

**GRAMMAR IN SITUATIONAL
CONTEXTS**

**ОПОРНЫЕ МАТЕРИАЛЫ ДЛЯ
СТУДЕНТОВ ТРЕТЬЕГО КУРСА**

Grammar in situational contexts

“Grammar is the business of taking a language to pieces, to see how it works.”
David Crystal, British philologist

INTRODUCTION

Read the text and answer the questions:

- 1) What definitions of *grammar* have you found? Which one defines grammar best?
- 2) What aspects does Grammar include?
- 3) Why can't we describe grammar as 'a fixed system of rules of a language'?
- 4) What two kinds of meanings are realised by grammar?
- 5) Translate into Russian: 'Grammar is used to fine-tune the meanings we wish to express.' What function of grammar is described in this statement?

Grammar: Your Friend for Learning English

What is Grammar? Grammar is the mental system of rules and categories that allows humans to form and interpret the words and sentences of their language, it is the language user's subconscious internal system. But, talking about the "rules" of a language, we should keep in mind the fact that no commonly-spoken language is fixed. All languages change over time. So, what we call "grammar" is a reflection of a language at a particular time.

Linguists have attempted to codify or describe that system:

- Sounds of language (Phonology)
- Structure and form of words (Morphology)
- Arrangement of words into larger units (Syntax)
- Meanings of language (Semantics)
- Functions of language & its use in context (Pragmatics)

The kinds of meanings realised by grammar are principally:

- representational — that is, grammar enables us to use language to describe the world in terms of how, when and where things happen e.g. *The sun set at 7.30. The children are playing in the garden.*
- interpersonal — that is, grammar facilitates the way we interact with other people when, for example, we need to get things done using language. e.g. There is a difference between: *Tickets! Tickets, please. Can you show me your tickets? May I see your tickets? Would you mind if I had a look at your tickets.*

Studying grammar in situational contexts is likely to be more memorable than a simple explanation. According to this approach, the students infer meaning from contexts as well as conjure up new situations (generative situations). In terms

of efficacy, this approach rates high as it helps the students to see how grammar is used to fine-tune the meanings we wish to express.

UNIT 1 OVERVIEW OF TENSES

1. In pairs or small groups ask and answer the questions below, with a mix of past, present and future. Take notes about the things you've learnt about other students, then report some of the facts that were interesting to you to the class.

- 1) What hobbies did you have when you were a child?
- 2) How has your hometown changed since you were a child?
- 3) What is your favourite food?
- 4) Is there anything you dislike about your job/ your studies?
- 5) Are you seeing a lot of your school friends these days?
- 6) How many mobile phones have you owned so far?
- 7) What are your plans after you graduate from the university? What are you going to do in (if you have any)? What do you think you will/might do (if you don't have any)?
- 8) Are there any new hobbies you would like to take up (= start)?
- 9) Have you visited many foreign countries?
- 10) What subjects did you like at school?
- 11) Do you have much time to do your hobbies?
- 12) Where were you born?
- 13) Where were your family living and working when you were born? Who did your family consist of? Who hadn't been born yet?
- 14) Where are you living at the moment? Are you living in a hall of residence?
- 15) Do your parents live in a house or in a flat?
- 16) How do you think your town will change in the next 20 years?
- 17) What kind of town did you grow up in?
- 18) Did you get on with your brothers and sisters when you were younger?
- 19) Would you like to start studying any other languages?
- 20) Do you have a large family?
- 21) How long have you been studying English?
- 22) When did you last meet up with your whole family?
- 23) How did you first become interested in your hobby?
- 24) What job would you like to do?
- 25) Do you have any ambitions (= goals)?
- 26) How long have you been living in the place you live now?
- 27) How long have you known your best friend?
- 28) Is the transport system in your country better or worse than in the past?
- 29) Did you use to like different food when you were a child?
- 30) How often do you cook?

- 31) Are you going anywhere for your next holiday?
- 32) What kind of films (=movies) do you like?
- 33) How do you usually travel to school or work?
- 34) How do people celebrate birthdays in your country?
- 35) Are primary schools different from how they were when you were at school?
- 36) What kind of house would you like to live in?
- 37) When did you first go abroad?

2. From memory or grammar knowledge, fill in the correct tenses below. Answer the questions in written form.

- 1) What hobbies _____ (you have) when you were a child?
- 2) How _____ (hometown changed) since you were a child?
- 3) Are there any new hobbies you _____ (like) to take up (= start)?
- 4) _____ (you visit) many foreign countries?
- 5) What subjects _____ (you like) at school?
- 6) _____ (you have) much time to do your hobbies?
- 7) _____ (you live) in a hall of residence at the moment?
- 8) What _____ (your plans) after you graduate from the university?
- 9) Where _____ (you) born?
- 10) Where were your family living and working when you were born? Who did your family consist of? Who hadn't been born yet?
- 11) How do you think _____ (your town change) in the next 20 years?
- 12) _____ (you get on) with your brothers and sisters when you were younger?
- 13) _____ (you like) to start studying any other languages?
- 14) How long _____ (you study) English?
- 15) When _____ (you last meet up) with your whole family?
- 16) _____ (you see) a lot of your school friends these days?
- 17) How _____ (you first become) interested in your hobby?
- 18) What job _____ (you like) to do?
- 19) How long _____ (you live) in the place you live now?
- 20) _____ (you like) different food when you were a child?
- 21) How often _____ (you cook)?
- 22) Do your parents live in a house or in a flat?
- 23) _____ (you go) anywhere for your next holiday?

- 24) How _____ (you usually) travel to school or work?
 25) What _____ (you do) in ten years' time?

3. a) Look at the names and formulas of verb tenses in the table. Which two tenses have auxiliary verbs that are not normally used in affirmative sentences? Name these auxiliaries. b) Think of an example of an affirmative sentence for each verb tense in the table. c) Make your sentences negative and interrogative (use Yes/No, Wh- and other types of questions).

1) Present Simple: S+V(Vs, if S=he/she/it)
2) Present Continuous: S+am/are/is+V(ing)
3) Present Perfect: S+have/ has+V(3)
4) Present Perfect Continuous: S+have/has been+V(ing)
5) Past Simple: S+V(2)
6) Past Continuous: S+was/were+V(ing)
7) Past Perfect: S+had+V(3)
8) Past Perfect Continuous: S+had been + V(ing)
9) Future Simple: S+will + V
10) Future Continuous: S+will be+V(ing)
11) Future Perfect: S+will have+V(3)
12) Future Perfect Continuous: S+will have been+V(ing)

4. a) Discuss and complete the sentences with the names of English tenses. b) Write your examples for each case (affirmative, negative and interrogative sentences).

- 1) The _____ is used to express habitual actions and routines.
- 2) The _____ can be used in newspaper headlines.
- 3) The _____ can be used to talk about scheduled future events.
- 4) The _____ must be used instead of the present continuous with verbs which cannot be used in the continuous form.
- 5) The _____ is used in clauses of time and condition with conjunctions of time *before, after, as soon as, when* etc) and condition (if, unless, as long as etc.) when there is an idea of routine or future meaning.
- 6) The _____ is used in telling jokes.
- 7) The _____ tense is often used to illustrate step-by-step instructions.
- 8) The _____ is used to express an action happening at the moment of speaking.
- 9) The _____ is used to express an action happening about this time (around now) but not necessarily at the moment of speaking.

- 10) The _____ is used for a definite arrangement in the near future to express one's immediate plans with the time reference that is stated or clear from the context.
- 11) The present _____ tense can be used to talk about the past in narrative to recreate the event in an active (dynamic) manner and to sound more interesting and dramatic.
- 12) The _____ tense is sometimes used in narrative for 'background' past events in narrative in order to create vividness when the main events are expressed with the present simple tense.
- 13) The _____ tense is used to express a frequently repeated action, usually when the frequency annoys the speaker or seems unreasonable to him.
- 14) The _____ and the _____ are often used in commentaries, particularly on radio and television, to describe events taking place at the moment. In such cases, the _____ is used to describe rapid actions completed at the moment of speaking and the _____ is used to describe longer-lasting actions.
- 15) The _____ tense is used for a past action completed in the past at a definite time (when the time is given or asked about).
- 16) The _____ tense is used for a past action when the action clearly took place at a definite time even though this time is not mentioned (the time is usually implied).
- 17) The _____ tense is used for past habits or routines, or scheduled past events.
- 18) The _____ tense is used to talk about something that happened once in the past.
- 19) The _____ tense is used to talk about an action that began in the past, lasted for a period of time and was completed in the past.
- 20) The _____ tense is used to emphasise that a past situation (or event) was temporary.
- 21) The _____ tense is used to show change or growth over a period in the past.
- 22) The _____ tense is used to emphasize continuity of some past event that lasted for a period of time.
- 23) The _____ tense is used to talk about something that was happening around a particular time in the past or to say that somebody was in the middle of doing something at a certain time in the past.
- 24) The _____ tense is used in stories to set the scene at the beginning of the story or to describe 'background' to a more important or dramatic past event.
- 25) The _____ tense is often used to express a recently completed action, often with references to recent time, like *just*, *recently*, *already*, *still*, *yet*.
- 26) The _____ tense is used for past actions when the time is not mentioned or implied.

- 27) The _____ tense is used when we see things as happening in the past (it's not known exactly 'when'), but having a result in the present.
- 28) The _____ tense is used to describe single actions which happened at an unspecified time between the past and now.
- 29) The _____ tense is used for actions which occur further back in the past, but which are still possible (could be repeated in the present).
- 30) The _____ tense is used to describe experiences or repeated habitual actions which happened in an unspecified period between the past and now.
- 31) The _____ tense and _____ is used to describe actions beginning in the past and continuing up to the present moment.
- 32) The _____ tense is used to refer to 'an earlier past', that is to describe the first of two or more actions in order to avoid ambiguity and make it more clear which event happened first.
- 33) The _____ tense is used when the narrator looks back at an earlier action from a certain point in the past.
- 34) The _____ tense is used for opinions and general predictions about the future.
- 35) The _____ tense is used for intentions and decisions about the future and we make at the time of speaking.
- 36) The _____ tense is used to express future without intention or wish just to state the fact of a future activity which will occur in the normal course of events.
- 37) The _____ tense is used in offers, promises, and requests.
- 38) The _____ tense is used in suggestions and in requests for orders or instructions.
- 39) The _____ tense is used to emphasize actions that will be in progress at a point in time in the near or distant future, especially when we imagine ourselves doing something.
- 40) The _____ tense is used instead of Future Simple to 'soften' the effect of will to sound more polite (in questions).
- 41) The _____ tense is used like the Present Continuous for a definite arrangement in the near future to express one's immediate plans with the time reference that is stated or clear from the context.
- 42) The _____ tense is used when we want to emphasize that something has been in progress throughout a period
- 43) The _____ tense is used with *since* and *for* with verbs which naturally suggest continuity (like *learn, lie, live, rain, sit, sleep, stand, study, wait, work*).
- 44) The _____ tense is used to emphasise the duration of an activity that was in progress before another activity or time in the past.
- 45) The _____ tense is used to express an activity that will be completed before another time or event in the future.
- 46) The _____ tense is used to express an activity in progress close in time to another activity or time in the past.

- 47) The _____ tense is used to emphasize the duration of an activity that will be in progress before another activity or time in the future.
- 48) The _____ tense is used to express an activity that will be completed before another time or event in the future (like the future perfect).

5. Complete the table using the information from the previous exercise and your own examples.

Use of Tenses

Tense	Use
Present Simple:	1. to express habitual actions: <i>During the week I have swimming practice on Mondays, I do taekwondo on Tuesdays and tennis on Thursdays.</i> 2.
Present Continuous:	1. 2.
Present Perfect:
Present Perfect Continuous:
Past Simple:
Past Continuous:
Past Perfect:
Past Perfect Continuous:
Future Simple:
Future Continuous:
Future Perfect:
Future Perfect Continuous:

6. Choose the verbs from the table to fit the context of the past narrative and write them in the correct tense. Which tense did you use most often?

The alarm clock (to ring) as usual at 7am. “I know, I (to be used) to getting up at this time,” Martin (to groan), “but Monday morning (to be) always a struggle!” When he (to get) out of bed, he (to feel) a sharp pain in his leg. “I (to overdo) it at the gym yesterday,” he (to think) to himself. The pain (to get) worse when he (to go) downstairs to make his breakfast. While he (to make) the coffee, he (to decide) he had better go to the doctor’s. “I can’t remember the last time I (to go),” (to think) Martin. “I (to be used) to being fit and full of energy.”

After breakfast Martin (to make) his way to the doctor’s surgery. When he (to walk) into the waiting room, he (to be surprised) to see so many people. He (to

discover) there (to be) a new doctor, called David Simmons, and (to have) the feeling that he (to hear) this name before. He (to look) at the other people in the room. A young woman (to blow) her nose. She probably (to have) a bad cold. There was a child who (to complain) while his father (to talk) on his mobile phone. Most of the other people in the room (to read) magazines. Martin (to pick up) a magazine about holidays and (to start) to read.

One hour later Martin (to be called) into the doctor's surgery. "Hello," (to say) the doctor with a friendly smile. He (to stand up) and (to shake) Martin's hand. "Your face (to look) very familiar." As Martin (to shake) the doctor's hand, he suddenly (to realise) who he (to be). "I (to know) why your name (to ring) a bell. It's you, David. You (to remember) me? We used to go to primary school together. I (to be) Martin Jarrot." "Why yes, Martin!" (to exclaim) the doctor. "Of course I (to remember) you. How wonderful it (to be) to see you after all these years! Yes, we used to be great friends." It (not take) long for Martin's leg to heal.

After meeting again in such an unexpected fashion, Martin and David (to renew) their friendship. They even (to go) to visit some other ex-classmates and (to organise) a school reunion. It (not to be) such a bad thing for Martin to go to the doctor's after all!

UNIT 2

THE PASSIVE

Meta-Language: Common Terms

1. Look up the meaning of the unfamiliar words in the metalanguage vocabulary. Give English definitions to all the terms on the list. Learn the words.

passive voice
auxiliary verb
notional verb
agent
object
active voice
instrument
object
complement
transitive
intransitive
passive voice
active voice
emphasis
focus
generalised

predicate
past participle

Passive Verb Forms

The passive voice is formed by means of the auxiliary verb *to be* in the required form and the past participle of the notional verb.

The present, past and future tenses in the passive are formed by means of the present, past and future forms of the auxiliary verb *to be* and *the past participle* of the notional verb.

The Future Continuous, the present perfect continuous, the past perfect continuous and the future perfect continuous are not found in the passive voice.

The uses of tenses in the Active and in the Passive Voice are the same.

Name	Construction		Example
future simple future perfect	You We They	will be + pp will have been + pp	<i>You'll be told soon enough. Everything will have been done by Tuesday</i>
present simple present progressive	I	am + pp am being + pp	<i>English is spoken here. Excuse the mess; the house is being painted.</i>
	You We They	are + pp are being + pp	
	He She It	is + pp is being + pp	
present perfect simple past past progressive past perfect	I	have been +pp was + pp was being + pp had been + pp	<i>Has Mary been told? I wasn't invited, but I went. I felt as if I was being watched. I knew why I had been chosen.</i>
	You We They	have been + pp were + pp were being + pp had been + pp	
	He She It	has been +pp was + pp was being + pp had been + pp	

Basic uses of the passive

1. Agent and instrument

The person who performs an action in a passive sentence is called the agent, introduced by *by*. The agent may or may not be mentioned.

A new road has been built.

An object which causes something to happen is called an instrument, introduced by *with*.

He was hit on the head with a hammer.

2. Verbs with two objects

Verbs which have two objects can be made passive in two ways.

With the direct object used as the subject:

A note was handed to me.

With the indirect object used as the subject:

I was handed a note.

Other common verbs of this type are:

bring, give, lend, pass, pay, promise, sell, send, show, tell

3. Verbs with object and complement

Some verbs have a noun or adjective which describes their object.

We elected Jim class representative.

Everyone considered him a failure.

When these are made passive, the complement goes directly after the verb.

Jim was elected class representative.

He was considered a failure.

4. Verbs which can't be passive

A transitive verb is a verb having or needing a direct object. Most verbs with a direct object (transitive verbs) can be made passive:

e.g. *drive* is transitive because one can drive something (a car).

However, a few transitive verbs may not be used in the passive. These include: *become, fit (be the right size), get, have, lack, let, like, resemble, suit*.

Verbs with no direct object (intransitive) can not be passive:

e.g. *fall* is intransitive, you cannot 'fall something'.

Therefore it is not possible to say 'The tree was fallen'. Instead the sentence must be active: *The tree fell*.

Exercises

1. Rewrite each sentence in the passive, omitting the words underlined.

a) Someone left the phone off the hook all night.

- b) The government has announced that petrol prices will rise tomorrow.
- c) A burglar broke into our house last week.
- d) People asked me the way three times.
- e) The fruit-pickers pick the apples early in the morning.
- f) It's time the authorities did something about this problem.
- g) Lots of people had parked their cars on the pavement.
- h) The government agreed with the report and so they changed the law.
- i) You have to fill in an application form.
- j) They don't know what happened to the ship.

Keys: Advanced Language Practice, Unit 6, ex 3

2. Correct any verb forms which are impossible or inappropriate. Which verbs can't be passive?

- a) A lot of homes in the area have been being broken into by burglars.
- b) As I drove south, I could see that the old road was rebuilding.
- c) I suppose the letter will have been delivered by now
- d) There is nothing more annoying than been interrupted when you are speaking
- e) Jim was been given the sack from his new job.
- f) Somehow without my noticing my wallet had been disappeared.
- g) The new shopping centre was opened by the local MR
- h) A lot of meetings have been held, but nothing has being decided yet.

Keys: Advanced Language Practice, Unit 6, ex 1

3. Put each verb in brackets into an appropriate passive verb form.

- a) The boxes (not/pack) yet.
- b) Your food (still/prepare).
- c) The new ship (launch) next week.
- d) Luckily by the time we got there the painting (not/sell).
- e) We had to go on holiday because our house (decorate).
- f) I'm afraid that next week's meeting (cancel).
- g) If we don't hurry, all the tickets (sell) by the time we get there.
- h) All main courses (serve) with vegetables or salad. At least that is what is written on the menu.
- i) The second goal (score) by Hughes in the 41st minute,
- j) The cathedral (build) in the fourteenth century.

Keys: Advanced Language Practice, Unit 6, ex 4

4. Both sentences in each pair have the same meaning. Complete the second sentence.

- a) The crowd was slowly filling the huge stadium.
The huge stadium *was slowly being filled* by the crowd.

- b) The inventor of the computer simplified the work of the accountants.
Since the computer the work of accountants simplified.
- c) Someone has suggested that the shop should close.
It that the shop should close.
- d) The waitress will bring your drinks in a moment.
Your drinks in a moment.
- f) Someone used a knife to open the window.
This window a knife.
- g) You will hear from us when we have finished dealing with your complaint.
After your complaint, you will hear from us.
- h) An announcement of their engagement appeared in the local paper.
Their engagement in the local paper.
- i) Nobody ever heard anything of David again.
Nothing David again.
- j) They paid Sheila £1,000 as a special bonus.
£1,000 Sheila as a special bonus.

Keys: Advanced Language Practice, Unit 6, ex 2

5. Put each verb in brackets into an appropriate passive verb form.

- a) Nothing (see) of Pauline since her car (find) abandoned near Newbury last week.
- b) As our new furniture (deliver) on Monday morning I'll have to stay at home to check that it (not/damage) during transit.
- c) The new Alhambra hatchback, which in this country (sell) under the name 'Challenger', (fit) with electric windows as standard.
- d) For the past few days I (work) in Jack's office, as my own office (redecorate).
- e) It (announce) that the proposed new office block (now/not/build) because of the current economic situation.
- f) A major new deposit of oil (discover) in the North Sea. It (think) to be nearly twice the size of the largest existing field.
- g) Pictures of the surface of the planet Venus (receive) yesterday from the space probe 'Explorer' which (launch) last year.
- h) A large sum (raise) for the Fund by a recent charity concert but the target of J250,000 (still/ not/reach).
- i) No decision (make) about any future appointment until all suitable candidates (interview).

Keys: Advanced Language Practice, Unit 6, ex 6

6. Complete the text using the phrases from the box.

was obliged to, are believed to have been, is known to have experienced, is not known, are thought to be, was packed, is thought to have been, was seen, were made to, was brought

A plane carrying 15 members of the government to a conference in Brussels is (1) a small-scale fire earlier this morning. The plane (2) about 20 minutes into its journey when the fire occurred in the luggage area. It (3) how the plane caught fire, but initial eyewitness accounts confirm that a trail of smoke (4) coming from the under-carriage. The fire (5) rapidly under control, but the pilot (6) make an emergency landing. Five people (7) treated for shock. The plane (8) with business people flying to Belgium. All 209 passengers (9) stay behind for questioning after landing at a military airport in northern France. Police (10) treating the incident as suspicious.

Passive Voice Denoting an Action or a State

The combination *to be + the past participle* can denote an action, in which case it is a simple predicate expressed by a verb in the passive voice. It can also denote a state, then it is a nominal predicate.

As the director was ill, the documents were signed by his assistant. (Were signed denotes an action.)

When I came, the papers were signed and lay on the secretary's table. (Were signed denotes a state.)

It is sometimes difficult to distinguish between the verb *to be + the past participle* as a nominal predicate.

We have the passive voice (simple predicate) in the following cases:

(a) when the doer of the action is indicated (as a rule).

They were thus introduced by Holly. (Galsworthy)

(b) when there is an adverbial modifier of place, frequency and, as a rule, of time.

The Guardian is published in London.

Good books are quickly sold.

The documents were signed a few minutes ago.

(c) when the verb is used in the continuous or in the perfect form.

Some efforts were even then being made to cut this portion of the wreck away. (Dickens)

Ever since that, the cannon business has always been left to an adopted foundling named Andrew Undershaft. (Shaw)

We have a compound nominal predicate when the past participle denotes a state of mind: He was frightened by the remark.

When these criteria cannot be applied the context itself helps to decide whether the predicate is a simple or a compound nominal one.

Exercises

1. Translate the following sentences into Russian. Find sentences where the combination to be + Participle II describes a state, not an action.

1. Mr. Dorrit's rooms were reached. Candles were lighted. The attendants withdrew. (Dickens) 2. The door was instantly opened. (Ch. Bronte) 3. I have been treated and respected as a gentleman universally, (Dickens) 4. About noon, I was summoned to dress madame. (Ch. Bronte) 5. My boxes are locked, strapped and labelled; I hate being hurried. (Collins) 6. This brisk little affair was all settled before breakfast. (Ch. Bronte) 7. He was like a man who had been separated from one he loved for many years... (Greene) 8. I stopped at a barber shop and was shaved and went home to the hospital. (Hemingway) 9. We shall have time to-morrow, when my packing is finished. (Voynich) 10. My wife and daughters were charmed with her. (Collins) 11. The purchase was completed within a month. (Dickens) 12. You are received (Hardy) 13. The door was opened by a girl. (Priestley) 14. I'll be dressed in a minute. (Hemingway) 15. The small room was lit only by a dying fire and one candle with a shade over it. (Eliot) 16. 17. The chambermaid's curiosity was aroused once. (Priestley) 18. Was your novel ever published? (Wilde) 19. He has not been well educated up to now. (Clark) 20. Huckleberry was filled with admiration of Tom's facility in writing and the sublimity of his language. (Twain) 21. The beds, which for years had been neglected, now were trim with the abominations of carpet bedding. (Maugham) 22. A whisper goes about the house that Mr. Dombey's hair is curled (Dickens) 23. He was in the house when the diamond was lost. (Collins) 24. When at last the notes were finished, I typed them out... (Hilton) 25. Pen was fascinated and troubled by this suggestion. (Murdoch.) 26. The big brightly lit stone-flagged kitchen was silent... The shutters were closed and barred. (Murdoch) 27. 28. ... perhaps you know that Mirah's brother is found. (Eliot) 29. Another half-hour and all doors would be locked — all Lights extinguished (Ch. Bronte) 30. 31. The scoop, under the ranger's fence, cannily selected for his sleeping-place, was overhung by branches. (Galsworthy) 32. My things are all packed. (Hemingway) 33. Two doors opened out of it [the passage] to the left and to the right. One of these had obviously been closed for many weeks. (Conan .Doyle) 34. At that moment hasty steps were heard in the entry. (Hardy)

2. Write 5 sentences of your own in which the passive denotes an action and 5 sentences in which it denotes a state.

Using and not Mentioning the Agent

The Passive Voice can be used:

(a) without the doer of the action being mentioned (the usual case).

Examples:

In silence the soup was finished — excellent, if a little thick; and fish was brought.

In silence it was handed. (Galsworthy)

Tom Tusher was sent off early, however, to a school in London. (Thackeray)

(b) with the doer of the action being mentioned. This occurs only when the doer of the action is to some extent emphasized. The noun or pronoun denoting the doer of the action is introduced by the preposition by.

Examples:

He was wrenched from his blank wretchedness by the sound of the door opening from his mother's room. (Galsworthy)

They were thus introduced by Holly. (Galsworthy)

This room was dimly lighted from the ceiling by a single electric lamp. (Bennett)

Let's look at different situations in which the agent is used or not used for some particular reason.

1. Changing the focus of the sentence

The passive is generally used to change the focus of the sentence.

The passive voice is a way of talking about something without thinking too hard about how it happened.

What you need to know about the passive voice is how it can affect the details you notice. Here is a short story in the passive voice:

The vase was broken by the cow.

When you read that sentence, what do you see in your mind? The first thing you imagine is a broken vase, right? It's only after you picture the vase that you see the cow. She's an afterthought. The fact that she's the one who broke the vase is not very important.

Here's the same story about the cow and the vase, but this time it's in the active voice:

The cow broke the vase.

See the difference? Now you picture the cow breaking the vase. You can't separate the cow and the broken vase (the cause and the effect) the way you could in the passive version. In fact, in the passive one, you could get away with not mentioning the cow at all — the vase was broken, period — and then you'd never know who did it.

There are other ways to use the passive voice, but this one is the most insidious. It lets the person speaking separate what happened from how it happened, and sometimes leave out the "how" altogether. That's what people are doing when they say "mistakes were made" — they want you to think no one is responsible.

The passive voice can change the emphasis of a sentence from the subject to an object.

Jack won the prize, (focus on Jack)

The prize was won by Jack. (focus on the prize)

My wallet was found by one of the cleaners. (focus on the wallet)

One of the cleaners found my wallet. (focus on the cleaner)

2. Special emphasis on the agent

In some cases we want to emphasize the person or thing acted on. For example, it may be your main topic:

Insulin was first discovered in 1921 by researchers at the University of Toronto. It is still the only treatment available for diabetes.

3. The agent is unknown

We use some verbs more often in the passive than in the active because the agent is unknown:

My wallet has been taken.

In this case, there is no point in adding an agent 'by somebody'.

The cave paintings of Lascaux were made in the Upper Old Stone Age. [We don't know who made them.]

4. The agent is irrelevant or unimportant

If the agent is not important to the meaning of the sentence it is not mentioned, passive voice is normally preferred.

An experimental solar power plant will be built in the Australian desert. [We are not interested in who is building it.]

I was advised to obtain a visa in advance. [It doesn't matter who advised me to do so.]

5. Generalised agent

If we are talking about a general truth, or if the subject is 'people in general' or 'you', the agent is not mentioned:

Bicycles are widely used in the city instead of public transport.

Rules are made to be broken. [By whomever, whenever.]

6. Obvious agent

If the agent is obvious or has already been referred to, it is not mentioned.

Linda has been arrested! (we assume by the police)

The company agreed to our request and a new car park was opened.

7. Impersonality

Using the passive is a way of avoiding the naming of a specific person who is responsible for an action, that is why it is common in bureaucratic writing to make an action impersonal.

It has been decided to reduce all salaries by 10%.

Mistakes were made. [You want to be vague about who is responsible.]



Exercises

1. Write 3 situations (about 100 words each) to illustrate some of the uses of the passive mentioned in the explanations above. You may use the example sentences or your own ones.

Model: Yesterday I decided to go to the swimming pool which is part of the university amenities. I handed my coat to the cloakroom attendant, got the cloakroom tag and rushed to the changing room as the session had already started. When I got to the supermarket later that day, I couldn't find my purse. I thought I had lost it, but when I came to the swimming pool on the next day, the cloakroom attendant asked me if I had lost a purse. When I said yes, she took out my purse and handed it over to me. **My purse had been found by one of the cleaners.**

3. Underline any uses of the agent which are unnecessary.

- a) My jewellery has been stolen by a thief!
- b) It has been decided by the authorities that Wednesday will be a school holiday.
- c) Harry was pushed over by someone standing next to him in the queue.
- d) The goods are transported by rail to our warehouse in the Midlands.
- e) I was told by someone that you have a vacancy for a computer operator.
- f) Sue has been picked by the selectors for the national event.
- g) The letter was sent by post on the 21st of last month.
- h) The larger portrait was painted by a little-known Flemish artist.
- i) It has been agreed by everyone that no smoking should be allowed,
- j) As I arrived at the conference a note was handed to me by one of the delegates.

Keys: Advanced Language Practice, Unit 6, ex 5

2. Put each verb in brackets into a suitable active or passive verb form.

Dear Mrs Patel,

We are delighted to inform you that you (1) (select) for a free holiday. According to our information, you (2) (answer) a telephone survey last month, as a result of which your name (3) (enter) in the holiday draw. Now our computer (4) (choose) your name, so you and your family (5) (invite) to spend a week in a European destination of your choice. This offer (6) (make) on the condition that you attend a special promotions day with other lucky families in your region who (7) (offer) a similar deal. You (8) (ask) to attend on any Saturday next month at the Royal Hotel, Manchester. If you (9) (interest) in attending and taking up this offer, please (10) (detach) the slip below and return it to us as soon as possible.

Keys: Advanced Language Practice, Unit 6, ex 8

Have/get Something Done, Need Doing, Structures with Reporting Verbs

Have/get something done

Present Simple	He has the house painted. Does he have the house painted? He doesn't have his house painted.
Present Continuous	He is having the house painted. Is he having the house painted? He isn't having his house painted.
Past Simple	He had the house painted. Did he have the house painted? He didn't have his house painted.
Past Continuous	He was having the house painted. Was he having the house painted? He wasn't having the house painted.
Future Simple	He will have the house painted. Will he have the house painted? He won't have the house painted.
Future Continuous	He will be having the house painted. Will he be having the house painted? He won't be having having the house painted.
Present Perfect	He has had the house painted. Has he had the house painted? He hasn't had the house painted.
Past Perfect	He had had the house painted. Had he had the house painted?

	He hadn't had the house painted.
Present Perfect Continuous	He has been having the house painted. Has he been having the house painted? He hasn't been having the house painted.
Past Perfect Continuous	He had been having the house painted. Had he been having the house painted.

The passive pattern *get/have + object + Past Participle* is used to say that we have arranged somebody to do something for us. This passive pattern typically describes a service performed for us by someone else:

I have my hair cut every month.

I'm having/getting my house decorated at the moment.

You ought to get/have your blood pressure checked.

I've just had/got my car serviced. I have/get it done every winter.

NOTE! "Get something done" is possible instead of "have something done" mainly in informal spoken English.

This pattern can also describe something unfortunate that happens to someone. *Get* is much less common than *have* in these situations:

I had my wallet stolen in the crowd.

He had his car broken into last night.

We had/got our car broken into last month.

Get is more likely to be used than *have* when:

i) there is a feeling that something must be done: *I really must get (have) my hair cut.*

ii) there is a feeling of eventually managing to do something: *I eventually got (had) the car fixed at the Fast Service garage.*

iii) in orders and imperatives: *Get your hair cut!*

Note that *get* should not be used in the present perfect passive, where it would be confused with *have got*.

- The need to have a service done can be described with *need doing*: *Your hair needs cutting.*

Get can be used instead of *be* to form the passive in spoken language: *Martin got arrested at a football match.*

- Present reference

With verbs such as *believe, know, say, think*, which report people's opinions, a passive construction is often used to avoid a weak subject, and to give a generalised opinion.

With present reference, the passive is followed by the present infinitive.

The criminal is thought to be in hiding in the London area. Vitamin C is known to be good for treating colds.

- Past reference

With past reference, the passive is followed by the past infinitive: *Smith is believed to have left England last week.*

- Past reporting verb

If the reporting verb is in the past, the past infinitive (to have + pp) tends to follow, though not always if the verb *be* is used: *People thought Sue had paid too much. Sue was thought to have paid too much. The police thought that the thief was still in the house. The thief was thought to still be in the house.*

- Past reference with two objects

In this case there are two ways of making a passive sentence: *Everyone knows the portrait was painted by an Italian. The portrait is known to have been painted by an Italian.*

- Continuous infinitive

Past and present continuous infinitives are also used: *Mary is thought to be living in Scotland. The driver is thought to have been doing a U-turn.*

- Ending a sentence with a preposition

It is possible to end a sentence with a preposition in a sentence where a prepositional verb is made passive: *Somebody broke into our house. Our house was broken into.*

- By and with

With is used after participles such as filled, packed, crowded, crammed:

The train was packed with commuters. The difference between *by* and *with* may involve the presence of a person: *Dave was hit by a branch (an accident), Dave was hit with a branch (a person hit him with one).*

- *Make* is followed by *to* when used in the passive: *My boss made me work hard. I was made to work hard by my boss.*

- *Cover* and verbs which involve similar ideas, such as surround, decorate, can use *with* or *by*. *Cover* can also be followed by *in*: *The furniture was covered in dust. The living room had been decorated with flowery wallpaper.*

- Formality

The passive is probably more common in written English, where there tends to be less use of personal reference in some contexts, since the audience may be unknown.

It is important to understand two different but related uses of *get* in forming the passive voice.

get + adjectives: get = become

She got tired.

get + past participles: a form of the passive

He got married.

It is very common to use *get* in place of *be* to form the passive voice.

Exercises

1. Complete the second sentence in these exchanges using the verb in brackets and any other words given. Use the causative form with *have/get smth. done*.

Example:

A: "Your hair looks nice".

B: "Thanks, I've just ...". (cut)

B: "Thanks, I've just had it cut".

1. A: "I'm finding it difficult to read small print nowadays".

B: "Why don't you go and ... ?" (eyes; test)

2. A: "What a lovely dress – where did you buy it?"

B: "I didn't. I ... by the dressmaker down the road". (make)

3. A: "My car's been making some funny noises just lately".

B: "You should ...". (service)

4. A: "Your hair looks different! What have you done to it?"

B: "I ... , that's all". (just; cut)

5. A: "This house is freezing".

B: "Yes, we need ...". (central heating; install) 53

6. A: "The living room looks lovely".

B: "I'm glad you like it. We've ...". (just; redecorate)

7. A: "Why aren't you wearing your watch?"

B: "I ... at the moment". (repair) 8. A: "Oops! Sorry, I've spilt some wine on your trousers". B: "Don't worry. I was going to ... anyway". (clean)

8. A: "That tree is blocking the view from my front window".

B: "Well, you don't expect me ... , do you?" (cut down)

9. A: "I've got a terrible toothache".

B: "Well, why don't you go and ... ?" (that cavity; fill)

2. Underline the correct form A, B, C or D to fill the spaces in 1–5.

1. Bill ... before having his photo taken.

a) cut his hair

b) got cut his hair

c) got his hair cut

d) got hair cut

2. ... my PA phone for a taxi?

- a) Shall I had
- b) Shall I have
- c) Has she
- d) Had I

3. ... broken into while we were away on holiday.

- a) We had our house
- b) Thieves had our house
- c) It was our house
- d) They have

4. Surprisingly, he ... as chairperson.

- a) got himself elected
- b) get himself elected
- c) getting elected
- d) has get himself

5. They ... last week.

- a) get married
- b) have married
- c) get to marry
- d) got married

3. Put the following sentences into the passive voice using the causative form of have (have smth. done).

1. The maid cleans his room every day. 2. The chef cooked us a very special dinner. 3. The photographer has taken a photo of me. 4. They are building our house. 5. The dress-maker will make a beautiful dress for Judy. 6. The technician has been installing our new telephone line. 7. The agent published Mary's book last year. 8. The photographer developed my photos. 9. My dentist took one of my wise teeth out. 10. He has fixed her television set. 11. She is brushing Peter's hair. 12. They are decorating my brother's room tomorrow.

4.

5. Complete each space in this text with a suitable word. The first (0) is given as an example.

to be, take, burgle, have (3), do, it, get/have (2), get(2), mend, spill

It's been one of those days and it isn't over yet. First of all, I had to take the car to the garage to have the brakes repaired (0). The car was in a bad enough state, but we ... (1) had it damaged even more by some idiot as we were waiting at the traffic lights the other day. He bumped into the back of the car and we told him he would

have to pay to ... (2) the car ... (3) and he said he would ... (4) it paid for by his insurance company. I certainly hope he does. The mechanic told me I could've ... (5) myself killed driving the car and that we should've ... (6) the brakes checked months ago. I left the car at the garage, then went straight to the hairdresser to have my hair ... (7). I wanted to have ... (8) cut really short, so it took ages. After that, I had to take Bill's suit to the dry-cleaner's to ... (9) it cleaned after he had had wine ... (10) over it at the party last night. Next, I had to go to the supermarket. When I had finished, my bags were so heavy I had to ... (11) them delivered to my house – and that cost more money. And the day isn't half over yet. I've still got to have my photograph ... (12) for a new passport – my old one ... (13) stolen when we had our house ... (14) a few months back. What a life! Things can't get worse, can they?

6. Decide whether the sentences in each pair have the same meaning.

a) I've just been to the hairdresser's. What do you think?

I've just cut my hair at the hairdresser's. What do you think?

b) Someone is painting our house at the moment.

We are painting our house at the moment.

c) The dentist is going to take out two of my teeth tomorrow.

I'm having two teeth taken out tomorrow.

d) The teacher made us all tidy up.

We were made to tidy up by the teacher.

e) The car is thought to have been stolen by joy-riders.

Joy-riders are thought to have stolen the car.

f) Just a minute. I'll ask someone to wrap this for you.

Just a minute. I'll have to wrap this up for you.

g) The car hasn't been serviced for a long time.

We haven't had the car serviced for a long time.

h) They're coming to put in a new water-heater next week.

We're putting in a new water-heater next week.

i) Would you consider having plastic surgery to alter your nose?

Would you consider having your nose altered by plastic surgery?

j) A qualified electrician checked the wiring.

We had checked the wiring with a qualified electrician.

Keys: Advanced Language Practice, Unit 7, ex 1

7. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

a) They think the treasure dates from the thirteenth century.

date

The treasure is from the thirteenth century.

b) Your hair needs cutting.

get

You cut.

c) Jill's parents are making her study hard.

made

Jill her parents.

d) Apparently the ship did not sustain any damage.

appears

The ship any damage.

e) It is thought that the two injured men were repairing overhead cables.

have

The two injured men overhead cables.

f) There is a rumour that the escaped prisoner is living in Spain.

be

The escaped prisoner living in Spain.

g) We have agreed to meet again in a fortnight.

will

It has meet again in a fortnight.

h) We decided to try again later.

would

It was try again later.

i) There is confirmation of Mr Jackson's intended resignation.

that

It is to resign.

j) Most of the committee thought it was not a viable solution.

not

It was thought by most of the committee.

Keys: Advanced Language Practice, Unit 7, ex 3

8. In the list above find passive verb forms which can be used with get. Make up sentences with them.

Example:

to be serviced – to get serviced – to need servicing;

I'm going to get my car serviced.

My car needs servicing.

9. Work in pairs. Imagine that you're a family and you are decorating a room. One of you wants to do all the jobs himself, the other one believes you need professional help. Use both active and passive constructions according to the model. Use a dictionary if necessary.

Example 1:

A: The windows are filthy. They need cleaning.

B: I can clean them myself.

A: I think we should have them cleaned and you could fix the door, it's creaking.

Example 2:

A: The door is creaking. It needs fixing.

B: I can fix it myself.

A: I think we should have it cleaned and you could paint the ceiling, it's peeling.

- a) to fix the door (creaking)
- b) to install air-conditioning (stuffy)
- c) to clean the windows (filthy)
- d) to paint / to do the ceiling (peeling)
- e) to install / to put in central-heating
- f) to rewire the house
- g) to redecorate the house / flat
- h) to repair the roof (leaking)
- i) to repair the pipes (dripping)

10. Imagine you are moving into a small unfurnished flat. The notes below describe what is wrong with the accomodation. Read the notes and Discuss with your partner what needs doing before it can be used, and why. Use the constructions 'it needs doing', 'to have smth done'. Complete the table.

	walls	ceiling	floor	windows	lighting	doors
Main room						
Bedroom						
Kitchen						
Bathroom						

NOTES ABOUT THE FLAT

Torn flowery wallpaper in the main room, the paint on the ceiling is peeling.

Most rooms very small, not enough light in them (small windows), but some rooms have a large fireplace.

Next to railway, but noise not really noticeable.

Some floorboards are missing or rotten, windows are broken, and some ceilings have fallen down.

Water comes in through the roof.

Large garden but very overgrown, and full of old junk.

Faulty electric wiring, dripping pipes.

Only one toilet. Inside doors tend to stick.

Difficult to open some of them.

Some stairs are dangerous.

There are no carpets, of course!

Most walls have wallpaper but it's all filthy, and there are too many dark colours.

The whole place is in generally dirty condition.

11. Rewrite each sentence so that it ends with the word underlined.

- a) Another company has taken over our company.
- b) We are dealing with your complaint.
- c) We have not accounted for all the missing passengers.
- d) Someone had tampered with the lock of the front door.
- e) We don't know how they disposed of the body.
- f) I must insist that you keep to the rules.
- g) We are looking into this allegation.
- h) We will frown upon any attempts to cheat in the exam.
- i) The youngest student complained that people were picking on him.
- j) Ann was well provided for in her husband's will.

Keys: Advanced Language Practice, Unit 7, ex 4

12. Complete each sentence with a suitable preposition.

- a) The tree had been decorated with coloured balls.
- b) The answers have been included in the book.
- c) After the rugby match, Jim's shorts were covered with mud.
- d) The victim was struck by a heavy object.
- e) The house was built with money that David borrowed from the bank.
- f) The cat narrowly escaped being run over by a car.
- g) When the accident happened, Sue was struck by flying glass.
- h) The turkey was stuffed with chestnuts, and was very tasty.
- i) No one knew that Peter had been involved in the investigation.
- j) When I left the casino, my pockets were crammed with money.

The Use of the Passive Voice in Fiction and Non-Fiction

The scientific genre traditionally relies on passive voice. It is common in descriptions of processes, and in scientific and technical language in general (the agent is not mentioned). In descriptions of processes, there is emphasis on the actions performed rather than on the people who perform them:

Then the packets are packed into boxes of twenty-four.

However, over the past several years, there has been a movement within many science disciplines away from passive voice. Scientists often now prefer active voice in most parts of their published reports, even occasionally using the subject "we" in the Materials and Methods section.

The active voice is commonly used. The passive voice is useful to give variety to writing or when the writer wants to emphasise that somebody or something had something done to them, e. g. *Mum was frightened by a spider.*

Passive voice is often preferred in lab reports and scientific research papers, most notably in the Materials and Methods section:

The sodium hydroxide was dissolved in water. This solution was then titrated with hydrochloric acid.

In these sentences you can count on your reader to know that you are the one who did the dissolving and the titrating. The passive voice places the emphasis on your experiment rather than on you.

However, passive sentences can get you into trouble in academic writing because they can be vague about who is responsible for the action:

Both Othello and Iago desire Desdemona. She is courted. [Who courts Desdemona? Othello? Iago? Both of them?]

Academic writing often focuses on differences between the ideas of different researchers, or between your own ideas and those of the researchers you are discussing. Too many passive sentences can create confusion:

Research has been done to discredit this theory. [Who did the research? You? Your professor? Another author?]

Some students use passive sentences to hide holes in their research:

The telephone was invented in the nineteenth century. [I couldn't find out who invented the telephone!]

Finally, passive sentences often sound wordy and indirect. They can make the reader work unnecessarily hard. And since they are usually longer than active sentences, passive sentences take up precious room in your paper:

Since the car was being driven by Michael at the time of the accident, the damages should be paid for by him.

In fiction passive voice tends to be avoided.

Sometimes a writer can use the passive voice if he wants to speed up the story:

Half an hour later, the tents were stowed and the fire dowsed.

A lot of mundane actions are now contained in that one sentence. It would have taken many more words to write that in active voice and nothing really would have been gained for the reader.

Exercises

1. Rewrite each sentence in a more formal style so that it contains a passive form of the word given in capitals.

- a) Sorry, but we've lost your letter. MISLAY
- b) The police are grilling Harry down at the station. QUESTION
- c) They've found the remains of an old Roman villa nearby. DISCOVER
- d) You'll get a rise in salary after six months. RAISE
- e) They stopped playing the match after half an hour. ABANDON
- f) They stopped traffic from using the centre. BAN
- g) They took Chris to court for dangerous driving. PROSECUTE
- h) You usually eat this kind of fish with a white sauce. SERVE
- i) I don't know your name. INTRODUCE

Keys: Advanced Language Practice, Unit 6, ex 7

2. Read a passage of Chapter 5 of Jane Eyre and underline all the verbs in the passive. What does the use of the passive suggest? Discuss the impression of the 'lack of agency' on the part of Jane and her classmates at Lowood School.

A distant bell tinkled: immediately three ladies entered the room, each walked to a table and took her seat. Miss Miller assumed the fourth vacant chair, which was that nearest the door, and around which the smallest of the children were assembled: to this inferior class I was called, and placed at the bottom of it.

Business now began, the day's Collect was repeated, then certain texts of Scripture were said, and to these succeeded a protracted reading of chapters in the Bible, which lasted an hour. By the time that exercise was terminated, day had fully dawned. The indefatigable bell now sounded for the fourth time: the classes were marshalled and marched into another room to breakfast: how glad I was to behold a prospect of getting something to eat! I was now nearly sick from inanition, having taken so little the day before.

4. Rewrite the text using the passive where possible. Make sure the words underlined do not appear.

Nobody knows exactly when someone invented gunpowder. People know for a fact that the Chinese made rockets and fireworks long before people used gunpowder in Europe, which occurred at about the beginning of the thirteenth century. We generally believe that gunpowder brought to an end the 'Age of Chivalry', since anyone with a firearm could bring down a mounted knight. In fact, people did not develop efficient firearms until the sixteenth century. They used gunpowder mainly in siege cannon when people first introduced it. Later they used it in engineering work and in mining, but they found that it was extremely dangerous. Modern explosives have now replaced gunpowder, but we still use it for making fireworks, just as the Chinese did.

5. Translate into English, using the passive voice.

I 1. Их развлекают (entertain). 2. Ей продиктовали несколько писем. 3. Кому дадут эту работу? 4. Какие меры будут приняты? 5. Тогда как раз строилась школа. 6. Ну, что-нибудь уже решено? 7. Там за ним будет хороший уход. 8. Что говорили на эту тему? 9. Их учат английскому языку около года. 10. Когда это надо сделать? 11. Почему это нельзя сделать сегодня? 12. Когда вам сообщили это известие? 13. Почему ничего еще не сделано? 14. Чей фортепианный концерт сейчас исполняется?

II 1. Во время экскурсии по городу нам показали завод, где производят сталь. 2. Со мной так никогда еще не разговаривали. 3. Книги, которые хорошо читаются, редко найдешь на полках библиотеки. 4. Объяснили ли вам, почему тогда не разрешили принять участие в соревнованиях? 5. Когда мы приехали в Киев, это здание было только что восстановлено. 6. В прошлом месяце, нако нец, вышла книга, которую с таким нетерпением ожидали. Сейчас ее широко обсуждают в прессе. 7. Не говори таких вещей, а то над тобой будут смеяться. 8. Мне еще ничего об этом не говорили. 9. Ваш проект уже принят? – Нет, он все еще рассматривается. – Сколько же времени его уже рассматривают? 10. Вас уведомят по телеграфу, как только чертежи будут посланы. 11. Вчера ему предложили новую работу, а она ему не нужна. 12. Он включил радио. Исполняли Наймана, фортепианный концерт. 13. Я не знал, кому меня представляют. 14. На приеме на профессора не обратили внимания, а вокруг его хорошенькой жены развели суету (make fuss of).

III 1. Что-нибудь делается, чтобы восстановить это здание? 2. Его еще никогда не принимали за англичанина. 3. В твоей комнате ничего не тронули с тех пор, как тебя послали в санаторий. 4. За каждый пенни нужно отчитаться (account for). 5. Вас когда-нибудь учили, как надо вести себя? 6. Детей угостили мороженым. 7. У меня украли коллекцию марок. 8. Со мной так никогда не разговаривали. 9. Надо что-то сделать для этих людей. 10. Боюсь, что эту вазу нельзя починить. 11. О его приятеле хорошо отзываются. 12. Моего дядю произвели (promote to) в капитаны. 13. Тебе скажут, когда отправляется поезд. 14. Она чувствовала, что от нее что-то скрывают. 15. Будет так темно, что меня совсем не будет видно. 16. Почему так прохладно в зале? – Его как раз проветривают (air). Читальный зал, как вы знаете, проветривается несколько раз в день.

IV 1. Больного не будут оперировать без его согласия. 2. Телеграмма была при- нята поздно ночью, и, так как она была очень важной, капитана тут же раз- будили и передали ему ее. 3. Факты, на которые ссылался свидетель, заинтересовали адвоката. 4. Было рассмотрено много различных маршрутов, а об этом даже не подумали. 5. Проект был в основном одобрен, но архитектору указали на отдельные недостатки. 6. Советую вам пойти на этот концерт: будут исполнены ваши любимые произведения. 7. Нам объяснили новое правило, затем продиктовали несколько примеров и дали упражнения для домашней работы. 8. Не беспокойтесь, о вашем багаже позаботятся, и он будет доставлен в номер. 9. Он не слышал, что в это время говорилось. 10. Мы узнаем, хорошо ли за ним смотрели. 11. Ему дали первоклассное образование.

6. Insert the required tense (Passive Voice). Try to imagine the situations in which the following sentences were used.

1. "I don't want to hear another word. I _____ never _____ so _____ in my whole life. (to insult) (I. Shaw) 2. Godfrey waited, before he spoke again, until the ale _____ and the door _____. (to bring, to close) (Eliot) 3. In whatever spare time he could find, he read the current research journals, trying to understand the implications of the experiments which _____ throughout the world. (to perform) (Wilson) 4. In 1834 the Houses of Parliament, with the exception of Westminster Hall _____ by fire. They _____ by Sir Charles Barry. (to destroy, to rebuild) 5. "I'm afraid that we're going to have to move," he said. "This lab won't be big enough for us after all. But there's a double room on the eleventh floor that _____". (to use, negative) (Wilson) 6. Lanny noticed that he _____ by three white men from the coffee stall on the other side of the road. (to watch) (Upton Sinclair) 7. It was past eleven o'clock — a late hour for the little village of Cobham when Mr. Pickwick retired to the bedroom which _____ for his reception. (to prepare) (Dickens) 8. We _____ if we _____, but never mind. (to scold, to see) (Ch. Bronte) 12. The Nobel Prize to him _____ in 1924 when the advent of wave mechanics had revealed the importance of his work, ten years after his famous experiment _____. (to give, to perform) (Wilson) 9. I called... to ask if a diamond brooch of mine _____. (to find) (Wilde) 10. Annette's most valuable stone was ruby, which _____ to her when she was twelve by an Indian prince who was in love with her mother. (to give) (Murdoch) 11. He [Jim] put down his pail... and bent over the toe with absorbing interest while the bandage _____. (to unwind) (Twain) 13. He carefully examined the contents of his case, and did not speak again until the beer _____ and he had paid for it. (to bring) (Priestley) 14. The little patient _____ and _____, and now lay composed in her crib. (to examine, to soothe) (Ch. Bronte) 15. It was an idea that _____ at that moment by Colonel Melchett and Colonel Bantry. (to discuss) (Christie) 16. He [Arthur] went up to his room. Nothing in it _____ since his arrest. (to change) (Voynich) 17. You can feel when you _____. (to watch) (Hilton) 18. The oldest of London's present-day theatres is the Theatre Royal, Drury Lane, which _____ in 1663 and _____ since _____ several times. (to open, to reconstruct) 19. Below decks the

atmosphere was close. Many cigarettes _____, and _____. (to smoke, to smoke) (Clark) 20. She kept an eye on the Leanham people to see that her action _____duly _____. (to notice) (Maugham) 21. Rumania is a Balkan State which long _____for its mineral springs. (to know) (Maugham) 22. After a few routine questions _____ and _____ Dr. Lord leant back in his chair and smiled at his patient. (to ask, to answer) (Christie) 23. He strode up to the front door of the forlorn house and rang the bell like one who _____ there for weeks. (to expect) (Priestley) 24. One could not walk or drive about Philadelphia without seeing or being impressed with the general tendency toward a more cultivated and selective social life. Many excellent and expensive houses _____. (to erect) (Dreiser) 25. I constantly _____ in the street. I like it. It gives an amusement to the dullest walk. (to follow) (Maugham) 26. A minute earlier, a small boy with a partly deflated red balloon had run out into the cleared forbidden street. He _____just_____and_____back to the curb by his father... (to capture, to drag) (Salinger)

7. Translate into English, using the passive voice where possible.

(A) 1. Его нигде не видели в течение всей недели. Он болен? 2. Пожар начался ночью, и пламя было видно издалека. 3. Когда я приехала в Ленинград, этот дом еще строился. 4. Этот дом "был построен до того, как началась война. 5. Я уверена, что вам помогут в вашей работе. 6. Город, в котором родился Низами, был основан в IX веке. 7. Московский университет назван именем Ломоносова. 8. Павлову была присвоена почетная степень доктора Кембриджского университета. 9. Санчик и Маврик появились у ворот своей школы. Ворота еще не открывались... (Пермяк) 10. Как мало еще сделано, а уже свистит свисток на обед. (Пермяк) 11. Электронное письмо послали поздно вечером, так что оно будет прочитано только утром. 12. Эта книга уже распродана. 13. После того как письмо Петру было написано, он повеселел... (Тендряков) 14. Произведения Пушкина переведены на более, чем 90 языков. 15. В этот момент обсуждался очень важный вопрос и все внимательно слушали. Он обсуждался уже более двух часов. 16. Миссис Лекки стояла в прихожей, держа в руках открытку, которую только что принесли. 17. Она знала, что сестра вернется домой поздно. Ее пригласили в театр. 18. Домой они пришли очень поздно, все двери были уже закрыты. Ваковский) 19. ...когда я появился здесь, уже все было утверждено, подписано. (Тендряков) 20. ...в кабинете давно не открывали окна... Воздух был тяжел... (Рыбаков) 21. Почему такая работа не напечатана? (Тендряков)

(B) 1. Наконец, ровно через три недели, из города привезли пианино. (Короленко) 2. Когда Володю привезли в Сосняки, ему было семь лет. (Рыбаков) 3. В тот же день послано было письмо в город. (Короленко) 4. Его [Паклина] повели вниз. (Тургенев) 5. Послышался топот копыт. (Тургенев) 6. В кухне... заметны были _____ некоторые приготовления: все было вытерто и вычищено. Видно было, что нас ждали. (Достоевский) 7. Не прошло трех минут, как преступник был связан. (Лермонтов) 8. Его везде охотно

принимали. (Тургенев) 9. Каждый день в комнату вносили бич, обручи. (Чехов) 10. Паклин уже взялся за шапку, как вдруг... в передней раздался удивительно приятный... баритон. (Тургенев) 11. «Басанова арестовали», — прибавил он. (Тургенев)

(С) 1. Мне только что предложили интересную работу. 2. Больному запретили курить. 3. Детям велели идти спать. 4. Сусанину приказали показать дорогу на Москву. 5. Меня попросили прийти через несколько дней. 6. Мне задали несколько вопросов, на которые я не сразу мог ответить. 7. Бекки Шарп предложили должность гувернантки. 8. Больному посоветовали ехать на юг. 9. Мне вчера сказали, что вы были больны. 10. Нам вчера дали несколько новых журналов и книг. 11. Ему посоветовали остаться дома. 12. Мне показали проект нового театра. 13. Его спросили, кто живет в этом доме. 14. Это как раз та статья, которую нам посоветовали. прочесть. 15. Меня прислали помочь вам. 16. Меня просили рассказать вам, что случилось. 17. Мне велели прийти ровно в пять часов. 18. Ей посоветовали заниматься музыкой. 19. Ему посоветовали обратиться к хорошему врачу. 20. В то время, когда мне предложили ехать в деревню, я вовсе не думал так нестерпимо скучать. (Куприн)

The Passive Voice with Prepositions

The passive voice is possible with intransitive verbs used with prepositions: *to account for, to agree upon, to allude to, to arrive at (a conclusion, agreement, decision), to call for, to call upon, to comment upon, to count upon, to depend on (upon), to dispose of, to fire at, to hear of, to insist on (upon), to interfere with, to laugh at, to listen to, to look after, to look at, to look down upon (смотреть на кого-либо сверху вниз), to look up to (смотреть на кого-либо снизу вверх), to provide for, to put up at (остановиться), to put up with (примириться), to read to, to refer to, to rely on, to run over, to send for, to speak about (of), to stare at, to talk about (to, over).*

Examples:

At last an agreement was arrived at.

Her strange behaviour was largely commented upon.

He can be depended upon to keep strict silence.

This is certainly a great inconvenience, but it must be put up with.

The article is often referred to.

Steerforth was looked up to by all the boys.

Exercises

1. Translate the sentences with the prepositional passive verbs into Russian.

1. In the front room the bricks of the floor were being tumbled aside by the shoots from old tree-roots. (Lessing) 2. A man who is much talked about is always very attractive (Wilde) 3. I've been sent for urgently, to get at the truth. (Christie) 4. A

sound of a piano is heard in the adjoining room. (Wilde) 5. The gate was opened by one of the maids. (Dickens) 6. Nothing more was said on either side. (Dickens) 7. I don't suppose there's anybody who isn't cared for by someone or other. (Maugham) 8. With old and young great sorrow is followed by a sleepless night... (Maugham) 9. He was forbidden to receive either letters or telegrams. (Collins) 10. The visitor was allowed to come forward and seat himself. (Eliot) 11. The match was looked upon as made by her father and mother. (Hardy) 12. Klesmer bowed round to the three sisters more grandly than they had ever been bowed to: before.. (Eliot) 13. That's a thing I've not been accused of before. (Maugham) 14. The child shall be taken care of somehow. (Eliot) 15. I just chatter when I 'm chattered to. (Hilton) 16. And for four years now I have been trying to make myself heard in the popular press. I have been laughed at as a crank. I have endured insults. (Priestley) 17. Knight had been looked upon as a bachelor by nature. (Hardy) 18. We know that she likes Nurse O'Brien and is well looked after. (Christie) 19. The strained and precarious relationship between Ann and Randall, which had been quite unprepared for, was also a constant source of pain and surprise. (Murdoch) 20. She is so absolutely to be relied on as that? (Collins) 21. Fabrizi told me he had been written to and had consented to come and take up the campaign against the Jesuits. (Voynich) 22. One child in a household of grown people is usually made very much of, and in a quiet way I was a good deal taken notice of by Mrs. Bretton, who had been left a widow, with one son, before I knew her. (Ch. Bronte) 23. She's quite, well thought of in Cambridge. (Murdoch) 24. I was taught music and singing. (Eliot) 25. Hubble was dismissed, but Kinney was not allowed to retire with him. (Priestley) 26. She [Gemma] was both pleasant to look at and interesting to talk to. (Voynich)

2. Underline the correct word in each sentence.

- a) The busy shopping street was thronged by/with people.
- b) The emergency exit was concealed by/from a red curtain.
- c) The price of excursions is included in/with the cost of the holiday.
- d) All through January, the fields were covered by/from snow.
- e) The room was crammed by/with furniture of all descriptions.
- f) Two of the climbers were injured by/with falling rocks.
- g) The island is inhabited by/from people of mainly Chinese origin,
- h) The bank was quickly surrounded from/with armed police.
- i) The window had been smashed from/with a hammer taken from the shed.
- j) The stadium was packed from/with cheering fans.

Keys: Advanced Language Practice, Unit 7, ex 2

3. Insert the required tense (Passive Voice). Try to imagine the situations in which the following sentences were used. Translate the sentences into Russian.

1. Upon the Doctor and the widow the eyes of both Mr. Tupman and his companion_____for some time, when the stranger broke silence, (to fix)

(Dickens) 2. The gentleman was so startled that he took the night train for the Continent and _____ never of since. (to hear) (Maugham) 3. After lunch, we heard that Charles Lenton _____ for. (to send) (Snow) 4. A n t o n i a: Thank you. Thank you. M a r t i n: What _____ I _____ for? (to thank) (Murdoch and Priestley) 5. By now we _____ by two other people... (to join) (Hansford Johnson) 6. About an hour or so later I _____ for and found Mary Gerrard unconscious. (to send) (Christie) 7. The effect of my education can never _____. (to do away with) (Eliot) 8. Her uncle and mother came two days ago, and she _____ well _____. (to take care of) (Eliot) 9. He could see that the bed was empty, and that it _____ in. (to sleep) (Bennett) 10. That day she _____ little of. (to see) (Hardy)

4. Translate into English, using the passive voice where possible.

(D) 1. Оратора слушали очень внимательно. 2. Дети любят, когда им читают. 3. Об этом событии много говорят. 4. На нее можно положиться? 5. На эту книгу никогда не ссылаются. 6. О поступке Бермана много говорили в колонии. 7. За машиной послали, как только вещи были уложены. 8. В нашей стране с коррупцией должно быть покончено. 9. Зимой в этом доме никогда не жили. 10. Не понимаю, почему об этом фильме так много говорят. 11. Проф. Брэйн очень хороший лектор, его всегда очень внимательно слушают. 12. Он исключительно добросовестный человек, на него можно положиться. 13. Лекция была такой блестящей, что о ней потом много говорили. 14. Послали ли за свежим молоком? (Л. Толстой) 15. От Ивана Макаровича с тех пор никакой весточки. (Пермяк) 16. Послали за извозчиком. (Чехов)

(E) 1. К счастью, доктор жил в этом же доме, и я была избавлена от необходимости выходить ночью. 2. Когда самолет скрылся из виду, все пошли домой. 3. Опять вы опоздали. С этим надо покончить. 4. Ребенка положили в больницу, где за ним очень хорошо хаживали. 5. После лекции был концерт. 6. В доме миссис Рид к Джейн Эйр постоянно придирались. 7. Когда длинноногий парень скрылся из виду, Давид сел отдохнуть. 8. За первой мировой войной последовала революция в России. 9. После смерти миссис Копперфильд к Давиду всегда придирались. 10. Как только Скиф Миллер скрылся из виду, собака бросилась за ним. 11. За молнией последовал удар грома. 12. Перевод такой хороший, что в нем нельзя найти никаких недостатков. 13. С такими серьезными вещами не шутят. 14. К Трэддльсу, товарищу Давида Копперфильда, всегда придирались.

5. Find 5-6 examples of the passive voice in various authentic texts (articles, news etc written by native speakers of English). Prepare copies of the pages with the passages (not just sentyences) in which you have found the examples of the passive voice. Hand out the copies to the class and discuss the usage of the passive in these passages.

Phrasal Verbs and Phraseological Units in the Passive

We can use some **phrasal verbs** in the passive:

Active		Passive
They called off the meeting.	>>	The meeting was called off .
His grandmother looked after him.	>>	He was looked after by his grandmother.
They will send him away to school.	>>	He will be sent away to school.

Most transitive phrasal verbs can be used in the passive.

Examples:

*Personal phone calls **are frowned on** at work.*

*First you **will be kitted out** with a safety helmet.*

*The brochure **is beautifully laid out** and illustrated.*

*Serfdom in Russia **was done away with** many years ago.*

Even if the verb is normally 'separable', when it is in the passive the verb and the particle always stay together.

Examples:

*I've **cleaned** the place **up** a bit. >> The place **had been cleaned up**.*

***Will you turn** the television **off**, please? >> The television **had been turned off**.*

The following verbal phraseological units can also be used in the passive voice:

to find fault with (продираться, находить недостатки), to lose sight of (терять из виду), to make fun of, to make use of (использовать), to pay attention to, to put an end to (положить конец), to set fire to, to take notice of, to take care of.

Examples:

The poor child was always being found fault with.

Soon the boat was lost sight of.

He was exceedingly absent-minded and was always made fun of.

His remarks were taken no notice of.

The discussion was put an end to by his sudden arrival.

The bed was not slept in.

The room is not lived in.

Exercises

1. a) Write the following verbs and verb phrases in all possible forms of the passive. b) Make three lexical games or exercises to practice the vocabulary.

Example

- 1) to be found fault with
- 2) to be lost sight of
- 3) to be made fun of
- 4) to be made use of
- 5) to be paid attention to
- 6) to be put an end to
- 7) to be set fire to
- 8) to be taken notice of
- 9) to be take care of
- 10) to be called for
- 11) to be called upon
- 12) to be looked after
- 13) to be looked down upon
- 14) to be looked up to
- 15) to be put up at
- 16) to be put up with
- 17) to be done away with
- 18) to be pushed over
- 19) to be filled in

2. Get prepared for the following vocabulary games. Play the games in class.

Hot Seat. Split into two teams. The teams sit facing the board. Then take an empty chair - one for each team - and put it at the front of the class, facing the team members. These chairs are the 'hot seats'. One member from each team comes up and sits in that chair, so they are facing their team-mates and have their back to the board. Students from each team write an expression on the board for the opposite team. The aim of the game is for the students in the teams to describe that expression, using situational contexts, to their team mate who is in the hot seat — that person can't see the word! The student in the hot seat listens to their team mates and tries to guess the expression. The first hot seat student to say the expression wins a point for their team. Then the students change over, with a new member of each team taking their place in their team's hot seat and a new expression for each team written on the board.

Two Truths and a Lie

Players think of two true statements, and one that is false (two truths and one lie) about themselves using the expressions under study. The object of the game is for the other players to guess which statement is the false one. One way to decide who goes first is to randomly choose one person. Then, if only one person guesses the lie correctly, that person goes next. Alternatively, the person sitting closest to the last person goes next. You can go around the circle as many times as you wish, giving everyone a chance to go at least once.

3. Fill in the gaps with the verbs from the box.

to bring up, to do with, to arrange, to call back, to put away, to go,
to blow up, to find fault with, to take care of, to lay down, to
declare, to clear away

1. The tea-things _____ scarcely when the London coach deposited Mr. Weller, senior, at the door. (Dickens) 2. Ettore was twenty-three. He _____ by an uncle in San Francisco and was visiting his father and mother in Torino when war _____ (Hemingway) 3. Breakfast _____ scarcely ... when a waiter brought in Mr. Dowler's card (Dickens) 4. A short bridge over a canal _____ but we climbed across on what was left of the span. (Hemingway) 5. Red carpet _____ for the occasion; hothouse plants and evergreens _____ in bowers at the extremities and in every recess of the gallery. (Eliot) 6. She realized that the old life _____ and _____. (Maugham) 7. Merriman, order the dog-cart at once. Mr. Ernest _____ suddenly to town. (Wilde) 8. I was told, too, that neither masters nor teachers _____ in that establishment. 9. (Ch. Bronte) I shall be quite safe, quite well _____. (Dickens)

4. Complete the sentences with these phrasal verbs from the box. Be sure the phrasal verbs are in the correct tense.

to dose off, to hit on, to leave off, to call off, to let off, to hand in, to light up, to track down

- 1 The judge ____ her ____ with a warning.
- 2 It wasn't cold enough, so we ____ the hockey game.
- 3 As soon as Nancy's boyfriend went to the washroom, the guy at the next table _____ her.
- 4 Every Christmas my father used to _____ our house with thousands of lights.
- 5 The police finally _____ the killers _____ and arrested them.
- 6 The principal caught me as I was _____ a cigarette in the washroom.
- 7 The room that was damaged by the fire was _____ to the public.
- 8 I was really angry that I was _____ the list.
- 9 That's a great idea! You've really _____ something.
- 10 Three students got a zero because their projects weren't _____ on time.
- 11 Driver, can you ____ me _____ at the next corner?
- 12 Dr. Smith resumed his lecture where he had _____ before the lunch break.
- 13 After Wilson screwed up the finance department, he was asked to _____ his letter of resignation.
- 14 Even though the enemy soldiers were half a mile away, we _____ a few shots.
- 15 The crooked police officers were ordered to _____ their badges

5. Complete the sentences with these phrasal verbs from the box. Be sure the phrasal verbs are in the correct tense.

to call in, to run into, to hand back, to let out, to look at, to plan for, to point out, to talk down to, to run over, to screw out of, to burn down, to set up, to take apart, to take off, to give back, to pile up

1. Most of the city wasby the invading soldiers.
2. Teacher, will points befor spelling?
3. Dan is so rude — I have never beenlike that before.
4. A conference will bebetween the lawyers for each side.
5. The Taylors were their life savings by their stockbroker.
6. The children were happy to be of school early.
7. The entire staff was to the office and given pink slips.
8. Several flaws in the plan were
9. Raquel was almost by a cement truck while she was driving to work.
10. There wasn't enough room inside the cabin, so the firewood had to be outside.
11. The general said the occupied territory would never be
12. The test will be to the students tomorrow.
13. This engine has beenthree times, but no one can figure out what's wrong with it.
14. This is a very important project. Every possible problem must be.....
15. My neighbor stopped at the side of the road to change a flat tire, and he was and killed by a drunk driver.
16. Each proposed design for the new flag was and rejected.

Learning the Passive through Texts

Text 1

1. **Read the text and find all instances of the passive voice. How many sentences have an agent (a doer) included in the *by* phrase? Why is a *by* phrase not included in so many passive sentences?**

HOW SURVEYS ARE CONDUCTED

A survey is a method of gathering information about a topic, a group of people or a specific area. Surveys are commonly used to collect information and opinions. If the survey is well-designed and conducted correctly, its results can be reliable and valid, and can offer an accurate picture of the surveyed population.

There are many steps involved in conducting a survey, depending on the kind of information that needs to be collected. In general, though, the purpose of the study, the required information, and the sample population are identified first. Then, the questions are developed and the method of gathering answers is determined. Once

this is done, the survey is conducted, the data is collected and, finally, the findings are analyzed and reported.

Surveys are most commonly conducted through questionnaires. They can be used in telephone or face-to-face interviews, or completed and submitted by survey participants. In either case, strong knowledge of the surveyed topic is required to prepare good questions for the survey.

Text 2

1. Fill in the spaces in this text. Use a verb in the list and an appropriate tense form of the passive.

produce, interview (x2), design, renovate, award, base, build, consider (x20), show, equip, provide, close, visit

THE REPORT

This report *has been produced*..... at the request of the Hotel and Catering Association. The survey on which the report (1) was carried out between March 25 and March 30, 1999. Twenty hotel managers(2) for the purposes of this report. The majority of the hotels which(3) (all in the Brighton area)(4) in the last twenty years and(5) to meet the needs of the modern tourist. One hotel which(6) unacceptable by the Association(7) at the end of the tourist season. Some of the older ones(8) recently and also meet the highest standards. This(9) by the fact that all the hotels(10) with modern facilities, from swimmin pools to satellite TV. In addition, the usual services(11) (room service, laundry service) and the restaurant and bar service(12) satisfactory in most cases. Most of the hotel staff who(13) were highly qualified or experienced. Seventy-five per-cent of the hotels in this report(14) a three or four star rating by the tourist board.

Text 3

2. Complete each space in this text with a suitable word. Use a verb in the list and an appropriate tense form of the passive. The first (0) is given as an example.

to be, take, burgle, have (3), do, it, get/have (2), get(2), mend, spill
--

ONE OF THOSE DAYS

It's been one of those days and it isn't over yet. First of all, I had to take the car to the garage to have the brakes*repaired*.....(0). The car was in a bad enough state, but we(1) had it damaged even more by some idiot as we were waiting at the traffic lights the other day. He bumped into the back of the car and we told him he would have to pay to (2) the car

..... (3) and he said he would (4) it paid for by his insurance company. I certainly hope he does. The mechanic told me I could've (5) myself killed driving the car and that we should've (6) the brakes checked months ago. I left the car at the garage, then went straight to the hairdresser to have my hair (7). I wanted to have (8) cut really short, so it took ages. After that, I had to take Bill's suit to the dry-cleaner's to (9) it cleaned after he had had wine (10) over it at the party last night. Next, I had to go to the supermarket. When I had finished, my bags were so heavy I had to (11) them delivered to my house – and that cost more money. And the day isn't half over yet. I've still got to have my photograph (12) for a new passport – my old one (13) stolen when we had our house (14) a few months back. What a life! Things can't get worse, can they?

Text 4

3. Use the correct tenses and passive forms of the verbs in brackets.

FISHY TALES

Mermaids (see) by sailors for centuries. The basis of all mermaid myths (suppose) ' to be a creature called a Manatee: a kind of walrus! Mermaids used (to show) in funfairs until recently. It all began in 1817 when a 'mermaid' (buy) for \$6,000 by a sailor in the South Pacific. She (eventually sell) to the great circus owner Barnum. She (exhibit)! in 1842 as 'The Feejee Mermaid'. It (say) that she earned Barnum \$1,000 a week! The thousands who saw this mermaid (musfldisappoint) 8.. She (cleverly make) 9.. by a Japanese fisherman. A monkey's head (delicately sew) 10 to the tail of a large salmon. The job (so skilfully do) 11 that the join between the fish and the monkey was invisible. Real imagination (musfhequire) 12 to see this revolting creature as a beautiful mermaid combing her golden hair!

Learning the Passive through Songs and Poems

Pre-reading

Answer the questions: 1) In what type of texts is the passive voice the most appropriate? 2) There is a common belief that the passive should be avoided in poetry and fiction. Think of some reasons why it is believed so. Do you agree with this point of view?

Reading

Read the text and say why the passive voice is avoided in poetry. Have you found any more reasons against using the passive in poetry and fiction? Can you think of some reasons FOR it?

Text

The difference between an active-verb style and a passive-verb style – in clarity and vigor – is the difference between life and death for a writer.

William Zinsser

*In general, **the passive voice** should be avoided unless there is good reason to use it, for example, in this sentence, which focuses on 'the passive voice.'*

A.P. Martinich, "Thomas Hobbes." *The Blackwell Guide to the Modern Philosophers*, ed. by Steven M. Emmanuel. Blackwell, 2001

Why do we want to use the active voice over the passive voice within poetry?

William Zinsser, author of *On Writing Well*, expounds, “The difference between an active-verb style and a passive-verb style – in clarity and vigor – is the difference between life and death for a writer”.

You see, when we utilize the active voice over the passive voice our poetry can breathe with more life, more vigor and clarity, especially within the regards to the evocation of emotions. Active voice draws the reader into the emotions of the poem; whereas, passive voice may not even be wrong with regards to the poem or how the sentence appears, however, it can become awkward and vague, which derails the evocation of emotions.

Active voice also stands more concise than passive voice and most poets long to be able to say tons and tons with the least amount of words.

So, if you long for your poetry to have the extra kick and punch to the heart of your readers, then look to what voice you write in and ‘ACTIVATE’ your words with the active voice.

Passive voice can occasionally work in fiction—if you do it right. Say, for instance, that you want to emphasize the object of the sentence instead of the subject. Passive voice is the answer!

For instance, say you want to put the focus on the priceless vase and make the reader curious about who stole it. Then passive voice is perfect:

The priceless vase was stolen.

Another example of passive voice:

Fifty signatures were needed to get the stop sign installed.

This puts the focus where it belongs – on the signatures rather than on the stop sign, which is less important in this case.

Another way to use passive voice is to show when someone is trying to dodge responsibility:

“Mistakes were made,” Senator Collins said in his speech to the angry voters.

Clearly, the guy is trying to dodge the blame—a move perfectly underscored through the use of passive voice.

So, as you can see, in fiction, too, passive voice is frowned upon because it can be clunky, confusing or unclear to the reader. And good fiction relies on crisp, clear writing – so stay active whenever possible.

By: A.J. Wagoner <https://ajwagoner.com>

Do you agree with the ideas expressed in the text? Read the text 'In Defence of the Passive Voice':

In Defense of the Passive Voice

"The proportion of passive verbs varies with the type of prose: scientific prose, for instance, may show far more passives than narrative prose. But to point this out is not to denigrate scientific writing. The difference merely reflects the different natures of content, purpose, and audience. . . .

"Not only is the passive voice a significantly frequent option in modern prose, but it is also often the clearest and briefest way to convey information. . . .

"Indiscriminate slandering of the passive voice ought to be stopped. The passive should be recognized as a quite decent and respectable structure of English grammar, neither better nor worse than other structures. When it is properly chosen, wordiness and obscurity are no more increased than when the active voice is properly chosen. Its effective and appropriate use can be taught."

(Jane R. Walpole, "Why Must the Passive Be Damned?" College Composition and Communication, 1979)

Exercises

1. a) Listen to the song looking at the lyrics. Underline the active verb forms and circle the passive verb forms. b) Discuss the effect of using the active and passive. c) Cross out the verbs which can't be used in the passive. Try and make a passive version of the other active verbs. Would active sentences work in the passive? d) Would passive sentences work in the active?

Taken in

Mike + The Mechanics

https://www.youtube.com/watch?v=dfvHu_hgVuc

Taken in, taken in again

Wrapped around the finger of some fair-weather friend

Caught up in the promises, left out in the end

No pride, taken for a ride.

You say I'm the only one when I look in your eyes

I want to believe you but you know how to lie

And if you say you understand I don't believe it

And when you reach out for my hand I don't believe it

And if you say you take the blame I don't believe it
And if say that nothing's changed I don't believe it, don't believe it
Taken in, taken in again
Someone saw me coming, a fool without a friend
*There's one born every minute** and you're looking at him.

And if you say you want me near I don't believe it
And when you're holding back the tears I don't believe it
And when you swear that you are mine I don't believe it
And it's your heart that's on the line I don't believe it, don't believe it

Taken in, taken in again
Wrapped around the finger of some fair-weather friend
Caught up in the promises, left out in the end
No pride, taken for a ride

You say I'm the only one when I look in your eyes
I'd love to believe you but you know how to lie
You say you want me near I don't believe it
And when you're holding back the tears I don't believe it
Oh, there's one born every minute, you're looking at him

Taken in, taken in again
Someone saw me coming, a fool without a friend
I want to believe you, oh
When you say you understand
When you reach out for my hand
Oh, I wish I could believe you

Taken in, taken in again

Note:

Idioms:

to take in – take in somebody also take somebody in; to deceive someone: *Do you think the teacher was taken in by your excuse?*

fair-weather friend (figurative) – someone who is your friend only when things are pleasant or going well for you: *Bill stayed for lunch but he wouldn't help me with the yard work. He's just a fair-weather friend. A fair-weather friend isn't much help in an emergency.*

There's one born every minute (humorous) – something that you say about someone who you think has been very stupid: *'He left a window open and then wondered why he'd been burgled!' 'There's one born every minute, isn't there?'*

take someone for a ride (figurative) – to deceive someone: *You really took those people for a ride. They really believed you. I was taken for a ride on this matter.*

2. Listen to the song again. Practice singing the song.
3. Answer the questions:
 - a. Do you like the song?
 - b. How does the man feel?
 - c. Who was he taken in by?
4. **Write a poem. It should be mainly in the passive voice. (You can rhyme the lines, if you can, but it is not necessary.)**

Passive in Proverbs

Memorize the following proverbs with the passive form of the verb-predicate used in the A). Present, B). Past and C). Future Indefinite Tense. Concentrate on the use of the verbs in the Passive Voice.

A.

1. The road to hell is paved with good intentions.
2. A man is known by the company he keeps.
3. A fox is not taken twice in the same snare.
4. Old birds are not caught with chaff.
5. Never ask pardon before you are accused.
6. A liar is not believed when he tells the truth.
7. Advice when most needed is least heeded.
8. Desires are nourished by delays.
9. Forewarned is forearmed.
10. Marriages are made in heaven.
11. A threatened blow is seldom given.
12. Danger foreseen is half avoided.
13. Little thieves are hanged, but great ones escape.
14. What is done cannot be undone.

B.

1. Rome was not built in a day.
2. Fingers were made before forks.
3. Acorns were good till bread was found.

C.

1. Youth will be served.
2. The fish will soon be caught that nibbles at every bait.
3. Ask no questions and you will be told no lies.

Passive in Quotations

Define the tense form of the verb in the Passive Voice in each of the following quotations. Explain them.

1. Wisdom is only found in truth. (J. W. Goethe)
2. An injury is much sooner forgotten than an insult. (Ph. Chesterfield)
3. If on Parnassus Top you sit You rarely bite, are always bit. (J. Swift)
4. Even when laws have been written down, they ought not always to remain unaltered. (Aristotle)
5. When peace has been broken anywhere, the peace of all countries everywhere is in danger. (F. D. Roosevelt)
6. What is written without effort is in general read without pleasure. (S. Johnson)
7. New opinions are always suspected, and usually opposed, without any other reason but because they are not already common. (J. Locke)
8. Draw the curtain, the farce is played. (F. Rabelais)
9. Common sense is the most widely shared commodity in the world, for every man is convinced that he is well supplied with it. (R. Descartes)
10. Persons attempting to find a motive in this narrative will be prosecuted; persons attempting to find a moral in it will be banished; persons attempted to find a plot in it will be shot. (M. Twain)
11. When Thales was asked what was most difficult, he said, "To know on one's self." And what was easy, "To advise another." (Diogenes)

Passive in Writing

1. **Read the text and comment on the six tips to write a short story in English.**

6 TIPS ON HOW TO WRITE A SHORT STORY IN ENGLISH

1. Pick a theme

Base your story around something you've already learned in English. If you've learned about animal vocabulary for example, then set your story in a zoo. If you've learned about how to talk about yourself in English, have the story be about someone telling the reader about themselves.

The reason for this is that it can give you a little bit of confidence before you start. It will encourage you to learn more words and vocabulary around the subject and will naturally make you revise what you already know.

2. Make a plan

No matter how short you intend your story to be, make a quick plan beforehand. This will stop you from getting lost and will help you spot any problems you are going to have before you start.

You might find it useful to make the plan in your own language first and then make your first task to translate your plan into English.

3. Pick a point-of-view

Decide how you're going to tell your story. It is most likely that you will want to tell the story in the first person (ie. I did something) or the third person (ie. she did something). It is unusual for anyone to use the second person (ie. you did something) so don't try and start with that.

Making this clear from the beginning will keep your story with a sense of cohesion and keep it tied together. A single point of view like this will also make it easier for your reader too.

4. Write the actual story in English

With the plan, it might work out for you to write the plan in your language and then translate it. This is so that you can get your thoughts in order so you're not trying to make yourself be creative and think in an unfamiliar language. Once you come to actually writing the story however, try and stick to English. Writing a story in English will force you to start thinking in the language more and you will get more out of the exercise if you're not just translating everything.

5. Keep it simple

Remember that you're not writing a multi-book series packed full of characters, political intrigue and dragons. If you enjoy writing your short story, you can get to that, but to start with, make sure you keep your short story simple!

You also might want to have a specific length in mind. Stories can be really short and still be effective. Flash fiction for example is between 150 and 1,000 words long.

6. Finish it

It's very easy to give up and leave a short story unfinished, but if you can get to the end, even if you don't think it's very good, you will likely find that

your English will have improved at least slightly. It is also a great confidence booster to have finished a little project like this.

7. What do you do after you've finished your short story?

Firstly, hand it in to the teacher, of course. Secondly, if you enjoyed writing a short story in English, you can always try and write another one, or maybe try your hand at some poetry next!

Source: <http://www.kaplaninternational.com/blog/how-to-write-a-short-story-in-english>

2. Read the advertisement below. Imagine you are going to take part in the short story competition organized by a magazine. Write a story (300-400 words) using the tips given above. Use the passive voice where appropriate.

<p style="text-align: center;">SHORT STORY COMPETITION</p> <p style="text-align: center;">Deadline: TOMORROW!</p> <p>We're looking for short fiction stories!</p> <p>Think you can write a winning story in 400 words or less?</p> <p>Enter the 17th Annual Writer's Digest Short Short Story Competition for your chance to win \$3,000 in cash, get published in Writer's Digest magazine, and a paid trip to our ever-popular Writer's Digest Conference!</p>

Passive Verbs And Verb Phrases To Be Learnt

1. a) Write the following verbs and verb phrases in different forms of the passive. b) In different texts created by native speakers of English (fiction, dictionaries, articles etc) find examples of the use of the following verbs and verb phrases in the passive form. c) Make three lexical games or exercises to practice the vocabulary.

Example: The Samoan Islands **are believed to have been inhabited** by Polynesian peoples for some 3,000 years.

- 1) to be done
- 2) to be told

- 3) to be built
- 4) to be found
- 5) to be hit (on the head)
- 6) to be picked
- 7) to be struck
- 8) to be handed smth
- 9) to be allowed
- 10) to be agreed with
- 11) to be elected (president)
- 12) to be considered (a failure)
- 13) to be won
- 14) to be taken
- 15) to be (widely) used
- 16) to be arrested
- 17) to be opened
- 18) to be parked
- 19) to be advised to do smth
- 20) to be packed
- 21) to be broken into
- 22) to be built
- 23) to be rebuilt
- 24) to be delivered
- 25) to be interrupted
- 26) to be given the sack (from the job)
- 27) to be held
- 28) to be decided
- 29) to be filled
- 30) to be invented
- 31) to be suggested
- 32) to be brought
- 33) to be paid
- 34) to be painted
- 35) to be prepared
- 36) to be launched
- 37) to be sold
- 38) to be decorated with sth
- 39) to be cancelled
- 40) to be served
- 41) to be delivered
- 42) to be scored
- 43) to be damaged
- 44) to be fit with
- 45) to be discovered
- 46) to be thought to be + adj.
- 47) to be received

- 48) to be raised
- 49) to be made (to do sth)
- 50) to be interviewed
- 51) to be mislaid
- 52) to be questioned
- 53) to be abandoned
- 54) to be banned
- 55) to be prosecuted
- 56) to be introduced
- 57) to be entered
- 58) to be chosen
- 59) to be invited
- 60) to be left
- 61) to be offered sth
- 62) to be asked (sth / to do sth)
- 63) to be interested in sth
- 64) to be consulted
- 65) to be sent
- 66) to be collected
- 67) to be adopted (permanently)
- 68) to be extended
- 69) to be required
- 70) to be serviced
- 71) to get/have sth serviced
- 72) to get/have sth fixed
- 73) to get/have sth repaired
- 74) to get/have sth done
- 75) to get/have one's hair cut
- 76) to get/have sth checked
- 77) to get/have something broken
- 78) to be thought (to be + adjective / to do sth)
- 79) to be believed (to be + adjective / to do sth)
- 80) to be known (to be + adjective / to do sth / that)
- 81) to be known for a fact (that)
- 82) to be said (to be + adjective / to do sth)
- 83) to be decided
- 84) to be confirmed
- 85) to be announced
- 86) to be injured
- 87) to be inhabited
- 88) to be surrounded
- 89) to be smashed
- 90) to be packed
- 91)
- 92) to be kept

- 93) to be looked into
- 94) to be frowned upon
- 95) to be picked on
- 96) to be frowned upon
- 97) to be provided for
- 98) to be run over
- 99) to be stuffed
- 100) to be involved
- 101) to be finished
- 102) to be handed
- 103) to be sent off
- 104) to be transported
- 105) to be discovered
- 106) to be developed
- 107) to be stolen
- 108) to be obliged (to do sth)

2. a) Write the following verbs and verb phrases in all possible forms of the passive. b) In different texts created by native speakers of English (dictionaries, articles etc) find examples of the use of the following verbs and verb phrases in the passive form. c) Think of some lexical games or exercises to practice the vocabulary.

Examples:

The poor child was always being found fault with.

Soon the boat was lost sight of.

He was exceedingly absent-minded and was always made fun of.

His remarks were taken no notice of.

The discussion was put an end to by his sudden arrival.

Steerforth was looked up to by all the boys.

This is certainly a great inconvenience, but it must be put up with.

- 1) to be found fault with
- 2) to be lost sight of
- 3) to be made fun of
- 4) to be made use of
- 5) to be paid attention to
- 6) to be put an end to
- 7) to be set fire to
- 8) to be taken notice of
- 9) to be take care of
- 10) to be called for
- 11) to be called upon
- 12) to be looked after
- 13) to be looked down upon

- 14) to be looked up to
- 15) to be put up at
- 16) to be put up with
- 17) to be done away with
- 18) to be pushed over
- 19) to be filled in

3. a) Write the following verbs and verb phrases in all possible forms of the passive. b) In different texts created by native speakers of English (dictionaries, articles etc) find examples of the use of the following verbs and verb phrases in the passive form. c) Think of some lexical games or exercises to practice the vocabulary.

Examples:

The bed was not slept in.

The room is not lived in.

At last an agreement was arrived at.

Her strange behaviour was largely commented upon.

He can be depended upon to keep strict silence.

The article is often referred to.

- 1) to be slept in
- 2) to be lived in
- 3) to be accounted for
- 4) to be agreed upon
- 5) to be alluded to
- 6) to be arrive at (about a conclusion, agreement, decision)
- 7) to be commented on (upon)
- 8) to be counted on (upon)
- 9) to be depended on (upon)
- 10) to be disposed of
- 11) to be fired at
- 12) to be heard of
- 13) to be dealt with
- 14) to be heard of sb
- 15) to be seen of sb
- 16) to be insisted on (upon)
- 17) to be interfered with
- 18) to be laughed at
- 19) to be listened to
- 20) to be looked at
- 21) to be provided for
- 22) to be read to
- 23) to be referred to
- 24) to be relied on

- 25) to be run over
- 26) to be sent for
- 27) to be spoken about (of)
- 28) to be stared at
- 29) to be talked about (to, over)
- 30) to be run over
- 31) to be dated from
- 32) to be taken over
- 33) to be tampered with
- 34) to be disposed of
- 35) to be taken out (about a tooth)
- 36) to be concealed
- 37) to be selected for sth
- 38) to be replaced with sth
- 39) to be thronged with sb
- 40) to be included in sth
- 41) to be covered with sth
- 42) to be covered in (snow)
- 43) to be crammed with sb/sth
- 44) to be crammed full of sb/sth

UNIT 3 CONDITIONALS

Metalanguage: Common Terms

1. **Look up the meaning of the unfamiliar words in the metalanguage vocabulary. Give English definitions to all the terms on the list. Learn the words.**

conditional sentence
 if-clause
 result clause
 to refer to a condition
 conditional clause
 adverb clause (of condition)
 conditional verb-phrase
 future auxiliary
 conjunction
 real situation
 hypothetical / unreal situation
 general truth
 habitual activity
 past situation

CONDITIONALS

INTRODUCTION: FORMS AND USAGE

A conditional sentence typically consists of an if-clause (which refers to a condition — something which must happen so that something else can happen) and a result clause: *If we get there before nine, we can catch the train to Liverpool.*

In clauses after *if*, we usually talk about uncertain events and situations: things which may or may not happen, which may or may not be true, etc:

Ask Paul if he's staying for dinner. (He may or may not be staying.)

If I see Mary, I'll give her your love. (I may or may not see Mary.)

If is the most common conjunction for an if-clause, but there are some other words used to introduce adverb clauses of condition: *only if, unless, whether or not, even if, in case, in the event that, provided that.*

Type of Conditionals	Situation	Examples
<p>Zero Conditional <u>if clause</u>: present (or past) <u>result clause</u>: present (or past, or future)</p>	<p>real situations: an established, predictable fact or general truth; a habitual activity or situation;</p>	<p><i>Water freezes / will freeze if the temperature reaches 32 F/0 .</i> <i>If I have enough time, I watch TV every evening.</i> <i>We went home early if it was foggy.</i></p>
<p>1st Conditional <u>if clause</u>: present <u>result clause</u>: will + simple form</p>	<p>real situations: a particular activity or situation, the outcome is really possible in the present or future; a present tense is used with a future meaning.</p>	<p><i>If I have enough time, I will watch TV later on tonight.</i> <i>If you see Mark, tell him I'll ring him tomorrow.</i></p>
<p>2nd Conditional <u>if clause</u>: simple past <u>result clause</u>: would + simple form</p>	<p>hypothetical (unreal or imaginary) situations: the outcome is impossible in the present or future</p>	<p><i>If I had enough time, I would watch TV now or later on.</i> (But I don't have enough time) <i>If I knew the answer, I'd tell you.</i> (But I don't know the answer.) <i>If I was having* a party, I wouldn't invite Marcia.</i> (But I am</p>

		not having a party.)
3rd Conditional <u>if clause</u> : past perfect <u>result clause</u> : would have + past participle	hypothetical (unreal) past situations; the structure is used to talk about things which did not happen in the past.	<i>If I had had enough time, I would have watched TV yesterday. (But I didn't have enough time.)</i> <i>If I had known you were coming, I would have met you at the station. (But I didn't know you were coming.)</i>

* - The verb **be** usually takes the form **were** for all persons in these sentences, though **was** is used in everyday speech. Note that in the first person it is possible to use **should** instead of **would**: *If I left home, I think I should be lonely.*

Punctuation In Conditionals

An if-clause can come at the beginning or end of a sentence. When an if-clause comes first, it is usually separated by a comma. Compare:

If you eat too much, you get fat.

You get fat, you eat too much.

The Difference Between 1st And Second Conditionals

The difference between, for example, if I come and if I came is not necessarily a difference of time. They can both refer to the future.; but the past tense suggests that a future situation is impossible, imaginary or less probable. Compare:

If I become President, I'll ... (said by a candidate in an election)

If I became President, I'd ... (said by a schoolboy)

Exercises

1. Define the type of conditional and the situation.
 1. If you see Mark, tell him I'll ring him tomorrow.
 2. If I had the money, I could help you.
 3. If people eat too much, they get fat.
 4. If you touch a fire, you get burned.
 5. If you keep driving like that, you're going to have an accident.
 6. If you get wet, you should change your clothes immediately.
 7. If I don't eat breakfast, I always get hungry during class.
 8. If you hadn't reminded me, I might have forgotten.
 9. If it was snowing, we stayed at home.
 10. People die if they don't eat.
 11. If I don't eat breakfast tomorrow morning, I will get hungry during class.
 12. You get water if you mix hydrogen and oxygen.

13. Snakes bite if they are scared.
14. If you come early, we can discuss the problem together.
15. If babies are hungry, they cry.
16. If I work late, I get tired.
17. If the water has boiled, it means the food is nearly ready.

2. Work in pairs. Choose five sentence beginnings from the list below and make true sentences about yourself. Discuss the situations with your fellow student, then report to the class the content of your discussion.

- 1) I won't stop studying English until I...
- 2) I'd like to retire when...
- 3) I'll leave home as soon as...
- 4) I'll be really annoyed if...
- 5) I won't go to bed tonight before...
- 6) I'll have a big party if...
- 7) I'll always live here unless...
- 8) I'll have more free time when...
- 9) I'll have something to eat as soon as...
- 10) I won't get married until...

3. Answer the questions with "yes" or "no."

1. If the weather had been good yesterday, our picnic would not have been canceled.

- a. Was the picnic canceled? — Yes
- b. Was the weather good? — No.

2. If I had an envelope and a stamp, I would mail this letter right now.

- a. Do I have an envelope and a stamp right now?
- b. Do I want to mail this letter right now?
- c. Am I going to mail this letter right now?

3. Ann would have made it to class on time this morning if the bus hadn't been late.

- a. Did Ann try to make it to class on time?
- b. Did Ann make it to class on time?
- c. Was the bus late?

4. If the hotel had been built to withstand an earthquake, it would not have collapsed.

- a. Was the hotel built to withstand an earthquake?
- b. Did the hotel collapse?

5. If I were a carpenter, I would build my own house.

- a. Do I want to build my own house?

- b. Am I going to build my own house?
- c. Am I a carpenter?

6. If I didn't have any friends, I would be lonely.

- a. Am I lonely?
- b. Do I have friends?

7. If Bob had asked me to keep the news a secret, I wouldn't have told anybody.

- a. Did I tell anybody the news?
- b. Did Bob ask me to keep it a secret?

8. If Ann and Jan, who are twins, dressed alike and had the same hairstyle, I wouldn't be able to tell them apart.

- a. Do Ann and Jan dress alike?
- b. Do they have the same hairstyle?
- c. Can I tell them apart?

4. Complete the sentences with the verbs in parentheses.

Situation 1: I usually write my parents a letter every week. That is a true fact. In other words: *If I (have) enough time, I (write) my parents a letter every week.*

Situation 2: I may have enough time to write my parents a letter later tonight. I want to write them a letter tonight. Both of those things are true. In other words: *If I (have) enough time, I (write) my parents a letter later tonight.*

Situation 3: I don't have enough time right now, so I won't write my parents a letter. I'll try to do it later. I want to write them, but the truth is that I just don't have enough time right now. In other words: *If I (have) enough time right now, I (write) my parents a letter.*

Situation 4: I won't have enough time tonight, so I won't write my parents a letter. I'll try to do it tomorrow. I want to write them, but the truth is that I just won't have enough time. In other words: *If I (have) enough time later tonight, I (write) my parents a letter.*

Situation 5: I wanted to write my parents a letter last night, but I didn't have enough time. In other words: *If I (have) enough time, I (write) my parents a letter last night.*

Conjunctions Used In Conditionals

If only

If only adds emphasis to hypothetical situations. With past events it adds a

sense of regret. The second part of the sentence is often left out.
If only I had enough time!
If only I hadn't drunk too much, this wouldn't have happened!

Unless and other alternatives to *if*

Unless means *only if not*.

I'll go ahead and get the tickets unless you call me this afternoon.
(This means 'if you call me this afternoon, I won't get the tickets'.)

This means if one situation depends on another, *if* can be replaced by *as/so long as*, *provided* or *only if*.

*I'll do what you say **provided** the police are not informed.*

Even if describes how something will happen whatever the condition.
Even if it rains, we'll still go for a picnic.

Past events with results in the present: past perfect + would

If Jim hadn't missed the plane, he would be here by now.

Should

After *if*, *should* makes the possibility of an event seem unlikely.

If you should see Ann, could you ask her to call me?

(This implies that I do not expect you to see Ann.)

Were to

Were to also makes an event seem more hypothetical.

If I were to ask you to marry me, what would you say?

Happen to

Happen to emphasises chance possibilities. It is often used with *should*.

If you happen to see Helen, could you ask her to call me?

If you should happen to be passing, drop in for a cup of tea.

If it were not for/if it hadn 't been for

This describes how one event depends on another.

If it weren't for Jim, this company would be in a mess.

If it hadn't been for their goalkeeper, United would have lost.

Will and would: politeness and emphasis

These can be used as polite forms.

If you will/would wait here, I'll see if Mrs Green is free.

Will can also be used for emphasis, meaning 'insist on doing'.

If you will stay out late, no wonder you are tired! (insist on staying out)

Supposing, otherwise

Supposing or *suppose* can replace *if*, mainly in everyday speech.

Supposing you won the football pools, what would you do?

Otherwise means 'or if not'. It can go at the beginning or end of the sentence.

If you hadn't given us directions, we wouldn't have found the house.

Thanks for your directions to the house. We wouldn't have found it otherwise.

But for

But for can replace if not. It is used in formal language, and must be followed by a noun form.

If you hadn't helped us, we would have been in trouble.

But for your help, we would have been in trouble.

If so/if not

These can refer to a sentence understood but not stated.

There is a possibility that Jack will be late. If so, I will take his place.

Colloquial omission of if

An imperative can be used instead of an if clause in everyday speech.

Sit down, and I'll make us a cup of tea. (If you sit down ...)

If and adjectives

In expressions such as *if it is necessary/possible* it is possible to omit the verb *be*.

If interested, apply within.

If necessary, take a taxi.

• Formally if can mean although, usually as *if+ adjective*.

The room was well-furnished, if a little badly decorated.

Exercises

1. Put each verb in brackets into an appropriate verb form.
 - a) Now we're lost! If you (write down) Mary's directions, this (not/happen).
 - b) Why don't we emigrate? If we (live) in Australia, at least the weather (be) better!
 - c) I'm afraid that Smith is a hardened criminal. If we (not/punish) him this time, he (only/commit) more crimes.
 - d) Thanks to Dr Jones, I'm still alive! If it (not/be) for her, I (be) dead for certain.
 - e) I'm sorry I can't lend you any money. You know that if I (have) it, I (lend) it to you.
 - f) Don't be afraid. If you (touch) the dog, it (not/bite).
 - g) In those days, if you (have) a job, you (be) lucky.
 - h) It's always the same! If I (decide) to leave the office early, my boss (call) me after I've left!
 - i) What a terrible thing to happen! Just think, if we (not/miss) the plane, we (kill) in the crash.
 - j) Did you enjoy your meal? If you (finish) eating, I (clear away) the plates.

2. Decide whether each sentence is grammatically possible or not.
- a) If you haven't received a letter yet, you haven't got the job.
 - b) If it isn't for David, we are missing the bus
 - c) If it's raining, we go to the pub on the corner instead
 - d) If you didn't lend us the money, we would have gone to the bank
 - e) If you should happen to change your mind, drop me a line
 - f) If it wasn't for the rain, we would have been home by now.
 - g) If you will drive so fast, no wonder the police keep stopping you
 - h) If I knew you were coming, I would have met you at the airport
 - i) But for you helped us, we would have taken much longer
 - j) If Jack joins the team, I'm leaving

3. Match the if-clause with the corresponding result clause.

- 1) If you'd told me you were coming...
 - a) I can get some food in.
 - b) I'd have found us something to eat.
 - c) I made a lovely dish.

- 2) If you're too ill to come...
 - a) I'll come over and see you.
 - b) I wouldn't have done all this for you.
 - c) I asked someone else.

- 3) If I'd known you weren't coming...
 - a) I wouldn't be very upset.
 - b) I would like to know why.
 - c) I wouldn't have gone to so much trouble.

- 4) If you're not coming...
 - a) perhaps you'd have the courtesy to tell me.
 - b) we'd never have met.
 - c) you'd be so lucky.

- 5) If only you'd come...
 - a) I'll be the happiest girl alive.
 - b) I'd have had a lovely time.
 - c) I would look forward to it.

- 6) If you do decide to come...
 - a) the party's always a success.
 - b) I won't be coming either.
 - c) let me know.

7) If you really don't want to come...

- a) I'll understand.
- b) I can't be sure.
- c) tell me tomorrow.

4. Complete each sentence with a phrase containing the verb in brackets in an appropriate form so that the sentences made sense.

- a) If I (say) 'I love you', what would you do?
- b) If it (rain) I would have gone out for a walk.
- c) If you'd told me it was a surprise party, I (say) anything to Uncle Dave!
- d) Thanks for your help with the garden; I (do) otherwise.
- e) If only Mick had come to the party, then we (have) a great time!
- f) If I (pay) the phone bill today, the phone will be cut off.
- g) If I (had) your tools, I wouldn't have been able to fix the car.
- h) Those wires look a bit dangerous; (touch) if I were you.
- i) If (be) the goalkeeper's heroics, we would have lost the match.

5. Rewrite each sentence three times so that it contains the word in capitals.

a) We won't go away if the weather is bad.

UNLESS

ONLY

STAY

b) If you hurry up you won't be late.

DON'T

OR

WANT

c) If they offered you the job, would you accept?

WERE TO

SHOULD

HAPPENED

d) Without your help, I would have given up years ago.

HADN'T BEEN

BUT

HADN'T HELPED

e) I'll lend you the money on condition that you pay it back next week.

PROVIDED

LONG

ONLY

6. Complete the text by writing one word in each space.

but, unless, in, do, unable, condition, not, find/land, have (x2)

Mr Jeffries, I have decided against a prison sentence in your case. You may walk

free from this court on (1) that you report to Chesham police station every Friday for the next six months. Should you fail to (2) so, you will be given one warning; and if you persist (3) failing to meet this obligation, you will return to this court for a harsher sentence. (4) you can present good reason why you were unable to report to the station, you will (5) yourself in severe trouble. If you are (6) to attend because of illness, please note that a medical certificate must be produced, signed by your doctor, proving your state of health. You should realise that (7) for your previous good conduct, I would (8) had no hesitation in imposing a prison sentence. And I shall not forget that if your friend had (9) intervened in the fight, you might (10) seriously injured the defendant.

7. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

a) I didn't have the money so I didn't buy a new suit.

would

If I a new suit.

b) If you are in London by any chance, come and see me.

happen

If you come and see me.

c) If you insist on doing everything yourself, of course you'll feel tired!

will

If you..... , of course you'll feel tired!

d) Please take a seat, and I'll inquire for you.

will

If you..... , I'll inquire for you.

e) If you do the shopping, I'll cook lunch.

and

You..... I'll cook lunch.

f) If Pauline hadn't been interested, the project would have been abandoned.

interest

Butthe project would have been abandoned.

g) The fire was brought under control thanks to the night-watchman.

for

If it hadn'tgot out of control.

h) Dick is in prison because a detective recognised him.

if

Dick wouldn'trecognised him.

i) I am not tall enough to reach the shelf.

taller

If I..... reach the shelf.

j) But for Helen acting so wonderfully, the play would be a flop.

wonderful

If it the play would be a flop.

k) It won't make any difference if City score first; United will still win.
even

UnitedCity score first.

1) Getting up early makes me feel hungry.

get

Ifmakes me feel hungry.

8. Using the notes as a guide, complete the letter. Use one or two words in each space. The words you need do not occur in the notes.

YELLOW BRICK ROAD RECORD COMPANY

MEMO

Brian, tell Carter's again that their account must be paid.

If they don't pay in ten days we're going to have to go to the law.

If they're in financial trouble, they can get in touch with our Finance Dept.

If they pay up we can keep their account open.

If they don't we shall, if we really have to, close their account.

If they have settled the account already, say sorry for this letter.

Credit Controller

Carter's Record Store

Dear Sir/Madam,

We would like to (1)___ you that your account is two months overdue. On the basis of our goodwill, we are prepared to allow you another ten days to settle your account. However, if you (2)___ to pay your outstanding bills within ten days you (3)___ us with no alternative but to take legal action. That is, (4)___ we receive full payment by 20 March, we (5)___ steps to reclaim our money, plus compensation costs. (6)___ you be experiencing financial difficulties, please contact our Finance Department. (7)___ that you settle your account within the specified time period, we (8)___ happy to continue to do business with you. However, we will, if (9)___, take the regrettable step of closing your account. We are sorry that the situation has come to this, but if you had paid your bills over the last two months, we would not be in this position now.

You (10)___ have settled your account in the last two days; if so, please accept our apologies for this letter.

Yours faithfully,

Brian Eccles

Customer Services

Yellow Brick Road Record Company

Other Structures With Conditional Verb Phrases

It's time, it's high time

These are followed by past simple or continuous, though the time referred to is

unreal.

It's time we left. It's high time I was going.

- **Present/future time**

Notice the past verb forms after *wish*. These are wishes where you want to change a present/future state.

I wish I had a motorbike. (I don't have one now.)

I wish you weren't leaving. (You are leaving.)

I wish I was going on holiday with you next week. (I am not going.)

- **(I wish I) would**

Would is used when the speaker wants somebody or something else to change.

I wish he would change his mind and marry Jane.

I wish it would stop raining.

The use with *would* is often used to describe an annoying habit.

I wish you wouldn't make such a mess.

- **Past time**

As with present wishes, the verb form after *wish* is one stage further back in the past. These are wishes referring to a past event, which cannot be changed.

I wish I hadn't eaten so much.

This use of *wish* is common after *if only* to express regrets.

- **Hope**

Wishes about simple future events are expressed with hope.

I hope it doesn't (won't) rain tomorrow.

I hope you('ll) have a lovely time in Portugal (on your holiday next week).

- *I'd rather* is followed by past verb forms in the same way as wishes about the present. It expresses preference about actions.

I'd rather you didn't smoke in here.

Both I'd rather and I'd sooner are used with normal verb forms when comparing nouns or phrases.

I'd rather be a sailor than a soldier, (present)

I'd rather have lived in Ancient Greece than Ancient Rome, (past)

- ***I'd rather/I prefer (followed by a clause)***

I'd prefer can be used in the same way, but note that *prefer* in this type of sentence has an object it.

I'd prefer it if you didn't go.

However, *I'd prefer* is not followed by an unreal verb form in other situations.

I'd prefer tea to coffee.

I'd prefer you to go swimming (rather than go jogging).

Real and unreal

The verb form here depends on whether the situation is true or unreal.

You look as if you're having second thoughts. (True. He is having second thoughts.)

He acts as if he were in charge. (Unreal. He isn't in charge.)

I feel as if an express train had hit me. (It didn't hit me.)

Note however, that the more colloquial *like* does not require this verb form change. Compare:

You look like you've just seen a ghost

You look as if you'd just seen a ghost.

Understood conditions

The conditional part of these sentences is often understood but not stated.

Imagine we won the pools!

Suppose someone told you that I was a spy!

Imagine we'd never met! (we have met)

As with conditional sentences, if the event referred to is a real possibility, rather than imaginary, a present verb form is possible:

Suppose it starts raining, what'll we do?

- Insisting, demanding etc

After verbs such as *demand, insist, suggest, require* which involve an implied obligation, the subjunctive may be used in formal style. This has only one form, that of the infinitive, and there is no third person -s or past form. The verb *be* has *be* for all forms.

They demanded that he leave at once.

The school Principal suggested that he be awarded a scholarship.

- Less formal usage

Less formally, *should* can be used, and colloquially no verb form change is made, or an infinitive construction is used.

They demanded that he should leave.

They demanded that he left, (informal)

These are fixed expressions all using subjunctive. Typical expressions are:

God save the Queen!

Be that as it may ...

Come what may ...

Exercises

1. Underline either *hope* or *wish* in each sentence.

a) I hope/wish I'll see you again soon.

b) I hope/wish the weather improves soon.

- c) I hope/wish I knew the answer.
- d) I hope/wish you didn't have to go.
- e) I hope/wish you'd stop shouting so much.
- f) I hope/wish nothing goes wrong.
- g) I hope/wish it would stop raining.
- h) I hope/wish you can come to my party.
- i) I hope/wish you don't mind.
- j) I hope/wish we could meet next week.

2. Complete each second sentence so that the meaning is similar to the first sentence.

- a) I wish you were a bit tidier.
I wish you would
- b) I wish you were more interested in your school work.
I wish you would
- c) I wish I spoke more languages.
I wish I could
- d) I wish I had enough money to buy a car.
I wish I could
- e) I wish they had more chess books in the library.
I wish the library would
- f) I wish there was some soap in the bathroom.
I wish the cleaners would
- g) I just wish my partner was a bit more romantic!
I just wish my partner would

3. Put each verb in brackets into an appropriate verb form.

- a) You are lucky going to Italy. I wish I (go) with you.
- b) It's high time you (start) working seriously.
- c) I wish I (spend) more time swimming last summer.
- d) Helen is bossy. She acts as if she (own) the place.
- e) I wish you (not/keep) coming late to class.
- f) Suppose a complete stranger (leave) you a lot of money in their will!
- g) I wish I (go) to your party after all.
- h) I'd rather you (sit) next to Susan, please.
- i) The government demanded that the ambassador (be) recalled,

4. Correct the error(s) in each sentence.

- a) I'd rather you (not/watch) television while I'm reading.
- a) I wish I bought that old house.
- b) I'd rather you don't eat all the bread
- c) It's time I go

- d) I wish I own a motorbike
- e) I wish we are not leaving in the morning
- f) Sue would rather reading than watching television.
- g) Come what comes, I'll be on your side
- h) I hope it would stop raining
- i) I'd prefer if you didn't wait
- j) I wish I didn't listen to you before

5. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

Do you ever regret not going to university?

wish

Do you ever wish you had gone to university?

I should really be going home now.

time

It's _____ home now.

c) I'd rather not go by plane.

prefer

I'd _____ go by plane.

d) Jack doesn't know all the answers, though he pretends to.

acts

Jack _____ all the answers.

e) I'd love to be able to go with you to the opera.

wish

I _____ go with you to the opera.

f) I wish I hadn't sold that old painting.

pity

It's _____ that old painting.

g) I'd rather you didn't stay long at the party.

better

It _____ stay long at the party.

h) The management said it was important for us to wear dark suits to the meeting.

insisted

The management _____ dark suits to the meeting.

i) I've had enough of your constant complaining!

wish

I _____ complaining all the time!

j) I'd love to be sitting on a beach in Turkey right now!

wish

I _____ on a beach in Turkey right now!

6. Complete each sentence with a suitable word or phrase.
- a) I wish you _____ making so much noise late at night!
 - b) I'd rather the children on the television without permission.
 - c) Suppose half the money I owe you. Would that satisfy you?
 - d) I hope get into trouble on my account. What do you think they'll say?
 - e) This is an awful hotel. I wish we to the Grand instead.
 - f) It is absolutely you contact head office in advance.
 - g) I think it's high time we locking all the windows at night.
 - h) Would you rather I the lunch, if you feel tired?
 - i) I wish my car as fast as yours.
 - j) I'd prefer you smoke in here, if you don't mind.

7. Complete the letter by writing one word in each space. A contraction (don't) counts as one word.

Dear Tom,

Well, this time next week you'll be somewhere in Europe on a train. I'm sure any mum would worry! Actually, you're very lucky. I'd love to (1) ... able to go off around the world. I often wish I (2) travelled more when I was younger. I really hope you (3) yourself, but do be careful, won't you? You're only 18 after all. Do take care with your money, won't you? And I'd rather you (4) spend too many nights in your tent alone. It's so dangerous. I suggest you only (5) your tent in a proper camp site. I wish you (6) going quite so soon. It's a pity you (7) stay until after Dad's 50th birthday. But never mind. I wish Dad (8) be at the airport to see you off, but he's got some really important business that day. Suppose we (9) out to see you in June?! ... Just a thought.

Anyway, just remember, if you get into any trouble, we're only a phone call away, and come what (10), we'll always be there for you.

Love, Mum

Mixed Structures With Conditional Clauses

It is important to realise that if-clauses and conditional verb phrases are not only used in the three conditional structures we have studied.

It is possible for the two parts of a conditional sentence to refer to different times, and the resulting sentence is a "mixed conditional" sentence. There are two types of mixed conditional sentence.

PRESENT RESULT OF A PAST CONDITION

FORM

In this type of mixed conditional sentence, the tense in the 'if' clause is the past perfect, and the tense in the main clause is the present conditional.

If clause (condition)	Main clause (result)
If + past perfect	present conditional
If this thing had happened	that thing would happen.

As in all conditional sentences, the order of the clauses is not fixed. You may have to rearrange the pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical.

EXAMPLES

If I had worked harder at school, I would have a better job now.

I would have a better job now if I had worked harder at school.

If we had looked at the map we wouldn't be lost.

We wouldn't be lost if we had looked at the map.

If you had caught that plane you would be dead now.

You would be dead now if you had caught that plane.

FUNCTION

This type of mixed conditional refers to an unreal past condition and its probable result in the present. These sentences express a situation which is contrary to reality both in the past and in the present. In these mixed conditional sentences, the time is the **past** in the "if" clause and in the **present** in the main clause.

EXAMPLES

If I had studied I would have my driving license. (but I didn't study and now I don't have my license)

I would be a millionaire now if I had taken that job. (but I didn't take the job and I'm not a millionaire)

EXAMPLES

If you had crashed the car, you might be in trouble.

I could be a millionaire now if I had invested in ABC Plumbing.

If I had learned to ski, I might be on the slopes right now.

PAST RESULT OF PRESENT OR CONTINUING CONDITION

FORM

In this second type of mixed conditional sentence, the tense in the 'if' clause is the simple past, and the tense in the main clause is the perfect conditional.

If clause (condition)	Main clause (result)
If + simple past	perfect conditional

If clause (condition)	Main clause (result)
If this thing happened	that thing would have happened.

As in all conditional sentences, the order of the clauses is not fixed. You may have to rearrange the pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical.

EXAMPLES

If we didn't trust him we would have sacked him months ago.
 We would have sacked him months ago if we didn't trust him.

FUNCTION

These mixed conditional sentences refer to an unreal present situation and its probable (but unreal) past result. In these mixed conditional sentences, the time in the if clause is **now or always** and the time in the main clause is **before now**. For example, "If I wasn't afraid of spiders" is contrary to present reality. I am afraid of spiders. "I would have picked it up" is contrary to past reality. I didn't pick it up.

EXAMPLES

If she wasn't afraid of flying she wouldn't have travelled by boat.
 I'd have been able to translate the letter if my Italian was better.
 If I was a good cook, I'd have invited them to lunch.

Conditionals with Imperatives and Modals

Though the basic conditional structures discussed above are useful structures to practice, students sometimes think that these are the only possibilities, and become confused when they meet sentences like *If he didn't phone this morning, then I'm probably away*.

In conditional sentences that express true, factual ideas in the present/future, the result clause has various possible verb forms. Besides the forms mentioned above, a result clause verb can be

- a modal or a phrasal modal such as *should, might, can, be going to* (see examples 1-6 below)
- an imperative verb (see examples 5-6 below)

Sometimes *should* is used in an if-clause. It indicates a little more uncertainty than the use of the simple present, but basically the meaning of examples (5) and (6) is the same.

Examples:

- (1) *If it rains, we should stay home.*
- (2) *If it rains, I might decide to stay home.*
- (3) *If it rains, we can't go.*
- (4) *If it rains, we're going to stay home.*
- (5) *If anyone calls, please take a message.*
- (6) *If anyone should call, please take a message.*

1. Identify the result clause in the following sentences and say what verb form is used in it. Translate the sentences into Russian.

1. I think, if he wouldn't mind, I should rather like him to spare me five minutes. (Snow)
2. Jeff wished to suggest that it might be best if he went back to Lord's Creek. (Caldwell)
3. It would be worse than before if I should lose you now. (Greene)
4. My shirt and trousers, stained with heat, dew, grass, and the Kentish soil on which I had slept — and torn besides — might have frightened the birds from my aunt's garden as I stood at the gate. (Dickens)
5. If he'd run a bit faster, he could have won.
6. I should tell your son to keep away from him if I were you. (A. Wilson)
7. If I had gone overseas, instead of him, I might have learned something and been somebody. (Baum)
8. If he didn't call me, then I'm not going to call him.

IF+Will: NO CONDITION

Result

If + will can be used to mean 'if this will be the later result'. Compare:

We'll go home now if you get the car. (condition)

We'll go home now if it will make you feel better. (result)]

'If it is true that...'

If + will can be used to mean 'If we know now that...': *If Jane won't be here on Friday, we'd better cancel the meeting.*

Polite requests

if + will can be used in polite requests. There's no condition in such sentences, and **will** is NOT a future auxiliary. For example, *If you will come this way, I'll show you your room* means the same as *Please come this way, and I'll show you your room.*

Reported Yes/No questions about Future

Yes/No questions are reported with **if** or **whether** + **will**. In reported questions, that are often aimed at getting some information about future, the word order is direct — the subject comes before the verb:

I don't know if / whether I'll be ready in time. (NOT ...if I'm ready in time.)

1. Choose the correct option and explain why you have chosen it. Translate the sentences into Russian.

1. I don't know if the conservatives *will win / win* the election. 2. If you think this *will make / makes* him change his mind about the matter, you're naive. If you won't / don't panic, you will manage it. I'm afraid I can't tell you now if I *will be free / am free* at this time tomorrow. Let's do it if you think that *will work / works* this time. If Ted *will buy / buys* the drinks, I am not going to the shop. If you *will fill / fill* in this form, I'll prepare your ticket. She *will succeed / succeeds* if she *won't give up / doesn't give up*. You are sadly mistaken if you think this *will convince / convinces us* to go outside in the rain. If she *will pass/passes* the exam, she *'ll be / is* very happy. I wonder if he *'ll be / is* there by four o'clock. You will feel / feel sick if you *will eat / eat* all of that cake. She asks if you *will go/ there* next time. In fact, you can even dress up a bit more if you think that *will cheer you up / cheers you up*. If I *will be / am* late, I'll give you a call.

Learning Conditionals Through Texts

1. Complete the text with the phrases from the box.

Murder on the Orient Express?

become friends (x2), find you (x2), fall in love with her (x2), invite you to my house in Venice (x2), start talking, meet my beautiful daughter, Nicoletta (x2), run away together (x2)

A young American was travelling to Venice on the Orient Express. It was a long journey, and he was bored. Sitting opposite him there was an Italian man. He was about 50 years old. He had an English newspaper on the seat next to him.

— Excuse me, — the American said. Can I borrow your newspaper?

— No. — said the Italian. — I'm sorry. You can't.

— Why not? — asked the American.

— Well, — said the Italian, — it's quite simple:

If we _____, we'll _____.

If we _____, I'll _____.

If I _____, you'll _____.

If you meet Nicoletta, you'll _____.

If you _____, you'll _____.

If you _____, I'll _____.

If I _____, I'll _____.

So that's why I won't lend you my newspaper.

2. Now write a similar story yourself.

3. Translate the fairy tale into English, using conditionals.

Сестры Золушки (Cinderella) обращались с нею так, словно она была их служанкой. «Как жаль, что я не могу угодить (to please) сестрам, — не раз думала Золушка.— Даже если я стараюсь изо всех сил (try my best), они все равно всегда недовольны (to find fault with somebody)».

Однажды было объявлено (to announce), что в королевском дворце должен состояться большой бал. Всем очень хотелось пойти туда. Сестры Золушки были приглашены, но Золушка так и не получила приглашения. «Как жаль, что меня не пригласили! — думала бедная девушка. — Как бы я хотела увидеть Юного Принца! Как он, должно быть, красив! А что, если я попрошу сестер взять меня на бал? Нет, бесполезно даже и пытаться. Они меня не возьмут, хотя бы я умоляла их об этом целый день».

Наконец наступил день, когда сестры Золушки должны были поехать на бал. Золушке пришлось много работать, причесывая сестер и стараясь сделать их как можно красивее. Вечером сестры уехали, и Золушка осталась одна. «Какие они счастливые, — думала Золушка, сидя у камина. — Если бы у меня было красивое платье, я бы тоже могла поехать на бал». В эту минуту появилась ее крестная мать и сказала: «У тебя будет красивое платье. Ты пойдешь на бал. Но помни: как бы ты ни веселилась (to enjoy oneself), ты не должна оставаться во дворце после полуночи. Если ты чуть замешкаешься (linger for a little while), твое платье снова станет старым, карета превратиться в тыкву, а кучеры - в крыс».

Золушка в своем прелестном платье, которое точно (выглядело так, словно) было соткано из лунных лучей (moonbeams), вошла (to step) в карету. Она никогда не видела такой красивой кареты. Что касается кучера, то он был просто великолепен; он точно (выглядел так, словно) никогда и не был крысой. Когда Золушка приехала во дворец, король подумал, что это, должно быть, какая-то иностранная принцесса. Она держала себя так, словно всю жизнь прожила в королевском дворце. Золушка забыла приказание крестной матери и осталась на балу после полуночи. Едва она успела выбежать из дворца, как снова превратилась в бедную Золушку.

«Как жаль, что я не послушалась моей доброй крестной матери. Если бы я не осталась во дворце после полуночи, я бы сейчас ехала (to drive) в карете в своем прелестном платье».

Юный Принц всюду искал Золушку, но ее нигде нельзя было найти. «Где может быть эта прекрасная принцесса? — думал он. — Как бы я хотел найти ее! Неужели она потеряна для меня навсегда (to be lost to somebody)?».

Принц приказал, чтобы все девушки в городе примерили (to try on) хрустальный башмачок (glass slipper), который потеряла Золушка. Он объявил всем подданным королевства: «Если башмачок придется девушке впору, я женюсь на ней!» Многие девушки старались надеть башмачок, чтобы выйти замуж за Юного Принца. Когда пришла очередь Золушки примерять башмачок, сестры стали смеяться над нею. Но башмачок наделся на ногу Золушки с величайшей легкостью (to slip on with the greatest ease), и к

своему ужасу (dismay) сестры узнали в девушке прекрасную принцессу, которую они видели на балу. Они пожалели, что плохо обращались с Золушкой.

Learning Conditionals Through Songs

1st Conditional

1. Listen to the song and discuss the use of the 1st conditional.
2. Describe the character of the author of the song as you imagine it. Give examples from the song to prove your description.
3. Practice singing the song.

COUNT ON ME

<https://www.youtube.com/watch?v=mGt3g6H4-kQ>

Bruno Mars

Oh uh-huh

If you ever find yourself stuck in the middle of the sea,

I'll sail the world to find you.

If you ever find yourself lost in the dark and you can't see,

I'll be the light to guide you.

We find out what we're made of

When we are called to help our friends in need.

[Chorus:]

You can count on me like 1, 2, 3

I'll be there,

And I know when I need it.

I can count on you like 4, 3, 2,

And you'll be there

'Cause that's what friends are supposed to do, oh yeah

Ooooooh, oooohhh yeah, yeah.

If you're tossin' and you're turnin',

And you just can't fall asleep,

I'll sing a song beside you,

And if you ever forget how much you really mean to me,

Every day I will remind you.

Oooh

We find out what we're made of
When we are called to help our friends in need.

[Chorus:]

You can count on me like 1, 2, 3,
I'll be there,
And I know when I need it.
I can count on you like 4, 3, 2,
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooooooh, oooohhh yeah, yeah.

You'll always have my shoulder when you cry.
I'll never let go, never say goodbye.
You know...

[Chorus:]

You can count on me like 1, 2, 3,
I'll be there,
And I know when I need it.
I can count on you like 4, 3, 2,
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooooooh, oooohhh.

You can count on me 'cause I can count on you.

2nd Conditional

Listen to the song and discuss the use of the 2nd conditional. Practice singing the song.

IF I HAD A MILLION DOLLARS

<https://www.youtube.com/watch?v=JXdFTh1yX2c>

If I had a million dollars,
(If I had a million dollars,)
Well, I'd buy you a house.
(I would buy you a house.)

And if I had a million dollars,
(If I had a million dollars,)
I'd buy you furniture for your house,
(Maybe a nice chesterfield or an ottoman.)

And if I had a million dollars,

(If I had a million dollars,
Well, I'd buy you a K-Car.
(A nice reliant automobile.)
And if I had a million dollars, I'd buy your love.

If I had a million dollars,
(I'd build a tree-fort in our yard.)
If I had a million dollars,
(You could help it wouldn't be that hard.)

If I had a million dollars,
(Maybe we could put a little tiny fridge
In there somewhere.)

We could just go up there and hang out.
(Like open the fridge and stuff,
And there'd all be foods laid out for us
Like little pre-wrapped sausages and things
They have pre-wrapped sausages
But they don't have pre-wrapped bacon)
Well, can you blame them? (Yeah!)

If I had a million dollars,
(If I had a million dollars,)
Well, I'd buy you a fur a coat.
(But not a real fur coat, that's cruel)

And if I had a million dollars,
(If I had a million dollars,)
Well, I'd buy you an exotic pet.
(Yep, like a lama or an emu.)

And if I had a million dollars,
(If I had a million dollars,)
Well, I'd buy you John Merrick's remains.
(Ooh all them crazy elephant bones.)
And if I had a million dollars I'd buy your love.

If I had a million dollars,
(We wouldn't have to walk to the store.)
If I had a million dollars,
(We'd take a Limousine 'cause it costs more.)

If I had a million dollars,
(We wouldn't have to eat Kraft dinner.)

But we would eat Kraft dinner
(Of course we would, we'd just eat more.)
And buy really expensive ketchups with it.
(That's right, all the fanciest - Dijon ketchups.)

If I had a million dollars,
(If I had a million dollars)
Well, I'd buy you a green dress.
(But not a real green dress, that's cruel.)

And if I had a million dollars,
(If I had a million dollars,)
Well, I'd buy you some art.
(A Picasso or a Garfunkel.)

If I had a million dollars,
(If I had a million dollars)
Well, I'd buy you a monkey.
(Haven't you always wanted a monkey?)
If I had a million dollars, I'd buy your love.

If I had a million dollars,
(If I had a million dollars,)
If I had a million dollars,
(If I had a million dollars,)
If I had a million dollars,
I'd be rich.

3rd Conditional

<https://www.youtube.com/watch?v=qMTMX2ssOWw>

THIRD CONDITIONAL SONG

Listen to the song and complete the lyrics. Discuss the use of the 3rd conditional.
Practice singing the song.

If I hadn't gone to the _____, I would have never met you.
If I hadn't met you, I wouldn't have _____ in love with you.
If I hadn't fallen in love with you, I wouldn't have written this _____.
If I hadn't _____ this letter, you would have never learnt about my love.

But now you know that I _____ you so that I will do _____ for you.

If you had _____, I would have felt so happy.
If you had _____ me, I would have been chatty.
If you had gone out with me, I would have done _____ for you.
But you never did _____ Although you know that I _____ you so
that I will do _____ for you.

4. Answer the questions:
1. Is the singer in love with the girl?
 2. Where did he meet her?
 3. What did he do after he met her?
 4. Did she answer his letter?
 5. Did she phone him?
 6. Did she go out with him?
 7. What did he do for her?

Get prepared for a test on the conditionals.