<td>have to do</td>
<td>didn’t have to go</td>
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<td>Lack of necessity</td>
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<td>(8)</td>
<td>need</td>
<td>needed</td>
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<td>necessity</td>
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### № | Non-finite | Example |
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<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Infinitive</td>
<td>to repay (1); to cash in (2); to export (2); to realize (2); to see (3); to see (4); to serve (4); to pay (4); to be (true) (7); to arrange (7); to (secretly) record (8); to make (8); to expand (8); to find (8); to join (8); to join (8); to go (far) (8); to boost (9); to unravel (9); to be (9); to get (10); to negotiate (10); to deny (10).</td>
</tr>
<tr>
<td>2</td>
<td>Gerund</td>
<td>acting (1); backing (out of a space) (1); shipping (2); saying (2); concerning (2); including (3); fooling (around) (3); obstructing (5); (expert) coaching (6); dismantling (7); pestering (neighbors) (8); signing (up her neighbors) (8); filing (false claims) (8); staging (car collisions) (8); filing (9); explaining (10); telling (10); wrongdoing (10).</td>
</tr>
<tr>
<td>3</td>
<td>Participle I</td>
<td>convincing (1); parking (1); acting (career) (1); growing (exports) (2); shipping (containers) (2); missing (2); (was) pulling out (3); (a) parking (space) (3); cooling (system) (3); (was) sending (3); (is currently) being investigated (3); bustling (3); totaling (4); (was) selling (5); totaling (6); (was) working (6); wanting (7); (were) offering (7); (were) charging (7); &quot;consulting&quot; (fee) (7); (were intentionally) putting (bogus) (7); amounting (7); (was) singing (8); driving (force) (9); (were) getting (involved) (9); resulting (10).</td>
</tr>
<tr>
<td>4</td>
<td>Participle II</td>
<td>sharp-eyed (1); stolen (cars) (2); estimated (2); (are) loaded (2); (had been) stolen (2); (had already been) seized (2); stolen (Canadian cars) (2); found (2); (had already) spent (2); impounded (2); (had) taken (2); (was) shocked (3); sharp-eyed (3); damaged (parts) (3); (had been) removed (3); stolen (cars) (4); (are) stripped (4); stolen (vehicles) (4); was removed (4); (was)</td>
</tr>
</tbody>
</table>
sent (4); IBC-commissioned (4); (had) been stolen (5); owned (5); (was) left (5); (were already) gone (5); (was) charged (5); (had) received (6); (had) recruited (6); (had) led (them down) (6); (were) sent (6); (would be) put (7); (were) purchased (7); (has since) offered (7); based (7); duped (7); annoyed (8); crooked (buck) (8); (had) forged (9); staged (accident ring) (9); (had never even) heard (9); (had ever) worked (9); (were getting) involved (9); Injured (10); confronted (10); (was) convicted (10)

<table>
<thead>
<tr>
<th>№</th>
<th>Tense</th>
<th>Form</th>
<th>Tense Example</th>
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<td>Present</td>
<td>Simple/active</td>
<td>paralegal’s out of work (9); it’s (4); costs (4)</td>
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<tr>
<td>2</td>
<td>Present</td>
<td>Simple/passive</td>
<td>are loaded (3); are stripped (4)</td>
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<tr>
<td>3</td>
<td>Past</td>
<td>Simple/active</td>
<td>The man’s act was simple (1);</td>
</tr>
<tr>
<td>4</td>
<td>Past</td>
<td>Simple/passive</td>
<td>was ordered (1); was shocked (3); were gone (5)</td>
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<td>5</td>
<td>Future in the Past</td>
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<td>would earn him (1); would save (7);</td>
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<td>Simple/passive</td>
<td>would be put (into a cheaper rate group) (7)</td>
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<tr>
<td>7</td>
<td>Present</td>
<td>Continuous/passive</td>
<td>is (currently) being investigated (3)</td>
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<td>8</td>
<td>Past</td>
<td>Continuous/active</td>
<td>were offering (7); was singing (8)</td>
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<td>9</td>
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<td>Continuous/passive</td>
<td>were getting involved (9)</td>
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<td>10</td>
<td>Present</td>
<td>Perfect/active</td>
<td>has since offered (7)</td>
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<td>11</td>
<td>Past</td>
<td>Perfect/active</td>
<td>had (ever) worked (9)</td>
</tr>
<tr>
<td>12</td>
<td>Past</td>
<td>Perfect/passive</td>
<td>had been removed (3); had been stolen (5)</td>
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**Task 3:**
1. has 2 sentences = (past tense + simple aspect + indicative mood + active voice) + (future in the past tense + simple aspect + conditional mood + active voice)
2. has 3 sentences = (past tense + simple aspect + indicative mood + active voice) + (past tense + simple aspect + indicative mood + active voice) + (past tense + simple aspect + indicative mood + passive voice)
3. has 2 sentences = (past tense + simple aspect + indicative mood + active voice) + (past tense + perfect aspect + indicative mood + active voice)
4. present tense + continuous aspect + indicative mood + passive voice;
5. 2x (past tense + simple aspect + indicative mood + active voice)
6. has 3 sentences = (past tense + simple aspect + indicative mood + active voice) + (past tense + perfect aspect + indicative mood + passive voice)
7. 2x = (past tense + continuous aspect + indicative mood + active voice) + (past tense + simple aspect + conditional mood + active voice)
8. 2x= (past tense + continuous aspect + indicative mood + active voice) + (future in the past tense + simple aspect + conditional mood + passive voice)
9. has 2 sentences = (past tense + simple aspect + indicative mood + active voice negative) + (past tense + continuous aspect + indicative mood + active voice)
10. has 2 sentences = (past tense + simple aspect + indicative mood + active voice) + (past tense + perfect aspect + indicative mood + active voice)
11. has 3 sentences = (past tense + simple aspect + indicative mood + active voice) + (past tense + simple aspect + indicative mood + active voice) + (past tense + perfect aspect + indicative mood + active voice)
12. (participle II construction) + (past tense + simple aspect + indicative mood + active voice); both actions happen at the same time in the past.
References - Список использованной литературы:

Энциклопедии:

Словари:

Учебники и учебные пособия:
4. Batko, Ann, When Bad Grammar Happens to Good People, Career Press, 2004
7. Matteson, Claus, 37 Things to Know About English Grammar, Canon Press, 2004
17. Woolard, George, Grammar With Laughter, Language Teaching Publications, 1999
### What you should know and how much you’d score:

**Rubrics // Exercises to fulfill // Tests to pass // Records to keep**

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<th>Importance level</th>
<th>Total</th>
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<th>Importance level</th>
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*Keep records of your achievements/ Fill in your self-assessment list regularly/ Attach your assessment list and exercise files to your E-portfolio case-file (all templates are available at your English professor’s or tutor’s department)