

English for you

Grammar from A to Z



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Підручник

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Передмова

Даний підручник розрахований на широку аудиторію і, зокрема, призначений для оволодіння граматиною англійської мови курсантами військових навчальних закладів, слухачами курсів мовної підготовки і всього особового складу ЗСУ, яким необхідно знати мову за посадою і які вже оволоділи мовними навичками, що дозволяє їм орієнтуватися у викладеному матеріалі. Він також рекомендується для тих, хто хоче вдосконалити знання з граматики англійської мови як самостійно, так і під керівництвом викладача. Підручник може також бути корисним для викладачів як граматичний довідник.

Підручник охоплює майже в повному обсязі основні граматичні явища сучасної англійської мови, знання яких необхідне для письма, говоріння і розуміння текстів англійською мовою. Викладення граматичного матеріалу починається з дієслова, оскільки саме воно в англійській мові має найбільшу кількість форм. Один граматичний матеріал можна вивчати незалежно від іншого, виходячи з потреб.

Кожний граматичний матеріал супроводжується ілюстративним автентичним текстом, в якому наочно відображено застосування конкретного правила. Після тексту подані три вправи, які спрямовані на закріплення матеріалу і на розвиток навичок мовлення, оскільки більшість прикладів є ситуативними. Після вправ дається висловлювання відомої людини, де також наочно відображено застосування даного граматичного матеріалу. Для зручності текст, вправи та висловлювання даються безпосередньо після граматичної теми. У кінці підручника є додатковий матеріал (форми неправильних дієслів, найуживаніші прийменники після різних частин мови, список фразових дієслів), а також ключі до кожної вправи, що дозволяє перевірити правильність відповідей і звернути увагу на деякі моменти з граматики, які треба вивчити ретельніше.

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Present Simple (I do)

Use **the Present Simple** to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general:

- The Army **train** recruits at basic training units.
- Soldiers **run** every morning.
- The Earth **goes** round the Sun.
- He **is** a police officer.
- They **are** very intelligent cadets.

Note that we add the ending **-s** or **-es** to the verbs in the third person singular. Most verbs have the ending **-s** : he works; she writes, he plays. The ending **-es** is added in the following cases:

- a) if the verb ends in **-ss, -sh, -ch, -tch, -x** : misses, washes, teaches, watches, fixes.
- b) if the verb ends in **-y** preceded by a consonant; then **y** changes into **i** before **-es**: fly – flies, study – studies.
- c) in the verbs **do** and **go**: do – does, go – goes.

The following adverbs of frequency are common with the present simple:

always, often, usually, sometimes, never, every day (week, month, year etc.):

- Recruits **usually** have personal time on Sunday afternoon.
- Soldiers **always** salute their superiors.

Questions		
Do	I /we/you/they	work?
Does	he/she/it	come?
		have?
		go?

Negative		
I/we/you/they	don't	work
He/she/it	doesn't	come
		have
		go

Where **do** you **come** from?

What **does** this word **mean**?

How often **do** you **go** to the dentist?

How much **does** a tank **weigh**?

Where **do** soldiers **have** meals?

He **doesn't want** to serve in the Army.

Vegetarians **don't eat** meat.

Officers **don't wear** uniform at weekends.

She **doesn't do** anything to help me.

Sergeant Fox **doesn't have** a family.

The Present Simple of **be** is:

Positive	
I	am (I'm)
He/she/it	is (he's, etc.)
We/you/they	are (we're, etc.)

Questions	
Am	I?
Is	he/she/it?
Are	we/you/they?

Negative	
I	am not
He/she/it	is not (isn't)
We/you/they	are not (aren't)

It's a lovely day today!

We **are** all from Lviv.

I **am** your commander.

Are they on a patrol?

Where **is** an observation post?

Am I right?

This man **isn't** from our platoon.

I **am not** always busy.

They **aren't** free on Friday morning.

An illustrative text

The Internet **is** a very cheap source of communication. It **breaks** barriers between humans and **enables** the exchange of information. The world **becomes** a global village where there **are** no borders, and where distances **do not** really **matter**.

Electronic mail **is** simple, cheap and quick. It's an ideal way of getting in touch with one's family, friends or business colleagues in the office. By joining a chat group or a newsgroup people **share** their interests, hobbies and problems. Young people often **spend** long hours on chatting and flirting. Some of them **make** new friends all over the world.

(*"Foreign languages"* 2003/3)

Exercise 1. Fill in the gaps with the correct form of the verbs in the **Present Simple**.

1. Where ____ Private White ____ from? (**come**)
2. He ____ twenty cigarettes a day. (**smoke**)
3. Recruits usually ____ in the barracks. (**live**)
4. Recruits ____ in the barracks. (**not eat**)
5. Physical training ____ an important part of military life. (**be**)
6. I ____ so tired, I can't help you now. (**be**)
7. Soldiers ____ first aid training on Monday afternoon. (**have**)
8. What time ____ you ____ to bed? (**go**)
9. The NCO club ____ breakfast from 0715 to 0900. (**serve**)
10. Private Wendy Phillips ____ home during basic training. (**not go**)

Exercise 2. There is one mistake in each sentence. Find it and correct it.

1. Army instructors **trains** recruits in basic military skills. _____
2. Private Johnson **don't drink** coffee in the morning. _____
3. Major Brown **speak** three languages. _____
4. **Does** they **have** NBC training on Wednesday? _____
5. Captain Esteban **come** from Spain. _____

Exercise 3. Choose the correct tense form and fill in the gaps.

1. Army instructors _____ new soldiers weapons training, military education and drill.
a) teaches b) teaches c) teach
2. What time _____ your day start?
a) do b) is c) does
3. The PX _____ at zero eight hundred.
a) opens b) open c) opens
4. They _____ from the police force.
a) isn't b) are no c) aren't
5. Soldiers _____ their weapons every day.
a) cleans b) clean c) cleaning

"A pessimist **sees** the difficulty in every opportunity; an optimist **sees** the opportunity in every difficulty."

Winston Churchill

Present Continuous (I am doing)

We use **the Present Continuous** to express the following ideas:

1) When we talk about things happening at the moment of speaking.

I am doing something = I am in the middle of doing something; I have started doing it and I haven't finished yet.

I am (I'm)	driving
He/she/it is (he's etc.)	working
We/you/they are (we're etc.)	doing

Negative form: **am not driving; is not (isn't) working; are not (aren't) doing**

Questions: **Am I driving? Is** (he/she/it) **working? Are** (we/you/they) **doing?**

- Please, don't make so much noise. I'm **working**. (*not* "I work")
- Where is your commander? – He's **inspecting** the barracks at the moment. (*not* "he inspects")
- Let's go out. It **isn't raining** any more. (*not* "it doesn't rain")
- Why **are** you **smiling**? – I've just read a funny story. (*not* "do you smile")

2) When we talk about things happening around now, but perhaps not at the time of speaking:

● He wants to work in Great Britain, so he's **learning** English. (but not exactly at the time of speaking)

We can talk about things happening in a period around now, for example **today, this week, this evening, etc.** and about changes happening around now:

- You **are working** hard **this week**. – Yes, I have a lot of work to do. (*not* "you work hard this week")
- The population of the world **is rising** very fast. (*not* "rises")

3) We use the Present Continuous for planned future arrangements, mostly with the verbs denoting movement: **go, leave, come, arrive** etc.

- He **is not going** out tonight.
- What time **are** they **coming** for dinner?
- I **am leaving** tomorrow. I've got my plane ticket.

An illustrative text

Computers have been used more and more frequently in Great Britain. According to recent statistics every third person has contact with a computer at work. The ability to operate at least some basic computer programs is a major requirement when applying for a job as an accountant, secretary or an administrative clerk. A lot of older people often have to learn new skills to be able to stay in their jobs. Access to personal computers **is also growing**. The number of people who purchase them **is gradually increasing**. Today most people have computers at home, others **are planning** to buy one soon. (*“Foreign Languages”*, 2003/3)

Exercise 1. Fill in the gaps with the correct form of the verbs in the **Present Continuous Tense**.

1. Look! Two soldiers _____ across the field. (**crawl**)
2. Sergeant Smith is in the gym now. He _____ weights. (**lift**)
3. Today they _____ for the competition. (**practise**)
4. Number 3 platoon _____ at the Battle Camp this afternoon. (**arrive**)
5. Why _____ you _____? You said you stopped smoking a month ago. (**smoke**)
6. The cost of living _____. Every year things are more expensive. (**increase**)
7. Please, turn off the TV. I _____ it. (**not watch**)
8. Where is Mario? – He _____ his uniform. (**clean**)
9. We can see two armed men. They _____ towards your position. (**run**)
10. Look! They _____ some explosive charges at the bridge. (**lay**)

Exercise 2. Correct the verbs if they are wrong.

R - right **W** - wrong (in this case correct the sentence, please)

1. Hurry up! I **wait** for you. _____
2. Be quiet! Major White **briefs** his subordinates. _____
3. I **am looking** for my briefcase. Have you seen it? _____
4. What **is** he **doing**? – He’s an instructor in the NATO school. _____
5. He never **drinks** strong coffee. _____

Exercise 3. Choose the correct tense form and fill in the gaps.

1. I have to meet Lieutenant Walker tonight. He _____ from Germany.
a) come b) comes c) is coming
2. Why _____ here? It’s forbidden.
a) does he smoke b) is he smoking c) he smokes
3. Tomorrow I _____ tennis with my friend. Will you come to see?
a) play b) plays c) am playing
4. Private Fox _____ ironing his shirts.
a) not like b) does not like c) do not like
5. Carlos and Graham _____ karate twice a week.
a) do b) are doing c) doing

“This world in arms **is not spending** money alone. It **is spending** the sweat of its labourers, the genius of its scientists, the hopes of its children.”

Dwight D. Eisenhower

Present Simple (I do) and Present Continuous (I am doing) (1)

Look at the use of the Present Simple and the Present Continuous in the following sentences.

Present Simple

Use the Present Simple for things in general or things that happen repeatedly.

- **Do** you **wear** a uniform every day?
- Water **boils** at 100 degrees Celsius.
- Excuse me, **do** you **speak** English?
- Soldiers **play** football twice a week.

Use the Present Simple for a **permanent** situation:

- His parents **live** in the village. They have lived there all their lives.
- Private Smith isn't lazy. He **works** hard most of the time.

Present Continuous

Use the Present Continuous for something that is happening at or around the time of speaking. The action is not finished.

- Why **are** you **wearing** a uniform on Sunday?
- The water **is boiling**. Can you turn it off?
- Be quiet! The commander **is speaking** on the phone.
- Look! Soldiers **are playing** football in the rain.

Use the Present Continuous for a **temporary** situation:

- I **'m living** in a hostel until I find a flat.
- You **are working** hard today. – Yes, I have a lot to do.

An illustrative text

In total, 187,060 women **serve** in the British armed forces, and 9.4% of them – some 17,620 – are females. Of those women, 3,760 are officers.

The Ministry of Defence describes the contribution of all women as “essential”, and says that recent awards of medals for gallantry to women during operational deployments show that they **are serving** in more demanding circumstances than ever before. The MoD is unable to say exactly how many women **are** currently **serving** in Iraq and Afghanistan. But some reports suggest that about a fifth of the 8,000 service personnel in Afghanistan are female, even though they make up just a tenth of total military numbers.

(BBC News, November, 2008)

Exercise 1. Present Simple or Present Continuous?

1. The cadets _____ table-tennis at the moment. (**play**)
2. Many soldiers _____ football every weekend. (**play**)
3. How many push ups _____ he _____ every day? (**do**)
4. Lieutenant Smith, where are your men this morning? – They _____ the assault course. (**do**)
5. Look! Those men _____ a vehicle under the trees. (**camouflage**)
6. They always _____ vehicles thoroughly lest the enemy should not discover them. (**camouflage**)
7. Have you seen Private Johnson? – Yes, he _____ football on TV. (**watch**)
8. On Friday evening Mario _____. He _____ TV. (**not usually go out; watch**)
9. Lieutenant Edwards is on a reconnaissance patrol. He _____ the enemy. (**observe**)
10. A recce patrol must go to places where they _____ the enemy closely. (**observe**)

Exercise 2. Correct the verb forms if they are wrong.

R- right W – wrong (in this case correct the mistake)

1. Corporal Smith **come** from England, his friend is American. _____
2. Why **do** you **speak**? The briefing has already begun. _____
3. You know, Lieutenant Evans **speaks** three languages. _____
4. What **are** you **doing** tonight? Are you free? _____
5. Usually he **is doing** pull-ups in his personal time. _____

Exercise 3. Choose the correct tense form and fill in the gaps.

1. Why _____ a tracksuit? – He wants to visit the sports centre.
a) does he wear b) is he wearing c) he wears
2. Where are the men from the 3d Platoon? – They _____ map reading.
a) practise b) practising c) are practising
3. As usual, they _____ map reading on Monday afternoon.
a) are practising b) practise c) practising
4. Look! Three men _____ along the road. Have you seen them before?
a) run b) running c) are running
5. Our platoon leader _____ round the base every morning.
a) runs b) running c) is running

“Never interrupt your enemy when he **is making** a mistake.”

Napoleon Bonaparte

“We **make** war so that we may live in peace.”

Aristotle

Present Simple and Present Continuous (2)

Some verbs in English are not normally used in continuous forms. They are called **stative** verbs. Stative verbs describe states rather than actions.

- Do you **want** a cup of tea? (*not*: Are you wanting a cup of tea?)

There are the following groups of stative verbs:

- verbs of the senses: **hear, smell, taste, feel**
- verbs of perception: **understand, believe, think, imagine, know, mean, realize, suppose, recognize, seem, forget, remember, depend** etc.
- verbs expressing likes and dislikes: **like, dislike, hate, love, prefer**
- some other verbs: **have, belong, own, contain, consist, want, need**
 - Now I **understand** what you are trying to say! (*not* “I am understanding”)
 - I can’t imagine why you **believe** all those rumours.

Some of these verbs can be used in the continuous tense. It depends on the meaning.

Think

When **think** means “believe”, we do **not** use the continuous:

- Do you **think** (=believe) he will pass his driving test? (*not* “Are you thinking”)

When **think** means mental activity, we use the continuous:

- He can’t afford to keep his car. He’s **thinking** of selling it.

Have

When **have** means “possess”, “own”, we do **not** use the continuous:

- His parents enjoy living in the village. They **have** a nice cottage there. (*not* “they are having”)

In the following idiomatic expressions: **have a good time, have a headache, have breakfast/lunch/dinner, have a bath/shower, have a party, have an accident, have a dream** etc. the verb **have** doesn’t mean “possess” so it can be used in the continuous:

- Don’t shout! I **am having** a terrible headache.

See

- Do you **see** that man over there? (*not* “are you seeing”)

We can use the continuous with **see (I’m seeing)** when the meaning is “having a meeting with”:

- I’m **seeing** my doctor tomorrow morning.

Smell

- Your perfume **smells** wonderful! (has a pleasant smell)

But • The dog **is smelling** the food. (= is sniffing)

Taste

- The coffee **tastes** awful! (=has an awful flavour)
- I **am tasting** my coffee. (=trying to feel a flavour)

We often use **can + see/hear/smell/taste**:

- **Can you hear** what those people are talking about?

Be

- He **is** very sensible. (permanent state)
- He **is being** so silly today. He is normally very sensible. (temporary situation, we usually mean somebody’s behaviour)

Look and Feel

You can use the Present Simple or Present Continuous when you say that somebody looks or feels *now*:

- You **look** well today. *Or* You’re **looking** well today.
- How **do you feel** now? *Or* How **are you feeling** now?

An illustrative text

As a rule, people **think** that criminals are young people; they hardly imagine old pensioners as criminals. Well, in Britain this may be changing. According to Prudential, Britain's biggest pension company, over 100,000 pensioners **are thinking** of turning to crime. Charges include fraud, shoplifting, drug-dealing and even bank robbery. That's why Kingston prison in Portsmouth has recently become the first British prison to have a separate prison wing for elderly prisoners. It now houses fifty people. The staff have been trained to provide medical care. The cost of keeping elderly people is three times more than that of younger prisoners.

(*"Speak out"*, 2004/4)

Exercise 1. Present Simple or Present Continuous?

1. I _____ hungry. Is there anything to eat? (**feel**)
2. _____ you _____ in God? (**believe**)
3. The dinner _____ good! (**smell**)
4. I _____ this is your weapon. Am I right? (**think**)
5. He told me his name but I _____ it now. (**not remember**)
6. Can I speak to Private White? – Wait a little. The soldiers _____ meals now. (**have**)
7. You are so sad. What _____ you _____ about? (**think**)
8. Captain Allen is on holiday. I think he _____ a great time. (**have**)
9. Tea or coffee? I'm making both, so just say which you _____. (**prefer**)
10. Can you lend me some dollars? I _____ enough money with me. (**not have**)

Exercise 2. Correct the verb forms if they are wrong.

R – right

W – wrong (in this case correct the mistake)

1. Why did you take this GPS receiver? It **is belonging** to Major Brown.
2. You look surprised. I **am thinking** you don't recognize me.
3. I **suppose** you are right.
4. "Beer? No! I **am wanting** water."
5. Be careful. This bottle **contains** petrol.

Exercise 3. Choose the correct answer and fill in the gaps.

1. This pizza _____ really good!
a) is tasting b) taste c) tastes
2. His father _____ a chain of hotels.
a) owns b) is owning c) own
3. You _____ worried. What happened?
a) are seeming b) seeming c) seem
4. Why _____ to become an airman?
a) are you wanting b) do you want c) you want
5. I _____ of buying a new car. What would you recommend?
a) think b) thinking c) am thinking

"I **believe** in equality for everyone, except reporters and photographers."

Mahatma Gandhi

"I **think** it would be totally inappropriate for me to even contemplate what I **am thinking** about."

Don Mazankowski, former Canadian Minister of Finance

Present Perfect (I have done)

When we use the Present Perfect there is always a connection with *now*. The Present Perfect looks back from the present into the past, and expresses what has happened *before now*.

The Present Perfect is **have/has + past participle** of the main verb. The past participle of regular verbs ends in **-ed** (**finished**, **decided** etc.), but many important verbs are irregular (**lost**, **gone**, **written**, **been** etc.). See Appendix 1 for a list of irregular verbs.

I/we/they/you	have	(=I've etc.)	finished
He/she/it	has	(=he's etc.)	done
			been
			written , etc.

Negative form: **have not (haven't) finished**; **has not (hasn't) been**

Questions: **Have** (I/we/they/you) **done**? **Has** (he/she/it) **written**?

We use **the Present Perfect**:

1) when the action in the past has a result *now*:

- Is Colonel Brown here? – No, he **has gone** out. (he is out *now*)
- He told me his name but I **have forgotten** it. (I can't remember it *now*)

We often use the present perfect to give new information or to announce a recent happening:

- Watch out! The bomb **has just exploded**.
- The area is closed. There **has been** an explosion.

You can use the Present Perfect with **just**, **already**, **yet**. **Yet** is used in questions and negative sentences:

- The recruits **have just arrived** at Fort Jackson. (**just** = a short time ago)
- Don't forget to inform your subordinates about briefing. – I've **already informed** them. (**already** is used to say that something happened sooner than expected)
- **Have you given** a report to your commander *yet*? – I've **written** the report but I **haven't given** it to the commander *yet*. (**yet** = until now, it shows that the speaker is expecting something to happen.)

2) when we are interested in the experience as part of someone's life. We don't say **when** an action happened. **Ever** and **never** are common with this use.

- **Have you ever participated** in peacekeeping operations? – No, I **haven't**.
- Major Watson **has never been** to the mountains. He's going there next winter.

3) to express an action or state which began in the past and continues to the present. **For**, **since**, **recently**, **lately**, **in the last few days**, **so far**, etc. are common with this use.

- I **haven't seen** General Lee *since* January.
- He **has had** my reference book *for* three months.
- We **haven't heard** from Major Brown *recently*.
- I've **met** a lot of peacekeepers *in the last few days*.

4) with **today**, **this evening**, **this year** etc. when these periods of time are not finished at the time of speaking:

- Sergeant Reynolds has a high blood pressure. He **has drunk** five cups of coffee *today*.
- **Have you bought** a newspaper *this morning*?

5) when we say "It's **the first time** something **has happened**":

John is having a driving lesson. He's very nervous and unsure because it is his first lesson.

- It's *the first time* he **has driven** a tank. (*not* "drives", because he **has never driven** a tank before.)
- It's *the second time* he **has participated** in joint exercise. (*not* "participates")

An illustrative text

The fight against terrorism is a permanent agenda item and priority for NATO. The multinational nature of terrorism is such that the Alliance **has engaged** in a number of initiatives – political, operational, conceptual, military and technological – to address this issue. NATO **has launched**, for instance, its first operations outside Europe and **has begun** a far-reaching transformation of its forces and capabilities. It is also working closely with partner countries and organizations to ensure broad cooperation in the fight against terrorism.

(*NATO news*, OTAN, October, 2008)

Exercise 1. Fill in the gaps with the verbs in the **Present Perfect**.

1. This year the servicemen of the 1st Battalion _____ in peacekeeping operations. (**participate**)
2. Would you like some juice or water? – No, thanks. I _____ a glass of juice. (just **have**)
3. Those soldiers _____ very little lately. (**sleep**)
4. _____ you _____ to the morning news yet? (**listen**)
5. This recruit is very nervous. It's the first time he _____ a rifle. (**fire**)
6. How long _____ you _____ Captain Wilson? (**know**)
7. I see that you _____ the safety rules yet, Private White. (**not learn**)
8. Can I talk to Colonel Moore? – I'm afraid, not. He _____ to Stockholm. (**go**)
9. You are so nervous. _____ you _____ by plane before? (**travel**)
10. Civilian deminers _____ the area of mines. It's safe now. (already **clear**)

Exercise 2. There is one mistake in each sentence. Find it and correct it.

1. Would you like an espresso coffee? – No, thanks. I **just had** one. _____
2. What an amazing computer! I **didn't see** one like that yet. _____
3. Here is the news. A Boeing 707 **have crashed** on the outskirts of Rome. _____
4. Private Hopkins is an experienced driver. He **has had never** a car accident. _____
5. Why is this officer looking at you? – I don't know. I **didn't see** him before. _____

Exercise 3. Choose the suitable answer and fill in the gaps.

1. He can't walk after the accident. He _____ his leg.
a) have hurt b) has hurt c) hurt
2. Can I speak to Lieutenant Walker? – Oh, he _____ to the headquarters.
a) has just gone b) have just gone c) just has gone
3. My name's Paul Jackson and I _____ to the Army for three years.
a) am b) was c) have been
4. NATO _____ its concern about terrorism in the 1999 Strategic Concept.
a) have stated already b) has already stated c) have already stated
5. Where are my keys? This is the third time I _____ them today!
a) lose b) am losing c) have lost

"I **have never met** anyone who wasn't against war. Even Hitler and Mussolini were, according to themselves."

David Low

Present Perfect Continuous (I have been doing)

We use **the Present Perfect Continuous** for an activity that has recently stopped or just stopped. There is a connection with *now*. Sometimes an action has been going on up to the present and is **still** continuing:

- You are out of breath. **Have you been having** a long march? (you are out of breath *now*)
- My friend **has been living** with his family in the married quarters for a year. (up to the present and probably in the future)

I/we/they/you have (=I've etc.)	been	doing
He/she/it has (=he's etc.)		playing running etc.

Negative form: **have not (haven't)/has not (hasn't) been playing**

Questions: **Have** (I/we/they/you) **been doing**? **Has** (he/she/it) **been running**?

- Are they still bombing the city? – No, but the city is greatly damaged. They **have been bombing** it for half an hour.
- He looks very tired. He's **been marching** on a parade ground.
- Your clothes are so dirty. **Have you been crawling**?
- Is it raining? - No, but the parade ground is wet. It **has been raining**.

We can use **for** and **since** to say how long something has been happening. We use **for** when we speak about a period of time (**two hours, six weeks** etc.) and we use **since** when we speak about the start of a period (**eight o'clock, Monday, 1961** etc.):

- Where have you been, Private Wilson? I've **been looking** for you *since* 10 a.m.
- The men of the No 1 platoon **have been serving** *for* 2 years.
- Lieutenant Walker is a very good tennis player. He's **been playing** *since* he was ten.
- The soldiers **have been having** the first aid training *for* five hours.
- How long **have you been serving** in the Air Force?

Compare the Present Continuous (I **am doing**) and the Present Perfect Continuous (I **have been doing**):

<i>Present Continuous</i>	<i>Present Perfect Continuous</i>
<ul style="list-style-type: none"> ● Don't look at me like that! I'm wearing a protective mask. ● Be careful! They are breaching a minefield. ● He's expecting an appointment to Sandhurst. 	<ul style="list-style-type: none"> ● I've been wearing a protective mask for several hours. I'm really very tired. ● They have been breaching a minefield since morning. ● He's been expecting an appointment to Sandhurst for two months.

An illustrative text

Adventurous climbers are preparing to celebrate the golden anniversary of the Army Mountaineering Association by taking out one of the world's toughest peaks. An experienced team will be heading to Tibet over the summer where they will launch their attempt on the 8000 metre Mount Shishapangma. Team spokesman, Lieutenant Tim Rogers, of the 1st Battalion, Irish Guards, said: "We've **been working** together in Bavaria and Switzerland, and in between trips the guys **have been doing** a lot of work in their own time." (*The Week*, November, 2008)

Exercise 1. Present Perfect Continuous or Present Continuous?

1. They _____ weapons training since 1 p.m. (**do**)
2. The reconnaissance patrol _____ the forward position for three hours. (**observe**)
3. The amount of crime _____. We can't stop this process. (**increase**)
4. Why are you out of breath? _____ you _____ physical training? (**do**)
5. The wounded soldier is still in hospital. He _____ better. (**not feel**)
6. These officers are very experienced. They _____ in the NATO school for two months. (**study**)
7. The civilian peacekeepers _____ roads and hospitals for some months. (**build**)
8. Captain Wilson, General Moore _____ for you at the headquarters. (**wait**)
9. Why are you under the table? – I _____ for my glasses. (**look**)
10. Hurry up! I _____ for you for half an hour. (**wait**)

Exercise 2. Correct the verb forms if they are wrong.

R – right **W** – wrong

1. You **are learning** irregular verbs for several weeks and you still don't know them! _____
2. Where is your commander? – He's **inspecting** rooms in the barracks. _____
3. After graduating from the Academy he **has been serving** with the 1st Battalion as a platoon commander for two years. _____
4. Where are your men now? – They **are practising** for the match with the Italians next week. _____
5. When will you give me this book to read? You **are reading** it for two weeks. _____

Exercise 3. Choose the suitable answer and fill in the gaps.

1. He looks tired. _____ hard?
 a) was he working b) has he been working c) have he been working
2. Your English is much better. How long _____ it?
 a) have you learned b) are you learning c) have you been learning
3. Would you like to read the magazine "Soldier"? I _____ it.
 a) already read b) have already read c) has already read
4. Perhaps the football match will be postponed. It _____ all day.
 a) has been raining b) have been raining c) is raining
5. Where is Private Fox? - He _____ a car.
 a) has been repairing b) is repairing c) have repaired

"I hope you **have not been leading** a double life, pretending to be wicked and being really good all the time. That would be hypocrisy."

Oscar Wilde

Past Simple (I did)

Use **the Past Simple** to say **when** things happened. You can use the following words: **yesterday, the day before yesterday, last week (month, year, century, term, etc.), in 1961, two days ago**, etc.

The Past Simple of **regular** verbs are: **joined, passed, entered, stopped**.

- He **joined** the Army when he was 18.
- Yesterday Private Brown **passed** his driving test successfully.
- In 1993 he **entered** the Military Academy.
- The police **stopped** him on his way home last night.

But many verbs are **irregular**. For example:

- | | |
|--------------------|---|
| Go - went | • Last week the platoon went to the Battle Camp to practise military skills. |
| See - saw | • Soldiers saw a new historical film in the NCO club on Sunday. |
| Give - gave | • A serviceman gave the password to the sentry quietly. |

See **Appendix 1** for the list of irregular verbs.

In questions and negatives we use **did/didn't + infinitive (come, have, work etc.)** :

I	came
She	had
They	worked

Did	you	come?
	she	have?
	they	work?

I		come
she	didn't	have
they		work

- When **did** they **come** back from the Battle Camp? – On Sunday morning.
- Yesterday soldiers **had** breakfast at 7.00 instead of 6.30.
- Captain Moore **didn't work** on Thursday. He **had** a day off.

The Past Simple of **be** is **was/were**:

I/he/she/it	was/wasn't
We/you/they	were/weren't

Was	I/he/she/it?
Were	we/you/they?

- Sergeant Smith **was** on duty until 3.15 p.m.
- Recruits **were** late and the instructor **was** angry.
- Where **were** you yesterday evening, Private Brown?
- Major Black **wasn't** on exercise last month. He **was** in hospital at that time.

An illustrative text

The Mini is Britain's most successful car. In 1950s BMC **wanted** to build a small economical car that would carry four passengers. It was designed by Alec Issigonis. His design **was** revolutionary. He **turned** the engine sideways and **put** the wheels right at the four corners of the car. This **left** plenty of space for the passengers. But two very surprising things **happened**. First, the Mini **became** a very fashionable car, and many famous people **bought** them. Second, the Mini **became** a successful high-performance car and **won** the Monte Carlo Rally three times in the 1960s
(*Headway Pre-Intermediate*, Video, 1997)

Exercise 1. Complete the sentences with the verbs in the **Past Simple**.

1. My job is very dangerous. Some years ago I _____ on a peacekeeping mission to Bosnia where I _____ minefields. (**be; clear**)
2. In 2003 he _____ bomb disposal training at a highly prestigious centre in the USA. (**attend**)
3. Recruits _____ home during basic training and _____ their families before graduation. (**not go; not see**)
4. A reconnaissance patrol _____ enemy troops in the distance. (**see**)
5. When _____ you _____ the Navy? - It _____ long ago when I _____ only 19. (**join; be; be**)
6. Usually I sleep well, but last night I _____ at all. (**not sleep**)
7. A year ago my friend _____ up his mind to become an officer. (**make**)
8. Why _____ you _____ to enter the Military Academy? (**decide**)
9. Private Allen _____ his hand on the barbed wire when he was in the Battle camp. (**cut**)
10. Major Robinson _____ up to the HQ and _____ his ID to the sentry. (**come; show**)

Exercise 2. Use one of these verbs in the **Past Simple** in each sentence.

be see pass finish go

1. Last month he _____ a driving test. Now he's quite a skillful driver.
2. UNTAC _____ its mission in Cambodia in September 1993.
3. Where are Peter and John? – They _____ to the NCO club 20 minutes ago.
4. We _____ him in the park yesterday. He was speaking to a nice girl.
5. All servicemen _____ tired after being on exercise.

Exercise 3. Choose the correct answer and fill in the gaps.

1. Is this your first visit to England? – No, I _____ here last year with my family. We _____ five days in London.
a) was; spend b) was; spent c) have been; spent
2. What time is the train to Oberammergau? – Sorry, it _____.
a) just left b) has just left c) just leaved
3. Hiram Maxim _____ the first portable machine gun in 1883.
a) has invented b) had invented c) invented
4. Captain Norton _____ a new car. It isn't very expensive.
a) bought b) has bought c) buyed
5. When _____ at work?
a) did he arrive b) has he arrived c) he arrived

“Cassius Clay is a slave name. I **didn't choose** it, and I **didn't want** it. I am Mohammed Ali – it means beloved of God – and I insist people use it when speaking to me and of me.”

Mohammed Ali

Past Simple (I did) and Present Perfect (I have done)

Compare the use of the Past Simple and the Present Perfect in the following sentences.

Past Simple

- Sergeant West **lost** his identification card last week. He couldn't pass the check point.
Here we are thinking of the action in the past. We don't know from this sentence if he has his ID now.

- Recruits **arrived** two hours ago.
Here we speak about a *finished* time in the past, for example, **yesterday, last week, in 1991, ten minutes ago, when I was a child** etc.

- Aristotle **was** a Greek philosopher.
Don't use the Present Perfect if things happened a long time ago and there is no connection with the present.

- **When did they arrive?** (*not* "have they arrived")
We use the Past Simple to ask **When...?** or **What time ...?**

Present Perfect

- Sergeant West **has lost** his ID. He can't pass the check point.
Here we are thinking of the present result of the action: he doesn't have his ID *now*.

- Recruits **have arrived** *this morning*.
A period of time continues *from the past until now*, for example, **this morning, this week, today, since 1991** etc.

- Colonel Brown's wife is a writer. She **has written** several historical novels.
(She *still* writes books.)

- **Have they arrived** yet? – Yes, they **have**.
(Are they here *now*?)

An illustrative text

Do spies really use invisible ink? How do they decode messages? How **did** famous spies **work**? The answers to all these questions are at the Imperial War Museum in London in a special exhibition, the Secret War. Information about spies is often top secret, but they still excite massive interest. Now, the Museum **has put** together a hi-tech exhibition which lets visitors learn all about real-life spies, past and present. Visitors can access information on computer screens about famous agents, and see the equipment they **used**. Of course, no spy exhibition would be complete without a section on agent 007: James Bond. Bond is fictional but his creator, Jan Fleming, himself **worked** for Her Majesty's Secret Services.

(*"Speak out"*, 1999/4-5)

Exercise 1. Past Simple or Present Perfect?

- _____ recruits _____ yet? – Yes, they arrived two hours ago. (**arrive**)
- Lieutenant Edwards _____ a beard last week, but now he _____ it off. (**have; shave**)
- Look! There is an ambulance over there. There _____ an accident. (**be**)
- _____ you _____ General Moore today? (**see**)
- He's very tired. He _____ 50 push ups. (just **do**)
- What time _____ you _____ work, Major Brown? (**finish**)
- It's the second time you _____ your ID, Sergeant West! (**lose**)
- Listen to the latest news on TV! A military helicopter _____ an hour ago not far from the base. (**crash**)
- When _____ you _____ the army? (**join**)
- Polish your boots, Private Allen! – I _____ it. (just **do**)

Exercise 2. Correct the verbs if they are wrong.

R – right **W** -wrong

- Yesterday Private Brown **walked** past Captain Field and **didn't salute** him. _____
- Twenty years ago few people **have realized** that computers were about to become part of our daily lives. _____
- A light passenger plane **has crashed** in Surrey yesterday afternoon. _____
- When **did** he **lost** his mobile phone? _____
- The Red Cross **has started** in the 19th century. _____

Exercise 3. Choose the correct answer.

- A friend of mine _____ to Iraq two times.
a) was b) has been c) have been
- Unfortunately I _____ a holiday last year. I was too busy at work.
a) didn't have b) haven't had c) hadn't had
- When _____ working as an instructor?
a) you started b) did you started c) did you start
- Where's Jim? – He _____ to the PX to buy some batteries.
a) just went b) has just gone c) just gone
- Lieutenant Edwards _____ a platoon commander a year ago.
a) became b) has become c) had become

"The philosophers of the Middle Ages demonstrated that the Earth **did not exist** and also that it was flat. Today they are still arguing about whether the world exists, but they no longer dispute whether it is flat."

Vilhjalmur Stefansson

"The market is not an invention of capitalism. It **has existed** for centuries. It is an invention of civilization."

Michail Gorbachev

Past Continuous (I was doing)

We use **the Past Continuous** to say that somebody was in the middle of doing something at a certain time in the past.

I/he/she/it we/you/they	was were	doing watching driving etc.
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Negative form: **was not/were not (wasn't/weren't) doing**

Questions: **Was** (I/he/she/it) **driving?** **Were** (we/you/they) **watching?**

- This time last year I **was living** in Texas, the USA.
- What **were** you **doing** at 7 o'clock yesterday evening, Private Smith? – I **was buying** shampoo and some batteries for my radio at the PX, sir.
- How fast **was** he **driving** when the accident happened?

Compare the Past Continuous (**I was doing**) and the Past Simple (**I did**):

<i>Past Continuous</i> (in the middle of an action)	<i>Past Simple</i> (complete action)
<ul style="list-style-type: none"> • The students were playing a game when the professor arrived. (=in the middle of a game) • The instructor was listening to the news when the phone rang. 	<ul style="list-style-type: none"> • The soldiers played football and went to the barracks.(= complete action) • The instructor listened to the news and left the room.

The Past Simple and the Past Continuous are often used together to say that something happened in the middle of something else:

- Peter **hurt** his arm when he **was lifting** weights in the gym.
- Soldiers **were having** drill on the parade ground when it **started** to rain.

An illustrative text

The man who invented James Bond was a secret agent himself. Before he started writing the James Bond Stories, Jan Fleming worked for British Naval Intelligence. He even had a code name. It was not 007, however, but 17F. Like his fictional character, Jan Fleming liked adventure, gambling, fast cars and good food. In 1939, Jan Fleming met someone in the British Naval Intelligence who **was looking for** bright young men who were ready to do just anything as long as it was dangerous and interesting. Fleming was perfect – intelligent, brave and imaginative. Though he was young, Fleming carried out dangerous missions.

(“*Speak out*”, 2005/4)

Exercise 1. Complete the sentences with the correct tense forms.

1. Yesterday I _____ my friend, Lieutenant Walker, in the town. I waved to him, but he _____ the other way. (**see; look**)
2. Private White _____ his leg when he _____ across the ditch. (**break; jump**)
3. What _____ you _____ at 5 o'clock in the gym, sergeant? – I _____ push ups. (**do; do**)
4. I _____ a lot of interesting people while I _____ a course in the NATO school in Germany. (**meet; do**)
5. The APC _____ down when soldiers _____ the military base. (**break; approach**)
6. The section _____ down the slope when they _____ under machine gun fire. (**advance; come**)
7. Private Thomas _____ his room for inspection when Sergeant Wilson _____ in. (**prepare; come**)
8. The Company Commander _____ his platoon commanders from 10a.m. to 10.30a.m. (**brief**)
9. Private Brown _____ the area when he _____ some enemy soldiers. (**observe; notice**)
10. Yesterday Sgt Ford _____ a lesson on weapon handling from 3pm to 4pm (**give**)

Exercise 2. Which alternative is correct?

1. Major Fletcher met his wife while he **worked/was working** in the States.
2. How long is it since you **had/were having** a holiday?
3. I saw you yesterday in the café. What **were you doing/did you do** there at that time?
4. Lt Walker made some new friends while he **attended/was attending** a language course.
5. Thomas Edison **started/was starting** work on the railway when he was twelve.

Exercise 3. Choose the correct form of the verb.

1. John _____ to the short-wave radio when the batteries _____.
a) listened; ran out b) was listening; ran out c) listened; were running out
2. It _____ dark, so they _____ to return.
a) grew; decided b) grew; were deciding c) was growing; decided
3. _____ for me at 5p.m.? – Yes, I _____.
a) did you wait; was b) were you waiting; was c) were you waiting; were
4. Soldiers _____ weapon training when it _____ to rain heavily.
a) were having; started b) had; started c) had; was starting
5. Private White _____ the post office when he _____ the parcel. The parcel was broken.
a) was phoning; received b) phoned; received c) phoned; was receiving

“But I **was thinking** of a plan – to dye one’s whiskers green.”

Lewis Carroll

Used to (do)

“**I used to do** something “ is *past*. There is *no* present form. You cannot say “I use to do”.

Used to is the same in all persons.

- 1) We can use ***used to*** when something happened regularly in the past but no longer happens, that is, to express a past habit:
 - They **used to play** football every Saturday, but now they don't.
 - Our platoon leader **used to smoke** 40 cigarettes a day. He doesn't smoke any more.
- 2) We also use ***used to*** to express a past state:
 - They **used to be** happy together, but now they fight all the time.
- 3) ***Used to*** is also used for something that was true but is not true any more:
 - I **used to think** Major Brown was unfriendly and unfair but now I realise he's a very nice person.

The question form is **did (you) use to...?**:

- **Did you use to** eat a lot of sweets when you were a child?

The negative form is **didn't use to ...** :

- I **didn't use to** get up early before joining the army.

Used to can be used for things:

- There **used to be** two theatres in the town. Now there is only one.

The Past Simple can also be used to express a past habit or state:

- He **played** football every Sunday when he was a boy.
- They **were** happy when they got married.

But ***only*** the Past Simple is used for actions which happened **once** in the past:

- We **used to** go to Egypt every summer, but **once**, in 2005 we **went** to France.

An illustrative text

David Beckham, Samantha Cameron and Amy Winehouse all share at least one thing in common aside from their fame – a tattoo.

In the past, tattoos **used to be** mainly a badge of belonging and were generally the preserve of armed forces personnel, bikers and tribes. But they are now used to express individuality and can range from the small dolphin on the ankle to huge montages of a fan's favourite pop group, or even tattoos covering most of the body.

(BBC news, 10.11.2008)

Exercise 1. Complete the sentences with **used to**, sometimes it's negative or interrogative.

1. Captain Smith _____ a motorbike, but last year he sold it and bought a car. **(ride)**
2. It only takes me about 40 minutes to get to work since the new road was opened. It _____ more than an hour. **(take)**
3. When you lived in London, _____ you _____ to the theatre very often? **(go)**
4. We _____ a lot, but now we can't afford it. **(travel)**
5. He _____ hard when he was in his first year at the college. Now he misses a lot of classes. **(study)**
6. Hundreds of years ago people _____ that the Earth was flat. **(think)**
7. This building _____ a cinema. Now it's a night club. **(be)**
8. Private White _____ to bed early when he was a civilian. Now he goes to bed at 10 p.m. **(not go)**
9. He _____ low mountains but last year he conquered the highest one. **(climb)**
10. The car parks are always full. There _____ so many cars. **(not be)**

Exercise 2. Choose the correct form of the verb.

1. Why does Sergeant Ford keep shouting at soldiers? He *wasn't/didn't use to be* so bad-tempered.
2. The government *provided/used to provide* much more help for disabled people than they do now.
3. Politicians *made/used to make* a lot of promises before the elections, but they kept none of them.
4. I *listened/used to listen* to rock music when I was at school. Now I prefer classical music.
5. My parents *moved/used to move* to the village two years ago because they didn't like big cities.

Exercise 3. Fill in the gaps with the suitable answer.

1. Every winter we _____ skiing to the Carpathians. We spent last winter in Italy.
a) went b) used to go c) had gone
2. Before the new shopping centre was built, there _____ a stadium for the local children.
a) used to be b) was c) had been
3. When Sgt Wilson was younger he _____ long distances. Now he's out of practice.
a) swam b) was swimming c) used to swim
4. He _____ his future wife in the Academy and _____ in love with her at first sight.
a) used to meet; fell b) met; fell c) was meeting; fell
5. Last week Sergeant Major Pulaski _____ to the NATO school to do a two weeks' course.
a) used to go b) had gone c) went

"In those days he was wiser than he is now; he **used to** frequently **take** my advice."

Winston Churchill

Past Perfect (I had done)

The Past Perfect is used to express an action in the past which happened *before* another action in the past.

I/we/they/you He/she/it	had	(= I'd etc.) (= he'd etc.)	gone seen finished etc.
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Negative form: **had not done** (**hadn't done**) or **had never done**

Questions: **Had** (you) **done**?

- When Captain Esteban arrived at the headquarters, Colonel Smith **had** already **left**.
- I invited my friend, Corporal Evans, to see a film in the NCO club, but he said that he **had seen** the film.
- We were driving along the road when we saw a car which **had broken** down, so we stopped to help.
- An officer came into the room. He was a stranger to me. I **had never seen** him before.

Sometimes you can use **by** with the Past Perfect:

- He **had finished** working with the documents **by** 10 o'clock p.m.
- Soldiers **had cleaned** the rooms in the barracks **by** the time an inspecting officer came.

Compare the Past Perfect (I **had done**) and the Past Simple (I **did**):

- Was your friend in the mess hall when you **arrived**? – No, he **had** already **gone** home.
- But* • Was your friend there when you arrived? - Yes, but he **went** home a bit later.

Now compare the Present Perfect (**I have done**) and the Past Perfect (**I had done**):

<i>Present Perfect</i>	<i>Past Perfect</i>
<ul style="list-style-type: none"> • Who is that officer? I've never seen him before. • Soldiers are not hungry. They've just had lunch. 	<ul style="list-style-type: none"> • I didn't know who that officer was. I'd never seen him before.(= before that time) • Soldiers were not hungry. They'd just had lunch.

An illustrative text

The revolution of sound technology continued throughout the XX century. In 1948 the CBS record company introduced the LP record. By the 1950s, tape recorders became standard items in household all over the world. In 1982, the compact disc was introduced. Before the introduction of CDs, however, one invention **had** already **changed** the way we listen to music. In 1979, Sony introduced the “Walkman” cassette player and started a craze for personal sound system. People could take their own music out of their homes and carry it with them on the bus, while going for a walk or for a jog. The era of portable music **had begun**.

(*Enterprise Plus*, 2002)

Exercise 1. Past Perfect, Past Simple or Present Perfect?

1. I thanked the instructor, Captain Brown, for everything he _____ for me. (**do**)
2. Lieutenant Edwards looked through binoculars and saw that two enemy APCs _____ the bridge. (just **cross**)
3. Don't worry about your letter. I _____ it the day before yesterday. (**send**)
4. Soldiers were hungry because they _____ all day making a careful reconnaissance. (**not eat**)
5. He _____ a number of tests before he was accepted as a private soldier in an infantry regiment (**do**)
6. _____ you _____ your uniform by that time? (**clean**)
7. We are late. The meeting _____ 20 minutes before. (**start**)
8. We were late. The meeting _____. (already **start**)
9. Why are you looking so unhappy? – I _____ my ID. (**lose**)
10. Don't be nervous, I _____ a radio message to the company commander. (already **send**)

Exercise 2. Correct the verb forms if they are wrong.

R – right **W** – wrong (in this case correct the mistake)

1. Lieutenant Walker managed to arrive at the airport in time because he **had taken** a taxi. _____
2. What does your friend think about your decision? – I **didn't tell** him about it yet. _____
3. Sergeant Ford asked the soldiers if they **learned** the rules of safety. _____
4. When a group of soldiers **approached** the sentry, the first one **said** the password quietly. _____
5. After Major Brown **wrote** a report, he went to the headquarters. _____

Exercise 3. Choose the suitable answer and fill in the gaps.

1. I wanted to help Brian to repair his car but he _____ it.
a) has already done b) had already done c) did
2. The platoon commander was nervous because he _____ a message to his company commander about his defensive position.
a) didn't send b) hasn't sent c) hadn't sent
3. The commander was informed that his men _____ a careful reconnaissance.
a) had made b) made c) has made
4. The rifle group _____ along the ditch and then _____ behind the hedge.
a) had crawled; had gone b) crawled; went c) crawled; had gone
5. Is this the first time you _____ tennis? You are so careless.
a) play b) are playing c) have played

“When I was a boy of fourteen, my father was so ignorant I could hardly stand to have him around, but when I got to be twenty-one, I was astonished at how much he **had learned** in seven years.”

Mark Twain

Past Perfect Continuous (I have been doing)

We use **the Present Perfect Continuous** to say that something **had been happening** for a period of time *before* something else happened.

I/we/you/they He/she/it	had	(=I'd etc.) (=he'd etc.)	been	doing smoking running etc.
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Negative form: **had not** (hadn't) **been smoking**

Questions: **Had** (you/they/he etc.) **been running**?

- Our drill exercise was interrupted. We **had been practising** for about an hour when it started to rain very heavily.
- The platoon leader, Lieutenant Edwards, gave up smoking last year. He'd **been smoking** for 10 years.
- When a reconnaissance patrol came back to the base, the commander **had been waiting** for the men for two hours.

Had been –ing (*Past Perfect Continuous*) is the past of **have been –ing** (*Present Perfect Continuous*).

Compare:

<i>Present Perfect Continuous</i>	<i>Past Perfect Continuous</i>
<ul style="list-style-type: none"> • I hope the duty officer comes soon. I've been waiting for 20 minutes. (<i>before now</i>) • Private Smith is out of breath. He's been running. 	<ul style="list-style-type: none"> • At last the duty officer came. I'd been waiting for 20 minutes. (<i>before he came</i>) • Private Smith was out of breath. He'd been running.

An illustrative text

The disappearance of Amelia Earhart during the first round-the-world flight in 1937 remains a mystery. Was she a US spy, captured by the Japanese, or did she simply crash?

In 1932 Amelia flew the Atlantic solo, and in 1934 she became the first person to cross the Pacific on a solo flight, from Hawaii to the US mainland. When she arrived, a huge crowd and a cable from President Roosevelt **had been waiting** for several hours to greet her. Amelia and her co-pilot disappeared without trace on the morning of 2 July 1937 somewhere in the Pacific. The accepted version of the events is that they **had been running** low on fuel, and had crashed into the sea and drowned.

(Randall Brink from *Marie Claire* magazine)

Exercise 1. Past Perfect Continuous or Present Perfect Continuous?

1. Major Brown _____ with important documents for three hours before he went home. **(work)**
2. A platoon commander _____ the men of No 1 Platoon for 20 minutes before he reported to the company commander about the situation. **(brief)**
3. They _____ football since 2 o'clock. **(play)**
4. Sergeant Wilson gave me a very interesting book to read. He said that he _____ it for two days. **(read)**
5. At last the territory was safe. The sappers _____ the area of mines all day. **(clear)**
6. Why are your clothes so dirty? – I _____ a car. **(repair)**
7. Your English is perfect. How long _____ you _____ it? **(learn)**
8. The two countries reached the agreement to stop fighting. The negotiations _____ for several days. **(go on)**
9. James Collins _____ at the NATO school for 5 years. **(teach)**
10. He said that he _____ at the NATO school for 5 years. **(work)**

Exercise 2. Choose the correct verb form.

1. They were tired. They **have been observing/had been observing** the area for several hours.
2. The men **were camouflaging/had been camouflaging** their position for twenty minutes before the commander appeared.
3. Why are you out of breath? **Were you running/have you been running?**
4. He didn't answer the phone because he **was cleaning/had been cleaning** a car.
5. He was feeling sick because he **had eaten/had been eating** too much cake.

Exercise 3. Fill in the gaps with the suitable answer.

1. Simon _____ for twelve hours when his friend woke him up.
a) was sleeping b) had been sleeping c) has been sleeping
2. Private Jackson was the first to finish after they _____ in fighting order ten miles for about an hour and a half.
a) have been marching b) had marched c) had been marching
3. Where are the men of No 3 Platoon? – They _____ live-firing at the shooting range.
a) are carrying out b) have been carrying out c) had been carrying out
4. They _____ laying explosive charges at the bridge for 15 minutes before they saw the enemy soldiers.
a) were laying b) have been laying c) had been laying
5. Hurry up! The Colonel _____ for you at the headquarters.
a) has been waiting b) is waiting c) had been waiting

"Everyone is queuing for food. Very hot. Three people needed to be taken to hospital. Backs of the trucks finally opened. Everybody rushed forward. Some **had been waiting** for two days and were very hungry..."

Witness at the Food Distribution Centre, Kosovo

Present Tenses (I am doing/I do and I'm going to do) for the future

We can use **the Present Continuous** for the future when we want to say what you have already *arranged* to do, for example, arranged to meet somebody, arranged to go somewhere:

- What **are** you **doing** on Saturday evening, Major Brown? I want you to help me with these documents. – Sorry, but I **am going** to my sister's wedding (*not* "what do you do" - *not* "I go")
- What time **is** Lieutenant Colonel Thompson **arriving** tomorrow? – At 11.00. I **m meeting** him at the station.

It's also possible to say "(I'm) **going to** (do):

- What **are** you **going to do** on Saturday evening?

Do not use **will** to talk about what you have arranged to do:

- Sergeant Wilson **is getting married** next month. (*not* "will get")

We can also use **the Present Simple** for the future when we talk about timetables, programmes, etc. (for example, for public transport, cinemas etc.):

- What time **does** the train to Oberammergau **leave**?
- When **does** the Security Conference **start**?
- The film about our military base **begins** at 13 p.m.

The Present Simple can also be used for people if their plans are fixed as timetable:

- The lieutenant **starts** his new job on Monday.

Going to do is used:

1. to express a future decision, intention or plan arranged *before* the moment of speaking:
 - How long **are** you **going to stay** at the NATO school?
 - Your room is messy, Private Thomas. – Yes, I know. I **m going to prepare** it for inspection.
2. when we can see or feel *now* that something is sure to happen *in the future*:
 - Watch out! That grenade **is going to explode**.
 - Look at those clouds! It **s going to rain**.

Often the difference between **I'm doing** and **I'm going to do** is very small and either form is possible:

- I **am meeting** the Colonel at the station. *Or*
I **am going to meet** the Colonel at the station.

An illustrative text

Films and science fiction books have often played with the idea of reproducing exact copies of people. Today, science fiction has become science fact. We have our first real clones, though they are not human beings – yet! The question of human cloning is a controversial issue. Nevertheless, the idea seems very exciting. The famous science fiction writer, Arthur Clarke, many of whose predictions have come true, says: “Some time ago, a young engineer came here to collect several of my hairs. He **is going to extract** DNA from them. And that **is going to be launched** in an orbit that will take it past Jupiter and will be kicked right out of the solar system. So one day I may be cloned, maybe a thousand million years from now, in some far star system.”

(“*Speak out*” Hot issues, 2005)

Exercise 1. Present Continuous or Present Simple for the future?

1. I _____ anything this evening. I'm tired. **(not do)**
2. We _____ a party next Saturday. Will you come? **(have)**
3. Excuse me. What time _____ this train _____ in Stockholm? **(arrive)**
4. I _____ for the NATO school tomorrow. I have my train ticket. **(leave)**
5. The weapon exhibition _____ on May, 10 and _____ on June, 15. **(open; finish)**
6. Tomorrow I _____ work at 5 p.m. instead of 7 p.m. because I _____ to the theatre. **(finish; go)**
7. The briefing _____ at 1000. Don't be late. **(start)**
8. Hurry up! We've got little time. The plane _____ at 10.00. **(arrive)**
9. Sergeant Ford _____ to see us next Sunday. **(come)**
10. Private Brown _____ football next Friday. He broke his leg. **(not play)**

Exercise 2. Which form of the verb is correct?

1. My car **has / is having** a service next week
2. Did you know I **am getting / get** a new appointment?
3. We **have / are having** an inter-section battle skills competition on Saturday.
4. The competitions **start / are going to start** at 1300. Don't be late.
5. Your plane **is leaving / leaves** at seven-thirty. Hurry up!

Exercise 3. Choose the correct answer and fill in the gaps.

1. _____ to the course by train or by bus?
a) are you going b) do you go c) you go
2. He can't come to you this evening. He _____ Major Fletcher at the station.
a) meet b) is meeting c) meets
3. When _____ ? - On October, 25.
a) does your course finish b) your course finishes c) your course is going to finish
4. Are you going out? I've just heard on the radio that it _____.
a) snows b) snow c) is going to snow
5. *Casablanca* is on in the NCO club tonight. The film _____ at 8.30, as usual.
a) is going to start b) starts c) start

“When white and black and brown and every other color decide they **are going to live** together as Christians, then and only then **are we going to see** an end to these troubles.”

Barry Goldwater

Future Simple (I will)

We use **will** to give or ask for information about the future.

1) We use **I'll (=I will)** when we decide to do something at the time of speaking:

• Did you phone Major Johnson to inform him about the conference? – Oh, I forgot. **I'll phone** him now.

• I don't know how to use this computer. – OK, **I'll show** you.

2) We use the Future Simple to express a future fact when we think that the action is sure to happen sometime in the future, we *predict* a future happening or situation:

• In the XXI century people **will fly** to the Mars.

• Our football team **will win** the Cup.

3) We use **will** to talk about scheduled events:

• The company **will move** to the assembly area at 0600 hours.

• The briefing **will be** on Monday at 9a.m.

We often use **will** in the following situations:

Offering to do something:

• This patrol kit looks heavy. **I'll help** you with it.

Agreeing to do something

• Can I have your GPS for a while? – Of course. **I'll give** it to you this afternoon.

Promising to do something

• **I won't tell (will not tell)** anyone what happened to you.

Asking somebody to do something

• **Will** you please **be** quiet! I am working with important documents.

We also use **will ('ll)** with:

Probably • **I'll probably go** to the NATO school this autumn.

I expect • **I expect I'll arrive** at the base tomorrow evening.

I'm sure • Don't worry about your driving test. **I'm sure you'll pass.**

I think • **I think it won't rain** when we are on exercise.

I don't think • **I don't think** the weather **will be** bad tomorrow.

I wonder • **I wonder** who **will visit** us at the base.

After **I hope**, we generally use the present:

• **I hope** Sergeant Smith **meets** us at the station.

Will is also used in conditional sentences (Conditional I), when there is a possibility that something will happen. **Will** is not used in the **if**-part of the sentence:

• I can't find my ID. Have you seen it? - No, I haven't. You are so careless, Sergeant West. But **if** I find it, **I will tell** you.

• **If** I see Lieutenant Walker, **I will invite** him to our conference.

We don't use **will** in the **when**-part of the sentence:

• **I will phone** you **when** I come back from the battle camp.

• Where do you want to work **when** you graduate from the Academy?

The same thing happens after: **while before after as soon as until or till**

• **I'll write** you a letter **as soon as** I arrive in Germany.

• Wait here, Corporal, **until** I return with two riflemen.

Compare **when** and **if**:

We use **when** for things which are *sure* to happen:

• **When** Captain Allen comes, **we'll start** discussion. (for sure)

We use **if** for things which will *possibly* happen:

• **If** Captain Allen comes, **we'll ask** him some questions. (it's possible)

Future Continuous (will be doing) and Future Perfect (will have done)

The Future Continuous (will be doing) is used:

1) to express an action going on at a *definite* moment or during a *definite* period of time in the **future**.
 “**I will be doing** something” = I will be in the middle of doing something.

- This time next week they **will be practising** survival skills in the battle camp.
- Don't disturb me from 7 p.m. to 8 p.m. I'll **be writing** a report.
- At 0700 hours on Friday the second platoon **will be moving** to the communication centre 700 m east of the objective.
- **Will you be using** your car this evening? - No. Do you want to borrow it?

2) to express an action which will be a *routine* in the **future**.

- I **will be working** in the office on Saturday as usual.
- In 5 years' time I still **will be serving** in the navy.

The Future Perfect (will have done) is used to express an action completed before a definite future moment or before the beginning of another future action.

- We're late. The conference **will have already started** before we come.
- Next year my parents **will have been married** for 25 years.
- Will you be free at 7 p.m.? - Yes, the briefing **will have finished** by that time.
- Private Thomas **will have cleaned** his room by the time the inspecting officer comes.

It is often possible to use the Present Simple or the Present Perfect:

- I'll come as soon as I **finish**. *Or* I'll come as soon as I **have finished**.

An illustrative text

Believe it or not, you can send a message into space, addressed to future generations! KEO is one of the biggest collective projects in human history. Jean-Marc Philippe, a French artist, came up with the idea in 1994. He designed a time capsule and invited people from all around the world to write messages about their ways of life, their hopes and dreams. The time capsule will be launched into space in 2006. It will return to Earth in 50000 years. By the time it returns to Earth, KEO **will have travelled** about 14.5 trillion kilometers around the planet. KEO **will be flying** 1,400 km above Earth. It has a pair of beautiful wings which will give terrestrial observers a better chance to spot it in the sky. (*“Speak out”*, 2004/2)

Exercise 1. Future Continuous or Future perfect?

- At 0700 hours the first platoon _____ the enemy, and the third platoon _____ security for the flanks. (**attack; provide**)
- By the end of June they _____ a new battle simulation area. (**build**)
- From 3 p.m. to 5 p.m. soldiers _____ weapon training at the shooting range. (**have**)
- Major Smith is going on holiday. Next Sunday this time he _____ in the sea. (**swim**)
- Chuck came to Tidworth Camp three years ago. Next Monday he _____ (**be**) there for exactly three years. (**be**)
- My car _____ 100.000 miles very soon. (**do**)
- The builders say they _____ the roof by Saturday. (**repair**)
- A new instructor _____ a lecture at the same time next week. (**give**)
- At 1000 hours the convoy _____ to the second reporting point. (still **move**)
- Is that area safe? – Not yet. But the deminers _____ it of mines before we come. (**clear**)

Exercise 2. Use the **Future Continuous** or **Future Perfect** to match the beginnings of the sentences in **A** with the endings of the sentences in **B**.

A	B
1. When I retire, I ...	a) will have finished by the time you come.
2. The electrician says that he ...	b) will be thinking of you.
3. Good luck with your driving test. We ...	c) will be demonstrating night patrolling skills.
4. This time tomorrow the soldiers ...	d) will have fixed the cable by the evening.
5. Hurry up! The football match ...	e) will have worked for forty years.

Exercise 3. Fill in the gaps with the suitable answer.

- Call me back at 5 o'clock. I _____ writing the report by that time.
a) will be finishing b) will have finished c) will finish
- The OC of "A" Company _____ his platoon commanders from 1000 hours to 1100 hours.
a) will be briefing b) will brief c) will have briefed
- I promise I _____ in touch with you if I need your help.
a) will be getting b) will get c) will have got
- Let's meet at the station at 7 o'clock. – OK. I _____ for you there.
a) will wait b) will have waited c) will be waiting
- The soldiers _____ the battle simulation area by the end of the week.
a) will be reconstructing b) will have reconstructed c) will reconstruct

Thirty years from now, man **will be settling** up colonies on the moon.

Prediction

By 2050 pollution levels in cities **will have decreased** because scientists **will have invented** environmentally-friendly cars.

Prediction

Future Tenses-in-the-Past

The Future Simple-in-the-Past is used instead of the Future Simple to express an action which was future with regard to the past.

It is mostly used in the reported speech in subordinate clauses when the verb in the main clause is in the past tense.

The Future Simple-in-the-Past is formed by means of **would** with the infinitive without the particle **to**: **would do, would come, would work** etc. (negative form: **would not do = wouldn't do**):

- The section commander said that we **would go** on exercise "Hot Foot" on Thursday next week.
- The commander was sure that the reconnaissance patrol **would return** to the base in time.

The Future Continuous-in-the-Past is used instead of the Future Continuous when the action was future at a definite period of time with regard to the past. It is mostly used in the reported speech in subordinate clauses when the verb in the main sentence is in the past tense.

The Future Continuous-in-the-Past is formed by means of **would be** plus the main verb with **-ing**: **would be doing, would be playing, would be working** etc. (negative form: **would not be doing = wouldn't be doing**):

- The instructor said that soldiers **would be having** first aid training next Monday from 10 a.m. to 3 p.m.
- You can't meet Sergeant Ford tomorrow at twelve o'clock. He said that he **would be giving** a lesson on weapon handling at that time.

The Future Perfect-in-the-Past is used instead of the Future Perfect mostly in the reported speech in subordinate clauses when the verb in the main sentence is in the past tense.

The Future Perfect-in-the-Past is formed by means of **would have** plus Past participle of the main verb: **would have done, would have come, would have worked** etc. (negative form: **would not have done = wouldn't have done**):

- Private Smith promised that he **would have prepared** his room for inspection by 11 o'clock.
- The commander knew that the soldiers **would have arrived** to the base by the end of the day.

An illustrative text

On the fifth of December, 2003, America celebrated the 70th anniversary of Prohibition abolition. Great parties were held throughout the United States and clubs prepared exciting programs in bootlegging style, with step and jazz.

The period 1920-1933 in the US history is called Prohibition. The government **hoped** that it **would stop** drunkenness and make the United States a healthier, happier nation. But the “noble experiment” didn’t work out. Instead it added to the problem.

(“*Speak out*”, 2004/1)

Exercise 1. Fill in the gaps with the correct verb forms in the **Future-in-the Past**.

- The platoon commander said that the soldiers ____ a field training exercise on Friday morning. (**have**)
- I knew that I ____ English by the end of the year. (**not learn**)
- The sappers promised that they ____ the area of mines before afternoon. (**clear**)
- The colonel said that he ____ for you at the headquarters at 12 o'clock. (**wait**)
- The instructor said that survival skills ____ us in the cold, the wind and the rain. (**help**)
- The sergeant said that he ____ recruits' questions from 10 o'clock to 11 o'clock at the NCO club. (**answer**)
- The convoy commander said that humanitarian aid trucks ____ the point of destination by the evening. (**reach**)
- The commander said that the first man to finish the ten-mile endurance march ____ the prize. (**get**)
- He was sure that they ____ their work by that time. (**not finish**)
- The major said that he ____ a report from 9 o'clock to 10 o'clock and asked not to bother him. (**write**)

Exercise 2. Match the sentences in **A** with the sentences in **B**.

A	B
1. Lieutenant West informed us that he ... 2. The doctor promised that Private Wilson ... 3. They were sure that their commander ... 4. Soldiers were told that they ... 5. He asked not to bother him from 7 to 8. He...	a) would recover after the accident very soon. b) would help them in trouble. c) would be doing assault course from 3 to 5. d) would be sleeping at that time. e) would get married next week.

Exercise 3. Choose the correct answer and fill in the gaps.

- I thought that in ten year's time I _____ the same job.
 a) would still do b) would be still doing c) would still have done
- Why didn't you come to me yesterday? I _____ you.
 a) would have helped b) would help c) would be helping you
- The recruits were told that they _____ the battle camp next morning.
 a) would have left b) would be leaving c) would leave
- Everybody hoped that the meeting _____ by 8 o'clock and they _____ the football match.
 a) would finish; watch b) would have finished; would watch c) would be finishing; watch
- Major Collins is going on holiday. He said that next day at that time he _____ to France.
 a) would be flying b) would fly c) would have flown

“It was written and sold. I knew it was a strong story because I cared about it and believed in it. I had no idea that it **would have** the effect it had on the audience. While most people ignored it, of course, and continued to live full and happy lives...”

Orson Card

Passive Voice

We use an **active verb** to say *what subject does*:

- Hiram Maxim **invented** the first portable machine gun.
Subject *object*
- Germany **makes** the Leopard 2 Main Battle Tanks.

We use a **passive verb** to say *what happens to the subject*.

The *object* of an active verb becomes the *subject* of a passive verb.

- The first portable machine gun **was invented** by Hiram Maxim.
Subject
- The Leopard 2 Main Battle Tanks **are made** in Germany.

When we use the passive, **who** or **what** causes the action is often unknown or unimportant:

- A lot of ships **were destroyed** during the air attack.
- The NATO **was established** in 1949.

If we want to say **who** does or **what** causes the action, we use **by**:

- Private White **was brought up by** his grandmother when his parents died.

All tenses of the Passive Voice are formed by means of the verb **be** in the corresponding tense + *the past participle* of the main verb. The Future Continuous and the Perfect Continuous **are not used** in the passive.

Present Simple Passive: **be (am/is/are) + done (written, cleaned etc.)**:

- English **is spoken** in many countries.
- A lot of houses **are** usually **damaged** during the earthquake.

Past Simple Passive: **be (was, were) + done (written, cleaned etc.)**:

- The Berlin Wall **was destroyed** in 1989.
- The wounded soldiers **were taken** to hospital.

Future Simple Passive: **be (will be) + done (written, cleaned etc.)**:

- This minefield **will be cleared** of mines next morning.
- The agreement to stop fighting **will be signed** tomorrow.

Present Continuous Passive: **be (am being, is being, are being) + done (written, cleaned etc.)**:

- Two armoured personnel carriers **are being repaired** now.
- Where is Sergeant West? – He **is being examined** by a medical officer.

Past Continuous Passive: **be (was being, were being) + done (written, cleaned etc.)**:

● When the inspecting officer came into the barracks, the rooms **were being cleaned** at that moment.

- The HQ building **was being reconstructed** when Major Evans started working at the base.

Present Perfect Passive: **be (have/has been) + done (written, cleaned etc.)**:

- A new gym **has been built** recently on the territory of Tidworth Camp.
- All men from the section **have been shown** their post and arc of fire to ensure all-round defence.

Past Perfect Passive: **be (had been) + done (written, cleaned etc.)**:

- When Sergeant Ford came back, all rifles **had been unloaded** and **cleared**.
- One of the casualties **had been given** the first aid before CASEVAC arrived.

Future Perfect Passive: **be (will have been) + done (written, cleaned etc.)**:

- My uniform **will have been cleaned** before Major Brown comes.
- A new hospital **will have been built** by that time.

We can use the passive after modal verbs (modal verb + passive infinitive **be done** or modal verb + Perfect Passive infinitive **have been done**):

- Do you think that less money **should be spent** on armament?
- The injured man couldn't walk and **had to be carried**.
- I haven't received a letter yet. It **might have been sent** to the wrong address.

An illustrative text

The very first motorized vehicles purchased by the US military **were bought** in 1899. There was a roadster and two light trucks, and all three **had been built** by the Woods Motor Vehicle Company of Chicago. There seems to be no record of just why these electric vehicles **were purchased** but all three **were** quickly **sent** to the Philippine islands, where the United States **was engaged** in the Spanish-American War to serve with the troops in the field.

(*Modern US Military Vehicles*, Fred W. Crismon)

Exercise 1. Fill in the gaps with the correct **passive** forms:

1. The first aid _____ to the wounded directly in the field after the helicopter crash. (**give**)
2. A submarine "The Turtle" _____ for the first time in combat in 1776. (**use**)
3. A body armour _____ by sappers while clearing the area of mines. (usually **wear**)
4. You cannot use this computer now. It _____ (**repair**).
5. This bridge is in a very bad condition. It should _____ a long time ago. (**repair**)
6. Captain Allen gets a higher salary. He _____ (**promote**).
7. They didn't know that their conversation _____ at that time yesterday. (**record**)
8. I'm glad, Private Johnson, that your problem _____ (**solve**).
9. In today's peacekeeping missions elections _____ by civilian peacekeepers. (**supervise**)
10. We are sure that a permanent agreement to stop fighting _____ soon. (**reach**)

Exercise 2. Change the sentences from Active into **Passive**.

0. Shakespeare **wrote** "Hamlet". - "Hamlet" **was written** by Shakespeare.
1. They **have arrested** him for shoplifting. _____
2. Captain Smith **invited** everybody to his wedding. _____
3. They **make** these computers in Korea. _____
4. They **are interviewing** Colonel Moore at the moment. _____
5. They **will make** the decision about your appointment next week. _____

Exercise 3. Choose the suitable answer and fill in the gaps.

1. Sergeant Ford _____ a lot of questions after the lesson on weapon handling.
a) had been asked b) has been asked c) had asked
2. We're waiting for CASEVAC. Meanwhile the wounded soldiers _____ the first aid.
a) are given b) are being given c) have given
3. The new hospital for servicemen _____ next year.
a) is built b) will built c) will be built
4. The 1st Armoured Division _____ with 300 Challenger main battle tanks.
a) is equipped b) equipped c) has equipped
5. Landmines _____ in 1862 in the American Civil War.
a) have been first used b) had been first used c) were first used

"There is only one thing in the world worse than **being talked** about, and that is **not being talked** about."

Oscar Wilde

"I am a soldier, I fight where I **am told**, and I win where I fight."

George S. Patton, General

Reported Speech

When we want to report what someone said, we use reported speech. The main verb of the sentence is usually **past**, and the rest of the sentence is usually **past** too. Compare:

direct speech: Lt Holms said: " I **have** just **given** the order to start breaching."

reported speech: Lt Holms **said** that he **had** just **given** the order to start breaching.

- Corporal Huge **said** that all casualties **were evacuated**.
- Private White **told** his commander that he **had** a driving licence.

We can leave out **that**:

- He **said** he **had** a driving licence.

Look how the tenses change in reported speech:

Present Simple → Past Simple

Present Continuous → Past Continuous

Present Perfect → Past perfect

Present Perfect Continuous → Past Perfect Continuous

Past Simple → Past Perfect

Past Continuous → Past Perfect Continuous

Past Perfect → no change

Past Perfect Continuous → no change

Future Simple → Future Simple-in-the-Past

Future Continuous → Future Continuous -in the-Past

Future Perfect → Future Perfect-in-the-Past

Compare direct speech and reported speech:

- | | |
|---|---|
| ● He said: "I work as an intelligence analyst." | ● He said that he worked as an intelligence analyst. |
| ● Lt Evans said: "I am going to the NATO school." | ● Lt Evans said that he was going to the NATO school. |
| ● The commander said: "You can't use your compasses." | ● The commander said that they couldn't use their compasses. |
| ● He said: "I will inform you about the conference". | ● He said he would inform us about the conference. |
| ● Major Jones said: "I have given up smoking." | ● Major Jones said that he had given up smoking. |
| ● Soldiers said: "We didn't have weapon training yesterday". | ● Soldiers said that they hadn't had weapon training the day before yesterday. |
| ● He said: " I am writing a report. Call me later." | ● He said that he was writing a report and asked to call him later. |

The **Past Simple** can stay *the same* in reported speech **or** you can change it to the **Past Perfect**:

direct: John said: " I **didn't join** the army because I **wasn't** fit."

reported: John said that he **didn't join** the army because he **wasn't** fit. Or

John said that he **hadn't joined** the army because he **hadn't been** fit.

If we report something that is *still true*, there is no need to change the verb:

- *direct*: In his report General Swift said: "Regular soldiers **require** longer leave periods."

reported: In his report General Swift said that regular soldiers **require** longer leave periods.(they still require)

- *direct*: Lt Evans said: "I **want** to do a course in the NATO school."

reported: Lt Evans said that he **wants** to do a course in the NATO school. (he still wants)

It is also correct to change the verb into the past:

- In his report General Swift said that regular soldiers **required** longer leave periods.
- Lt Evans said that he **wanted** to do a course in the NATO school.

There are some direct expressions that are changed in reported speech.

direct speech	reported speech
this	that
these	those
now	then
here	there
today	that day
yesterday	the day before
the day before yesterday	two days before
tomorrow	the next day
the day after tomorrow	two days later
ago	before
next	the next

- He said: "I'll see you **tomorrow**". - He said that he would see me **the next day**.
- She asked: "Do you like it **here**?" - She asked if I liked it **there**.

Note the difference between the verbs **say** and **tell**.

We use **tell** when we say *who* we are talking to:

- Lt Sanders **told** *General Lee* that the humanitarian convoy **reached** its destination. (*or had reached*)
- What did you **tell** *Colonel Moore* about the accident?

We use **say** if there is no object:

- Major Robinson **said** that he **was** at the security conference in Stockholm.

We can "**say something to somebody**":

- What did you **say to** *Colonel Moore* about the accident? (*not say Colonel Moore*)

When *orders* and *requests* are changed into reported speech, then the verb **say** is replaced by the verbs **ask**, **tell**, **order** or their synonyms and we use the infinitive (**to do/ to stay/ to wait** etc. *or not to do/ not to stay/ not to wait* etc.):

- *direct* " **Stay** in bed for some days, Corporal Jackson. Your injury isn't very serious," the doctor said.

reported The doctor **told** Corporal Jackson **to stay** in bed for some days.

- *direct* " **Don't wait** for me. I'm really very busy now," the major said to me.

reported The major **told** me **not to wait** for him.

- *direct* " Please, **hurry up**, we may miss the train," the driver said to the lieutenant.

reported The driver **asked** the lieutenant **to hurry up**.

When *general questions* are changed into reported speech, we use conjunctions **if** or **whether**:

- *direct* " **Do you know** this officer?" he asked.

reported He asked me **if** I **knew** that officer.

- *direct* " **Have you got** a driving licence?" I asked a soldier.

reported I asked a soldier **whether** he **had got** a driving licence.

An illustrative text

At least 160 people have been killed after an earthquake of 6.4 magnitude in south-western Pakistan. Officials **said** that many houses **had collapsed** during the quake and some **had been destroyed** in landslides that followed it. Reports **said** that teams of army and paramilitary Frontier Corps troops **were** in the area, helping to rescue the injured and retrieve bodies.

Senior army official Major General Salim Nawaz **said** the area **remained** accessible for convoys carrying relief material.

Our correspondent **said** that communications in many areas **had been cut off** and many people **were scared** to return to their homes.

Officials **said** there **had also been** at least four aftershocks.

(BBC news, 23.09.08)

Exercise 1. Change the sentences into **reported speech**.

1. Captain Grey said: "Giant Viper **is** an apparatus which **is** used for clearing a lane through a minefield."
2. The commander told his 2IC: "I'm **going** away for a few days. I'll **phone** you when I **get** back."
3. Captain Davidson told his soldiers: "After a firefight the First Platoon **enters** a building to clear it of enemy combatants."
4. Lieutenant Edwards said: "Civilians, medical personnel, prisoners of war and the enemy wounded **are** considered non-combatants."
5. The commander told the corporal: "**Observe** the area close to the enemy."
6. "**Move** along the hedge as quickly as possible." said the section commander to his men.
7. The lieutenant said: "On Thursday all men **will receive** instruction in survival skills."
8. Sgt Ford told the soldiers: "**Don't play** with the trigger."
9. "Private Smith **was** the first to finish the ten-mile endurance march." said the commander.
10. "**Is** Sergeant Wilson the second-in-command?" he asked me.

Exercise 2. Choose the correct variant of reported speech for each sentence.

1. The doctor asked: "How do you feel?"
 - a) The doctor asked how did I feel.
 - b) The doctor asked how I felt.
 - c) The doctor asked how I had felt.
2. "Don't point your rifle at another person", Sergeant Ford said to his soldiers.
 - a) Sergeant Ford said his soldiers didn't point their rifles at another person.
 - b) Sergeant Ford told his soldiers not to point their rifles at another person.
 - c) Sergeant Ford said to his soldiers not point their rifles at another person.
3. Lt Walker said: "I will call you as soon as I arrive in Germany, Jack."
 - a) Lt Walker promised Jack that he would call him as soon as he arrived in Germany.
 - b) Lt Walker promised Jack that he will call him as soon as he arrived in Germany.
 - c) Lt Walker promised Jack that he called him as soon as he arrived in Germany.
4. "Do you know how to make a shelter, Private White?" asked the section commander.
 - a) The section commander asked Private White if he had known how to make a shelter.
 - b) The section commander asked Private White if did he know how to make a shelter.
 - c) The section commander asked Private White if he knew how to make a shelter.
5. "I have already prepared the room for inspection," said Tom.
 - a) Tom said that he has already prepared the room for inspection.
 - b) Tom said that he had already prepared the room for inspection.
 - c) Tom said that he already prepared the room for inspection.

Exercise 3. Find a mistake and correct it.

R – Right **W** – Wrong

1. He asked me whether I would go back there next year. _____
2. Sergeant Fox told his men to not make so much noise. _____
3. We asked him which hotel he is going to stay in. _____
4. Lieutenant Walker said that the soldiers had arrived at the Battle Camp the day before. _____
5. Private Miller said that he can't fix the engine himself. _____
6. He said that he was going to enter the Military Academy. _____
7. They told us that they have passed the exams successfully. _____

Exercise 4. Match the sentences in **A** with the sentences in **B**.

A	B
<ol style="list-style-type: none"> 1. John felt bad. He said that he ... 2. He asked me why I ... 3. He said that those soldiers ... 4. The customs officer asked him if he ... 5. The instructor said that ... 6. The commander ordered his men ... 7. The sentry asked Lieutenant Edwards... 8. My friend asked me whether I 	<ol style="list-style-type: none"> a) to give the password. b) had a high temperature. c) would be free the next day. d) looked so upset. e) were practising for the football competition. f) had anything to declare. g) to camouflage the vehicle properly. h) there are some classified courses in the NATO school.

Winston Churchill **said** that history **would be** kind to him for he **intended** to write it.
 ("History **will be** kind to me for I **intend** to write it" - *Winston Churchill*)

Modal verbs. Can (Could)

There is a group of verbs in English that form a special class of verbs called **modal verbs**. They are used only with the infinitive of another verb. **Modal verbs** have certain peculiarities:

1. They have no future, continuous and perfect tenses.
2. They are not followed by the particle **to** (except for **have to, be to, ought to**).
3. They have no ending **-(e)s** in the third person singular of the present tense.
4. The questions and negative sentences are formed without the auxiliary verb **do**.

We use **can** to say that something is possible or that somebody has the physical or mental ability to do something:

- I **can help** you to write a report.

The negative is **can't (=cannot)** and the question is **can (you)...?:**

- I don't have much time. I **can't wait**.
- **Can** you **drive** a tank?

Sometimes it's necessary to use **be able to...** instead of **can** because it has only two forms: **can (present)** and **could (past)**:

- I can't understand Paul. I've never **been able to** understand him. (**can** has no present perfect)
- I'd like **to be able to** help all refugees to come back home. (**can** has no future tense).

We use **could** to say that somebody **had** the general ability to do something:

- His subordinate **could speak** three languages.
- Private White **could run** very fast when he was young.
- He was feeling sick yesterday. He **couldn't do** anything.

If we are talking about what happened in a *particular situation*, then use **was/were able to** or **managed to (not could)**:

- The men of No 3 Platoon **were able to march** 10 miles in fighting order in their best time. (*not could march*)

Could is also used when we make a suggestion. In this case **could** is less sure than **can**.

- It's a nice day. We **could go** for a walk.

When we don't really mean what we say, we *must* use **could (not can)**:

- I'm so hungry. I **could eat** a horse! (*not* "I can eat it")

We also use **could** to say that something is possible now or in the future:

- The phone is ringing. It **could be** the Duty Officer.
- I think that recruits **could arrive** at any time.

Could have done and could do

Could have done is mostly used for things that were possible but didn't happen:

- Sgt Ford dropped an explosive grenade, and he **could have injured** himself badly, but luckily it didn't explode.
- He **could have driven** Colonel Shepherd to the airport but his car had broken down.

Compare:

- Soldiers are so tired. They **could sleep** for a week. (*now*)
- Soldiers were so tired. They **could have slept** for a week. (*past*)

Could and **can** are used for polite requests and offers:

- **Could** I use your phone?
- **Could** you turn off the TV, please?
- **Can** I borrow that book when you have finished it?
- **Can** I help you?

Could is (a little) more formal and polite, **can** is (a little) more informal and familiar.

An illustrative text

The *Bulldog* armoured personnel carrier is a reworked version of the FV432. It is equipped with a new engine, powerful weapons and robust armour. Soldiers from the 4th Battalion, the Rifles, said that the modifications would allow the *Bulldog* to keep pace with *Warrior* and *Challenger*. Capt Ben Salt, an anti-tank platoon commander with A Company, told *Soldier* that the vehicle **could** comfortably **carry** an eight-man section plus kit. He said: "The new engine has increased the speed from 25 mph to 45 mph and the vehicle **can turn** on a sixpence, which the old version **couldn't**. There is a mortar and an anti-tank variant of the *Bulldog*, which is equipped with Javelin missiles, so it **can be used** as a weapons platform if needed." He is also impressed with the armour package on the vehicle.

("Soldier", March 2007)

Exercise 1. Put the verbs in the correct form.

1. Modern submarines like Seawolf _____ at 35 knots. (**can travel**)
2. In 1901 submarines _____ to 100 feet only. (**can dive**)
3. The German ME 262 was the first operational jet fighter. It _____ at 870 km/h, but it _____ the speed of sound. (**can fly; cannot fly**)
4. You _____ the report yesterday. Why didn't you do it? (**can write**)
5. Captain Jones is so angry with Private White! He _____ him! (**can kill**)
6. Last month Private Brown _____ 30 push-ups. Now he _____ 50 push-ups. (**can do; can do**)
7. The bridge isn't safe for our tanks to cross. You _____ to check it two days ago. (**can order**)
8. A tank drove over a landmine, but the crew _____ alive. (**can stay or manage to stay?**)
9. You _____ play football on the parade square. (**cannot play**)
10. Yesterday Private Brown _____ 100 metres in 10 seconds. (**can run or be able to run?**)

Exercise 2. Choose the correct form of the verbs.

1. Yesterday's football match was exciting! Both teams played well but our team **could/was able** to win
2. I think it's very difficult to run and march ten miles in fighting order. I'm sure I **won't be able/couldn't**.
3. Why didn't you come to see the battalion football match? You **could phone/could have phoned**.
4. One day everybody **can/will be able to** travel where they want.
5. They are so hungry after 5 km foot march. They **can/could** eat a horse!

Exercise 3. Fill in the gaps with the suitable answer.

1. He said he _____ help me because he had too much to do.
a) isn't able to b) couldn't c) can't
2. Why did you stay in the hostel yesterday? You _____ to the NCO club to see a new film.
a) could have gone b) could go c) were able to go
3. My friend is a good climber. I'm sure he _____ conquer one of the highest mountains soon.
a) can b) will be able to c) could
4. The fire started unexpectedly but fire brigade _____ rescue all soldiers in the barracks.
a) could b) can c) managed to
5. What shall we do at weekend? – We _____ rent a car and visit Linderhof Castle..
a) are able b) could c) can

"A fanatic is one who **can't change** his mind and won't change the subject."

Winston Churchill

May and Might

May and **might** are modal verbs. For more information see “**Modal verbs. Can (Could)**”.

May or **might** are used to express a future possibility. We can use either **may** or **might**:

- Don't wait for me. I **might** be late. *Or*
Don't wait for me. I **may** be late. (=it's possible, but I don't know)

Negative form is **may not** or **might not**:

- This news **might not** be true. (=perhaps, it isn't true)

May (might) can be followed by continuous infinitive:

I/you/he etc.	may might	(not)	be (sick, in his office etc.) be (doing, having etc.) do (want, know etc.)
---------------	----------------------	--------------	--

- Have you seen Sergeant Ford? – He **might be working** in a briefing room.
- Where's Colonel Edwards? – He **may be** at the headquarters.
- Can anybody speak French? – I am not sure, but Captain Smith **might know** the language.

May (might) can be followed by perfect infinitive:

I/you/he etc.	may might	(not) have	been (asleep, at home etc.) been (doing, waiting etc.) done/seen/had etc.
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We use **may have done** or **might have done** for the past:

- I can't find my driving licence. – You **might have left** it in a car. (=perhaps, you left it in a car)
- Why didn't this officer greet you? – He **may not have seen** you. (=perhaps, he didn't see you)
- I wonder why he didn't answer the phone. – He **might have been** asleep. He was a duty officer yesterday. (=perhaps, he was asleep)
- Why didn't you talk to that man yesterday? – He **may have been waiting** for me in the wrong place. (=perhaps, he was waiting in the wrong place)

May is also used for polite requests:

- May I speak to you? - Yes, sure.
- May I use your phone? - Yes, certainly.

An illustrative text

A colour-changing crystal attached to a soldier's uniform could help doctors decide if they need treatment for a brain injury, researchers say.

The crystal reveals the intensity of a bomb blast, helping doctors treat injuries that **might not be** immediately **apparent**. Shockwaves from bomb blasts can cause brain damage not visible on MRT scans. When a shock wave hits the material which would be in a form of a thin film, like a small sticker, the crystals would change shape and thus colour. Luke Griggs, spokesman from the brain injury association, said: "We welcome any new initiatives that **may help** doctors to diagnose and treat brain injuries sustained by soldiers. However, the practical benefits of this research **may not be seen** for many years, if at all."

(*BBC news*, October, 2008)

Exercise 1. Complete the sentences with the appropriate forms of the verb.

1. How did the fire start? Was it an accident? - Nobody knows. They say it _____ an accident. (**might be**)
2. He is said to go to Iraq. - It _____ true. (**may be**)
3. Where is the company commander? - He _____ his subordinates. (**might brief**)
4. Major Brown wasn't at work yesterday. - He _____ well. (**may not feel**)
5. Where are the men from the No 3 Platoon? - They _____ physical training. (**might do**)
6. Why didn't your friend come with us to the NCO club to see a new film? - He _____ it last Sunday. (**might see**)
7. Look! The weather has changed. It _____ (**might rain**).
8. Who is that officer over there? - I don't know. He _____ our new section commander. (**might be**)
9. I'm looking for Sergeant Wilson. - He _____ the barracks. (**may inspect**)
10. I _____ out this evening. I feel tired. (**may not go**)

Exercise 2. Choose the correct form of the verb.

1. Why is Corporal Johnson in such a bad mood today? - He **might have slept/might sleep** badly last night.
2. Check the timetable before you go to the station. You **may miss/may have missed** the train.
3. Always point your rifle in a safe direction. If you don't, you **might kill/might be killing** another person.
4. What is he doing? - He **may iron/may be ironing** his service shirt.
5. Why was he taken to hospital? - He **might injure/might have injured** his back during exercise.

Exercise 3. Fill in the gaps with the suitable answer.

1. Where can I find Major Fletcher? - He _____ a coffee-break out in a café.
a) may have b) may be having c) may have had
2. You shouldn't eat so much fast food, Private Williams. You _____ fat.
a) might get b) might be getting c) might have got
3. Why is Alan so upset? - He _____ bad news.
a) might have had b) might have c) might be having
4. I am not satisfied with your answer. You _____ much better.
a) may answer b) may be answering c) may have answered.
5. Who is that woman with Captain Mason? - I'm not sure. It _____ his sister.
a) might have been b) might be c) might been

"Three **may keep** a secret, if two of them are dead." - *Benjamin Franklin*

Must and Have to

Must and **Have to** are modal verbs. For more information see “**Modal Verbs. Can (Could)**”.

Must is used to express strong obligation. Generally, when it is used, the obligation comes from the *speaker*. So **must** is personal.

“You **must do** something” = the speaker says it is necessary:

- You **must get** your hair cut, Private White. (the speaker gives his personal feeling, he thinks it's necessary to do)
- A new section commander is a nice person. You **must meet** him. (the speaker thinks this is necessary)

Must is also used to express strong advice and supposition implying assurance:

- This weapon exhibition is wonderful! You **must see** it. (advice)
- Colonel Riley **must be** 45, but he looks younger. (supposition)

Must can be followed by continuous or perfect infinitive:

- Sergeant Ford is on holiday. He **must be lying** in the sun. (continuous, the action refers to the present)
- Have you seen Lieutenant Edwards? - He **must have gone** to the live-firing range. (perfect, the action refers to the past)

Must is used to talk about present or future, but not the past:

- All platoons **must go** out on a 24-hour exercise “Hot Foot” next Tuesday.
- You **must brief** your subordinates about it right now.

Must has no past form. We use **have to** in all forms:

- He was injured and **had to** be taken to hospital. (past)
- **Have** you ever **had to** march 10 miles in fighting order? (present perfect)

Have to also expresses strong obligation, but it comes from “outside” – perhaps, a law, a rule at school or work, or sometimes in authority. So **have to** is impersonal. We use it for *facts*, not for our personal feelings.

“You **have to do** something” because of a rule or a situation:

- You can't turn right here. You **have to turn** left. (because of the traffic rule)
- The Company Commander isn't happy with the standard of map reading. So you **have to practise** in marching by day and by night across country using your compasses. (situation)

If you are not sure which verb to use, it's usually safer to use **have to**.

In questions and negative sentences with **have to** we use **do/does/did**:

- Why **did** he **have to go** to hospital?
- You **don't have to go** to the battle camp, Corporal Evans.

Negative forms **mustn't** and **don't have to** are completely different:

“You **mustn't do** something” = it's necessary that you do **not** do it:

- You **mustn't touch** this switch. It's dangerous. (=don't do it)
- You **mustn't talk** during briefing

“You **don't have to do** something” = it's **not** necessary to do it (but you can if you want):

- You can tell me about your problem if you want, but you **don't have to tell** me. (it isn't necessary to tell me)

You can use **need (do)** and **needn't have (done)**:

- Your uniform isn't dirty. You **needn't wash** it. (it's not necessary that you do it)
- Your uniform wasn't dirty. You **needn't have washed** it. (you did it but it wasn't necessary)

An illustrative text

Mental fitness is equally as important as physical fitness for the officer selected to be a military observer. He **must possess** a strong character, a well-balanced personality and be of good mental health. He **must be free** of neurotic or other psychological problems, and it is imperative that he is able to operate in conditions of extreme stress and physical danger; he **must be honest**, loyal, brave and professional.

(*United Nations Military Observers*, Handbook, 2001)

Exercise 1. Complete the sentences with **must** or **have to** plus the infinitive in the correct form.

1. You are eating so fast! You _____ very hungry. (**be**)
2. Who is that man next to Colonel Riley? – He _____ our new company commander. (**be**)
3. The commanding officer _____ you about your duties. You _____ them. (**not remind; know**)
4. Yesterday we _____ early because it was Sunday. (**not get up**)
5. Major Allen can't see well. He _____ eye-glasses. (**wear**)
6. He wants to be a tank driver, so he _____ his driving exam. (**pass**)
7. Why are you still here? Sergeant Fox _____ for you at the mess hall. (**wait**)
8. You _____ what I told you. It's very important. (**not forget**)
9. You _____ smoking or you will die. (**stop**)
10. Have you seen Captain Fletcher yet? – Not yet, but he _____ at the camp yesterday. (**arrive**)

Exercise 2. Choose the correct variant.

1. Why did they lose the match? They **must have won/had to win** it!
2. Servicemen **must not/don't have to** wear uniform on Sundays.
3. You **must meet/must have met** a lot of fascinating people during your service in Africa.
4. I hate formal clothes but I **have to wear/must wear** a tie at work.
5. I can't find any officers. – They **must discuss/must be discussing** that serious problem.

Exercise 3. Fill in the gaps with the correct answer.

1. You _____ kill an enemy soldier who is trying to surrender.
a) must not b) don't have to c) might not
2. Colonel Morris is on holiday. He _____ in the sun now.
a) has to be lying b) must be lying c) must lying
3. The commander has been shouting at everybody all day. He _____ very angry.
a) must have been b) has to be c) must be
4. I can't find my case. - You _____ it in my car.
a) must leave b) had to leave c) must have left
5. Captain Brown doesn't have a flat. He _____ in married quarters.
a) must live b) has to live c) must have lived

“We **must** all **obey** the great law of change. It is the most powerful law of nature.”

Edmund Burke

“Mankind **must put** an end to war, or war will put an end to mankind.”

John F. Kennedy

Should

Should is a modal verb. For more information see “**Modal verbs. Can (Could)**”.

Should is used to express what the speaker thinks is right or the best thing to do. We use **should** to give mild advice or to give an opinion:

- The government **should do** more to help refugees return home.
- You **should stop** smoking. It's bad for your health.

Should is often used with **I think/I don't think/Do you think...?:**

- **I think** you **should do** more exercise. You don't look fit.
- **I don't think** he **should** tell you this information.
- **Do you think** I **should learn** English?

Shouldn't expresses negative advice:

- You **shouldn't sit** so close to TV. It's bad for your eyes.

When something is not what we expect, we use **should**:

- What are these soldiers doing here at this time? They **should be** in the barracks. (this isn't normal)
- Look! The notice says that the NCO club is open every day from 8.30. It's 9 o'clock but it is still closed. It **should be** 9.30, not 8.30.

When we expect something to happen, we also use **should**:

- Private Smith **should pass** his driving test. He has been studying hard.

You **should have done** something = you didn't do it but it was the right thing to do.

You **shouldn't have done** something = you did it but it wasn't the right thing to do.

- I'm sorry that I didn't take your advice. I **should have done** what you said.
- You **shouldn't have said** it in Lt Brown's presence.

Ought to

You can use **ought to** instead of **should**. They have almost the same meaning, only **ought** is used with **to**:

- You look exhausted. You **ought to** visit a doctor.
- I think you **ought to** apologize to Lt Brown.
- Why didn't you come to my birthday party yesterday? It was great. You **ought to have come**.

An illustrative text

The BBC began in 1922. In those days there was no television, only radio. The BBC had three aims: to educate, to inform and to entertain. At first there was a big discussion about who **should control** the BBC. **Should** it **be** independent or **should** it **be** controlled by the government? Many British politicians – Winston Churchill, for example, thought that the British government **should have** complete control of the BBC. Others thought Britain **should follow** the American example. In the USA there was no government control at all. Finally they reached a compromise and decided that:

- the British Government **should own** the BBC;
- the BBC **should be** politically neutral and independent;
- the BBC **should be** a monopoly;
- the BBC **should receive** money from the sale of licences.

(*Headway Pre-Intermediate*, Video, 1997)

Exercise 1. Complete the sentences with **should**, **shouldn't**, **should have...**, **shouldn't have...** and the correct form of the main verb.

1. You _____ this information. I'm sure it isn't true. (**believe**)
2. You _____ fast food every day. (**eat**)
3. We lost the match, but we _____, because we were the better team. (**win**)
4. Oh, dear! I've broken your camera. – You _____ it without my permission. (**take**)
5. Your weight is 98 kg. You _____ more exercise. (**do**)
6. Why didn't you carry out your task? You _____ to the instructions more attentively. (**listen**)
7. I really _____ on a diet. I'll start today! (**go**)
8. I think you _____ your job. (**change**)
9. Where have you been? You _____ here an hour ago. (**be**)
10. If you needed money, you _____ me. (**ask**)

Exercise 2. Choose the correct variant.

1. It's a valuable thing. You **must/should** look after it carefully.
2. Some soldiers are in hospital after the traffic accident. You **should / might** go and see them.
3. Why did you take my laptop yesterday? You **shouldn't have taken/didn't have to take** it without my permission.
4. I am not ready to help you. You **must phone / should have phoned** you were coming.
5. You **shouldn't/don't have to** do this work. It isn't your responsibility.

Exercise 3. Fill in the gaps with the suitable answer.

1. Why are you so late? You _____ two hours ago.
a) must come b) ought to have come c) might come
2. You _____ your rifle before you returned it to the armoury.
a) must have unloaded b) might have unloaded c) should unload
3. Tom doesn't often follow the traffic rules. He _____ more carefully.
a) should drive b) has to drive c) may drive
4. Calm down! You _____ stop worrying about that.
a) might b) have to c) should
5. Major Brown _____ that in Colonel Moore's presence.
a) shouldn't have said b) might not said c) must not said

“A university **should** be a place of light, of liberty, and of learning.”

Benjamin Disraeli

Conditional I and II
(If I do... and If I did...)
I wish I did...

The First Conditional (**If I do ...**) is used to express a *real* condition and its result in the present or in the future.

- Have you seen my ID? I can't find it. - No, but if I **find** it, I'll **tell** you.
- If you **look** in the top drawer, you **will find** your ID.

In the **if**-part of the sentence we use the Present Simple (**find, look**), and in the other part of the sentence we use **will** (I'll **tell**, you **will find**) or **will not** (**won't**).

The Second Conditional (**If I did ...**) is used to express an *unreal* or improbable condition and its probable result in the present or in the future. The condition is unreal because it is different from the facts that we know. Sometimes we imagine the situation:

- If I **pressed** this red button, what **would happen**?

The meaning is *present*, not past. We use the Past Simple in the **if**-part of the sentence and **would** (**'d**) or **wouldn't** in the other part of the sentence:

- I **would help** you if I **had** time. (*but* I don't have time)
- If I **lived** in a village, I **would have** a big garden. (*but* I live in the city)
- I'd **be** very frightened if somebody **pointed** a gun at me.
- Our instructor **would be** very upset if I **didn't pass** the test.

Were is often used instead of **was** for all persons in the **if**-part of the sentence (but **was** is also possible):

- If I **were** Prime Minister, I **would increase** tax for rich people. *Or*
 If I **was** Prime Minister, I **would increase** tax for rich people.

Could and **might** are also possible instead of **would**:

- If I **knew** English better, I **could work** in England.
- If you **told** him the truth, he **might not be** so angry.

When you imagine the situation, you can also say **I wish I ...** . We use **wish** to say that we regret that something is not as we would like it to be:

- I **wish** I **knew** more about the aircraft. (I regret that I don't know much about it)
- I **wish** Sergeant Ford **spoke** more clearly. People don't understand him sometimes.
- I **wish** I **didn't have** so much work to do.

After **wish** we can also use **were** instead of **was**:

- I **wish** I **were** a general.
- I **wish** I **were** on the beach now.

An illustrative text

Most patients are thankful for the care they get from their doctors, but when it comes to animals it's a different story. Every vet knows that animals are much more likely to bite than thank them. Steve Divers is an experienced vet and has been bitten by countless cats and dogs. With more dangerous animals he takes special care. For example, with poisonous snakes, he keeps them in a cloth bag and uses a metal instrument to keep the head down and the teeth away from his hands. "If I **didn't know** how to handle some animals, I **would have** permanent scars," Steve says.
(*Enterprise Plus*, 2002)

Exercise 1. Complete the sentences with **Conditional I** or **Conditional II**.

1. Shall we catch the 08.30 train to Oberammergau? – If we ____ this train, we ____ too early. I think we should wait for another train. (**catch; arrive**)
2. If we ____ them the truth about the accident, they ____ us. (**tell; not believe**)
3. If you ____ my orders, Private Brown, you _____. I just warn you. (**not follow; be punished**)
4. I ____ if you ____ my computer. (**not mind; use**)
5. I'm sure Major Robinson ____ the situation if you ____ it to him. (**understand; explain**)
6. I wish I ____ a car. But I can't afford it now. (**have**)
7. I wish it ____ summer now. I love summer! (**be**)
8. If I ____ enough time tomorrow, I ____ and see you. (**have; come**)
9. I ____ you her name if I ____ it. (**tell; know**)
10. We ____ sorry if you ____ us. (**be; not join**)

Exercise 2. Match the sentences in **A** with the sentences in **B**.

A	B
1. I would be more patient to recruits ...	a) you would feel much better.
2. Would you mind ...	b) if I see him tonight.
3. I will tell him about your problem ...	c) if I were you, sergeant.
4. If you stopped smoking,	d) there wouldn't be any wars.
5. If people were more sensible,	e) if I came round about seven tomorrow?

Exercise 3. Choose the suitable answer.

1. If I _____ younger, I _____ another profession. I don't like being in the Army.
a) was; will choose b) were younger; would choose c) will be; would
2. Major Brown looks very tired. If I _____, I _____ a holiday.
a) were him; would take b) was him; will take c) will be him; would take
3. I have always liked French. But I didn't learn it at the college. I wish I _____ it now.
a) speak b) spoke c) will speak
4. Sergeant Fox is going to buy a car. If he _____ enough money, he _____ it next month.
a) saves; will buy b) saved; will buy c) saves; would buy
5. I wish I _____ on the beach now lying in the sun.
a) will be b) am c) were

Lady Nancy Astor: "Winston, if you **were** my husband, I **would poison** your tea."
Winston Churchill: "Nancy, if I **were** your husband, I **would drink** it."

Winston Churchill

Conditional III (If I had done...) I wish I had done

We use the Third Conditional to express the action that could be probable but it didn't happen. The meaning is *past*. We use **had done/been/known** etc. in the **if**-part of the sentence, and **would have done/been/known** etc. in the other part of the sentence:

- I **would have visited** Lieutenant Walker in hospital if I **had known** about it. (*but* I didn't know)
- If you **had studied** better, you **would have passed** your driving test. (*but* you didn't study)
- If he **had known** how to apply field dressing, he **would have helped** the wounded people. (*but* he didn't know)

After **wish** we also use **had done/been/known** etc." I **wish** something **had happened**" means "I'm sorry that it didn't happen" (the meaning is *past*):

- I **wish I had known** that Lieutenant Walker was in hospital. (*but* I didn't know)
- I **wish** you **had taken** a taxi to the station, and you missed the train. (*but* you didn't take it)
- The weather was awful while we were having NBC training. I **wish** it **had been** better. (*but* it was bad)

An illustrative text

There are only two hundred combat soldiers in the British Army who can parachute into the sea, dive for hours in freezing waters and then spy in enemy territory successfully. James Rennie is one of them. "It's a very exciting job, but it's also tough and dangerous," says James. It takes five long hours of training before such a soldier can go on a special mission. According to James, the toughest part of the business is spying. "I've been on a lot of missions that involve this kind of work. **If** the enemy **had caught** us, they **would have killed** us." £45000 per year might sound like a lot, but fewer people would risk their lives for less.

(*Enterprise Plus*, 2002)

Exercise 1. Fill in the gaps with the correct forms of **Conditional III**.

1. I wish you ____ me about Captain Warner's birthday. I completely forgot about it. (**remind**)
2. I wish you ____ the traffic rules better. I'm sure you'll pass the test next time. (**learn**)
3. If the APC driver ____ so suddenly, the accident _____. (**not stop; not happen**)
4. If you ____ your compasses properly when you were in the field, the Company Commander ____ so angry now. (**use; not be**)
5. If the men of No 1 Platoon ____ their positions very carefully, the enemy infantry ____ them easily. (**not camouflage; find**)
6. I ____ in bad trouble if you ____ me. (**be; not help**)
7. If Private Brown ____ his leg, he ____ part in a football match. (**not break; take**)
8. If they ____ the electricity, I ____ writing the report. (**not cut off; finish**)
9. If Bell ____ the telephone, somebody else ____ it. (**not invent; do**)
10. I wish I ____ that in his presence. (**not say**)

Exercise 2. Choose the correct answer.

1. We're so grateful to him. If he *didn't help/hadn't helped* us, we *wouldn't know/wouldn't have known* what to do.
2. Many unique plants and animals *wouldn't become/wouldn't have become* extinct if people *didn't cut/hadn't cut* down rainforests.
3. If the commander *knew/had known* his responsibilities badly, he *wouldn't carry out/wouldn't have carried out* that mission properly.
4. Private Johnson's results in shooting are usually bad. He wishes he *were/had been* an excellent rifleman.
5. I wish I *took/had taken* better care of my teeth. Now I have a lot of problems with them.

Exercise 3. Fill in the gaps with the correct variant.

1. If Lt Smith ____ a careful reconnaissance of the area yesterday, he ____ the defence properly.
a) didn't make; wouldn't plan b) hadn't made; wouldn't have planned c) didn't make; will plan
2. There ____ less pollution if there ____ so many cars.
a) will be; aren't b) would be; weren't c) would have been; hadn't been
3. I wish I ____ him the truth. I regret about it now.
a) hadn't told b) didn't tell c) won't tell
4. If America ____ a war in Iraq, a lot of people ____ alive.
a) hadn't started; would have been b) didn't start; would be c) wouldn't start; would be
5. If you ____ the injury with a clean dressing at once, you ____ problems with your arm.
a) covered; wouldn't have b) would cover; wouldn't have c) had covered; wouldn't have had

"If Karl, instead of writing a lot about capital, **had made** a lot of it, it **would have been** much better."

Karl Marx's mother

Verb patterns. Verb + -ing

There are three possible verb patterns.

1. Verb + **-ing**:
 - Everyone likes **getting** letters.
2. Verb + infinitive (with **to**):
 - He decided **to enter** the Military Academy.
3. Verb + **-ing** or infinitive (with **to**) with no change in meaning:
 - Sappers started **to clear** the area of mines. *Or*
Sappers started **clearing** the area of mines.

Verb + -ing

After **enjoy**, **mind** and **suggest** we use verbs with **-ing**:

- Do you *mind* **smoking** here?
- The commander *suggested* **reaching** the communications centre from the north.
- Do you *enjoy* **playing** tennis?

After the following verbs we use verbs with the ending **-ing**:

stop delay fancy consider admit miss involve
finish postpone imagine avoid deny risk practise

- Finally the sappers have *finished* **clearing** the area of mines.
- Soldiers *stopped* **practising** drill because of bad weather.
- He *denied* **giving** this order.

We also use **-ing** after the following verbs:

Give up (=stop) **put off** (=postpone) **carry on/go on** (=continue) **keep or keep on** (=do something continuously or repeatedly):

- Colonel Moore *gave up* **smoking** last month. He was a devoted smoker.
- Please, *go on* **briefing** your subordinates. I'll talk to you later.

There is an expression "**can't/couldn't help doing** something" meaning "I can't stop myself from doing it":

- That soldier is so funny. When I see him, I *can't help* **smiling**.

We can use *verb* + somebody + **-ing**:

- I'm sorry to *keep* **you waiting**. – That's all right.

Passive form is **being done/asked** etc.:

- Major Brown doesn't **mind being asked** different questions.

After some of the verbs (**admit/deny/suggest**) you can use **that**:

- He *denied* **that** he had given this order.
- The commander *suggested* **that** they reached the communications centre from the north.

Verb+ **-ing** is also used after many verbs with prepositions: **think of, complain of, begin by, mean by, succeed in, excuse for, fail in, look forward to, insist on, feel like, look like** etc.

- We are *thinking of* **spending** our holiday in Egypt.
- You should *begin by* **learning** the safety rules.
- What do you *mean by* **saying** that?
- *Excuse me for* **giving** so much trouble.
- He *succeeded in* **solving** the problem.
- I don't *feel like* **eating**.

An illustrative text

Jan Fleming, the author of the James Bond Stories, worked for British Naval Intelligence.

One of Fleming's best ideas was the creation of the 30 Assault Unit (known as "30 AU"). This unit went into action on the front lines and captured the enemy's important documents and secret code books. In his later life, Fleming **enjoyed telling** the story of how one-man submarine was found. He was sure these submarines existed, but his commander at that time, Admiral Sir Bertram Ramsay, didn't think so. When 30 AU found one washed up on a beach, Ramsay refused to believe that a person could actually fit inside. One of Fleming's men asked Ramsay to look down the periscope. He did, and he looked right into the eye of the dead German sailor inside!

(*"Speak out"* N. Kidd, 2005/4)

Exercise 1. Complete the sentences with a pattern **verb+ -ing**.

1. Do you enjoy _____ to classical music? (**listen**)
2. Can you wait a couple of minutes? - Sure. I don't mind _____ a little. (**wait**)
3. Please, stop _____, Captain Johnson! (**talk**)
4. I can't imagine _____ promoted to general. (**be**)
5. The sentry was guilty. He tried to avoid _____ in his commander's eyes. (**look**)
6. Go on _____! We are going to win. (**run**)
7. You look ill. Don't put off _____ the doctor. (**see**)
8. Have you finished _____ the report yet? (**write**)
9. He tried to be serious but he couldn't help _____. (**laugh**)
10. Major Robinson suggested _____ dinner in a new restaurant. (**have**)

Exercise 2. Which alternative is correct?

1. As we don't agree about politics we generally avoid *discussing/being discussed* the subject.
2. Colonel Moore's family decided *to spend/spending* their holiday in France.
3. My friends want *leaving/to leave* for Boston this week.
4. You have to do it yourself. I can't keep on *explaining/being explained* it to you any longer.
5. My car needs a service badly, and Tom offered *helping/to help* me with it.

Exercise 3. Complete the sentences using one of these verbs.

steal laugh do lose walk shout meet write serve swim

1. Calm down! Why are you so nervous? Always try to avoid _____ your temper.
2. Recruits were talking so loudly that he couldn't help _____ at them.
3. It was a lovely day, so John suggested _____ in the park.
4. Major General is 50 but he isn't going to retire. He wants to go on ...
5. I've put off _____ the report several times. I have to do it now.
6. When it's hot, I usually enjoy _____ in the pool.
7. Hello! Fancy _____ you here in Iraq! How long have you been here?
8. The story was so funny that all soldiers couldn't stop _____.
9. The thief admitted _____ the money.
10. You often interrupt me, captain. Would you mind not _____ it?

"If you are going through hell, **keep going**."

Winston Churchill

"Time you **enjoy wasting**, was not wasted."

John Lennon

Verb patterns. Verb + to (do)

There are a lot of verbs in English followed by the infinitive with **to**:

offer decide hope deserve attempt promise
agree plan afford manage try choose expect
refuse arrange learn forget fail want ask

- The fire started unexpectedly, but everybody *managed to escape*.
- Do you *agree to follow* my instructions?
- They *decided to send* Lieutenant Edwards to the NATO school.
- Don't *forget to unload* and **clear** your rifles.
- Private Smith *promised not to be* late again. (negative form)

After the verbs: **seem appear tend pretend claim** we use **to**:

- You *seem to be* very pleased. Am I right?
- He *appeared to be* a good tank driver.

After **would like would prefer would love** we also use **to**:

- I *would like to serve* in this regiment.
- *Would you prefer to have* lunch in a mess hall or in a café?

The structure can be: **verb + object + to**:

tell remind force teach order warn invite persuade and some other verbs.

- It's the first time I've driven a tank. The commander *warned me to drive* carefully.
- I *promised him to drive* carefully.
- He *ordered me to come* with him.
- Sergeant Ford *teaches us to handle* with weapons following the rules of safety.

After the verb **help** we can use the infinitive without **to**:

- Can you *help me to carry* the mortar?
- = Can you *help me carry* the mortar?

The verbs **make** and **let** have the structure *verb + object + infinitive* (without **to**):

- *Let me help* you with your report.
- The sergeant *made the recruits wash* the floor in the barracks.

But if the verb **make** is used in the passive, then the infinitive is with **to**:

- The recruits *were made to wash* the floor in the barracks.

The infinitive with **to** is also used after many adjectives:

- It's *difficult to understand* what he is saying.
- It isn't *easy to learn* Chinese.
- It was *dangerous to observe* the enemy at that observation post.

An illustrative text

Americans are not afraid to show how they feel, and when the feeling is patriotism, they get up and shout about it. And the sight of their flag on important occasions can bring tears to their eyes.

Americans **want to be** proud of their President, as well as their country. They **like him to be** good-looking, religious and a good family man. They **want him to be** strong, **to be** a good talker, and **to be** confident about the future. They **expect him to keep** prices down at home and **to keep** the country looking powerful abroad.

(*"Speak out"*, 2004/5)

Exercise 1. Complete the sentences with a pattern **verb + to** (sometimes without **to**).

- Colonel Moore wants _____ round the world when he retires (**go**)
- He wants me _____ with him. (**go**)
- I won't be able to see you on Sunday. I promised _____ my children to the forest. (**take**)
- I would like _____ part in peacekeeping operations. (**take**)
- Have you heard the news yet? One of the privates refused _____ orders. (**follow**)
- He seems _____ very sad. What's happened? (**be**)
- I'd like _____ a car but I can't afford _____ it. (**have; buy**)
- The section commander ordered the soldiers _____ away from the open ground (**keep**)
- Don't make me _____ early on Sunday! (**wake up**)
- He got married last week but he doesn't seem _____ very happy. (**be**)

Exercise 2. Which alternative is correct?

- Do you want to get on **to learn/learning** English?
- Would you mind **to repeat/repeating** this rule?
- Sergeant Ford often makes soldiers **to load/load** their weapons several times.
- He didn't let him **to use/use** his GPS receiver.
- Would you like **to go/going** to the NATO school?

Exercise 3. Choose the suitable answer and fill in the gaps.

- I would advise you _____ this model of mobile phone. It's out of date but very expensive.
a) not buying b) not to buy c) no buying
- Major Robinson promised _____ Private Fox for not following his order.
a) to punish b) punishing c) being punished
- Corporal Jenkins is so absent-minded. He keeps _____ important messages and some other things.
a) to forget to pass b) forgetting passing c) forgetting to pass
- Why don't you try _____ your problem with the commander?
a) discussing b) to discuss c) discuss
- A guard denied _____ at the post.
a) sleeping b) to sleep c) being slept

"If you **want to be** happy, be."

Leo Tolstoy

"I think that people want peace so much that one of these days governments had better go out of the way and **let them have** it."

Dwight Eisenhower

Verb patterns. Verb + -ing or to

There are verbs after which we can use either **-ing** or **to** with no difference in meaning:

begin start continue intend bother

- The sappers *continued clearing* the area of mines despite bad weather. *Or*
= The sappers *continued to clear* the area of mines despite bad weather.
- They *started learning* English a year ago. *Or*
= They *started to learn* English a year ago.

After the verbs **like**, **love** and **hate** we can also use **-ing** or **to**:

- I *like being* alone. *Or* I *like to be* alone.
- He *hates ironing* his service shirt. *Or* He *hates to iron* his service shirt.

There are two possible structures after the following verbs (verb + **-ing** or infinitive with **to**):

advise recommend encourage allow permit forbid

- The officer didn't *allow smoking* in the building. (verb + **-ing**) *Or*
The officer didn't *allow recruits to smoke* in the building. (verb + somebody + **to**)
- The lawyer *advised telling* the truth. (verb + **-ing**) *Or*
The lawyer *advised me to tell* the truth. (verb + somebody + **to**)
- Would you *recommend staying* in this hotel?
Would you *recommend me to stay* in this hotel?

There are often differences of meaning in using **-ing** or **to** after the following verbs.

1. Remember, forget and regret.

If we use verb+**ing**, we talk about *things people did*.

- I *remember meeting* Sergeant Ford for the first time.

If we use an infinitive, we talk about *things people are supposed to do*.

- Captain Brown, *remember to lock* the documents in the safe.

2. Stop.

If we use **-ing** form, it means that the activity *stops*.

- *Stop smoking* here! It's forbidden.

If we use an infinitive, it gives *the reason for stopping*.

- They *stopped to buy* a bottle of mineral water.

3. Try.

We use **-ing** form to talk about *an experiment or test*.

- Don't *try pressing* this red button! It's dangerous.

We use an infinitive to talk about *an attempt or effort to do* something.

- Private Simpson *tried to do* 100 push-ups, but he couldn't.

4. Need.

We use "**need to do** something" to say it's necessary.

- You are unfit, Private Johnson. You *need to do* more exercise.

We use "**need doing**" to say something needs to be done.

- Your uniform *needs cleaning*.

5. Go on.

If we talk about the *continuation* of activity, we say "go on **doing** something".

- Why have you stopped? *Go on filling* in the form.

If we talk about *a change* to a new activity, we say "go on **to do** something".

- After giving instructions to his subordinates, the commander *went on to talk* about a 24-hour exercise which was going to be next week.

An illustrative text

Three Australians have introduced skateboarding to Kabul, to keep poor Afghan children out of trouble, and help foster closer ties between local community and many Westerners in the city. The scheme **began to work** 18 months ago when Oliver Percovich and his friends **began giving** lessons on the street. News spread, and the sport became a craze. “They are born naturals,” says Percovich. “They have got more balance than Western kids, mainly because they are not scared to fall and get up again”. (*The Week* July, 2008)

Exercise 1. Verb + **ing** or **to**?

1. A driver tried ____ the vehicle, but he couldn't. (**repair**)
2. Lieutenant Edwards suggested ____ the bridge close to the enemy. (**observe**)
3. Major Robinson didn't feel well, and he put off ____ a report until morning. (**write**)
4. Soldiers were exhausted. They stopped ____ for a while. (**rest**)
5. The company commander decided ____ the attack earlier. (**start**)
6. Don't forget ____ your personal weapon to the armoury. (**return**)
7. The convoy stopped ____ because of the traffic accident on the road. (**move**)
8. Why are you trying to avoid ____ my question? (**answer**)
9. Do you remember ____ your wife? (**meet**)
10. A new instructor appeared ____ very strict. (**be**)

Exercise 2. Correct the verb forms if they are wrong. (**R** – right; **W** – wrong)

1. I can't hear you. Try **speaking** a bit louder. _____
2. Imagine **to be married** to a general! _____
3. Shame on you, Private Smith. Your boots need **polishing**. _____
4. The soldiers started **to do** the assault course an hour ago. _____
5. Nobody likes **being given** a lot of advice. _____

Exercise 3. Choose the correct answer and fill in the gaps.

1. Don't forget ____ this document as soon as possible. It's important.
a) posting b) post c) to post
2. A tank is almost empty. Sorry, but we have to stop ____ petrol.
a) getting b) to get c) get
3. Do you regret ____ the Military College?
a) to enter b) enter c) entering
4. I regret ____ you, Private White, that you have failed your driving exam.
a) to tell b) telling c) tell
5. I will never forget ____ the President.
a) meeting b) to meet c) meet

“If you think nobody cares you're alive, **try missing** a couple of car payments.”

Earl Wilson

“If you have an important point to make, don't **try to be** subtle and clever. Use a pile driver. Hit the point once, then come back and hit it again. Then hit it a third time – a tremendous whack.”

Winston Churchill

Participle

The Participle is a non-finite form of the verb which has properties of verb, adjective and adverb. There are two participles in English: Present Participle (Participle I) and Past Participle (Participle II).

Present Participle (Participle I)

Participle I is formed by adding the ending **–ing** to the verb:

brief – **briefing**; serve – **serving**; sit – **sitting**.

Participle I has perfect and voice forms:

Participle I Active – **doing**

Perfect Participle I Active – **having done**

Participle I Passive – **being done**

Perfect Participle I Passive – **having been done**

1. Participle I may express an action simultaneous with that of the main verb and can refer to the present, past or future tense. It can be used with conjunctions **when, while, as if, as though, after**.

- **While translating** difficult texts we use (used, will use) a dictionary.
- **Being left** alone he went on with his work.

2. Participle I of the verbs: **see, hear, come, arrive, enter, open, close** may express an action preceding that of the main verb if both actions follow one another:

- **Hearing** the news I ran to tell it to my friend.
- **Coming** to the office I took off my jacket.

3. Participle I can refer to the present tense irrespective of the action expressed by the main verb:

- The officer **sitting** next to the sergeant lived in the married quarters.

4. Perfect Participle I expresses an action preceding that of the main verb:

- **Having slept** two hours the commander felt better.
- **Having been shown** the wrong direction he lost his way.

Participle I can be used in 3 complexes.

1. The Objective Participle Complex is used with the following verbs: **see, watch, notice, observe, hear, feel, find**.

- I *felt* my heart **pounding**.
- I *saw* you **passing** the mess hall.

2. The Subjective Participle Complex is used with the verbs: **see, watch, notice, observe, feel** in the *passive* voice.

- The general *was heard* **talking** to the adjutant.
- Two recruits *were noticed* **crossing** the field.

3. The Absolute Participle Complex is the construction where subjects in the main sentence and a subordinate clause are different. This construction is rarely used in spoken English.

- *Time permitting*, I will come next week.
- *The rain having stopped*, we went home.

Past Participle (Participle II)

Past Participle has only one form which is passive in meaning: **done, built, broken, painted**. It is often used with conjunctions **when, if, as if, as though, though**.

- *Though wounded*, the soldier didn't leave the battlefield.

Participle II is mostly used in Passive Voice and Perfect Tenses.

- They were **assigned** a difficult task.
- I have **known** Major White for 3 years.

Participle II is also used in 3 complexes.

1. The Objective Participle Complex is used with the verbs: **see, watch, hear, feel, think, consider, want, wish** and after the verbs **have** and **get**.

- We *heard* his name **mentioned** several times.
- I *want* the letter **sent** at once.
- He will *have* his photo **taken** tomorrow. (this will be done for him by somebody else)

2. The Subjective Complex is used with the verbs: **consider, believe, find** (in the passive voice).

- The work was considered **finished**.

3. The Absolute Participle Complex where subjects are different.

- *His question unanswered*, he couldn't go away.

An illustrative text

A **recovering** NCO has praised the soldiers under his command for their professionalism after they saved his life during an ambush in Basra. Cpl Mark Sutcliffe of the 2nd Battalion, the Royal Anglian regiment, was **left** helpless after **losing** his leg to a rocket-propelled grenade outside a police station in the city. The missile, which failed to explode, sliced through the NCO's limb **leaving** him **exposed** on the ground and at the mercy of the **attacking** militia. But despite being young and inexperienced in combat, Cpl Sutcliffe's men rallied to his side and made sure that he was **evacuated** as quickly as possible.

(*"Soldier"* March, 2007)

Exercise 1. Complete the sentences with the correct forms of **Participle I**.

1. Be careful when _____ explosive charges. (**lay**)
2. Private Smith hurt his leg while _____ across the ditch. (**jump**)
3. _____ the film twice, he didn't want to go to the club. (**see**)
4. _____ English he couldn't understand me. (**not know**)
5. _____ unemployed, he couldn't afford many things. (**be**)
6. When _____, try to breathe regularly. (**run**)
7. The sergeant watched the men _____ in giving the first aid. (**practise**)
8. Two enemy soldiers were seen _____ across the field. (**crawl**)
9. _____ to his subordinate, the commander left the room. (**talk**)
10. He approached several soldiers _____ an armoured car. (**repair**)

Exercise 2. Complete the sentences using **Participle II**.

1. The agreement _____ last year was broken. (**sign**)
2. My watch is ten minutes slow. I think I should have it _____. (**mend**)
3. Look! He has his car _____ after the accident. (**repair**)
4. Why are you going to the barber's? You had your hair _____ last week. (**cut**)
5. When _____ time to think, he always answered well. (**give**)
6. He wishes the work _____ well. (**do**)

Exercise 3. Match the sentences in **A** with the sentences in **B**.

A	B
<ol style="list-style-type: none"> 1. We live in the city ... 2. The decisions ... 3. The commander observed the tanks ... 4. The recruits were seen ... 5. He noticed his friend ... 6. He had the important message ... 	<ol style="list-style-type: none"> a) moving along the road. b) typed immediately. c) founded nearly 800 years ago. d) made at the conference were constructive. e) going to the barracks. f) talking to a stranger.

"When **choosing** between two evils, I always like to try the one I've never tried before."

Mae West

Questions

There are four types of interrogative questions in English: general questions, alternative questions, special questions and disjunctive questions (*or* question tags).

General questions require the answer “**yes**” or “**no**”. The order of words is changed: we put the first auxiliary or modal verb before the subject.

- **Can** you read English books in the original?
- **Is** he speaking to the commander?
- **Are** the soldiers in the barracks?
- **Have** the recruits arrived yet?
- **Does** he go to the gym every day?
- **Did** they arrive in Stockholm on time?

Negative questions show surprise:

- **Can't** you speak German?
- **Isn't** Colonel Wilson at the HQ?

Note that in *answers* to negative questions “**Yes**” goes with an affirmative verb, and “**No**” goes with a negative verb:

- **Don't** you like it? - **No**, I **don't**. *Or Yes*, I **do**. (*not* Yes, I don't. *or* No, I do.)
- **Aren't** you ready? - **No** (I'm not ready). (*not* Yes, I'm not ready.)

Alternative questions imply choice. They consist of two parts connected by the conjunction **or**. They are similar to the general questions and sometimes to the special questions.

- Do you have a son **or** a daughter?
- Are you laughing **or** crying?
- Can I come at 3 o'clock **or** at 4 o'clock?
- Where is he from: Italy **or** Spain?
- Is it your book **or** mine?

Special questions begin with interrogative words. They can be put to different parts of the sentence. As to their structure special questions are divided into two types.

Type 1. We can put a question to any part of the sentence and the word order is changed as in general questions but with the interrogative word at the beginning of the sentence.

- **How did** the accident happen?
- **What time does** the conference begin?
- **What can** I do for you?
- **How often do** you go to the swimming pool?
- **Where are** they going?

Type 2. We put a question to the subject or its attribute and the word order is *not* changed:

- **Who knows** English well?
- **What happened** to you yesterday?
- **Who gave** you the key to my room?
- **Which bus goes** to the city centre?
- **Who is** busy?

For **disjunctive questions** (*or* question tags) see “**Question Tags**”.

An illustrative text

Why is it that British people are so bad at service? **Why** is it that I always have to interrupt shop assistants' conversations in order to get served? They are much more interested in gossiping than selling! In restaurants waiters are either off-hand or obsequious and hate being told there is anything the matter with the food. In supermarkets and banks they close their tills down as soon as you approach with not so much as an "I'm sorry". It's impossible to make an appointment with the gas board so you have to take a day off work and sit there waiting until they bother to turn up! I could go on and on. **Does** anybody else have those problems? **Is** it a problem unique to Britain?
(*Matters*, Intermediate, 2000)

Exercise 1. Put **general** questions to the following sentences.

1. Lieutenant Edwards commands Number 3 platoon.
2. Physical training is an important part of military life.
3. He joined the army when he was 18.
4. The soldiers are training for the competition now.

Put **special** questions to the italicized words.

1. On Monday they have *the obstacle course*.
2. *Sergeant Jackson* bought a new electric razor at the PX.
3. The NCO club serves breakfast *at 0715*.
4. Once a year all soldiers attend training *at the Battle Camp*

Put **alternative** questions.

1. They practise survival skills on Thursday **or** on Friday.
2. He participated in peacekeeping mission in Kosovo **or** Iraq
3. Safety is important for military **or** humanitarian deminers.
4. They will have compass marching in October **or** November.

Exercise 2. Find and correct the mistakes. If there are no mistakes, write **Right**.

1. How much it costs to fly to America? _____
2. When the soldiers have their personal time? _____
3. Who did tell you how to treat prisoners of war? _____
4. What time does the train to Munich leave? _____
5. Are the men of No3 Platoon having a competition? _____

Exercise 3. Write the questions to the answers.

- | | |
|---|------------------------|
| 1. (age) _____ ? | I'm 35. |
| 2. (address) _____ ? | 10, St. Andrew's Road. |
| 3. (when/graduate from/the Academy) _____ ? | Last year. |
| 4. (work/now) _____ ? | Yes, I am. |
| 5. (why/want/leave) _____ ? | The salary isn't good. |

"**Why** do they call it rush hour when nothing moves?"
Robin Williams

Question Tags

Question tags (*or* Disjunctive questions) are mini-questions that we put at the end of the sentence in spoken English. Auxiliary or modal verbs (**was, is, will, have, can, do, does, did** etc.) are used in question tags.

If a sentence is *positive*, a question tag is *negative*:

- You **have** met this officer before, **haven't you**?
- He **can** speak German, **can't he**?
- Sergeant Wilson **plays** tennis, **doesn't he**?
- They **went** to the conference, **didn't they**?
- It **was** a beautiful day, **wasn't it**?

If a sentence is *negative*, a question tag is *positive*:

- He **isn't** angry with me, **is he**?
- You **won't** be late, **will you**? (will not = won't)
- You **don't** know where your commander is, **do you**?
- They **didn't participate** in peacekeeping operations, **did they**?

After **Let's...** the question tag is **shall we**?

- **Let's** go out tonight, **shall we**?

After the imperative (positive or negative) the question tag is ... **will you**?

- **Call** me back later, **will you**?
- **Don't be** late, **will you**?

The question tag is ... **aren't I?** (= am I not?) in the sentences like that:

- **I** am late, **aren't I**?

Look at the plural pronouns that we use in question tags in the following sentences:

- Nobody phoned, did **they**?
- Somebody has left an umbrella, haven't **they**?

An illustrative text

- 80% of all information in the world's computers is in English.
- 75% of the world's letters and faxes are in English.
- 60% of all international telephone calls are made in English.
- More than 60% of all scientific journals are written in English.

According to a recent survey, 90% of British teenagers aren't going to learn any foreign language. They don't have to, **do they?**

("Speak out" Crazy English, 2005)

Exercise 1. Complete the sentences with the appropriate question tags.

1. Your job isn't very easy, _____ ?
2. He was an hour late yesterday, _____ ?
3. The accident looks serious, _____ ?
4. Private White should do more exercise, _____ ?
5. The film wasn't as boring as we expected, _____ ?
6. Let's do this work together, _____ ?
7. Don't start giving instructions without me, _____ ?
8. I'm too impatient, _____ ?
9. You didn't lock the documents yesterday, _____ ?
10. Colonel Moore will be here soon, _____ ?

Exercise 2. Match the sentences in **A** with question tags in **B**.

A	B
<ol style="list-style-type: none"> 1. You aren't listening, Private Fox, 2. Somebody took my GPS yesterday, 3. Don't forget to clean your uniform, 4. I'm a bit silly, 5. It hasn't happened before, 	<ol style="list-style-type: none"> a) has it? b) will you? c) aren't I? d) are you? e) didn't they?

Exercise 3. Choose the correct question tag and fill in the gaps.

1. You come from Spain, Captain Esteban, _____ ?
 a) aren't you b) don't you c) isn't it
2. "Bright Star" is a joint exercise, _____ ?
 a) is it b) doesn't it c) isn't it
3. The police caught the criminal, _____ ?
 a) didn't they b) did they c) did it
4. Lieutenant Fletcher never uses his car except when it's necessary, _____ ?
 a) doesn't he b) does he c) is he
5. A new party of recruits will come soon, _____ ?
 a) will they b) will it c) won't it

"I find my breath gets short, but it seldom gets longer as a man gets older. I take it as it comes, and make the most of it. That's the best way, **isn't it?**"

Charles Dickens

Noun. Plural Nouns

A noun can be *countable* and *uncountable*.

Countable nouns are the objects which you can count. They are used both in the singular and in the plural: a soldier – soldiers, a base – bases, a map – maps, a bayonet – bayonets.

Uncountable nouns are the names of substances and abstract concepts which you cannot count: water, freedom, time, endurance. They are used in the singular *only*.

Most nouns form the **plural form** by adding **-s** or **-es**: a mine – mines, a ditch – ditches.

We add **-es**:

1. If the noun ends in **-s, -ss, -sh, -ch, -tch, -x, -z**:

bus – buses, compass – compasses, bush – bushes, speech – speeches, watch – watches, box – boxes.

2. If the noun ends in **-y** preceded by a consonant, then **-y** is changed into **i** :

army – armies, casualty – casualties, injury – injuries, treaty – treaties. (*but* guy – guys, boy – boys)

3. If the noun ends in **-o** preceded by a consonant:

hero – heroes, tomato – tomatoes. (*but* piano – pianos, photo – photos, radio – radios)

The plural of some nouns ending in **-f** or **-fe** is formed by changing **f** into **v** and adding the ending **-es**:

leaf – leaves, calf – calves, wolf – wolves, half – halves, wife – wives, knife – knives, life – lives.

(*but* roof – roofs, chief – chiefs, handkerchief – handkerchiefs, safe – safes)

Irregular plural forms:

man – men	child – children	sheep – sheep
woman – women	ox – oxen	deer – deer
tooth – teeth	person – people	fish – fish
foot – feet		swine – swine
goose – geese		
mouse – mice		

Some nouns of Latin and Greek origin keep the plural forms they had in these languages:

Crisis – **crises**, basis – **bases**, datum – **data**, phenomenon – **phenomena**, formula – **formulae**.

There are nouns in English that are used *only* in the singular: **advice, knowledge, information, news, progress, money**.

- No news **is** good news.

There are nouns in English that are used *only* in the plural (for things that have two equal or similar parts): **trousers, jeans, shorts, tongs, scissors** etc. and some other nouns: **goods, troops, clothes, contents, outskirts** etc.:

- Be careful, the scissors **are** very sharp.

Some singular nouns are **often** used with a plural verb: **government, staff, team, audience**, etc. We think of them as a number of people (=they), not as one thing (=it):

- The government **want** to increase taxes. (*but* **wants** is also possible)

We **always** use a plural verb with **police**:

- Do you think the police **are** well-paid?

When we say about a sum of money, a period of time, a distance, we think of *one* thing. So we use a singular verb:

- Ten miles **is** a long distance to march in fighting order.
- A lot of money **is** spent on the armament every year.
- Two years **is** not a long time to serve in the Army.

Some nouns end in **-ics** but they are not usually plural: **athletics, gymnastics, politics, electronics** etc.

- Gymnastics **is** my favourite sport.

An alternative text

A translation device could help save the **lives** of **troops** and Iraqi **civilians** on **operations**. The wrist-mounted gadget is called the Ahky, which means “speak” in Arabic. The voice-activated kit would help Iraqis understand **commands** at potential **flashpoints**, such as vehicle **checkpoints**. It would translate **phrases** such as “don’t shoot”, “stay back” and “help will be here soon” and could be adapted to work with other **languages** as well as Arabic. The inventor is Amin Ismail, a Derby University student. Ismail who lived in Baghdad before he was forced to flee in 2002, said he had wanted to design the gadget to help **troops** bring peace to his country.

(“Soldier” July, 2007)

Exercise 1. Complete the sentences with the correct plural nouns.

- Colonel Moore has three grandsons. He loves them very much and always has the _____ of them with him. (**photo**)
- A prisoner of war doesn’t have to give you any personal property - _____, _____ or _____. (**letter; ring; watch**)
- All member countries of NATO are _____ (**ally**).
- A tank has got two _____ (**machine gun**).
- All soldiers should have _____ while marching across country. (**compass**)
- A friend of mine is fond of _____. He watches them every Sunday. (**quiz**)
- There is a road traffic accident with two APCs. Four _____ require urgent medical attention. (**casualty**)
- We can see two armed _____ over there. (**man**)
- A path clear of _____ is called a safe lane. (**mine**)
- The Leatherman* has 17 different tools including _____ and _____. (**knife; screwdriver**)

Exercise 2. Which alternative is correct?

- The police *have arrested/has arrested* two men for robbery.
- Where *are/is* my money? I can’t find my wallet.
- Fortunately the news *wasn’t/weren’t* as bad as we expected.
- Terrorism and civil wars are *phenomenons/phenomena* of the 21st century.
- Major Robinson has got three *childs/children*.

Exercise 3. Write the plurals of the following nouns.

- | | |
|-------------|---------------|
| 1. video - | 11. boss - |
| 2. match - | 12. pouch - |
| 3. helmet - | 13. private - |
| 4. tax - | 14. kilo - |
| 5. half - | 15. marsh - |
| 6. reply - | 16. area - |
| 7. way - | 17. sentry - |
| 8. echo - | 18. square - |
| 9. tooth - | 19. enemy - |
| 10. mouse - | 20. deer - |

“The worst **men** often give the best **advice**, our **thoughts** are better sometimes than **deeds**.”

Bailey

Noun. Possessive Case

There are two cases in English: the Common Case and the Possessive Case. The Common Case has no special endings: **a laptop, a checkpoint.**

Possessive Case is normally used for *people or animals* by adding **–'s** to the nouns: the major's ID, Sgt Smith's uniform, the horse's tail, a private's cap, captain Mill's rifle.

We normally use **of** for *things, ideas* etc.: the top **of** the page, the name **of** the street, the roof **of** the garage, the cause **of** the problem.

After a singular noun we use **-'s**: my friend's room. (*his* room).

After a plural noun we put **'** (an apostrophe) after **s (s')**: my friends' room (*their* room)

If a plural noun does not end in **-s**, we use **-'s**: children's clothes, the men's footwear.

The following nouns can be used in the Possessive Case:

a) nouns denoting time and distance:

hour, minute, moment, week, month, today, tomorrow, yesterday, year, mile

- Next week's exercise has been cancelled.
- Have you read yesterday's newspaper?
- The communication centre is located at a mile's distance.
- Major Robinson has got two weeks' holiday.

b) names of countries, towns and cities and the words **country, town, city, world, ocean, river**: river's banks, America's foreign trade, world's news, Canada's population

c) names of planets: **the sun, the moon, the earth**:

the moon's surface, the sun's rays

d) collective nouns like **government, crew, army, family** etc.:

the government's proposals, the crew's decision (it's also possible to say: the proposals **of** the government, the decision **of** the crew)

e) names of the shops and houses: **the baker's, the chemist's, at Johnny's.**

Sometimes we can use two nouns together (*noun+noun*) to mean one thing or person:

a **road accident**, the **city centre**, **weather forecast**, a **phone number**, a **football player**

Sometimes such nouns are written together:

a **toothpaste**, a **headache**

- Private Fox went to the PX to buy a new **toothbrush** and a **toothpaste**.
- There was a **road accident** with two APCs yesterday.

An illustrative text

Already in operational service with the five European nations and now ordered by the Kingdom of Saudi Arabia, *Eurofighter Typhoon* is the **world's** most advanced swing-role combat aircraft. The unrivalled leader in its field, the aircraft is designed for through-life capability enhancement; it will ensure security now and for many years to come. Designed by pilots for pilots the aircraft delivers operational dominance, increased flexibility in **today's** ever changing battle space and with unbeatable cost-efficiency *Typhoon* is the affordable solution to meet the challenges faced by air forces in the 21st century.

(“*Jane's Defence Weekly*” 14 April, 2008)

Exercise 1. Complete the sentences with –’s or –s’. Sometimes you have to use *of*.

1. _____ storm caused a lot of damage. (**Last week**)
2. It was the mutual _____ decision to put off the attack until night. (**commanders**)
3. I've already read _____ order. What about you? (**today**)
4. _____ son wants to join the army. (**Captain Evans**)
5. _____ was 2:1. (**The result / football match**)
6. _____ didn't prove to be good. (**The economic policy / the government**)
7. He's so exhausted. I think he should have _____ holiday. (**a week**)
8. _____ briefing will be later than usually. (**tomorrow**)
9. I'm really very sleepy. I only had _____ sleep last night. (**two hours**)
10. Do you know _____ last name? (**Lesley**)

Exercise 2. Which alternative is correct?

1. *Today's peacekeepers* / *Peacekeepers of today* often deploy to stop civil wars.
2. *Major Fletcher's daughter* / *The daughter of Major Fletcher* is getting married soon.
3. Please tell me your address again. I forgot *the street's name* / *the name of the street*.
4. The NATO Community Club Hotel is not far from the NATO school, just about *five minutes' walk* / *five minutes's walk*.
5. This is *the mess of sergeants* / *the sergeants' mess*. Warrant officers and senior NCOs live here.

Exercise 3. Use the **Possessive Case** where possible in the following word combinations.

1. personal weapon / Private White _____
2. body armour / sapper _____
3. salary / last week _____
4. holiday / two weeks _____
5. grandsons / Colonel Moore _____
6. the novel / the title _____
7. the problem / the cause _____
8. compass / his subordinate _____
9. room / Private White and Private Brown _____
10. car / those men _____

“Facts are **God's** arguments; we should be careful never to misunderstand or pervert them.”

Tryon Edwards

The article is a special form word used with nouns in English. There are two articles: the indefinite article and the definite article.

The indefinite article has two forms: **a** and **an**. We use **a** before a consonant and **an** before a vowel: **a** rifle, **an** exam (but it depends on the pronunciation of the following word, not the spelling: **a** union, but **an** uncle).

The indefinite article is used only with countable nouns in the singular because it originated from the old English numeral **an** (one).

The indefinite article is used:

1) when a person or thing is used for the first time:

- Entering the room I saw **a** young officer talking to my colleague.

When a person or thing is mentioned again, the definite article is used:

- **The** officer was a complete stranger to me.

2) mostly before nouns in the function of predicative which usually denotes a class to which the subject belongs:

- Byron is **a** poet and Scott is **a** novelist.
- Lviv is **a** city in West Ukraine.

3) in descriptions:

- Major Robinson is **a** really nice person. (*not* ... the really nice person)
- Private White is **a** good driver. (*not* ... the good driver)

4) to say what somebody's job is:

- He is **an** instructor in the NATO school.

5) after **there is**, **there was**, **there will be** before countable nouns:

- Is there **a** bank near here?
- There will be **a** new shooting range next year.
- There was **an** accident on Route TROUT last month.

6) in the meaning of "every":

- **A** soldier must be fit.
- **A** ball is round.

7) in the meaning of "one":

- Wait **a** minute!
- Rome was not built in **a** day.
- Soldiers go to the swimming pool twice **a** week.

8) after the words **what**, **such**, **quite**, **rather** before countable nouns:

- Sergeant Ford is quite **an** expert in weapon handling.
- What **a** wonderful world!

But What beautiful weather! (no article before uncountable noun)

9) with ordinal numerals in the meaning of "one more":

- She gave me **a** second cup of tea.

10) in set expressions:

a few	be at a loss
a little	be in a hurry
a lot of	go for a walk
a pair of	have a good time
a couple of	have a look
a hundred, a thousand	tell a lie
as a rule	it's a pity (pleasure)
as a result	it's a shame
for a while	
for a long time	
in a low (loud) voice	

- **As a rule** soldiers have NBC training on Wednesday.
- Only **a few** men in the platoon can speak German.
- Can I use your dictionary? – Yes, you can take it **for a while**.

An illustrative text

Last week there was **an** incident at the barracks near Carcassonne in which 17 people were wounded when live ammunition was accidentally used during **a** demonstration of hostage-freeing techniques. The hostage scenario, in which **a** group of commandos simulated freeing prisoners, had already been enacted before spectators five times. But on the sixth occasion one of the soldiers began firing live bullets instead of blanks. Most of the injured were civilians. Four people were seriously hurt. The most serious wounds were sustained by **a** man who was shot in the chest. **A** military spokesman said that the shooting had been **an** accident. The soldier could face negligence charges
(*"The Week"* July, 2008)

Exercise 1. Complete the sentences with **a** or **an**.

1. Major Walker's wife is _____ architect
2. It's _____ pity that you didn't come with us to the club. That was such _____ interesting film!
3. I am _____ optimist!
4. There is _____ big parade square in the centre of the base.
5. NATO is _____ alliance of North American and European democracies.
6. It's going to rain. Do you need _____ umbrella?
7. Goodbye! Have _____ nice evening!
8. _____ cow gives milk.
9. This young man is _____ talented journalist.
10. In 1795 _____ French chef invented a way to keep food in jars and for many years this invention was _____ military secret.

Exercise 2. Read the text and fill in the gaps with the indefinite article **a** or **an**.

Winston Churchill came of _____ (a) military dynasty. His ancestor John Churchill had been created first Duke of Marlborough in 1702 for his victories in the War of the Spanish Succession. Churchill was born in 1874 in Blenheim Palace, the house built by the nation for Marlborough. He graduated from Royal Military College, Sandhurst and entered the army as _____ (b) cavalry officer. He took enthusiastically to soldiering and between 1895 and 1898 managed to see three campaigns. In Cuba he was present as _____ (c) war correspondent, and in India and the Sudan he was present both as _____ (d) war correspondent and as _____ (e) serving officer. Thus he revealed two other aspects of his character: _____ (f) literary bent and _____ (g) interest in public affairs. Writing, however, never fully engaged his energies. Politics consumed him.

Exercise 3. **A** or **an**?

- | | |
|--------------------------|-----------------------------|
| 1. two times _____ week | 11. _____ expensive watch |
| 2. _____ English teacher | 12. _____ armoured division |
| 3. as _____ rule | 13. _____ automatic rifle |
| 4. _____ ashtray | 14. eight hours _____ day |
| 5. tell _____ lie | 15. \$1.20 _____ kilo. |
| 6. _____ X-ray | 16. _____ tasty apple |
| 7. _____ CD | 17. _____ cup of coffee |
| 8. _____ uncle | 18. _____ hour |
| 9. _____ honest man | 19. _____ airport |
| 10. _____ unit | 20. _____ helicopter |

"There never was **a** good war or **a** bad peace"

Benjamin Franklin

"To give **an** accurate description of what has never occurred is the proper occupation of the historian".

Oscar Wilde

The definite article originated from the demonstrative pronoun **that**. This article can be used with nouns both in the singular and in the plural. It has only one form **the**.

The definite article is used:

1) before a noun if it is clear from the context or situation which thing or person we mean:

- Was **the** film good? (= the film we spoke about)
- Private Allen sat on **the** chair nearest **the** door. (= a particular chair; = the door of this room))
- Can you turn on **the** light, please? (= the light in this room)

Describing a room, for instance, we say **the** floor, **the** ceiling, **the** door, **the** carpet etc. because they are unique in this situation. In the same way we say (go to) **the** bank, **the** post office, **the** dentist, **the** doctor, **the** city centre etc.:

- How often do you go to **the** dentist?

2) before nouns modified by a limiting attribute or attributive clause:

- This is **the** house that Jack built.
- **The** book I gave you yesterday is very interesting.

3) with superlative adjectives:

- The German Leopard 2 Main Battle Tank is one of **the** best tanks in the world.

4) with ordinal numerals:

- **The** first submarine in the British Navy was the *Holland 1*.

5) with the words **same**, **very**, **right**, **wrong**, **only**:

- Are we on **the right** road?
- He's **the only** man he obeys.

6) before nouns denoting unique things – **the** sky, **the** sea, **the** earth, **the** ground, **the** sun, **the** moon, **the** country, **the** environment:

- We must do more to protect **the** environment.

7) before a noun representing the whole class:

- **The** dollar is the currency of the United States. (=money)
- **The** computer has changed the way we live.

Note that we don't use **the** with **man** and **woman** in this meaning:

- **Man** is mortal. (human beings in general)
- **Woman** is physically weaker than man.

8) before nouns denoting social classes – **the** aristocracy, **the** workers, **the** common people

9) with adjectives in general meaning – **the** poor, **the** rich, **the** wounded, **the** military

- The new government proposals are being resisted by **the** military.

10) with the points of the compass and other positions:

- Egypt has borders with Sudan in **the** south, Israel in **the** east, and Libya in **the** west.

11) with military ranks without names when we refer to a specific person – **the** Major, **the** Sergeant (*but* Major Brown, Lieutenant Walker):

- Major Brown, **the** Colonel is waiting for you at the headquarters.

12) with organizations – **the** army, **the** navy, **the** government:

- I joined **the** army when I was 18.

13) with names of musical instruments:

- Can you play **the** piano? – No, but I can play **the** guitar.

14) in set expressions:

- | | |
|--|--|
| the other day | on the one hand... on the other hand |
| the day after tomorrow | out of the question |
| the day before yesterday | just the same |
| in the morning (afternoon, evening) | by the way |
| in the plural (singular) | to tell the time |
| in the past (future) | to tell the truth |
| on the whole | go to the cinema (theatre) |

- **On the whole**, I think it's a good idea.
- Another trip abroad this year is **out of the question**.
- **By the way**, if you see Corporal Evans, tell him I'll call him this evening.

An illustrative text

It all started in 1951. Sir Hugh Beaver, **the** managing director of **the** Guinness brewery (**the** Guinness, by **the** way, is a type of beer) was hunting. He shot at, but missed a golden plover. In **the** discussion that followed nobody could answer whether **the** golden plover was **the** fastest bird in Europe. Sir Hugh found out that there was no reference book which would answer that and similar questions. You probably have guessed the rest. What came out of his idea was **the** *Guinness Book of World Records*. Very quickly **the** book became a bestseller. It has sold 77 million copies so far. **The** book has been translated into 32 languages. All over **the** world people want to read about other people who are faster, fatter, fitter or just madder than they are.

(*“Speak out”*, 1999/4-5)

Exercise 1. A (an) or the?

1. ___ first Bright Star exercise was a success.
2. The exercises take place in ___ northeast of Egypt every two years.
3. There is ___ Italian engineer Regiment participating in the Bright Star exercise this year.
4. Today is ___ only day soldiers are free.
5. ___ tiger is in danger of dying out.
6. ___ wounded were taken to hospital by helicopter.
7. Morse code is ___ international code in which letters are represented by signals.
8. This is ___ biggest operation that has ever been planned by the allies.
9. Exercises are ___ important part of training for many units.
10. You are still ___ same fun-loving person I knew at college!

Exercise 2. Which alternative is correct?

1. What **the pity** / **a pity** we have lost the football match!
2. To tell **a truth** / **the truth** we didn't expect him to cope with this task.
3. Do you see **the officer** / **an officer** standing near **a door** / **the door**?
4. He serves in **a same** / **the same** brigade as I do.
5. The main armament on this tank is **a gun** / **the gun**.

Exercise 3. Fill in the gaps with correct articles.

1. Go along this track for about 100 metres. You'll see ___ footbridge over ___ stream. Cross ___ footbridge and turn right.
a) a; the; a b) a; a; the c) the; the; the
2. A section is ___ smallest element in ___ army.
a) a; an b) the; an c) the; the
3. The section commander is ___ corporal and ___ second in command is ___ lance corporal.
a) a; the; a b) a; a; a; c) the; the; the
4. Let's go into ___ mess for a drink and I'll introduce you to some of ___ battalion's officers.
a) a; a b) the; the c) the; a
5. Scientific calculations were much slower before the invention of ___ computer.
a) the b) a c) an

“In the country of **the blind** the one-eyed man is king.”
Desiderus Erasmus

The Definite Article with Proper Nouns

As a rule proper nouns are used without articles. But there are some cases where we use it.

The is used with:

1) names of rivers, lakes, seas, oceans, gulfs etc.:

the Ontario (*but* **Lake** Ontario), **the** (river) Amazon, **the** Gulf of Mexico, **the** Indian Ocean, **the** Black Sea, **the** English Channel.

2) names of mountain chains (but separate mountains have no article):

the Alps, **the** Carpathians, **the** Rocky Mountains (*but* **Mount** Everest, Hoverla, Elbrus)

3) names of deserts:

the Sahara, **the** Karakum

4) names of groups of islands (but separate islands have no article):

the Philippines, **the** Canaries (*but* **Cuba**)

5) names of countries with "Republic", "Kingdom", "States" and some countries as an exception:

the United Kingdom, **the** United States of America, **the** Dominican Republic, **the** Netherlands, **the** Crimea, **the** Lebanon, **the** Congo, **the** Argentina, **the** Sudan

6) geographical names:

the North Pole, **the** South Pole, **the** Far East, **the** Arctic (*but* **northern** France, **eastern** Europe, *or* **North** America, **West** Ukraine)

7) names of museums, cinemas, theatres, picture galleries, concert halls, other buildings:

the National Gallery, **the** British Museum, **the** Odeon Cinema, **the** Palace Theatre, **the** White House

8) names with **of**:

the Tower **of** London, **the** Houses **of** Parliament, **the** University **of** London (*but* London University)

9) names of most newspapers, ships, hotels, restaurants:

the Times, **the** Washington Post (*but* Daily Worker), **the** "Mariposa" (ship), **the** Hilton (Hotel), **the** Ritz

10) names of organizations, political parties:

the BBC (the British Broadcasting Corporation), **the** European Community

11) plural names of people denoting the whole family:

the Forsytes, **the** Adams.

12) some nationality adjectives meaning "the people of that country":

the French, **the** English, **the** British, **the** Irish, **the** Chinese, **the** Japanese, **the** Mexicans, **the** Italians, **the** Ukrainians, **the** Scots, **the** Turks (in the singular we have to say "a Frenchman", "an Englishwoman", "a Chinese", "an Italian", "a Mexican", "a Ukrainian", "a Scot", "a Turk")

Zero Article

No article is used:

- 1) with names of persons and animals (Tom, Mary, Pussy cat) and with adjectives **old**, **poor**, **dear**, **lazy**, **honest** before names of persons (**poor** Sam, **old** Jolyon, **little** Dorrit)
- 2) with titles, ranks: **Lady** Diana, **Queen** Elizabeth, **Major** Thomson, **President** Roosevelt
- 3) before abstract nouns and names of materials in a general meaning:
 - **Indifference** and **pride** look very much alike. (abstract nouns)
 - It's an item of uniform – beret. It's made of **fabric**. (name of material)
- 4) before plural countable nouns (**some** or **any** can be used with uncountable nouns)
 - All my friends are **officers**.
 - I don't have **any** shampoo. I have to buy **some**.
- 5) before nouns preceded by **some**, **any**, **no**, **each**, **every** and by possessive, demonstrative and interrogative pronouns: **each** soldier, **every** day, **his** uniform, **some** mines, **this** tank
- 6) before nouns in the function of direct address: Ladies and gentlemen!
- 7) with names of seasons, months, the days of the week (if there is no limiting attribute): **spring**, **May**, **Friday** (*but* in **the** June of 1941)
- 8) with the names of meals: have **breakfast** (**lunch**, **dinner**) (*but* have a nice dinner)
- 9) with continents, countries, cities, villages: **Japan**, **France**, **Africa**, **Texas**, **Madrid**, **Europe**:
 - **Europe** and **Asia** make one continent.
- 10) with names of most streets, roads, squares, parks etc.: **Fifth** Avenue, **Hyde** Park, **King** Street, **Trafalgar** Square, and with such names as **Oxford** University, **Eiffel** Tower, **Buckingham** Palace, where the first word is the name of a person (Eiffel) or a place (Oxford, Buckingham)
- 11) with many shops, hotels, banks if they are named after people who started them (the names end in **-s** or **-s**) and with churches:
Harrods, **McDonalds**, **Lloyds** Bank, **St Mark's** Cathedral
- 12) with names of companies, airlines: **Kodak**, **Sony**, **British Airways**
- 13) before nouns **school**, **hospital**, **prison**, **university**, **church** if we are thinking of them as a general idea, not as a building:
 - Sergeant Smith was taken to **hospital** after the accident. He's still in **hospital**. (as a patient)*But:* His friend has gone to **the hospital** to visit him. He's at **the hospital** now. (as a visitor)
- 14) before a noun followed by a cardinal numeral: **room** 11, **platform** 3, **page** 40, **file** 5
- 15) in set expressions:

at breakfast (lunch dinner)	go to bed (be in bed)
at first	go to sea (be at sea)
at first sight	go home (be at home)
at home	go to school (be at school)
at war (peace)	go by train (bus, plane)
at school	tell lies
at night	take place
by chance	ask permission
by mistake	
by heart	
by name	
in time (on time)	
from time to time	

 - You don't have to **ask permission** to wear casual clothes when you are off duty.
 - How long have they been **at war**?
 - Bright Star multinational exercise **take place** every two years in Egypt.

An illustrative text

Scientists in **Russia**, the U.S., **Australia**, **Kazakhstan** and **Iran** published their earthquake forecasts for the next 50 years.

Los Angeles and **San Francisco** could be the “hot spots” in the period 2008-2038, where they forecast an earthquake with a magnitude of 6.7 on the Richter scale with 5000-40000 potential victims. **Japan** may experience an earthquake in the period 2008-2054. The Baikal-Mongolia region in **Russia** can expect earthquakes in 2009-2015. **Iran** is also included in the danger zone. In 2008-2018 earthquakes could shake up **Chile**, **Kashmir**, **Sumatra** and the Indian Ocean.

(“*Kyiv Weekly*”, 2008/21)

Exercise 1. Complete the sentences with *a, the* or “–”.

- ___ President has a team of bodyguards to protect him.
- ___ Queen Elizabeth II lives in ___ Buckingham Palace in ___ London.
- ___ helmet is usually made of ___ plastic or ___ metal to protect your head.
- ___ Major Brown is on holiday in ___ Spain now. I think he’s having ___ great time.
- ___ Oxford Street is London’s most popular shopping centre.
- If you want to get a degree, you have to study at ___ university.
- This is a small town, but ___ university is ___ biggest in the country.
- I’m so thirsty. I’d like ___ glass of water.
- The train to ___ Oberammergau leaves at 1640 from ___ platform 2.
- ___ Diana Frances Spencer married ___ Prince Charles in July, 1981.

Exercise 2. Which alternative is correct?

- How much does it cost to hire *a car/the car* in your country? – About \$50 *a day/the day*.
- Captain Fletcher’s wife works as *a nurse/ nurse* at *hospital/the hospital*.
- Most children like visiting *the McDonalds/McDonalds*.
- If you commit a serious crime, you could be sent to *the prison/prison*.
- Any instructor needs *the patience/patience* to teach recruits.

Exercise 3. Choose the suitable answer and fill in the gaps.

- ___ Houses of Parliament has over 1000 rooms and 2 miles of ___ corridors.
a) The; – b) The; the c) –; the
- ___ Major Warner doesn’t like going out on Saturdays. He usually stays at ___ home.
a) The; the b) –; – c) –; the
- Where is ___ Captain’s office? – It’s on ___ first floor, ___ room 3.
a) the; the; the b) –; a; a c) –; the; –
- ___ Queen Elizabeth travels about ___ UK, meeting people, visiting schools and hospitals.
a) The; the b) –; the c) a; the
- The most expensive department store in London is ___ Harrods at ___ Knightsbridge.
a) the; the b) the; – c) –; –

“**Cleverness is not wisdom.**”

Euripides

Adjective. Degrees of Comparison

In English adjectives have no number, case or gender distinctions.

Adjectives can be qualitative and relative.

Qualitative adjectives give information about age (**young**), shape (**round**), size (**large**), colour (**green**), taste (**delicious**), weight (**heavy**) etc. They have degrees of comparison.

Relative adjectives give information about material (**wooden**), field of knowledge (**mathematical**), epoch (**medieval**) etc. They don't have degrees of comparison.

Adjectives tell us about **a noun**. We use adjectives *before* nouns and *after* some verbs: **be, seem, get, become, look, feel, sound, taste, smell** etc.:

- The driver of the APC had **serious** injuries.
- A division is a **large** unit.
- Private White looked **sad** because the results of his driving test were bad.
- Soldiers felt **tired** after NBC training.

Qualitative adjectives have degrees of comparison: **the positive degree** (which is the basic form of an adjective), **the comparative degree** and **the superlative degree**.

The comparative and the superlative degrees are formed by means of the endings **-er** and **-est** and by means of the words **more** and **most**. *The* is used in the superlative degree. If the adjective ends in one consonant preceded by a short vowel, the last consonant is doubled: fit – **fitter** – (the) **fittest**. If the adjective ends in **-y** preceded by a consonant, the **-y** is changed into **i**: easy – **easier** – (the) **easiest**.

	Positive	Comparative	Superlative
One-syllable adjectives	warm large hot	warmer larger hotter	(the) warmest (the) largest (the) hottest
Adjectives ending in -y, -er, -le, -ow and those with the stress on the second syllable	heavy clever simple slow remote	heavier cleverer simpler slower remoter	(the) heaviest (the) cleverest (the) simplest (the) slowest (the) remotest
Adjectives of two, three or more syllables	famous difficult intelligent	more famous more difficult more intelligent	(the) most famous (the) most difficult (the) most intelligent
Irregular adjectives	good bad little far old	better worse less farther/further older/elder	(the) best (the) worst (the) least (the) farthest/furthest (the) oldest/eldest

- The German Leopard 2 Main Battle Tank is one of **the best** tanks in the world.
- The international situation is **the most dangerous** nowadays.
- This ditch is **deeper** than that one.
- The exam was **more difficult** than we expected.

Adjectives **old** and **far** have two forms of the comparative and the superlative degrees. Forms **elder** and **eldest** are used when we speak about the members of one family. Forms **farther** and **further** are used when we speak about the distance, **further** also means “more” or “additional”:

- His **elder** brother is a serviceman. (*but*: He is three years **older** than his brother.)
- It's a long walk from the station to the base – **further** than I thought. (*or*... **farther** than...)
- For **further** information see page 20. (*not* farther)

We use **than** after the comparative adjective. We can also use **much** to emphasize the comparative degree:

- Private Smith runs **faster than** Private Jackson, but Jackson is **much stronger than** Smith.

We use the comparative construction **as...as** to show that something is the same or equal:

- Private Brown is **as tall as** Private White.

Not as/so...as shows that something isn't the same or equal:

- Colonel Moore **isn't as old as** he looks. (*or* ...**so old as**...)

An illustrative text

What is so special about Oxford and Cambridge, **the oldest** universities in England? Why do so many students want to study there?

Both of these university towns are very beautiful. They have some of **the finest** architecture in Britain. Some of their colleges, chapels and libraries are three, four and five hundred years old, and are full of valuable books and precious paintings. Oxford is **older than** Cambridge. The first of its colleges was founded in 1249. Now the university has 35 colleges and about thirteen thousand students

Oxford is, of course, famous for its first-class education. Some of **the most intelligent** men and women in the country live and work here.

(*“Welcome to Great Britain and the USA”*, Elizabeth Laird, 1994))

Exercise 1. Complete the sentences with the correct degrees of comparison.

- Public transport in London is _____ in Europe. (**expensive**)
- Machine gun is _____ than rifle. (**effective**)
- My _____ brother joined the Air Force when he was 20. (**old**)
- The bridge on the right is _____ than the bridge on the left. (**wide**)
- Concorde was _____ passenger plane in the world. (**fast**)
- Private Hill is _____ at map reading. (**good**)
- Landmines were first used in 1862, but _____ use of landmines was in World War 2. (**big**)
- A company is _____ than a platoon. (**large**)
- The situation was _____ than we expected. (**bad**)
- Unfortunately his wound was _____ than we thought at first. (**serious**).

Exercise 2. Find and correct the mistakes. If there are no mistakes, write **right**.

- Our new PT instructor isn't tall. He's **more short** than our last instructor. _____
- Which tank is **heavier** – Leopard 2 MBT or Challenger 2 MBT? _____
- Nowadays peacekeeping missions are **more complex**. _____
- Colonel Moore's **older son** serves in Germany. _____
- How was your driving test? – Not bad. It was **more easy** than I had expected. _____

Exercise 3. Fill in the gaps with the correct answer.

- I hear you were having problems with your physical test last year? Is it _____ this year?
- No. I'm afraid it's _____.
a) better; more bad b) better; worse c) more good; more bad
- I'd like to buy a handheld computer.
- How about this top range model? But it's _____ one.
- Actually, I'm looking for a _____ model.
a) the most expensive; cheaper b) most expensive; cheaper c) most expensive; more cheaper
- _____ place on Earth is Arica, Chile. No rain fell there for a 14-year period.
a) most dry b) the most dry c) the driest
- Private Fox isn't _____ Private Shepherd but Private Fox is _____.
a) strong as; more fast b) as strong as; faster c) as strong as; more fast
- Lieutenant Morrison is _____ man I've ever known.
a) most honest b) the most honest c) the more honest

“When a man makes a woman his wife, it's **the highest** compliment he can pay her, and it's usually the last.”

Helen Rowland

Adverb. Degrees of Comparison

According to their meaning adverbs are divided into:

adverbs of **time**: today, yesterday, now, soon, early, late, then, before etc.

adverbs of **place**: here, there, where, near, above etc.

adverbs of **frequency**: often, never, usually, ever, sometimes, always etc.

adverbs of **degree**: very, quite, little, too, much etc.

adverbs of **manner**: quickly, well, badly, slowly, easily etc.

Most often adverbs are formed by means of **-ly**: slow – **slowly**, careful – **carefully**, sudden – **suddenly**, month – **monthly**, day – **daily**. An adverb **well** is formed from an adjective **good**: good – **well**.

- The troops were moving **slowly**.
- The reconnaissance patrol could see the enemy soldiers very **clearly**.
- No 1 Platoon always carries out the mission **well**.

Some adverbs made from adjectives have the same form: fast – **fast**, early – **early**, hard – **hard** :

- Private Jackson can run 100 m very **fast**. (adverb)
- He is a **fast** runner. (adjective).

Adverbs tell us about *a verb*. An adverb tells us *how* somebody does something or *how* something happens:

- Private Smith drove a vehicle very **carefully**.
- The colonel was nervous and spoke to the servicemen **angrily**.

We can also use adverbs *before* a past participle (**injured, damaged, written**), adjectives and other adverbs:

- Two soldiers were **seriously injured** in the accident. (*before* a past participle)
- The vehicle was only **slightly damaged**. (*before* a past participle)
- I'm **terribly sorry**. I didn't want to interrupt you. (*before* an adjective)
- They managed to put out fire **incredibly quickly**. (*before* an adverb)

Degrees of comparison

The comparative and the superlative degrees of one-syllable adverbs are formed by means of **-er** and **-est**:

late – **later** – (the) **latest**

fast – **faster** – (the) **fastest**

early – **earlier** – (the) **earliest**

- If we don't walk **faster**, we'll never arrive on time.
- Private Nelson is the fittest but Private Hudson trains **harder**.

Adverbs of more than one syllable form their degrees of comparison by means of **more** and **most**:

slowly – **more** slowly – (the) **most** slowly

easily – **more** easily – (the) **most** easily

- Could you drive **more slowly**?
- Corporal Smith speaks French **the most fluently** of all the men in the platoon.
- Stretching exercises are the exercises he does **the most easily**.

Adverbs **well** and **badly** have irregular degrees of comparison:

well – **better** – (the) **best**

badly – **worse** – (the) **worst**

- The men of No2 platoon demonstrated night patrolling skills **worse** than the men of No1 platoon.
- Private Jackson ran and marched the ten-mile endurance march **the best** of all other men.

Degrees of comparison of the adverbs **often**, **quickly**, **slowly** can be formed in two ways:

Often – **oftener** – (the) **oftenest**

Often – **more** often – (the) **most** often

Quickly – **quicker** – (the) **quickest**

Quickly – **more** quickly – (the) **most** quickly

Slowly – **slower** – (the) **slowest**

Slowly – **more** slowly – (the) **most** slowly

An illustrative text

A tsunami is a chain of huge waves, caused by an earthquake under the seabed. Tsunami waves can be very long (as much as 100 kilometres) and there may be an hour between them. They can move very **fast**, sometimes at the speed of 800 kilometres an hour. So if an earthquake happened in Los Angeles, a tsunami could hit Tokyo very **quickly**, much **quicker** than you could fly between the cities by jet plane. When a tsunami reaches the coastline, it slows down but its height grows. There have been tsunamis as high as 39 metres above sea level! No wonder they are so dangerous.
(*“Speak out”*, 2005/1)

Exercise 1. Complete the sentences with the correct degrees of comparison.

1. Private Scott runs _____ of all the soldiers of the platoon. (**slowly**)
2. Sergeant Wilson sings _____ in the company. (**well**)
3. He would sleep _____ if he didn't think about the enemy attack. (**peacefully**)
4. He usually checks his personal weapon _____ than other soldiers. (**carefully**)
5. The section commander told his men to move _____ than before. (**quietly**)
6. When being in the field soldiers have to sterilize water _____. (**thoroughly**)
7. Private Griffiths is good at live-firing because he trains _____ of all. (**hard**)
8. In WW1 tanks could move over rough terrain much _____ than modern tanks can do now. (**badly**)
9. The enemy attack started _____ than we expected. (**early**)
10. Why did you arrive at the base _____ than usual? (**late**)

Exercise 2. Find and correct the mistakes. If there are no mistakes, write **right**.

1. If we don't walk **more fast**, we'll never arrive on time. _____
2. Private White does pull ups **quicker** than Private Brown. _____
3. You are late again. Can you come **more early** next time? _____
4. You fire a rifle **good**. I think you'll be a sniper. _____
5. Lieutenant Walker always drives **incredibly fast**. _____

Exercise 3. Match the sentences in **A** with the sentences in **B**.

A	B
<ol style="list-style-type: none"> 1. That section has carried out the attack ... 2. After a terrorist attack a lot of people were... 3. He was ... 4. Don't stop ... 5. The Colonel entered the room ... 	<ol style="list-style-type: none"> a) seriously injured. b) so suddenly. A car behind can drive into you. c) closely followed by the officers. d) awfully sorry for his behaviour the other day. e) more successfully than other sections.

“The world is not growing **worse** and it is not growing **better** – it is just turning around as usual.”

Peter Dunn

Pronoun. Personal pronouns

In English the pronouns can be divided into the following groups: **personal, possessive, reflexive, reciprocal, demonstrative, interrogative, relative, indefinite, negative, defining and quantitative.**

Personal pronouns have two cases: the Nominative Case and the Objective Case. Personal pronouns in the Nominative Case are used as the **subject** of the sentence. Personal pronouns in the Objective Case are used as the **object** of the sentence.

The Nominative Case	The Objective Case
I he she it we you they	me him her it us you them

- **I** don't know how to operate the mortar. (the **subject** of the sentence)
- **You** have to know the rules of safety when using the rifle.
- Private Wilson is fat. **He** weighs 98 kilos.
- Some soldiers didn't pass the driving test. **It** wasn't easy.
- **We** helped refugees return home.
- There were a lot of casualties after the explosion. **They** were taken to hospital by helicopters.

- Show **me** your ID, please. (the **object** of the sentence)
- When you approach a sentry, tell **him** the password.
- Here is a map. Give **it** to Sergeant Patterson.
- Send **us** the message as soon as possible.
- Trucks with humanitarian aid leave the camp at 0700 hours. We'll escort **them** to the village of GAMBA.

In short answers we can use **me, him** etc. (informal) or **I, he** etc. with a verb (more formal). The same happens after **as** and **than**.

- I'm so angry with him. - **Me** too. (*not I* too.) (informal)
- = I'm so angry with him. - **I am** too. (*or So am I.*) (formal)
- I've got the same mobile **phone as him**.
- = I've got the same mobile phone **as he has**.

An illustrative text

It's getting harder and harder to work out the best way to stay healthy. Medical experts have been telling **us** for ages, for example, that drinking eight glasses of water every day is good for **us**; now American scientists have concluded that there is no evidence for this. Similarly, **we**'ve long been told coffee is bad for **us** but now **it** seems that one cup a day can help protect against Alzheimer's. **I** think the only answer is to trust our common sense rather than the endless teams of researchers and their contradictory advice.

(*"The Week"* May, 2008)

Exercise 1. Complete the sentences with the correct **personal** pronouns.

1. Mr. Forsyte is civilian but ____ is an instructor at the NATO school. (**she/ he**)
2. Soldiers are marching along the road. ____ are returning to the base. (**they/them**)
3. Give ____ your driving license, please. (**I / me**)
4. The section commander ordered ____ to destroy the bridge. (**they / them**)
5. Colonel Shepherd isn't at the HQ now. Call ____ back later. (**he / him**)
6. ____ was dangerous to be on a reconnaissance patrol close to the enemy. (**it / he**)
7. I don't know this officer. – I don't know ____, either. (**him / he**)
8. If you are interested in some operative information, Sgt Smith will inform _____. (**it / you**)
9. Sergeant Ford gave ____ a lesson on weapon handling. (**we / us**)
10. Tell the commander about your problems during PT. We'll take ____ into account. (**they/them**)

Exercise 2. Fill in the gaps with suitable **personal** pronouns.

1. This is Lieutenant Edwards. ____ commands Number 3 platoon.
2. I can't find my glasses. Has anybody seen ____?
3. On Wednesday the men of No 3 Platoon carry out live-firing. What do ____ practise on Thursday?
4. We're listening to you. What do you want to tell ____?
5. The crowd is chasing a man. The man's running to your position. I can see ____ shouting something.

Exercise 3. Change the sentences to make them informal or more formal.

Example. I'm hungry. - **Me** too. → I'm hungry. - **I am** too.

1. Captain Morrison has the same car as **me**.
2. He's going on peacekeeping mission next month. - **I am** too.
3. I'm not as fit as **he is**.
4. Major Brown has better accommodation than **me**.
5. The Sergeant was born in the same town as **I was**.
6. Who is paying for the meal? - **Him**.
7. Private Brown is faster than **I am**, but I'm stronger than **he is**.

"Whenever a man's friends begin to compliment **him** about looking young, **he** may be sure **they** think **he** is growing old."

Washington Irving

Possessive Pronouns

In the sentence the possessive pronouns express belonging and answer the question **whose?** There are two forms of possessive pronouns in English: **the conjoint form** which is used before nouns and **the absolute form** which is never followed by a noun.

Conjoint form	Absolute form
<i>Singular</i>	<i>Singular</i>
my	mine
his	his
her	hers
its	-
<i>Plural</i>	<i>Plural</i>
our	ours
your	yours
their	theirs

- This is **my** rifle. (conjoint form)
- It is **his** order to leave the camp.
- **Her** name is Pamela.
- Where is **your** ID, Corporal Jackson?
- **Their** brigade is based in Germany.
- **Our** section was the first in the battle skills competition.

- His tank was damaged and so was **mine**. (absolute form)
- Whose briefcase is it? Is it **yours**?
- These books are **ours**. Don't take them.
- This nice house is **theirs**.
- His company commander is very strict and so is **hers**.

You can use the preposition *of* with possessive pronouns in the absolute form:

- It's no business **of mine**.
- We went on holiday with some friends **of ours**.

An illustrative text

“Air and space superiority is a core competency for the United States Air Force – the principal service for achieving air dominance. However, by 2010, America’s most capable fighter, the F-15 Eagle, will be over 30 years old. We cannot guarantee air superiority in 2010 with the F-15. America’s commanders need the F-22 Raptor. **Its** attributes of stealth, robust integrated avionics, and super cruise have been designed in from the start to allow **our** pilots to dominate the enemy over **his** territory. As a result, the F-22 Raptor enables air dominance for the 21st century.”

(General Michael P. Ryan, Chief of Staff, US Air Force)

Exercise 1. Complete the sentences with the correct **possessive** pronouns.

1. Linda Johnson is a lieutenant. It was ____ own decision to join the Army. (**hers / her**)
2. You have taken my helmet. – No, it’s _____. (**my / mine**)
3. Always point ____ rifle in a safe direction. (**yours / your**)
4. Their house is very similar to _____. (**our / ours**)
5. Military Observers supervise the ceasefire agreement. It’s the main task of _____. (**their / theirs**)
6. I met a friend of ____ at the party yesterday. (**yours / your**)
7. I am checking ammunition. That is ____ responsibility. (**mine / my**)
8. They are observing the enemy. That’s ____ task. (**theirs / their**)
9. Look at the tank. ____ tracks are damaged. (**its / it**)
10. John’s parents were against ____ decision to join the Army. (**hers / his**)

Exercise 2. Fill in the gaps with the appropriate **possessive** pronouns.

1. Corporal Evans has broken ____ arm. He’s in hospital now.
2. It was a great idea of ____ to visit the castle! Thank you.
3. It’s ____ fault and you will be punished.
4. Henry borrowed some books of _____ and now I need them.
5. “Good morning, sir. ____ Identity, please.” – “I’m Major Robinson. Here’s ____ ID card.”

Exercise 3. Fill in the gaps with **personal** or **possessive** pronouns.

1. Can ____ help ____ ? - Yes, ____ would like this electric razor. How much is ____ ?
2. Whose is this mobile phone? - _____. I’m looking for _____.
3. This is the end of ____ transmission. I’m waiting for ____ reply.
4. Don’t load ____ weapon unless you are ordered to.
5. The Brigade headquarters is on exercise. ____ position is camouflaged in a wood.
6. Corporal Scott is speaking to ____ men about the exercise. “On the whole ____ did well. But we can improve ____ fitness and individual battle skills.”
7. The men of No 1 Platoon have camouflaged ____ positions very carefully.

“The sword is the axis of the world and **its** power is absolute.”

Charles de Gaulle

“Always forgive **your** enemies; nothing annoys them so much.”

Oscar Wilde

Demonstrative Pronouns

Demonstrative pronouns are: **this** (plural form – **these**), **that** (plural form – **those**), **such**, **the same**.

This (these)

The pronoun **this (these)** refers to somebody or something that is *close* to the person who is speaking. In the expressions of time **this** refers to the moment of speaking or to the current period of time:

- **This** is the regimental shop. You can buy souvenirs here.
- **These** ships were built in Rotterdam.
- Lieutenant Walker is busy at **this** moment.

That (those)

The pronoun **that (those)** refers to somebody or something that is *in the distance* from the person who is speaking. In the expressions of time **that** refers to the moment or a period of time in the past or in the future:

- **That** man standing near the check point is Corporal Smith.
- **Those** soldiers over there are practising for the parade.
- At **that** moment the door opened and a man entered the room.

That (those) is also used instead of the noun that has been mentioned to avoid repetition. **One (ones)** is often used after **this (these)** and **that (those)**:

- **This** tank is more powerful than **that (one)**.
- **These** books are mine, **those (ones)** are yours.

Such

Between the pronoun **such** and a countable noun in the singular we use an indefinite article. We don't use an article if the noun is uncountable or it is in the plural:

- Why do you ask me **such a question**?
- It is **such an** interesting **book**! I want you to read it.
- You shouldn't ask **such questions**. It's impolite.

The same

- It is **the same** soldier who showed us the way to the main gate.
- I hurt my leg when I was jumping over the wall. **The same** happened to one of the soldiers last week.

Note. The demonstrative pronouns **such** and **the same** can be used as nouns-pronouns and adjective pronouns.

An illustrative text

The gap between the richest and poorest is still getting wider. According to government figures released **this** week, the incomes of the poorest 20% of households fell 1.6% between 2005/6 and 2006/7, while **those** of the richest 20% rose 8%. In **the same** period 100,000 more children fell into poverty, despite Tony Blair's 1999 pledge to halve child poverty by 2010 and eradicate it by 2020. (*"The Week"* June, 2008)

Exercise 1. Complete the sentences with the correct **demonstrative** pronouns.

1. Lieutenant Walker was born in _____ town as Major Brown. (**such a / the same**)
2. I don't know why he talks in _____ loud voice. (**such / such a**)
3. _____ soldiers are from our platoon. (**this / these**)
4. _____ officer standing next to the colonel is our platoon leader. (**those / that**)
5. I didn't know you had _____ nice friends. (**such / such a**)
6. You must know _____ rules of safety. (**these / this**)
7. Can I talk to you? – Sorry, I'm really very busy at _____ moment. (**that / this**)
8. Who are _____ people over there? (**these / those**)
9. It was _____ film that we saw last month. (**such a / the same**)
10. At _____ moment he understood that he would not pass the test. (**this / that**)

Exercise 2. Fill in the gaps with **this, that, these, those**.

1. _____ troops on the parade ground over there are from the Regiment.
2. Here are the barracks. We think about twenty men sleep in _____ building.
3. Where did you buy _____ model of PDA? It's one of the top range models.
4. There's a guardroom there and _____ is the security guard over there.
5. Whose are _____ notes? - Perhaps, Sergeant Ford have left them.

Exercise 3. Fill in the gaps with the suitable answer.

1. Why do you always ask me _____ silly questions?
a) such b) such a c) such the
2. We treat recruits exactly _____ as other servicemen.
a) same b) the same c) a same
3. It's great to see you again! I haven't seen you for _____ time.
a) such long b) a such long c) such a long
4. Just do _____ as me and everything will be all right.
a) the same b) a same c) same
5. What happened, Private Morgan? I've never seen _____ mess in your room.
a) such b) such a c) a such

"Advice is seldom welcome, and **those** who need it the most, like it the least."

Lord Chesterfield

Reflexive Pronouns.

The reflexive pronouns are formed by adding **–self** (in the singular) or **–selves** (in the plural) to the possessive pronouns **my, your, our** and to the Objective Case of the personal pronouns **him, her, it, them** and to an indefinite pronoun **one (oneself)**.

Singular	Plural
myself yourself himself herself itself	ourselves yourselves themselves

- Don't help me to unload the rifle. I'll do it **myself**.
- They had a great time. They really enjoyed **themselves**.
- If somebody attacks you, you need to be able to defend **yourself**.
- A soldier hurt **himself** when he was crawling under the wire.
- I think we'll settle the problem **ourselves**.
- One should take care of **oneself**.

Reflexive pronouns can be used to emphasize nouns or personal pronouns. In this function they are placed at the end of the sentence or directly after the emphasized word:

- **The film itself** wasn't very good but I liked the music.
- I am not going to help you. **You** can do it **yourself**.

Don't use **myself** etc. after **concentrate, feel, relax, meet** and after **wash, shave, dress**:

- How do you **feel** today? (*not* "feel yourself")
- What time shall we **meet**? (*not* "meet ourselves")
- He got up, **washed, shaved and dressed**. (*not* "washed himself" etc.)

An illustrative text

The Golditz Castle was the most famous camp for prisoners of war during the Second World War. The Germans thought that it was impossible to escape from it. Herman Goering **himself** visited the castle at the beginning of the war and said that it was absolutely “escape-proof”. Security measures in Golditz were indeed very tight. There were hundreds of prison guards, lots of guard dogs, machine gun posts and searchlights. But in spite of all these measures more than 300 escape attempts were made by prisoners – more than any other prison camp. They tried everything from tunneling to hiding in rubbish sacks, disguising **themselves** as German officers and jumping acrobatically from the castle walls.

(“*Speak out*”, 2005/2)

Exercise 1. Complete the sentences with the correct **reflexive** pronouns.

1. Be careful! The bayonet is very sharp. You can cut _____. (**you / yourself**)
2. Who helped you to repair the vehicle? – Nobody. I repaired it _____. (**himself/myself**).
3. I am sure history repeats _____. (**herself / itself**)
4. In the mess hall you _____ have to carry the meal to the table. (**ourselves / yourselves**)
5. There were so many people in the room that I couldn’t concentrate _____. (**myself / -**)
6. We _____ have to learn the rules of safety in weapon training. (**ourselves / yourselves**)
7. The soldiers formed _____ into a line facing the crowd. (**yourselves / themselves**)
8. Who told you that Lt Brown is going to Germany? – He _____ told me. (**himself / yourself**)
9. A soldier fell down from the cargo net but luckily he didn’t hurt _____ badly. (**himself/yourself**)
10. It isn’t her fault. She really shouldn’t blame _____. (**yourself / herself**)

Exercise 2. Fill in the gaps with the appropriate **reflexive** pronouns.

1. Nobody is going to help you. You should do it _____.
2. What’s on your chin? – A plaster. I’ve cut _____ shaving in the morning.
3. Major Morgan _____ is quite friendly but his 2IC is rather cold.
4. Did you know that soldiers carried out the capital repairs of the barracks _____?
5. We usually clean and wash our uniforms _____.

Exercise 3. Fill in the gaps with the suitable answers.

1. Sometimes I talk to _____ when I am alone.
a) yourself b) myself c) me
2. The computer will turn _____ off if you don’t use it.
a) himself b) yourself c) itself
3. Try to relax _____ when you dance.
a) - b) yourself c) you
4. When do you usually feel _____ happy?
a) yourself b) - c) you
5. Don’t pay attention to _____, he always complains.
a) himself b) he c) him

“Everyone thinks of changing the world, but no one thinks of changing **himself**.”

Leo Tolstoy

Indefinite Pronouns

The Indefinite Pronouns are: **some, any, one, somebody, someone, something, anybody, anyone, anything.**

The pronouns **some, somebody, someone, something** are used:

a) in affirmative sentences

- **Some** soldiers went to the PX to buy **some** food. (**some** can be used both with countable and uncountable nouns)
- Give me **something** to read, please.
- **Somebody** has taken my electric razor.
- There is **someone** at the door.
- I can hear **somebody's** voice.

b) in questions with a question word:

- Why have **some** officers left the NCO club?

c) in questions expressing offers and requests:

- Can I have **some** more tea? (request)
- Would you like **something** to eat? (offer)

Some can be used with **of**:

- **Some of** the people I met being on exercise in Egypt were very interesting.
- **Some of** my friends went to Kosovo last week.

The pronouns **any, anybody, anyone, anything** are used:

a) in questions and negative sentences:

- Are there **any** questions?
- Has **anybody** seen Major Brown?
- There aren't **any** documents in this file.
- It's raining. I can't see **anything** on the road.
- Did you hear **anybody's** voice?

b) in affirmative sentences where these pronouns mean "it doesn't matter which" and in sentences after "if":

- Come and see me **any** time you want.
- What do you want to eat? – **Anything**. I don't mind.
- If **anyone** has any questions, I'll answer them right now.

Any can be used with **of**:

- Do **any of** you want to go to the NCO club tonight?

The pronoun **one** is used:

a) as an indefinite personal pronoun in the meaning of **any person**:

- **One** must always do **one's** duty.
- **One** does not like to be punished.

b) as a word-substitute to avoid repeating a countable noun:

- Here are some kinds of batteries for your radio. Which **ones** would you like?
- There is my suitcase, the big black leather **one**.

As a word-substitute **one** is used after **this, that, another, the other, which, the, the first, the second, the last, the next**:

- This shirt isn't my size. Show me **another one**.
- I don't like this deodorant. Give me **that one**, please.
- Don't worry. The next day will be better than **this one**.

An illustrative text

Chatting with civilians in the local lingo in Iraq and Afghanistan has become increasingly important, not only to foster good relations but also to gather potentially vital intelligence. Captain Kelly Goodall deployed to Iraq as an interpreter. Now she is the British Army Arabic-speaking spokesperson for journalists from media organizations such as Al-Jazeera and Al-Arabiya.

“It’s a great feeling when you speak to **someone** in their language and they understand you. You feel really useful and the information you get could ultimately save lives so you are really making a difference,” she told *Soldier*, describing how a British woman in uniform speaking the lingo like a local initially shocked many Iraqis.

(“*Soldier*” March, 2007)

Exercise 1. Complete the sentences with the suitable **indefinite** pronouns.

1. I was too tired to do ____ work. (**some / any**)
2. ____ must keep ____ word. (**anyone / one ; someone / one’s**)
3. ____ task is easy for him. (**anything / any**)
4. Can I have ____ more sugar in my coffee? (**some / any**)
5. Is ____ at home? (**somebody / anybody**)
6. If there are ____ messages, inform me, please. (**some / any**)
7. It’s so hot today. Would you like ____ to drink? (**something / anything**)
8. Lieutenant Edwards, ____ is here to see you. (**anyone / someone**)
9. Does ____ mind if I open the window? (**somebody / anybody**)
10. I wasn’t feeling hungry so I didn’t eat ____ . (**any / anything**)

Exercise 2. Questions: fill in the gaps with the appropriate **indefinite** pronouns

somebody some (x2) any anything anybody

1. Is there ____ we should bring to the meeting?
2. Did you meet ____ interesting at the party?
3. Can I offer you ____ coffee? I’ve just made ____ .
4. Do soldiers have ____ free time on Friday evening?
5. Would you like ____ to help you?

Exercise 3. Affirmative and negative sentences: fill in the gaps with the appropriate **indefinite** pronouns.

any (x2) anybody anything some something (x2)

1. Remember, don’t tell ____ about it. It’s a secret.
2. Come to my office, Private Morris. I have ____ to tell you.
3. ____ enemy vehicles are approaching the bridge.
4. There aren’t ____ buses to Oberammergau on Sunday.
5. There’s ____ strange in the captain’s behaviour today. He’s so absent-minded.
6. ____ doctor will tell you that smoking is bad for you.
7. If the police arrest you, don’t say ____ until your lawyer gets there.

“Do **something** every day that you don’t want to do, this is the golden rule for acquiring the habit of doing your duty without pain.”

Mark Twain

“I cannot teach **anybody anything**. I can only make them think.”

Socrates

Negative Pronouns

The negative pronouns are: **no, nobody, no one, nothing, none, neither**. They can be used at the beginning of the sentence or alone:

- What did you buy at the PX? – **Nothing**.
- The exam was difficult. **Nobody** passed.

When we use negative pronouns, the main verb in the sentence is affirmative:

- Captain Esteban **had no** difficulty finding a camp.
- **Nobody came** to visit me while I was in hospital.

In English there could be only *one* negation. If the verb-predicate is negative, the negative pronouns are *not* used. Indefinite pronouns **any, anybody, anyone, anything** are used instead of them:

- There **isn't anybody** on the parade square.
(=There is **nobody** on the parade square.)
- They **didn't know anything** about their new company commander.
(=They knew **nothing** about their new company commander.)

The negative pronoun **no** is used with a noun:

- Excuse me, ma'am, can I talk to you? – What is it, Private Thomas? I've got **no** time at the moment.

The negative pronoun **none** is used alone or with **of**:

- He took some photographs during his holiday but **none of** them were very good.
- How many friends do you have in Tidworth Camp? – **None**.

The negative pronoun **neither** is used alone, with a noun or with **of**. We use **neither** for *two* things:

- **Neither of** us remembered that accident.
- **Neither** answer is correct.
- Is Captain Esteban from Italy or France? – **Neither**. He's Spanish.

An illustrative text

“If you have never fired a live missile and have not experienced the gripping tension, you could panic in a real combat situation,” explains Lieutenant Colonel Pavlik, who participated in this year’s exercise at the Polish missile shooting range. “It’s a psychological problem. **No** matter how many times you have been training on a simulator, **nothing** equals direct experience.”

None of those who went to the range have shot with live missiles before. The reason is not their young age, rather the fact that **no** live missiles have been used with the “Kub” or “Volchov” air defence missile systems since 1989 and 1990 respectively.

(“*Czech Army Today*”, 1998/3)

Exercise 1. Complete the sentences with the correct **negative** or **indefinite** pronouns.

1. This job is very difficult. _____ can do it. (**none/nobody**)
2. The accident looked serious but _____ was injured. (**anybody/nobody**)
3. What would you like to eat? - _____. I’m not hungry. (**nothing/anything**)
4. _____ of your answers are right. (**no one/none**)
5. We didn’t see _____ in the NCO club after dinner. (**nobody/anybody**)
6. What did you say? - _____. (**none/nothing**)
7. After the commander’s briefing _____ said a word. (**anybody/nobody**)
8. The soldiers didn’t know _____ about the commander’s plans. (**nothing/anything**)
9. Are there any letters or parcels for me? - _____. Come tomorrow. (**nothing/neither**)
10. You are not allowed to leave the camp if you have _____ permission. (**none/no**)

Exercise 2. Which alternative is correct?

1. The doctor said there was **anything/nothing** wrong with him.
2. **None/nobody** knew what to say.
3. They produced two reports, **neither of/none of** which contained any useful suggestions.
4. Colonel Morgan has three sons, but **neither of/none of** them is military.
5. **Anybody/nobody** in the village saw the helicopter crash.

Exercise 3. Fill in the gaps with the following pronouns.

anything any anybody no none of nothing neither some

1. _____ vehicles are allowed in this restricted area.
2. Does _____ know when the accident happened?
3. _____ his friends helped him when he was in trouble.
4. Are there _____ orders for today?
5. Why is he so angry with me? I didn’t say _____ offensive.
6. _____ soldiers didn’t carry out their task properly.
7. The situation is uncertain. The crowd is hostile, but we are sure _____ serious will happen.
8. Would you like some water or juice? - _____. I’m not thirsty.

“He who praises everybody praises **nobody**.”

Samuel Johnson

“Don’t go around saying the world owes you a living. The world owes you **nothing**. It was here first.”

Mark Twain

Interrogative Pronouns

The interrogative pronouns are **who**, **what**, **which**, **whose**.

- **Who** is there?
- **What** has happened?
- **What** newspaper are you reading?
- **Whose** bag is it?
- **Which** film would you like to see?

The interrogative pronoun **who** has the Objective Case **whom**. **Who** and **whom** refer to *people*:

- **Who** came to the camp yesterday? (as a subject)
- **Whom** did you meet there? (as an object)

In spoken English **who** is often used instead of **whom** in the function of an object:

- **Who** did you meet yesterday?

When the pronouns **who** and **what** are the subjects of the sentence, the verb-predicate is used in the singular:

- **Who has come?** – My friends have.
- **What has happened?**

The pronoun **what** usually refers to *things*. It can also refer to people when you mean their profession, occupation, rank etc.:

- **What** is he? – He's an officer.

What is also used as an adjective:

- **What** question did you ask?

The pronoun **which** refers to both *people and things*. It's used when the choice is implied.

- **Which** of these books do you like best?
- **Which** of them is a doctor?

The pronoun **who** and **what** can be used with prepositions that are usually placed after the verb or its object:

- **What** are you looking **at**?
- **Who(m)** are you talking **of**?
- **Who** does this briefcase belong **to**?

The pronoun **whose** is used in the function of an attribute:

- **Whose** briefcase is this? *Or*
Whose is this briefcase?

An illustrative text

Who is the tallest man in the world? **Who** is the fattest woman in the world? How heavy is the heaviest man? **Who** has the longest moustache? How long can a person talk without stopping? **What** distance can a man cover if he walks on his hands? **Which** is the most visited Web site? **Whose** legs are the longest?

All these facts can be found in the *Guinness Book of World records*. It demonstrates people's achievements in nearly every field: from sports to politics, from entertainment to science, from the business world to pastimes.

(*"Speak out"*, 1999/4-5)

Exercise 1. Complete the sentences with the appropriate **interrogative** pronouns.

1. ____ book are you reading?
2. ____ is this uniform? – Mine.
3. ____ did you do in the battle camp?
4. ____ of these tanks is more powerful?
5. ____ did you meet in the NATO school? – A lot of interesting people.
6. ____ was your father? – He was the commander of the Tank Corps.
7. ____ of you speaks German?
8. ____ did you buy at the PX?
9. ____ arrived at the base yesterday? – A new group of recruits.
10. ____ GPS is this? – Major Brown's.

Exercise 2. Which alternative is correct?

1. **What/Which** is better exercise – swimming or tennis?
2. **Which/Whose** rifle is it? Don't leave your weapon unattended.
3. **What/Which** castle did you visit last weekend?
4. **Who/What** is that girl over there? – It's Major Smith's daughter.
5. **Whom/Whose** did you meet at the station yesterday?

Exercise 3. Fill in the gaps with the following pronouns.

who (x2) whose which what (x3)

1. ____ of the patients have recovered?
2. ____ happened to this vehicle? – It was damaged during field training exercise.
3. ____ do soldiers usually have for breakfast?
4. ____ has left a black case here?
5. ____ does Captain Esteban look like? I have to meet him at the station tomorrow.
6. ____ is this mobile phone? May I use it?
7. ____ did you meet at the security conference in Stockholm?

"What is a soul? It's like electricity – we don't really know what it is, but it's a force that can light a room."

Ray Charles

Relative Pronouns

The relative pronouns are: **who, whom, which, what, whose, that**.

They connect subordinate clauses to the main ones. They are used according to the same rules as the corresponding interrogative pronouns.

- The man **who** is speaking is my section commander.
- **What** he is doing here is not quite clear.
- Do you know **whose** book it is?
- The film **which** soldiers saw at the NCO club was really dull.

The pronoun **which** refers only to *things*, the pronoun **whose** refers mostly to *people*, the pronoun **that** refers to both *people and things*:

- I want to tell you about the things **that** have happened in the past few days.
- Where is the juice **which** was in the fridge?
- The man **that** I respect very much is my instructor.
- I met a man **whose** brother knows you.

An illustrative text

The Polish government is trying to persuade the millions of its citizens **who** have gone abroad to work to return home. Since Poland joined the EU in 2004, about 2mln people, or 5% of the population, have emigrated. The exodus has led to a severe shortage of workers in Poland, particularly in the construction industry. The government plans to offer amnesties to Poles **who** have not paid taxes on their foreign earnings in the hope of luring them back. The labour shortage has forced the government to recruit workers from India and to use prisoners on construction projects, including the building of football stadiums for the 2012 European Championships.

(*"The Week"* May, 2008)

Exercise 1. Complete the sentences with the correct **relative** pronouns.

1. An atheist is someone ____ doesn't believe in God. (**that/ who**)
2. The soldier ____ was injured in the accident is now in hospital. (**which/ who**)
3. A building ____ was destroyed in the fire has been rebuilt now. (**which/ who**)
4. What's the name of the man ____ car you borrowed? (**whose/ which**)
5. I don't like stories ____ have unhappy endings. (**who/ that**)
6. There are some words ____ are very difficult to translate. (**what/ which**)
7. This morning I saw Major Johnson ____ I hadn't seen for ages. (**that / who**)
8. Colonel Moore ____ I wanted to see was away on holiday. (**who / what**)
9. That soldier didn't want to listen to ____ his superiors said. (**that / what**)
10. The officer ____ did the course in the NATO school has just returned. (**that / who**)

Exercise 2. Match the sentences in **A** with the sentences in **B**.

A	B
<ol style="list-style-type: none"> 1. Do you know a good shop ... 2. There's the problem ... 3. The police haven't found the man ... 4. Hiram Maxim was an American ... 5. The camera ... 6. Most instructors ... 7. Colonel Fletcher ... 	<ol style="list-style-type: none"> a) who invented the first portable machine gun. b) which you lent me has been broken. c) that sells modern gadgets? d) that work at the NATO school are military. e) whose wife is a painter invited us to the gallery. f) that you can't solve yourself. g) who stole my car.

Exercise 3. Fill in the gaps with the following pronouns.

who whom which what whose that (x2)

1. A submarine is a type of ship ____ can travel underwater.
2. Doctor, could you tell us ____ we should do if the patient suffers from hypothermia?
3. On Monday morning at 10a.m. you are meeting the Secretary General from the United Nations for talks, before the conference ____ starts at twelve o'clock.
4. The helicopter Black Hawk is manufactured by the Sikorsky Aircraft Corporation ____ is based in Connecticut in the States.
5. This is Doctor Patel ____ has been working in our hospital for a long time.
6. Sergeant Fox, ____ ID I have found recently, is very grateful to me.
7. Captain Morris married a pretty girl ____ he met on a bus.

"Happy is that city **which** in time of peace thinks of war."

Inscription found in the armoury of Venice

Defining Pronouns

The defining pronouns are: **each, every, everybody, everyone, everything, other, another, either, all, both.**

Each and **every** are similar in meaning. But they are not exactly the same.

We use **each** when we think of things separately and it is more usual for a *small* number. We can use **each** with a noun, alone, with *one* or *of*:

- **Each** soldier in the section knows his task, so I don't have to repeat it.
- These batteries cost 50 pence **each**.
- **Each of** the soldiers has a different task.
- He has studied **each one** of the documents very carefully.

Every is used when we think of things as a group. The meaning is similar to **all**. It is more usual for a *large* number:

- Car seat belts save lives. **Every** driver should wear one.
- **Every** morning soldiers have drill on the parade square.

Everyone and **everybody** can be used in the possessive case, **everything** is not changed. After **everyone** and **everybody** we use a singular verb:

- **Everybody has** already done push ups.
- **Everything is** ready for the NBC training.
- It's **everybody's** duty.

Other, another

- Two buildings were destroyed and some **other** buildings were damaged in the blast.
- Some soldiers were in the barracks, **the others** went to the NCO club.

Another can be followed by a singular noun or a plural noun:

- Will you have **another** cup of coffee?
- I've read this book. Give me **another** one, please.
- We have still got **another** forty miles to go.

Either is used for *two* things:

- On **either** side of this road we can see fine houses.
- I haven't been to **either** of these countries.

All

- **All** weapons are lethal.
- **All the** servicemen were present at the briefing.
- **All of the** soldiers liked their new commander.
- I'll do **all** I can to help you.

Both is used for *two* things:

- **Both** generals have just arrived.
- **Both of** them are going to tell us about international exercise in Egypt.
- I couldn't decide which of the two mobile phones to buy. I liked **both**.
- **Both** these officers are my friends.

An illustrative text

Planet Earth is covered with a thick crust. The crust is cracked into more than twenty sections. These sections are called tectonic plates and they are always on the move. They move very slowly, but with incredible power. When the plates collide with each other, an earthquake happens.

Earthquakes happen **all** the time in **all** parts of the world but we don't notice most of them because they are small. But big earthquakes are really dangerous. They can make buildings fall down, set off landslides and do **other** deadly things.

(*"Speak out"*, 2005/1)

Exercise 1. Complete the sentences with the correct **defining** pronouns.

1. ____ this mail must be answered. (**either / all**)
2. Commanders brief subordinates ____ day. (**every / each**)
3. Have you finished? – No, I've got ____ three sentences to translate. (**other / another**)
4. Soldiers spent ____ day in the field. (**all / either**)
5. ____ my friends are going to Iraq next month. (**every / both**)
6. ____ individual soldier must learn the simple survival skills. (**all / each**)
7. ____ Private White and Private Brown operate the mortar in the section. (**both / either**)
8. ____ section consists of about 8 men, with a corporal in command. (**each / every**)
9. ____ in the platoon headquarters carries a rifle as his personal weapon. (**everyone/everything**)
10. It was Private Jackson's fault but he denied ____ . (**everybody/everything**).

Exercise 2. Which alternative is correct?

1. Three times a week we have work parties to carry out maintenance on the camp compound. **All/Every** personnel that are not on duty have to attend.
2. These are our living quarters. In **each/every** room we have a bed, a locker and a small wash basin.
3. A platoon size unit is located at hill 120. They have a protective minefield about 200 m south of the hill and **another/an other** to the southeast.
4. Can you show me some **other/either** shoes? These aren't my size.
5. (After the briefing) Is **everyone/everything** clear?

Exercise 3. Choose the pronoun which best completes each sentence.

everyone everything every each all both either another

1. It looks like ____ cold day tomorrow. We're expecting fog and low temperatures.
2. Military orders are a very important part of military life and soldiers must obey them at ____ times.
3. ____ soldier must be fit. Otherwise he can't do his job properly.
4. During a room inspection ____ must be in order and soldiers have to stand by their beds.
5. There aren't enough books for ____ so you have to work in pairs.
6. ____ of the soldiers has been given a personal weapon.
7. I've got two best friends. ____ of them have participated in peacekeeping operations.
8. I took two books with me on holiday but I didn't read ____ of them.

"I am free of **all** prejudices. – I hate **all** equally."

W.C. Fields

"I can resist **everything** except temptation."

Oscar Wilde

Reciprocal pronouns

There are two reciprocal pronouns in English: **each other** and **one another**. They are similar in meaning. They can be used in the Possessive Case.

- Before the meeting they all shook hands with **one another**.
- Romeo and Juliet fell in love with **each other** at first sight
- How long have you and Sergeant Ford known **one another**?

The preposition referring to a reciprocal pronoun is placed before its first part:

- Both soldiers looked **at one another** and laughed.

An illustrative text

Entering a partnership means to accept responsibility for one's partner. It also means to have a strong will to stand side by side with **one another**, follow the same road. The grandfathers of today's enlisted soldiers were shooting at **each other**, their fathers were adversaries who stood against **each other** in antagonistic block during the cold war. Today, their sons stand before us, side by side, as partners and friends. Before long, they will jointly protect the peace and freedom in Europe as equal allies in the North Atlantic Alliance.

(*"Czech Army Today"*, 1998/3)

Exercise 1. Complete the sentences with the appropriate pronouns.

1. All recruits helped ____ during basic training. (**themselves / one another**)
2. You will need photos of ____ for your membership cards. (**each other/ yourselves**)
3. I think we've learned much about ____ during joint exercise. (**one another/ oneself**)
4. After graduation from the Academy they have been in touch with ____ for a long time. (**themselves/each other**)
5. The instructor gave two books to ____ student. (**each other/ each**)
6. They decided to give ____ a really nice holiday this year. (**themselves/each other**)
7. Sometimes they could wear ____ clothes. (**one another's/oneself**)
8. ____ of them have their own e-mail address. (**each/one another**)
9. Do you and your friend tell ____ everything? (**yourselves/each other**)
10. Corporal Johnson and his young wife phone ____ every day. (**themselves/ each other**)

Exercise 2. Which alternative is correct?

1. Nowadays people don't want to write letters to **each other/themselves**. They use e-mail post.
2. Those two privates are always abusing **themselves/one another**. What is the reason for this?
3. **Each other/each** soldier must report to his commander about carrying out the task.
4. Do you know any **another/other** people who might help you?
5. Be careful with your personal weapon. You can accidentally kill **yourselves/each other**.

Exercise 3. Fill in the gaps with the following pronouns.

another yourself each other (x2) others

1. If somebody attacks you, you must be able to defend ____.
2. Why don't you allow your daughter to marry that guy? I think they love ____.
3. You're very kind to me. I think you should treat the ____ the same.
4. I can't understand why you like criticizing ____ on every occasion.
5. Let's wait ____ few minutes. I'm sure the captain will turn up right now.

"Men are at war with **each other** because each man is at war with himself."

George Patton

Quantitative pronouns

The quantitative pronouns are: **many, much, few, little, a few, a little.**

All of them have degrees of comparison:

Many, much – more – most

Few – fewer – fewest

Little – less – least

We use **many** and **few** with countable nouns: **many** officers, **few** tanks.

We use **much** and **little** with uncountable nouns: **much** time, **little** fuel.

We use **a lot of, lots of, plenty of** with countable and uncountable nouns:

A lot of friends, **a lot of** food, **lots of** time, **lots of** people, **plenty of** problems, **plenty of** money:

- I've got **a lot of** friends in Lviv.
- There is no need to hurry. We have **a lot of** time.

Much, many and **a lot (of)** are used in *negative* sentences and *questions*:

- He doesn't use the phone **much** at work. (*or* He doesn't use the phone **a lot** at work.)
- Did you have **many** problems during basic training? (*or* Did you have **a lot of** problems...)

We use **a lot (of)** in *positive* sentences. **Much** isn't used in positive sentences in spoken English but we can say **too much, so much, very much, as much**:

- Soldiers spent **a lot of** money at the PX on Sunday. (*not* Soldiers spent much money...)
- A driver spent **too much** time repairing a vehicle.

Many can be used in *positive* sentences but **a lot (of)** is more usual in spoken English:

- **A lot of** officers studied at the NATO school. (*or* **Many** officers studied...)

Many is also used after **so, as, very, too**:

- I didn't know that you have **so many** friends here.

NOTE. In a formal style **many** and **much** are used in affirmative sentences.

Little and **few** express *negative* ideas. We can use **very** with **little** and **few**:

- The section commander is very busy these days. He has **little** time. (=not much)
- He wasn't popular at the NCO school. He had **few** friends. (=not many)
- He has **very few** friends.
- He has **very little** time.

A little and **a few** express more *positive* ideas.

A little = some, a small amount. **A few** = some, a small number.

- Let's talk. We've got **a little** time before the conference start. (some time, enough time to talk)
- When did you last see Major Brown? – **A few** days ago. (some days ago)

When we say "**only a little**", "**only a few**", the meaning is *negative*:

- We have **only a few** days to prepare for an exam.
- Hurry up! You have **only a little** time to get to the station.

An illustrative text

Lots of people admit that the quality of television could be better. They would prefer to see **a few** soap operas and crime series, and **much** history, drama and science. One reason for the poor quality is that the TV companies make most of their money by selling advertising. Advertisers pay **much** money for time during popular shows, especially in the evenings when the audiences are biggest.

“If we show serious programs”, say the TV companies, “the advertisements will look meaningless, and that won’t please the advertisers.”

(“*Speak out*”, 2004/2)

Exercise 1. Complete the sentences with the suitable **quantitative** pronouns.

1. Do you mind if I ask you ____ questions? (**few / a few**)
2. I don’t think he is a good instructor. He has ____ patience. (**few / little**)
3. There were ____ rounds in a magazine. (**only a little / only a few**)
4. Private White always puts ____ salt on his food. (**many / a lot of**)
5. There were too ____ people in the room. It was difficult to breathe. (**much / many**)
6. Captain Johnson doesn’t go out at weekends. He doesn’t have ____ friends. (**many / few**)
7. How ____ tanks are there in this division? (**much / many**)
8. Would you like some milk in your coffee? – Yes, please. ____.(**a few / a little**)
9. I don’t have enough money to buy this razor. Can you lend me ____ dollars? (**a little/a few**)
10. He didn’t eat ____ because he wasn’t hungry. (**many / much**)

Exercise 2. Which alternative is correct?

1. You drink **too much/too many** coffee. And I know you have high blood pressure.
2. I don’t know **lots of/many** people in this town.
3. How **many/much** time do you need to load and unload the rifle?
4. I have never seen **so much/so many** cars on the roads. Perhaps, the ring road is being repaired.
5. You’ve spent **many/a lot of** money at the PX. What did you buy?
6. Can I have some more salad? – Certainly. You can have **as many/as much** as you like.
7. Could I talk to Sergeant Black? – Sorry, he doesn’t have **a lot of/much** time to talk to you. Call him later, please.

Exercise 3. Fill in the gaps with **little, a little, few, a few**.

1. Hurry up, we are late. – I need only ____ minutes to get ready.
2. Can you speak French? – Only ____ words.
3. I’m fond of sport but I have very ____ time for it.
4. The weather has been dry recently. We’ve had ____ rain.
5. I’ve got some problems. Could you give me ____ help?
6. It was a surprise that “A” Company won the match. ____ people expected it.
7. On the whole you know the rules well, but ____ of them seem to be difficult for you.

“If you add only **a little to a little** and do this often, soon that little will become great.”

Hesiod

Preposition. Prepositions of time

The preposition is a part of speech showing various relations of nouns or pronouns to other words in the sentence or phrase. As a rule prepositions stand before the words they refer to. But in some cases they can also stand at the end of the sentence:

- You don't know what you are talking **about**, Lieutenant Brown.
- Colonel Davidson isn't here **at** the moment, but he'll be back **in** 10 minutes.
- Please call me when you arrive **at** the station.

Prepositions can be divided into the following main groups: prepositions of place, prepositions of time, prepositions of direction and movement and prepositions of different uses. As a rule prepositions in English are polysemantic, for example, the preposition **on** can be both the preposition of time and the preposition of place:

- Soldiers have NBC training **on** Wednesday. (time)
- The information about the Military Academy is **on** the first page in this booklet. (place)

The most frequently used prepositions after nouns, adjectives and verbs are given in **Appendix 2**.

Prepositions of time

In: in the evening, in summer, in 2000, in a month, in time

- He will graduate from the Academy **in** a year.
- **In** the evening soldiers practised night patrolling skills.
- I nearly missed my flight this morning . I got to the airport just **in time**. (soon enough)

At: at 10 a.m., at night, at the moment, at lunchtime, at weekend, at the end of (a month), at the same time

- The PX opens **at** 0900 hours.
- I don't like travelling **at** night.
- We'll go on exercise **at the end** of April.

On: on Monday, on the first of January, on my birthday, on Christmas day, on time

- Recruits must be here **on** Tuesday morning.
- **On** Christmas day we usually stay at home with our families. (*but at* Christmas)
- The 11.45 train left **on time**. (planned time)

During: during the war, during the night, during a week

- **During** a military conflict in Cambodia many villages and roads were destroyed.
- There were many interruptions **during** the President's speech.

For: for a few days, for a month, for ages, for two hours

- My friend was angry with me. He didn't speak to me **for** a week.
- Soldiers were hungry when they arrived from the Battle Camp. They hadn't had anything to eat **for** seven hours.

Since: since February, since Monday, since 8 o'clock, since 2001

- Major Brown has been working here **since** 1999.

Until: until 6 o'clock, until next morning

- Lieutenant Colonel Lewis will be away **until** Monday.

From...to (till or until): from morning till night, from 9 a.m. to 6 p.m.

- The NCO club serves breakfast **from** 0715 **to** 0900. It serves lunch **from** 1100 **to** 1315.

By: by that time, by 6 o'clock, by Friday

- I have to be back in the barracks **by** 9.30.
- Hurry up! **By** the time we get to the club, the conference will already have started.

About: about 5 p.m., about midnight

- We returned to the base **about** midnight.

An illustrative text

The 56th Separate Helicopter Unit of the Armed Forces of Ukraine has been participating in peacekeeping operations as a component of the UN Mission in Liberia **since** 2004. The unit provides air escort for UN peacekeepers' movements, it transports cargoes and provides medical and humanitarian aid. **In** 2005 it made more than 1200 flights transporting significant amounts of humanitarian equipment and more than 44500 persons. Military pilots of the unit have flown **for** about 12 thousand hours.

(*"White Book"*, Defence Policy of Ukraine, 2005)

Exercise 1. Complete the sentences with the appropriate **prepositions of time**.

1. I think I'll wait ____ Friday before making a decision.
2. I'm busy just now but I'll be with you ____ a moment.
3. The Security Conference starts ____ the 15th of October and finishes ____ the 19th of October.
4. ____ the evening soldiers have personal time ____ eight ____ nine.
5. A lot of people died ____ the war.
6. Major Karol Pulaski is going to the NATO school ____ January.
7. Private Jackson has been in hospital ____ Monday.
8. The basic combat training lasts ____ nine weeks.
9. We want to start the meeting ____ time, so don't be late.
10. I woke up several times ____ the night.

Exercise 2. Right or Wrong? If there is a mistake, correct it.

1. The banks close **in** 7 o'clock **at** the evening. _____
2. The conference starts **at** half past 10. Don't be late. _____
3. Captain Norris is leaving tomorrow. He'll be back **on** Tuesday. _____
4. My day starts **in** half past four. Then we do PT **from** 5 **until** 6 **at** the morning. _____
5. We have weapons training **in** the morning and we do NBC training **in** Wednesday afternoon. _____

Exercise 3. Fill in the gaps with the suitable answer.

1. An armed escort will leave the camp ____ 0700 hours. The whole movement will take ____ six hours.
a) at; until b) at; about c) at; at
2. We'll stop to rest two times ____ the movement ____ 30 minutes.
a) in; about b) during; in c) during; for
3. Can I talk to Sergeant Fletcher? – Wait a little. He'll be back ____ 10 minutes.
a) for b) after c) in
4. America became independent ____ the 4th of July, 1776. ____ that time this day has become the national holiday – Independence Day.
a) on; since b) in; from c) on; from
5. The briefing starts ____ 0800 hours. It usually lasts ____ 0830 hours.
a) at; for b) at; until c) on; at

"By the time a man realizes that maybe his father was right, he usually has a son who thinks he is wrong."

Charles Wadsworth

Prepositions of place

At: at work, at the station, at the top, at the bottom, at the window, at the traffic lights, at the roundabout, at the end of (the street), at the front/at the back (of a building, cinema, group of people etc.) (*but in* the front row), at the doctor's, at the meeting, at the airport

- There was an accident **at** the crossroads yesterday morning.
- Please write your name **at** the bottom of the document.

On: on the parade ground, on the beach, on an island, on the wall, on the left (right), on a road, on the second floor, on a map, on a list, on the south coast

- The Operations room is **on** the second floor of the building.
- Soldiers practise different marching routines **on** the parade ground.

In: in a line, in a row, in the world, in the sky, in a book, in a letter, in a photograph, in a picture, in the front/in the back (of a car), in London, in America

- I was sitting **in the back** of a car when we crashed.
- When you were **in** the field recently, some of the soldiers couldn't use their compasses.

Under: under a tree, under the table, under water

- The enemy vehicle has just stopped **under** those trees.

Above: above the bed, above the table

- Captain Jones used to hang his combat jacket **above** the bed. Now he puts it into the wardrobe.

Over: over the river, over the fence, over here, over there

- The bridge **over** the river was completely destroyed.
- You should jump **over** the low wall.

Inside, outside: inside a box, inside a house, outside the building, outside the country

- He locked the documents **inside** the drawer.
- You can park your car **outside** the building.

Between: between two things, between you and me (we mean *two* persons or things)

- Lt Edwards is in the distance, **between** the bridge and the building.
- The mess hall is **between** the NCO club and the married quarters.

Among; among the trees, among the documents, among people (about *many* persons or things)

- A British pilot was **among** the survivors.
- A camouflaged vehicle wasn't seen **among** the trees.

In front of: in front of the building, in front of somebody or something

- **In front of** the platoon headquarters was a sentry.
- Private Jackson was walking **in front of** the reconnaissance patrol.

Behind: behind the building, behind somebody or something

- You can see the assault course **behind** the parade ground.
- The other men were **behind** Private Jackson.

Next to: next to the major, next to me, next to the headquarters

- I'd like to talk to you. Sit down **next to** me.

Opposite: opposite the club, opposite the bank

- There is the headquarters **opposite** the main gate.

From: from the base, from the camp

- Our mission is to escort a humanitarian aid convoy **from** ARZIKI to the village of GAMBA.

By, near: by the window, by the table, near the lake, near the bridge

- Do you know that officer standing **by** the window? I've never seen him.
- We met some soldiers **near** the base.

Beside: beside the vehicle, beside the soldier

- A soldier was sitting under the tree. A rifle was **beside** him.

Below: below the rank, below the surface

- Please don't sign **below** this line.
- A police sergeant is **below** an inspector.

Into: into the water, into the pocket, into the fire, into the house

- They watched the soldiers dive **into** the water.

Out of: out of the water, out of the house, out of the wallet

- He took the documents **out of** his briefcase.
- Jump **into** the ditch and climb **out of** it.

An illustrative text

It wasn't all bad!

A Florida biologist has saved a 25-stone wild bear from drowning. Adam Warwick witnessed wildlife officials chasing the black bear away **from** a residential area **on** the coast south of Tallahassee, and firing a tranquilliser dart at it. But instead of passing out, the dazed bear jumped **into** the sea, and disappeared **under** the waves. So Warwick jumped **in** after the bear, got its head **above** water, and dragged it back to the shore. The bear was later released **into** a national park.

(*"The Week"* July, 2008)

Exercise 1. Complete the sentences with the appropriate **prepositions of place**.

1. We normally use the front entrance, but there is another entrance ____ the back.
2. Nobody knew what was ____ the bag found on the bus.
3. They live in a small village just ____ Tidworth Camp.
4. I can't find Sergeant Ford ____ this photograph. Can you help me?
5. Lieutenant Edwards usually puts his briefcase ____ the table.
6. There was a shaded lamp ____ the round table.
7. I don't like sitting ____ the back of a car.
8. We'll join the humanitarian aid trucks ____ the petrol station.
9. After about 10 metres you'll reach the operations tent. It's ____ your left hidden ____ the trees.
10. One of the two machine guns is ____ the top of the tank for use against enemy aircraft.

Exercise 2. Which alternative is correct?

1. In most countries people drive **to/on** the right.
2. Major Brown's combat jacket is **above/below** his bed.
3. Before he went to bed, Private Baker threw his trousers **under/on** the floor.
4. **Among/between** you and me, this new section commander is a tough guy.
5. The rifle group crawled along the ditch and then went **over/behind** the hedge.

Exercise 3. Fill in the gaps with the suitable answers.

1. There is a man ____ the crowd. He looks very suspicious. He might carry a gun ____ his jacket.
a) in front of; under b) in; on c) behind; at
2. You can't park your car ____ the compound. There's a parking ____ the building.
a) at; opposite b) inside; opposite c) on; in
3. Now about the security. We placed four sangars made with sandbags ____ the roof. There's one ____ every corner.
a) in; in b) on; in c) on; at
4. I'm Geoff Taylor. I work ____ the Ops Room ____ HQ Sector West.
a) in; at b) at; in c) at; on
5. There are so many people ____ the building. I can't see Captain Crawley ____ them.
a) near; between b) near; among c) at; above

"The patriot volunteer, fighting for country and his rights, makes the most reliable soldier **on** Earth."

Stonewall Jackson

Prepositions of direction and movement

Up: up the road, up the staircase, up the street, up the rope

- Last year Colonel Moore had a cruise **up** the River Amazon.
- Run **up** the ramp and jump down
- Recruits can't climb **up** the rope properly.

Down: down the road, down the street

- Go **down** the road till you reach the traffic lights.
- There is a bridge a mile **down** the river from here.

Across: across the road, across the ditch, across the field

- Go **across** the road and you will see a forest in the distance.
- Private White hurt his leg while he was jumping **across** the ditch.
- You have to crawl **across** the field and then run to the forest.

Along: along the road, along the street, along the river

- Move **along** the hedge. Soon you will see a barn.
- Go **along** this track to your left for about 100 metres.

Through: through the water, through the tunnel, through the forest

- There's no footbridge across the stream so you have to go **through** the water.
- Listen! First, I want you to crawl **through** the tunnel. Then run up the ramp and jump down.

To, towards: to the base, to the camp, to hospital, to America, towards the bridge, towards the forest

- On Tuesday the men march **to** the live-firing range and carry out live-firing of all platoon weapons.

- They were moving **towards** the German border.

From...to: from Warsaw to Munich, from the mess to the barracks

- Take the train S1 **from** the airport **to** Munich's main train station.

Past: past the hedge, past the fence, past the building, past somebody

- Soldiers usually go to the mess **past** the gym.
- He hurried **past** them without stopping.

Note that we say "**arrive in...**" or "**arrive at...**" (*not* "arrive to...").

We say "**arrive in** a country or a town/city":

- What time does this train **arrive in** Oberammergau?

We say "arrive **at** the party, **at** the base, **at** work, **at** the hotel" etc.:

- A new group of recruits **arrived at** the base late in the evening.

We *do not* use any preposition with "**home**". We say **go home, come home, get home, arrive home, on my way home** etc.:

- I met Captain Smith **on my way home**.

An illustrative text

The construction of the Channel Tunnel, also called the Euro Tunnel or Chunnel, is one of the greatest technological and engineering feats of the 20th century. The construction began in 1988 and it was officially opened in 1994. The Channel Tunnel actually consists of three tunnels. Between the two full-sized train channels there is an emergency escape route. Just one year after the Channel was opened, thirty-one people were trapped in a fire that broke out in a train coming from France. Everyone was able to escape **through** the service tunnel. Today, trains roar **through** the tunnel at speeds up to 160 km and it's possible to get **from** one end **to** the other in only 20 minutes! It takes three hours to get **from** London **to** Paris by Eurostar.
(*"Speak out"*, 2004/3)

Exercise 1. Complete the sentences with the appropriate **prepositions of direction and movement**.

1. One soldier is camouflaging the vehicle and the other soldiers are moving ____ the bridge.
2. Go ____ the road. Soon you will see a barn. Go ____ the barn until you reach the hedge.
3. A modern tank can travel ____ rough terrain.
4. Is this your first visit ____ England, Captain Esteban? – No, I was here last year.
5. What are you doing this weekend? Why don't we go ____ Linderhof Castle?
6. After lunch I always take the lift but today I walked ____ the stairs.
7. Sorry, how can I get to the police station? – Go ____ the petrol station and it's on your left.
8. After the accident three people were taken ____ hospital.
9. When did you arrive ____ Britain?
10. Why did you arrive ____ work late?

Exercise 2. Which alternative is correct?

1. Look! Two enemy soldiers are crawling **through/across** the field.
2. Nobody knows the reason why the train arrived **to/at** the station 20 minutes late.
3. Is there a pharmacy near here? – Go **past/along** Station Road. It's next to the bank.
4. I don't like it when the train goes **through/across** the tunnel.
5. This is Sergeant Briggs requesting permission to return **at/to** base, sir.

Exercise 3. Fill in the gaps with the suitable answer.

1. Our mission is to escort a humanitarian aid convoy ____ the airport ____ the village of IX.
a) from; in b) from; to c) from; at
2. Climb ____ the cargo net and jump _____. Then crawl under the fence. Finally run _____ the finish line.
a) up; down; through b) up; over; along c) up; down; across
3. Lieutenant Walker felt bad _____ the briefing. His subordinates took him _____ home.
a) during; to b) at; at c) during; -
4. Did you have problems finding the camp? – No, I got a taxi _____ Andover _____ the garrison.
a) from; to b) from; at c) out of; to
5. The convoy composed of four 5-ton trucks was moving slowly _____ the road.
a) on b) along c) through

"First you forget names, then you forget faces. Next, you forget to pull your zip **up** and finally you forget to pull it **down**."

George Burns

Expressions with **in**:

in the rain, in the sun, in the shade, in the dark, in bad weather:

- It was so hot **in the sun** that all soldiers sat **in the shade** to have a short rest.
- In 1944 ball-point pens were very popular with American soldiers because they could write with them outside **in the rain**.

in ink, in pencil, in words, in figures, in block letters:

- You should fill in the form **in ink**.

in cash (*but by cheque/by credit card*):

- Private Smith usually pays **in cash** at the PX.

fall in love (with):

- Major Brown **fell in love** with his future wife at first sight.

in my opinion:

- **In my opinion** we should attack the enemy at night.

Expressions with **at**:

at the age of ... , at a speed of ... , at a temperature of ... etc.:

- He graduated from the Military Academy **at the age of 30**. *or ... at 30.*
- A modern tank can travel **at a speed of 72 km per hour**. *or ... at 72 km per hour.*
- Water boils **at a temperature of 100 degrees Celsius**. *or ... at 100 degrees Celsius.*

Expressions with **on**:

on holiday, on business, on a trip, on a tour, on a cruise etc:

- Can I talk to Major Robinson? – I'm afraid not. He's **on holiday** in France.
- Did you go to Stockholm **on business** or **on holiday**?

on television, on the radio:

- Did you hear the news **on the radio**? There has been an accident near the camp.

on the phone:

- People speak much **on the mobile telephones** nowadays.

on strike, on a diet:

- Why is Private Morrison eating so little? – He is **on a diet**.

on fire:

- The tank was **on fire**, and it was burning fiercely.

on the whole:

- How did your driving test go? – There were some difficult questions but **on the whole** it was OK.

on purpose (= intentionally):

- I'm sorry. It was an accident. I didn't do it **on purpose**.

on foot:

- Did the soldiers come to the base **on foot**?

Expressions with **by**:

send **by post**, do **by hand**, pay **by cheque/by credit card** (*but pay in cash*), happen **by mistake**, **by accident**, **by chance**:

- It wasn't Private White's fault. It happened **by mistake**.

By is used to say *how* somebody travels:

By train, by bus, by car, by plane, by ship, by boat, by bicycle (*but on a bicycle, on a train, on a plane, on a bus, in a car, in a taxi etc.*)

By road, by rail, by air, by sea, by underground

- It's difficult to travel **by underground** for the first time.
- Sergeant Ford left his mobile phone **on a bus** yesterday.

Note that we say get **on/off** a bus, a train, a plane, and get **into/out of** a car, a taxi:

- They **got on** a plane at 11 a.m. and **got off** the plane two hours later in another state.
- The officer **got out of** a car and quickly entered the headquarters.

By is used in the following cases:

- Servicemen's salary has increased **by** 10 per cent recently.
- The price of daily newspapers has gone up **by** 20 pence from today.

An illustrative text

Why is the White House white?

We all heard of the famous White House in Washington, home of the President of the USA. But how many of us know why it is white?

It is known that the original building was set **on fire** by the British during the British-American War when the Americans fought for their independence. Some time later, the building was painted white (to hide the marks on the wall) and it has been kept that colour since that time as a part of American history.

(*"Speak out"*, 1997/1)

Exercise 1. Complete the sentences with the suitable prepositions.

1. The Earth travels round the Sun ____ a speed ____ 107,000 km an hour.
2. Did you enjoy your holiday, Captain Jones? – Not every minute, but ____ the whole, yes.
3. I don't like the sun. I prefer to sit ____ the shade.
4. There was a panic when people realized that the building was ____ fire.
5. I don't like filling in the form ____ block letters.
6. Major Johnson joined the army ____ 18.
7. ____ my opinion, violent films should not be shown ____ television.
8. How did you get there, Captain Esteban? Did you come ____ train?
9. I came to the garrison ____ a taxi.
10. He happened to be there purely ____ accident.

Exercise 2. Which alternative is correct?

1. You have to lose weight, Private Fox. You need to go *to a diet/on a diet*.
2. He did it *on purpose/by purpose* knowing it would annoy his friend.
3. *On/In* my opinion, servicemen should have higher salary.
4. Alexander Suvorov, Russian Field Marshal, died *in the age/at the age* of 71.
5. How do you know that the captain is coming tomorrow? – I spoke to him *on/by* the phone.

Exercise 3. Fill in the gaps with the correct answers.

1. I don't like paying ____ credit card. I prefer to pay ____ cash.
a) in; in b) by; in c) in; by
2. There was an accident yesterday. A driver was going ____ a speed of 120 km an hour.
a) at b) by c) on
3. Lieutenant Walker met his future wife ____ accident at the airport.
a) in b) on c) by
4. I have always wanted to go ____ a round-the-world cruise but I can't afford it.
a) to b) on c) at
5. Why are you sitting ____ the dark? Turn on the light.
a) in b) on c) at

"In my opinion, nothing occurs contrary to nature except the impossible, and that never occurs."

Galileo Galilei

"On the whole, human beings want to be good, but not too good and not quite all the time."

George Orwell

Conjunction

Conjunctions are used to connect separate sentences or parts of the sentence. They are divided into **coordinating** conjunctions and **subordinating** conjunctions.

Coordinating conjunctions connect parts of the sentence or clauses of a compound sentence. The most frequently used coordinating conjunctions are: **and, but, or**. The others are: **yet, still, whereas, either...or, neither...nor, both...and, not only...but also, as well as**:

- Lieutenant Edwards **and** his patrol are on reconnaissance.
- We must hurry **or** we'll be late for the meeting.
- Soldiers were **both** tired **and** hungry when they came back from the battle camp.
- I'm not sure where Captain Esteban is from. He is **either** Spanish **or** Italian.
- A helicopter can take off vertically **but** it can't fly very high.
- You should **not only** do more exercise **but also** give up smoking, Private Smith.

Subordinating conjunctions join a subordinate clause to the main clause. They are: **that, if, when, while, till/until, after, before, since, because, as, in order to, so that, as if/as though, although/though, as soon as, as quickly as, than** etc.:

- Private West passed his driving test well **because** he studied hard.
- I couldn't sleep **although** I was very tired.
- It looked **as if** it was going to rain.
- The refugees returned home later **than** they expected.
- Call me **before** you come.
- He knew **that** soon he would go to Iraq.
- Please don't touch anything **until** the police arrive.
- Private Jackson suddenly began to feel ill **while** he was doing his driving test.
- Do you often go on holiday? – No. It's been three years **since** I had a holiday.

Conjunctions are *not* parts of the sentence. But there are *connective* words that can also connect a subordinate clause to the main clause. Unlike conjunctions they *are* parts of subordinate sentences (subject, object, attribute, adverbial modifiers): **who, whose, what, which, that, where, when, how, why**. Compare:

- We didn't know **what** had happened. (connective word - subject)
- We didn't know **what** that soldier had done. (conjunction)

An illustrative text

Millions of people throughout the world have AIDS. It's an extremely serious disease **and** it often leads to death. Of the 42 million people living with AIDS in the world 9 out of 10 do not know **that** they are infected. There is still no cure for AIDS, **but** there are drugs **that** can slow down the HIV virus **and** slow down the damage to the immune system. Scientists hope **that** a vaccine against the virus will be found in the nearest future.

(*"Speak out"* Hot issues, 2005)

Exercise 1. Complete the sentences with the correct conjunctions.

1. Your train leaves in half an hour, ____ you'd better hurry. (**though/so**)
2. I feel ____ I am getting a cold. (**while/as if**)
3. ____ he joined the army, he worked in an engineering company. (**before/so**)
4. I'm quite sure ____ he is telling the truth. (**what/that**)
5. He returned to the barracks ____ he spoke to the commander. (**after/ but**)
6. Our sergeant is a talented man. He ____ sings ____ dances. (**either...or / both...and**)
7. The summers here are wet, ____ the winters are very dry. (**when/while**)
8. Don't do that again, Private Black, ____ I'll punish you. (**and / or**)
9. Nobody liked him ____ he had a terrible temper. (**because / that**)
10. One day the government will ask people ____ they want. (**what / that**)

Exercise 2. Match the sentences in **A** with the sentences in **B**.

A	B
<ol style="list-style-type: none"> 1. I'm not sure ... 2. He's very self-confident. He talks ... 3. He didn't eat anything ... 4. Private Hanks was upset ... 5. He was commissioned to second lieutenant 6. Private Fox hurt his arm ... 	<ol style="list-style-type: none"> a) while he was lifting weights. b) although he was really hungry. c) after he graduated from the Military Academy. d) that he will pass the exam e) as if he knows everything. f) because his results in weapon training were bad.

Exercise 3. Fill in the gaps with the suitable conjunctions.

1. You aren't very healthy, Private Hopkins. Look at your friend. He ____ smokes ____ drinks.
a) either...or b) neither...nor c) both...and
2. When shall we leave? – It doesn't matter. We can leave ____ today ____ tomorrow.
a) either...or b) neither...nor c) both...and
3. ____ M16 ____ SA80 are automatic rifles.
a) either...or b) neither...nor c) both...and
4. I'm a nurse. I provide medical support ____ to our troops, ____ to sick, injured or wounded people from local communities.
a) not only...but also b) only...and also c) not only...and also
5. If a casualty suffers from hypothermia, give him a hot, sweet drink and put a blanket over him ____ he could get warm.
a) as if b) so that c) because

"We make war **so that** we can live in peace.

Aristotle

Linking Words

In this section you will learn more about connecting and linking the sentences.

Sequence of actions

We use **first of all**, **before**, **next (or then)**, **after**, **after that**, **then**, **finally** to show the order of events.

- **Before** he starts work, the deminer puts on body armour.

He clears the vegetation **after** he checks for tripwires.

First of all, he studies the terrain.

Next (or then), he checks with a metal detector.

Finally, all mines are destroyed.

We can use **afterwards** instead of **after that** if one thing happens soon after another:

- **Afterwards** he was sorry for what he'd said.

If something happens after a lot of time or problems, we can use **eventually** or **in the end** instead of **finally**:

- The weather was bad and the traffic was awful, but **eventually (or in the end)** we got there.

Sequence of reasons: first(ly), second(ly), third(ly)

- – Why can't we buy new computers? These are out of date.

– **Firstly**, we haven't got enough money now. **Secondly**, the new models are not available yet. And **thirdly**, the ones we have will be OK for at least 3 months.

We can also use "**for one thing**" and "**for another (thing)**":

- **For one thing**, the computer is quite old. **For another**, there is a scratch on the monitor.

For a final reason we use **anyway** in spoken English:

- We can't go to that club because it's too far and too late. **Anyway**, I'm not a member.

Contrast

When we contrast *two* ideas in *one* sentence and the second is surprising or unexpected, we can use these words at the beginning or in the middle of the sentence - **although/though**, **despite**, **in spite of** :

- **Despite (or in spite of)** bad weather, they were having drill on the parade square.

- They still won the match, **although** one of the soldiers had a bad knee.

However contrasts *two* ideas in *two* sentences. We can also use **though** in this case but it comes at the end of the sentence:

- I don't agree with a lot of his methods. **However**, he's a good instructor.

- I think you can do it. It won't be easy, **though**.

Whereas and **however** can contrast a fact about one person or thing with something different about people or things. The second fact is not always a surprise. **Whereas** contrasts *two* ideas in *one* sentence:

- Private Smith is careful **whereas** Private Johnson makes a lot of mistakes.

- The exam was very difficult. **However**, most students thought it was easy.

Result: so, therefore, as a result

- I left my ID in the hostel, **so** I had to return to take it. (links ideas in *one* sentence)

• There's still much to discuss and **therefore** we'll return to this item at our next meeting. (can be used in *one* sentence or can connect *two* sentences)

- It was cold and windy while practising survival skills. **As a result**, some soldiers caught cold. (usually connects ideas in *two* sentences)

Condition

We can use **if**, **unless**, **otherwise**, **as long as**, **provided** to express conditions:

- **Unless** the weather improves (=if the weather doesn't improve), we won't be able to go.

- You have to go now, **otherwise** (=because if you don't) you'll miss the last bus.

- You can borrow my PDA **as long as** you bring it on Thursday. (=you must bring it back)

Purpose

A "purpose" is an intention or reason for doing something:

- I bought this dictionary **so (that)** I can improve my English.

- Some soldiers went to the PX **in order to** do some shopping.

An illustrative text

Are computers a necessity?

Computers play an important role in the lives of most of us today, whether we realize it or not. **However**, some people are beginning to ask if we really need computers. Most people think computers have become a necessary part of modern life. One computer disc can hold the same amount of information as several books. Computers save everyone a lot of valuable time. Stored information can be found at touch of a button **whereas** searching for it manually takes much longer. **Therefore**, our everyday lives are made easier – from going to the bank to doing shopping. **Nevertheless**, there are those who claim that computers are unnecessary and make our lives more complicated. **However**, they fail to consider that the time saved by using computers for repetitive tasks enables us to use our own time more creatively and productively.

(“*Foreign languages*”, 2003/3)

Exercise 1. Complete the sentences with the suitable **linking word**.

1. _____ he was very bad-tempered, he had lots of friends. (**although / that**)
2. I have to learn everything well, _____ I won't pass my driving test. (**if / otherwise**)
3. Sound travels at 330 m per second, _____ light travels at 300.000. (**whereas / unless**)
4. Let's start now _____ we are sure to have enough time. (**though / so that**)
5. I enjoyed the lecture _____ I didn't understand everything. (**although / despite**)
6. There's a lot of work to do tomorrow, _____ we have to go to bed early tonight. (**but/therefore**)
7. All soldiers did their best to finish ten-mile foot march _____ bad weather. (**despite / however**)
8. Sergeant Ford explains the rules of safety in weapon handling very thoroughly. _____ soldiers don't follow these rules sometimes. (**however / therefore**)
9. Don't load your rifle _____ you have to. (**so that / unless**)
10. You can go out _____ you tell us where you are going. (**provided / though**)

Exercise 2. Which alternative is correct?

1. Private Black showed good results, **so that/whereas** others didn't.
2. One of the recruits couldn't do weapon training **because/although** he had a broken finger.
3. We thought our plan for attack was perfect. **However/Therefore**, we've discovered some blemishes now.
4. The commander's voice was shaking **despite/however** all his efforts to control it.
5. You can cancel the ticket **otherwise/as long as** you tell the airline 48 hours in advance.

Exercise 3. Fill in the gaps in the text with the appropriate linking words (sequence of reasons).

The Alliance offers a unique range of assets to the international community in the fight against terrorism. _____, (a) it is a permanent consultation forum, which can transform discussions into collective decisions. _____, (b) this is backed by unparalleled military capability at the Alliance disposal. _____, (c) NATO is a part of an impressive network of cooperative relations with many partners.

“I am always ready to learn **although** I do not always like being taught.”

Winston Churchill

Phrasal Verbs

In English there are two-word verbs made up of a verb and a preposition or an adverb: **put on**, **get up**, **take off**, **break down** etc. Such verbs are very popular in informal English. They are called **phrasal verbs**.

- What are you **looking for** under the table? – I've dropped my eye-glasses. (=seek)
- The flights were **put off** because of fog. (=postpone)
- Last month Colonel Fox **gave up** smoking. (=stop doing)

Sometimes the meaning of a phrasal verb is literal, sometimes it is idiomatic:

- After the exercise he **took off** his dirty uniform. (=remove piece of clothing – literal meaning)
- The rocket **took off** smoothly. (=leave the ground and start to fly – idiomatic meaning)

There are *three* main types of phrasal verbs. It is important to know the rules in order to know how to use them. A dictionary tells you this.

Type 1. There is **no** object after a phrasal verb: turn **up**, break **down**, look **out** etc.

- Sorry, I'm late. My car **broke down** on my way to work.

Type 2. There is an object before a preposition or an adverb: **turn smth on** (smth=something).

The position of "smth" before "on" shows that the object *can change* position:

- I'd like to listen to the latest news. Please, **turn on the radio**.
- = I'd like to listen to the latest news. Please, **turn the radio on**.

Such phrasal verbs are *separable*.

If the object is a *pronoun*, only one position is possible:

- You are not watching TV. Please, **turn it off**. (*not turn off it*).

Type 3. There is an object after a phrasal verb: **look for** smth or smb (smth=something; smb=somebody).

The position of "smth" or "smb" after "**for**" shows that the object *cannot change* position:

- Major White can't find his ID. He is still **looking for it**. (*not ... looking it for*)

Such phrasal verbs are *inseparable*.

The most frequently used phrasal verbs are given in **Appendix 3**.

Sometimes phrasal verbs are followed by prepositions: **put up with** (=tolerate a rude person or behaviour), **run out of** (=finish, become used up), **keep away from** (=keep at a distance), **look forward to** (=expect with pleasure), **get on with** (=be friendly with) etc.

- Move along the hedge. **Keep away from** the open ground.

Study the examples:

<i>No object</i>	<i>Separable</i>	<i>Inseparable</i>
get up (=leave the bed)	fill smth in (=complete in writing)	call on smb (=visit)
get over (=recover)	put smth down (=write)	come across smth or smb (= find or meet by chance)
take off (=remove clothes; leave the ground and start to fly)	put smth out (=extinguish fire)	break into smth (=enter by force)
break down (=stop functioning)	put smth off (=postpone)	look after smb (=take care of)
blow up (=explode)	give smth up (=stop bad habit)	look for smth or smb (=search for)
look out (=be careful)	look smth up (=search for, f.e. a word in a dictionary)	take after smb (=resemble)
give in (=surrender to; yield to)	run smth or smb over (= drive over)	
turn up (=appear, arrive)	wake smb up (=open eyes after sleeping)	
go off (=explode, fire; go bad)		
hold on (=wait a short time)		

- He can **look after** himself, you needn't worry.
- The soldiers fought valiantly, but finally they had to **give in**.
- The police station was **blown up** by terrorists.
- **Look out!** There is a train coming.
- Could you **fill** this form **in** before you leave?
- An IFV **ran over** a land mine near the SAVA River. One soldier was seriously injured.

An illustrative text

The Army's latest breakthrough in aerial reconnaissance technology looks like a radio-controlled airplane. It **takes off** like a roman candle and has controls similar to those of a video game. But the Shadow-200 tactical unmanned aerial vehicle is not a toy. The Shadow-200's payload is a high-tech camera system that can instantly transmit detailed images to commanders on the ground. It can be assembled and be ready to launch within an hour. "Whenever a division commander sees how it works, he wishes he had one", said Nick Guarini, commander of the division's 313th Military Intelligence Battalion.

(*"Soldier"* November, 2004)

Exercise 1. Complete the sentences with the appropriate phrasal verbs.

1. What should a person do if he wants to _____ smoking? (=stop doing)
2. Soldiers were _____ meeting their families. (=expect with pleasure)
3. Yesterday Private Allen _____ his old photos. (=find by chance)
4. Excuse me, sir, _____, Colonel Baker will speak to you. (=wait a short time)
5. Never _____ till tomorrow what you can do today. (=postpone)
6. He found it difficult to _____ his noisy neighbour. (=tolerate)
7. We've _____ petrol. Where is the nearest petrol station? (=become used up)
8. _____ fire! It's dangerous. (=keep at a distance)
9. Last night thieves _____ the Ridgeway Hotel and took nearly \$50000 from the hotel safe. (=enter by force)
10. Sergeant Ford is very sociable. He _____ well with all men in the garrison. (=be friendly)

Exercise 2. Fill in the gaps with the appropriate prepositions or adverbs.

1. What would you do if your car **broke** _____ on a lonely road?
2. Evidence **turned** _____ later, which proved that he was innocent.
3. **Look** _____ ! The red lights are on.
4. Don't eat that ham. It **has gone** _____.
5. After the accident he **is getting** _____ very slowly.

Exercise 3. Replace the italicized phrases by phrasal verbs.

1. Do you often *pay a visit to* your friends?
2. Although he agreed with me on most points, there was one on which he didn't want *to yield*.
3. I *resemble* my grandfather who was very forgetful. But now I'm military and I don't forget my duties.
4. In the future fires will be *extinguished* by robots.
5. It's like *searching for* a needle in a hay-stack.

"Never **give in**, never **give in**, never, never, never, never, in nothing, great or small, large or petty, never **give in** except to convictions of honour and good sense."

Winston Churchill

Irregular Verbs

<i>Infinitive</i>	<i>Past simple</i>	<i>Past Participle</i>
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
learn	learned/learnt	learned/learnt
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost

<i>Infinitive</i>	<i>Past Simple</i>	<i>Past Participle</i>
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spit	spat	spat
split	split	split
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

Appendix 2

The most frequently used words with prepositions (nouns, adjectives, verbs)

Smb = somebody smth = something

<p style="text-align: center;">About</p> <p>Angry about smth Care about smth or smb Remind smb about smth Sorry about smth Think about (concentrate one's mind) Warn smb about/of smth</p> <p style="text-align: center;">After</p> <p>Look after Take after (=resemble)</p> <p style="text-align: center;">At</p> <p>Good/bad at/by Laugh at Look at Point/shoot/fire at Shout at smb (when you are angry) Surprised at/by</p> <p style="text-align: center;">For</p> <p>Apply for (a job) Ask smb for smth Blame smb for Famous for Feel/be sorry for smb Leave for (another place) Look for/search for Need/demand for Reason for Responsible for Wait for</p> <p style="text-align: center;">From</p> <p>Different from Protect smth/smb from Suffer from (an illness, disease) Translate from one language into another</p> <p style="text-align: center;">In</p> <p>Believe in Divide/split in Increase/decrease in Interested in Specialize in Succeed in</p> <p style="text-align: center;">Into</p> <p>Break into Crash/drive into Translate from one language into another</p>	<p style="text-align: center;">Of</p> <p>advantage/disadvantage of Accuse/suspect of Afraid/scared of Approve of Cause of Capable/incapable of Complain of (a pain) Consist of Die of Fond of smth Full of Kind of smb (to do smth) Proud of Short of (money) Sure of/about Take care of Think of (give or ask an opinion) Tired of Typical of</p> <p style="text-align: center;">On</p> <p>Congratulate smb on smth Depend on Rely on Insist on Keen on</p> <p style="text-align: center;">To</p> <p>Apologise to smb Complain to smb about smth Damage to Explain smth to smb Happen to Listen to Look forward to Married/engaged to Phone smb (no preposition) Prefer one thing to another Similar to Solution/key to Speak to (<i>with</i> is possible but unusual) Write (a letter) to</p> <p style="text-align: center;">With</p> <p>Angry with smb Collide with Crowded with Fed up/bored with Pleased with Popular with Provide/supply with</p>
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The most frequently used phrasal verbs

Phrasal verb	Meaning	Separable	Inseparable
Be			
Be on	occur (play, concert)	-	+
Be off	absent from work	-	+
Be out of	nothing left (luck, money)	-	+
Be up	out of bed	-	+
Blow			
Blow up (1)	explode	-	+
Blow up (2)	inflate with air or gas	-	+
Break			
Break down (1)	smash, demolish	+	-
Break down (2)	stop functioning	-	+
Break into	enter (a house) by force	-	+
Break out	begin suddenly	-	+
Break up	end relationship	-	+
Bring			
Bring up (1)	introduce question for discussion	+	-
Bring up (2)	raise, educate children	+	-
Bring up (3)	vomit	+	-
Call			
Call for	visit a place to collect a person or thing	-	+
Call in	invite for consultation	-	+
Call off	cancel	+	-
Call on	pay a visit	-	+
Call up (1)	order to join the army	-	+
Call up (2)	phone someone	+	-
Carry			
Carry out	conduct, perform	+	-
Come			
Come across	meet or find by chance	-	+
Come from	belong	-	+
Come on	indicate encouragement	-	+
Come out	be published	-	+
Come up with	invent, find solution	-	+
Fall			
Fall back	retreat, withdraw	-	+
Fall behind	be behind, lag	-	+
Fall for	take a liking to	-	+
Fall out	quarrel, disagree	-	+
Fall through	fail, come to nothing	-	+
Fill			
Fill in	complete in writing	+	-
Get			
Get away	escape	-	+
Get along	make progress	-	+
Get down	depress	+	-
Get off	remove oneself	-	+
Get on (1)	advance, make progress	-	+
Get on (2)	board (a bus, a train)	-	+
Get on (3)	grow old (person)	-	+

Phrasal verb	Meaning	Separable	Inseparable
Get on with	be on good terms	-	+
Get over	recover from illness	-	+
Get through (1)	pass exam	-	+
Get through (2)	reach by phone	-	+
Get through (3)	finish work	-	+
Get up	rise from bed	+	-
Give			
Give away	reveal (secret, truth)	+	-
Give in	surrender, yield	-	+
Give up (1)	surrender (to enemy)	+	-
Give up (2)	stop (bad habit)	+	-
Give up (3)	resign (from job)	+	-
Go			
Go down	sink (ship)	-	+
Go in for	take as a hobby	-	+
Go off (1)	explode	-	+
Go off (2)	become bad (of food)	-	+
Go off (3)	lose consciousness	-	+
Go on (1)	continue	-	+
Go on (2)	happen, take place	-	+
Go out (1)	go to concerts, theatres	-	+
Go out (2)	stop burning (light, fire)	-	+
Go out (3)	have someone as a boyfriend or girlfriend	-	+
Go over	examine carefully	-	+
Go up	increase in prices	-	+
Go with	match, suit (clothes)	-	+
Hold			
Hold on	wait (on the phone)	-	+
Hold up (1)	delay (traffic)	+	-
Hold up (2)	stop and rob (bank, train)	+	-
Keep			
Keep away from	keep at a distance	+	-
Keep from	refrain from something	-	+
Keep on	continue (working)	-	+
Keep up (1)	keep in a proper state	+	-
Keep up (2)	be brave or cheerful	-	+
Keep up with	go forward or make progress	-	+
Look			
Look after	care for (children, pets)	-	+
Look for	search for, try to find	-	+
Look forward to	expect with pleasure	-	+
Look out	be careful	-	+
Look through	examine (documents)	-	+
Look up	search for (a word in a dictionary)	+	-
Look up to	respect someone	-	+
Make			
Make up (1)	invent story, lies)	+	-
Make up (2)	apply cosmetics	+	-
Make up (3)	become friendly after a quarrel	+	-

Phrasal verbs	Meaning	Separable	Inseparable
Put			
Put away	save money	+	-
Put down	write	+	-
Put off	postpone actions	+	-
Put on (1)	gain weight	+	-
Put on (2)	clothe oneself with	+	-
Put out	extinguish fire	+	-
Put through	connect on the phone	+	-
Put up (1)	raise (price)	+	-
Put up (2)	build (house), erect	+	-
Put up (3)	provide lodgings for guests	+	-
Put up with	tolerate rude person or behaviour	-	+
Run			
Run out (of)	finish, become used up	-	+
Run over	be knocked down and passed over	-	+
Take			
Take after	resemble	-	+
Take for	mistake somebody for somebody	+	-
Take in (1)	deceive, trick	+	-
Take in (2)	understand (meaning)	+	-
Take off (1)	remove	+	-
Take off (2)	leave the ground and start to fly	-	+
Take on (1)	employ	+	-
Take on (2)	undertake	+	-
Take over	assume control of	+	-
Take up	begin (job, hobby)	+	-
Turn			
Turn down	reduce (sound, flame)	+	-
Turn into	become, change into	+	-
Turn off	stop something (light, water)	+	-
Turn on	start something (light, water)	+	-
Turn up	appear, arrive	-	+
Wake			
Wake up	open eyes after sleeping	+	-
Work			
Work out	manage to understand (problem, theory)	+	-

Linguistic Terms

Absolute form –	незалежна форма (займенника)
Adjective –	прикметник
Adverb –	прислівник
Affirmative sentence –	стверджувальне речення
Alternative questions –	альтернативні питання
Article –	артикль
Attributive –	означальний
Case –	відмінок
Comparative degree	вищий ступінь порівняння
Conditional sentence –	умовне речення
Conjoint form –	залежна форма (займенника)
Conjunction –	сполучник
Consonant –	приголосний (звук)
Coordinating conjunction –	сурядний сполучник
Countable nouns –	злічувані іменники
Defining pronouns –	означальні займенники
Degrees of comparison –	ступені порівняння
Demonstrative pronouns –	вказівні займенники
Disjunctive questions –	розділові (або неповні) питання
Future Continuous –	майбутній тривалий час
Future Continuous-in-the-Past –	майбутній тривалий час у минулому
Future Perfect –	майбутній перфектний час
Future Perfect-in-the-Past –	майбутній перфектний час у минулому
Future Simple –	майбутній простий час
Future Simple-in-the-Past –	майбутній простий час у минулому
Gender –	рід
General questions –	загальні питання
Imperative –	наказовий спосіб
Indefinite pronouns –	неозначені займенники
Infinitive –	неозначена форма дієслова
Interrogative pronouns –	питальні займенники
Linking words –	з'єднувальні слова
Main clause –	головне речення
Negative pronouns –	заперечні займенники
Nominative case –	називний відмінок
Noun –	іменник
Numeral –	числівник
Objective case –	об'єктний відмінок
Ordinal numeral –	порядковий числівник
Participle –	дієприкметник
Passive Voice –	пасивний стан дієслова
Past Continuous –	минулий тривалий час
Past participle –	дієприкметник минулого часу
Past Perfect –	минулий перфектний час
Past Perfect Continuous –	минулий перфектно-тривалий час
Personal pronouns –	особові займенники
Phrasal verbs –	фразові дієслова
Plural –	множина

Possessive case –	присвійний відмінок
Possessive pronouns –	присвійні займенники
Preposition –	прийменник
Present Continuous –	теперішній тривалий час
Present participle –	дієприкметник теперішнього часу
Present Perfect –	теперішній перфектний час
Present Perfect Continuous –	теперішній перфектно-тривалий час
Present Simple –	теперішній простий час
Pronoun –	займенник
Qualitative adjectives –	якісні займенники
Quantitative pronouns –	кількісні займенники
Question tags –	неповні (або розділові) питання
Reciprocal pronouns –	взаємні займенники
Reflexive pronouns –	зворотні займенники
Relative pronouns –	відносні займенники
Singular –	однина
Special questions –	спеціальні питання
Stative verbs –	дієслова, які не виражають дію як процес
Subordinate clause –	підрядне речення
Subordinating conjunction –	підрядний сполучник
Superlative degree –	найвищий ступінь порівняння
Uncountable nouns –	незлічувані іменники
Verb –	дієслово
Vowel –	голосний (звук)

KEYS

Present Simple

Exercise 1	Exercise 2	Exercise 3
1. does (Private White) come 2. smokes 3. live 4. do not eat (don't eat) 5. is 6. am 7. have 8. do (you) go 9. serves 10. does not go (doesn't go)	1. train 2. does not drink (doesn't drink) 3. speaks 4. Do (they) have 5. comes	1. c 2. c 3. a 4. c 5. b

Present Continuous

Exercise 1	Exercise 2	Exercise 3
1. are crawling 2. is lifting 3. are practising 4. is arriving 5. are (you) smoking 6. is increasing 7. am not watching 8. is cleaning 9. are running 10. are laying	1. W – am waiting 2. W – is briefing 3. R 4. W – does (he) do 5. R	1. c 2. b 3. c 4. b 5. a

Present Simple and Present Continuous (1)

Exercise 1	Exercise 2	Exercise 3
1. are playing 2. play 3. does (he) do 4. are doing 5. are camouflaging 6. camouflage 7. is watching 8. does not usually go out; watches 9. is observing 10. observe	1. W – comes 2. W – are (you) speaking 3. R 4. R 5. W – does	1. b 2. c 3. b 4. c 5. a

Present Simple and Present Continuous (2)

Exercise 1	Exercise 2	Exercise 3
1. am feeling 2. Do (you) believe 3. smells 4. think 5. don't remember 6. are having 7. are (you) thinking 8. is having 9. prefer 10. don't have	1. W – belongs 2. W – think 3. R 4. W – want 5. R	1. c 2. a 3. c 4. b 5. c

Present Perfect

Exercise 1	Exercise 2	Exercise 3
1. have participated 2. have just had 3. have slept 4. Have (you) listened 5. has fired 6. have (you) known 7. haven't learned 8. has gone 9. have (you) travelled 10. have already cleared	1. have just had 2. haven't seen 3. has crashed 4. has never had 5. haven't seen	1. b 2. a 3. c 4. b 5. c

Present Perfect Continuous

Exercise 1	Exercise 2	Exercise 3
1. have been doing 2. has been observing 3. is increasing 4. Have (you) been doing 5. isn't feeling 6. have been studying 7. have been building 8. is waiting 9. am looking 10. have been waiting	1. W – have been learning 2. R 3. R 4. R 5. W – have been reading	1. b 2. c 3. b 4. a 5. b

Past Simple

Exercise 1	Exercise 2	Exercise 3
1. was; cleared 2. attended 3. didn't go; didn't see 4. saw 5. didn't join; was; was 6. didn't sleep 7. made 8. did (you) decide 9. cut 10. came; showed	1. passed 2. finished 3. went 4. saw 5. were	1. b 2. b 3. c 4. b 5. a

Past Simple and Present Perfect

Exercise 1	Exercise 2	Exercise 3
1. Have (recruits) arrived 2. had; has shaved 3. has been 4. Have (you) seen 5. has just gone 6. did (you) finish 7. have lost 8. crashed 9. did (you) join 10. have just done	1. R 2. W – realized 3. W – crashed 4. W – did (he) lose 5. W - started	1. b 2. a 3. c 4. b 5. a

Past Continuous

Exercise 1	Exercise 2	Exercise 3
1. saw; was looking 2. broke; was jumping 3. were (you) doing; was doing 4. met; was doing 5. broke; were approaching 6. was advancing; came 7. was preparing; came 8. was briefing 9. was observing; noticed 10. was giving.	1. was working 2. had 3. were you doing 4. was attending 5. started	1. b 2. c 3. b 4. a 5. b

Used to

Exercise 1	Exercise 2	Exercise 3
1. used to ride 2. used to take 3. did (you) use to go 4. used to travel 5. used to study 6. used to think 7. used to be 8. didn't use to go 9. used to climb 10. didn't use to be	1. didn't use to be 2. used to provide 3. used to make 4. used to listen 5. moved	1. b 2. a 3. c 4. b 5. c

Past Perfect

Exercise 1	Exercise 2	Exercise 3
1. had done 2. had just crossed 3. sent 4. hadn't eaten 5. had done 6. Had (you) cleaned 7. started 8. had already started 9. have lost 10. have already sent	1. R 2. W – haven't told 3. W – had learned 4. R 5. W – had written	1. b 2. c 3. a 4. b 5. c

Past Perfect Continuous

Exercise 1	Exercise 2	Exercise 3
1. had been working 2. had been briefing 3. have been playing 4. had been reading 5. had been clearing 6. have been repairing 7. have (you) been learning 8. had been going on 9. has been teaching 10. had been working	1. had been observing 2. had been camouflaging 3. Have (you) been running 4. was cleaning 5. had eaten	1. b 2. c 3. a 4. c 5. b

Present Tenses for Future

Exercise 1	Exercise 2	Exercise 3
1. am not doing 2. are having 3. does (this train) arrive 4. am leaving 5. opens; finishes 6. am finishing; am going 7. starts 8. arrives 9. is coming 10. is not playing	1. is having 2. am getting 3. are having 4. start 5. leaves	1. a 2. b 3. a 4. c 5. b

Future Simple

Exercise 1	Exercise 2	Exercise 3
1. will speak 2. will be 3. is meeting 4. will be 5. will (probably) be; starts 6. don't show; will not allow 7. am 8. change 9. will probably work 10. will be	1. W – will be 2. R 3. W – is wet; will not fight 4. R 5. W – are going to buy	1. b 2. b 3. c 4. b 5. a

Future Continuous and Future Perfect

Exercise 1	Exercise 2	Exercise 3
1. will be attacking; will be providing 2. will have built 3. will be having 4. will be swimming 5. will have been 6. will have done 7. will have repaired 8. will be giving 9. will be still moving 10. will have cleared	1. e 2. d 3. b 4. c 5. a	1. b 2. a 3. b 4. c 5. b

Future Tenses-in-the-Past

Exercise 1	Exercise 2	Exercise 3
1. would have 2. would not have learned 3. would have cleared 4. would be waiting 5. would help 6. would be answering 7. would have reached 8. would get 9. would not have finished 10. would be writing.	1. e 2. a 3. b 4. c 5. d	1. b 2. a 3. c 4. b 5. a

Passive

Exercise 1	Exercise 2	Exercise 3
1. was given 2. was used 3. is usually worn 4. is being repaired 5. have been repaired 6. has been promoted 7. was being recorded 8. has been solved 9. are supervised 10. will be reached	1. He has been arrested for shoplifting. 2. Everybody was invited by Captain Smith to his wedding. 3. These computers are made in Korea. 4. Colonel Moore is being interviewed at the moment. 5. The decision about your appointment will be made next week.	1. b 2. b 3. c 4. a 5. c

Reported Speech

Exercise 1	Exercise 2
1. Captain Grey said that Giant Viper was (or: is) an apparatus which was (or: is) used for clearing a lane through a minefield. 2. The commander told his 2IC that he was going away for a few days and he would phone him when he got back. 3. Captain Davidson told his soldiers that after a firefight the First Platoon entered a building to clear it of enemy combatants. 4. Lieutenant Edwards said that civilians, medical personnel, prisoners of war and the enemy wounded are (or: were) considered non-combatants. 5. The commander told the corporal to observe the area close to the enemy. 6. The section commander told his men to move along the hedge as quickly as possible. 7. The lieutenant said that on Thursday all men would receive instruction in survival skills. 8. Sgt Ford told the soldiers not to play with the trigger. 9. The commander said that Private Smith was (or: had been) the first to finish the ten-mile endurance march. 10. He asked me if (or: whether) Sergeant Wilson was the second-in-command.	1. b 2. b 3. a 4. c 5. b
Exercise 3	Exercise 4
1. R 2. W – Sergeant Fox told his men not to make so much noise. 3. W – We asked him which hotel he was going to stay in. 4. R 5. W – Private Miller said that he couldn't fix the engine himself. 6. R 7. W – They told us that they had passed the exams successfully.	1. b 2. d 3. e 4. f 5. h 6. g 7. a 8. c

Modal verbs. Can (Could)

Exercise 1	Exercise 2	Exercise 3
1. can travel 2. could dive 3. could fly; couldn't fly 4. could have written 5. could kill 6. could do; can do 7. could have ordered 8. managed to stay 9. cannot play 10. was able to run	1. was able 2. won't be able 3. could have phoned 4. will be able 5. could	1. b 2. a 3. b 4. c 5. b

May and Might

Exercise 1	Exercise 2	Exercise 3
1. might have been 2. may be 3. might be briefing 4. may not have been feeling 5. might be doing 6. might have seen 7. might rain 8. might be 9. may be inspecting 10. may not go out	1. might have slept 2. may miss 3. might kill 4. may be ironing 5. might have injured	1. b 2. a 3. a 4. c 5. b

Must and Have to

Exercise 1	Exercise 2	Exercise 3
1. must be 2. must be 3. doesn't have to remind; must know 4. didn't have to get up 5. has to wear 6. has to pass 7. must be waiting 8. must not forget 9. must stop 10. must have arrived	1. must have won 2. don't have to wear 3. must have met 4. have to wear 5. must be discussing	1. a 2. b 3. c 4. c 5. b

Should

Exercise 1	Exercise 2	Exercise 3
1. shouldn't believe 2. shouldn't eat 3. should have won 4. shouldn't have taken 5. should do 6. should have listened 7. should do 8. should change 9. should have been 10. should have asked	1. must 2. should 3. shouldn't have taken 4. should have phoned 5. don't have to	1. b 2. a 3. a 4. c 5. a

Conditionals I and II

Exercise 1	Exercise 2	Exercise 3
1. caught; would arrive 2. told; would not believe 3. don't follow; will be punished 4. would not mind; used 5. would understand; explained 6. had 7. were 8. have; will come 9. would tell; knew 10. will be sorry; don't join	1. c 2. e 3. b 4. a 5. d	1. b 2. a 3. b 4. a 5. c

Conditional III

Exercise 1	Exercise 2	Exercise 3
1. had reminded 2. had learned 3. hadn't stopped; wouldn't have happened 4. had used; wouldn't be 5. hadn't camouflaged; would have found 6. would have been; hadn't helped 7. hadn't broken; would have taken 8. hadn't cut off; would have finished 9. hadn't invented; would have done 10. hadn't said	1. hadn't helped; wouldn't have known 2. wouldn't have become; hadn't cut down 3. had known; wouldn't have carried out 4. were 5. had taken	1. b 2. b 3. a 4. a 5. c

Verb Patterns. Verb + ing

Exercise 1	Exercise 2	Exercise 3
1. listening 2. waiting 3. talking 4. being 5. looking 6. running 7. seeing 8. writing 9. laughing 10. having	1. discussing 2. to spend 3. to leave 4. explaining 5. to help	1. losing 2. shouting 3. walking 4. serving 5. writing 6. swimming 7. meeting 8. laughing 9. stealing 10. doing

Verb + to

Exercise 1	Exercise 2	Exercise 3
1. to go 2. to go 3. to take 4. to take 5. to follow 6. to be 7. to have; to buy 8. to keep 9. wake up 10. to be	1. learning 2. repeating 3. load 4. use 5. to go	1. b 2. a 3. c 4. b 5. a

Verb + ing or to

Exercise 1	Exercise 2	Exercise 3
1. to repair 2. observing 3. writing 4. to rest 5. to start 6. to return 7. moving 8. answering 9. meeting 10. to be	1. W – to speak 2. W – being married 3. R 4. R 5. R	1. c 2. b 3. c 4. a 5. a

Participle

Exercise 1	Exercise 2	Exercise 3
1. laying 2. jumping 3. Having seen 4. Not knowing 5. Being unemployed 6. running 7. practising 8. crawling 9. Having talked 10. repairing	1. signed 2. mended 3. repaired 4. cut 5. given 6. done	1. c 2. d 3. a 4. e 5. f 6. b

Question Tags

Exercise 1	Exercise 2	Exercise 3
1. is it? 2. wasn't he? 3. doesn't it? 4. shouldn't he? 5. was it? 6. shall we? 7. will you? 8. aren't I? 9. did you? 10. won't he?	1. d 2. e 3. b 4. c 5. a	1. b 2. c 3. a 4. b 5. c

Questions

Exercise 1	Exercise 2	Exercise 3
General questions 1. Does Lt Edwards command No3 platoon? 2. Is physical training an important part of military life? 3. Did he join the army when he was 18? 4. Are the soldiers training for the competition? Special questions 1. What do they have on Monday? 2. Who bought a new electric razor at the PX? 3. What time does the NCO club serve breakfast? 4. Where do all soldiers attend training once a year? Alternative questions 1. Do they practise survival skills on Thursday or Friday? 2. Did he participate in peacekeeping mission in Kosovo or Iraq? 3. Is safety more important for military or humanitarian deminers? 4. Will they have compass marching in October or November?	1. Wrong - How much does it cost to fly to America? 2. Wrong - When do the soldiers have their personal time? 3. Wrong - Who told you how to treat prisoners of war? 4. Right 5. Right	1. How old are you? 2. What is your address? 3. When did you graduate from the Academy? 4. Are you working now? 5. Why do you want to leave?

Noun. Plural nouns

Exercise 1	Exercise 2	Exercise 3	
1. photos 2. letters; rings; watches 3. allies 4. machine guns 5. compasses 6. quizzes 7. casualties 8. men 9. mines 10. knives; screwdrivers	1. have arrested 2. is 3. wasn't 4. phenomena 5. children	1. videos 2. matches 3. helmets 4. taxes 5. halves 6. replies 7. ways 8. echoes 9. teeth 10. mice	11. bosses 12. pouches 13. privates 14. kilos 15. marshes 16. areas 17. sentries 18. squares 19. enemies 20. deer

Possessive case

Exercise 1	Exercise 2	Exercise 3
1. Last week's 2. commanders' 3. today's 4. Captain Evans's 5. The result of the football match 6. The economic policy of the government 7. a week's 8. tomorrow's 9. two hours' 10. Lesley's	1. Today's peacekeepers 2. Major Fletcher's daughter 3. The name of the street 4. five minutes' walk 5. the sergeants' mess	1. Private White's personal weapon 2. sapper's bodyarmour 3. last week's salary 4. two weeks' holiday 5. Colonel Moore's grandsons 6. the title of the novel 7. the cause of the problem 8. his subordinate's compass 9. Private White and Private Brown's room 10. those men's car

Indefinite Article

Exercise 1	Exercise 2	Exercise 3	
1. an 2. a; an 3. an 4. a 5. an 6. an 7. a 8. a 9. a 10. a; a	a) a b) a c) a d) a e) a f) a g) an	1. a 2. an 3. a 4. an 5. a 6. an 7. a 8. an 9. an 10. a	11. an 12. an 13. an 14. a 15. a 16. a 17. a 18. an 19. an 20. a

Definite Article

Exercise 1	Exercise 2	Exercise 3
1. the 2. the 3. an 4. the 5. the 6. the 7. an 8. the 9. an 10. the	1. a pity 2. the truth 3. the officer; the door 4. the same 5. a gun	1. b 2. c 3. a 4. b 5. a

Definite Article with Proper Nouns

Exercise 1	Exercise 2	Exercise 3
1. the; -; the 2. the; the 3. The; - 4. the 5. the 6. the 7. -; the 8. - 9. the 10. the	1. the 2. the 3. the 4. the 5. the	1. b 2. b 3. a 4. a 5. b

Zero Article

Exercise 1	Exercise 2	Exercise 3
1. the 2. -; -; - 3. a; -; - 4. -; -; a 5. - 6. - 7. the; the 8. a 9. -; - 10. -; -	1. a car; a day 2. a; the hospital 3. McDonalds 4. prison 5. patience	1. a 2. b 3. c 4. b 5. c

Adjective. Degrees of Comparison

Exercise 1	Exercise 2	Exercise 3
1. the most expensive 2. more effective 3. elder 4. wider 5. the fastest 6. the best 7. the biggest 8. larger 9. worse 10. more serious	1. Wrong - shorter 2. Right 3. Right 4. Wrong - elder 5. Wrong - easier	1. b 2. a 3. c 4. b 5. b

Adverb. Degrees of Comparison

Exercise 1	Exercise 2	Exercise 3
1. the most slowly 2. the best 3. more peacefully 4. more carefully 5. more quietly 6. the most thoroughly 7. the hardest 8. worse 9. earlier 10. later	1. Wrong - aster 2. Right 3. Wrong - earlier 4. Wrong - well 5. Right	1. e 2. a 3. d 4. b 5. c

Personal Pronouns

Exercise 1	Exercise 2	Exercise 3
1. he 2. they 3. me 4. them 5. him 6. it 7. him 8. you 9. us 10. them	1. he 2. them 3. they 4. us 5. him	1. I have 2. Me 3. him 4. I have 5. me 6. He is 7. me; him

Possessive Pronouns

Exercise 1	Exercise 2	Exercise 3
1. her 2. mine 3. your 4. ours 5. theirs 6. yours 7. my 8. their 9. its 10. his	1. his 2. yours 3. your 4. mine 5. your; my	1. I; you; it 2. Mine; it 3. our; your 4. your 5. its 6. his; you; your 7. their

Demonstrative Pronouns

Exercise 1	Exercise 2	Exercise 3
1. the same 2. such a 3. these 4. that 5. such 6. these 7. this 8. those 9. the same 10. that	1. those 2. this 3. this 4. that 5. these	1. a 2. b 3. c 4. a 5. b

Reflexive Pronouns

Exercise 1	Exercise 2	Exercise 3
1. yourself 2. myself 3. itself 4. yourselves 5. – 6. ourselves 7. themselves 8. himself 9. himself 10. herself	1. yourself 2. myself 3. himself 4. themselves 5. ourselves	1. b 2. c 3. a 4. b 5. c

Indefinite Pronouns

Exercise 1	Exercise 2	Exercise 3
1. any 2. one; one's 3. any 4. some 5. anybody 6. any 7. something 8. someone 9. anybody 10. anything	1. anything 2. anybody 3. some; some 4. any 5. somebody	1. anybody 2. something 3. some 4. any 5. something 6. any 7. anything

Negative Pronouns

Exercise 1	Exercise 2	Exercise 3
1. nobody 2. nobody 3. nothing 4. none 5. anybody 6. nothing 7. nobody 8. anything 9. neither 10. no	1. nothing 2. nobody 3. neither 4. none 5. nobody	1. no 2. anybody 3. none of 4. any 5. anything 6. some 7. nothing 8. neither

Interrogative Pronouns

Exercise 1	Exercise 2	Exercise 3
1. What 2. Whose 3. What 4. Which 5. Who 6. What 7. Which 8. What 9. Who 10. Whose	1. Which 2. Whose 3. What 4. Who 5. Whom	1. Which 2. What 3. What 4. Who 5. What 6. Whose 7. Who

Relative Pronouns

Exercise 1	Exercise 2	Exercise 3
1. who 2. who 3. which 4. whose 5. that 6. which 7. who 8. who 9. what 10. who	1. c 2. f 3. g 4. a 5. b 6. d 7. e	1. that 2. what 3. which 4. that 5. who 6. whose 7. whom

Defining Pronouns

Exercise 1	Exercise 2	Exercise 3
1. All 2. every 3. another 4. all 5. Both 6. Each 7. Both 8. Each 9. Everyone 10. everything	1. All 2. each 3. another 4. other 5. everything	1. another 2. all 3. every 4. everything 5. everyone 6. each 7. Both 8. either

Reciprocal Pronouns

Exercise 1	Exercise 2	Exercise 3
1. one another 2. yourselves 3. one another 4. each other 5. each 6. themselves 7. one another's 8. each 9. each other 10. each other	1. each other 2. one another 3. each 4. other 5. each other	1. yourself 2. each other 3. others 4. each other 5. another

Quantitative Pronouns

Exercise 1	Exercise 2	Exercise 3
1. a few 2. little 3. only a few 4. a lot of 5. many 6. many 7. many 8. a little 9. a few 10. much	1. too much 2. many 3. much 4. so many 5. a lot of 6. as much 7. much	1. a few 2. a few 3. little 4. little 5. a little 6. few 7. a few

Prepositions of time

Exercise 1	Exercise 2	Exercise 3
1. until 2. in 3. on; on 4. in; from; to 5. during 6. in 7. since 8. for 9. on 10. during	1. Wrong - at; in 2. R 3. R 4. Wrong - at; from...until; in 5. Wrong - in; on	1. b 2. c 3. c 4. a 5. b

Prepositions of place

Exercise 1	Exercise 2	Exercise 3
1. at 2. inside 3. outside 4. in 5. under 6. above 7. in 8. at 9. on; under 10. at	1. on 2. above 3. on 4. between 5. behind	1. a 2. b 3. c 4. a 5. b

Prepositions of direction and movement

Exercise 1	Exercise 2	Exercise 3
1. towards 2. along; past 3. across 4. to 5. to 6. up 7. past 8. to 9. in 10. at	1. across 2. at 3. along 4. through 5. to	1. b 2. c 3. c 4. a 5. b

Prepositions. Other uses

Exercise 1	Exercise 2	Exercise 3
1. at (a speed) of 2. on 3. in 4. on 5. in 6. at 7. in; on 8. by 9. in 10. by	1. on a diet 2. on purpose 3. In my opinion 4. at the age 5. on	1. b 2. a 3. c 4. b 5. a

Conjunction

Exercise 1	Exercise 2	Exercise 3
1. so 2. as if 3. before 4. that 5. after 6. both...and 7. while 8. or 9. because 10. what	1. d 2. e 3. b 4. f 5. c 6. a	1. b 2. a 3. c 4. a 5. b

Linking words

Exercise 1	Exercise 2	Exercise 3
1. although 2. otherwise 3. whereas 4. so that 5. although 6. therefore 7. despite 8. However 9. unless 10. provided	1. whereas 2. because 3. however 4. despite 5. as long as	a) First(ly) b) Second(ly) c) Third(ly)

Phrasal Verbs

Exercise 1	Exercise 2	Exercise 3
<ol style="list-style-type: none">1. give up2. looking forward to3. come across4. hold on5. put off6. put up with7. run out of8. Keep away from9. broke into10. gets on	<ol style="list-style-type: none">1. down2. up3. out4. off5. over	<ol style="list-style-type: none">1. call on2. give in3. take after4. put out5. looking for