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ПРАКТИЧНА ГРАМАТИКА  
АНГЛІЙСЬКОЇ МОВИ.  
УМОВНИЙ СПОСІБ

PRACTICAL ENGLISH GRAMMAR  
THE OBLIQUE MOODS



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Посібник пропонує комплекс вправ та методичних завдань для формування професійно орієнтованої англомовної граматичної компетентності майбутніх учителів англійської мови. Розроблений комплекс вправ і завдань ґрунтується на теоретико-методичних засадах професійно орієнтованого, компетентнісного, особистісно-діяльнісного, соціокультурного та комунікативного підходів в їх логічному поєднанні. Автентичні мікродіалоги/мікромонологи ілюструють уживання граматичних форм умовного способу та дають змогу презентувати граматичний матеріал за допомогою евристичних бесід. Кожен параграф посібника містить теоретичний матеріал, де вказано функції та форми умовного способу англійської мови. Розроблені автором вправи є переважно умовно-комунікативними й комунікативними, містять соціокультурну інформацію та передбачають засвоєння знань про традиції, звичаї, побутову і професійну культури носіїв англійської мови, співставлення з власним досвідом та особливостями представників своєї рідної культури. Завдання, спрямовані на формування й розвиток методичних умінь, мають місце після оволодіння студентами граматичним матеріалом. Навчальний посібник призначено насамперед для студентів закладів вищої освіти, викладачів, а також для осіб, хто вивчає англійську мову та бажає вдосконалити свої знання, навички і вміння.

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## ПЕРЕДМОВА

Головна мета посібника – формування професійно орієнтованої англомовної граматичної компетентності майбутніх учителів англійської мови.

Посібник складається з двох частин. Перша частина спрямована на формування, вдосконалення й функціонування навичок уживання граматичних структур умовного способу в усному мовленні на соціокультурному матеріалі, а також на формування і розвиток методичних умінь. Ця частина посібника поділена на окремі параграфи, кожен з яких містить автентичний мікродіалог або мікромонолог, що ілюструє виучуване граматичне явище. Застосування автентичних текстів передбачає пояснення нового граматичного матеріалу за допомогою евристичних бесід, проведення яких є ефективним методом проблемного навчання. Використання евристичних бесід дає змогу майбутнім учителям порівнювати граматичне явище з аналогічним в українській мові, вказувати на відмінні риси й засоби вираження гіпотетичності, самостійно формулювати правила утворення форм умовного способу та їх уживання.

Наведемо приклади питань до евристичної бесіди, які можуть використовуватися в процесі ознайомлення з граматичним матеріалом “The Second Type of Conditionals”.

*Listen to the comments made by a student and follow the printed text. Pay attention to the underlined sentence.*

I'm studying at college now and I work as a baby-sitter to pay the tuition fees. Practically all American college students have to work. If my parents were rich, I wouldn't work. And it goes without saying that if I didn't work, I would have more time for studying.

1. What kind of sentence is the underlined one: simple or complex?
2. Point out the main clause and the subordinate clause.
3. Point out the predicates in both clauses.
4. What mood is used in the main clause/subordinate clause?
5. Translate this sentence into Ukrainian paying attention to the forms of the verbs in both clauses.
6. Compare the forms of the verbs in English with Ukrainian ones. What is the main difference between them?

Now we can come to a conclusion about the forms of the verbs that are used in the second type of Conditionals.

1. What kind of action does this sentence express: real or unreal?
2. What time does it refer to?

Now we can come to a conclusion about the basic functions of the Present Conditional Mood and Present Subjunctive II used in the second type of Conditionals.

У кожному параграфі першої частини посібника наведено теоретичний матеріал, після якого запропоновано вправи та методичні завдання. Розроблений автором комплекс вправ та завдань містить:

- **комплекс вправ** для формування, вдосконалення й функціонування граматичних навичок уживання граматичних структур умовного способу в усному мовленні студентів на соціокультурному матеріалі;
- **комплекс завдань** для формування й розвитку методичних умінь.

Основою для змісту вправ є автентичні матеріали, що містять соціокультурну інформацію та передбачають засвоєння студентами знань про традиції, звичаї, побутову й професійну культури носіїв англійської мови, співставлення з власним досвідом та особливостями представників своєї рідної культури.

Завдання, спрямовані на формування й розвиток методичних умінь, мають місце після оволодіння студентами граматичним матеріалом. В процесі їх виконання доцільно давати студентам чіткі інструкції, пояснення та здійснювати контроль на кожному занятті. Слід зазначити, що завдання для формування й розвитку умінь студентів оцінювати усне мовлення з точки зору функціонування в ньому граматичних навичок і локалізувати граматичні помилки в усному мовленні мають місце під час прослуховування студентами діалогів / монологів своїх одногрупників.

Зважаючи на те, що майже всі методичні завдання готуються як домашні, студентам варто використовувати пам'ятки.

Наведемо приклади пам'яток.

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### ***Пам'ятка для презентації нового граматичного матеріалу***

*Ви знаєте, що існує три способи пояснення нового граматичного матеріалу. Виберіть один із них, але пам'ятайте, що презентація за допомогою евристичних бесід – найбільш ефективна.*

#### ***1. Пояснення граматичного матеріалу за допомогою **правила**.***

- вкажіть, які функції виконує граматична структура;
- вкажіть, як утворюється граматична структура;
- наведіть приклад.

#### ***2. Пояснення граматичного матеріалу за допомогою **правила-інструкції**.***

- вкажіть, які дії потрібно виконувати для вживання граматичної структури.

Пояснення за допомогою правила-інструкції зазвичай починаються з: “If you want to express... use ...”.

### 3. Пояснення граматичного матеріалу за допомогою *евристичних бесід*.

Пам'ятайте, що *евристична бесіда* – це діалог вчителя та учнів, в процесі якого самі учні знаходять рішення проблеми, що обговорюється.

– доберіть або самостійно складіть мікромонолог / мікродіалог, що містить граматичну структуру, яку Ви будете пояснювати.

– складіть питання, що передбачають у відповідях визначення функції, форми виучуваної граматичної структури, а також порівняння її з аналогічною в рідній мові. Питання до евристичної бесіди мають логічно витікати одне з одного.

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### *Пам'ятка для складання схем, які відображають будову виучуваної граматичної структури*

1. Перш, ніж побудувати схему, ознайомтеся із запропонованими позначеннями:

S – підмет

S<sub>1</sub> – підмет головного речення

S<sub>2</sub> – підмет підрядного речення

V<sub>0</sub> – інфінітив

V<sub>2</sub> – дієслово у другій формі

V<sub>3</sub> – дієслово у третій формі

V<sub>4</sub> – дієслово у четвертій формі

V<sub>5</sub> – дієслово у третій особі однини теперішнього часу

[ ] – головне речення

( ) – підрядне речення

2. Ознайомтеся з наступними прикладами:

•The Past Indefinite Tense

S + V <sub>2</sub> ...
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•The second type of Conditionals

If  $\left( S_2 + \frac{\text{did}}{\text{were}} \dots \right), \left[ S_1 + \text{would do smth} \right]$

If  $\left( S + \text{Present Subjunctive II} \right), \left[ S + \text{the Present Conditional Mood} \right]$

If smb did smth / were , smb would do smth

•The Use of the Suppositional Mood and Subjunctive I in *lest-clauses*

smb { did smth  
does smth  
will do smth } lest smb (should) do smth

3. Обери оптимальний варіант та побудуй схему.

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*Пам'ятка для формулювання завдання до вправи*

1. Уважно прочитайте інструкцію до завдання.
2. Ознайомтеся з самою вправою.
3. Визначте вид вправи.
4. Знайдіть аналогічну вправу у посібнику та ознайомтеся з нею.
5. Сформулюйте завдання до вправи, виконуючи такі дії:
  - вкажіть комунікантів (бажано, щоб принаймні один із комунікантів узяв на себе роль носія англійської мови або людини, яка не знає рідної мови партнера зі спілкування, але обидва комуніканти володіють англійською мовою);
  - вкажіть стосунки комунікантів та обставини спілкування;
  - вкажіть, для чого учні мають щось сказати, прослухати;
  - поясніть, що треба зробити і як: усно чи письмово, індивідуально, у парах чи групах.

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*Пам'ятка для розроблення вправи*

1. Уважно прочитайте інструкцію до завдання.
2. Сформулюйте мету вправи, яку Вам потрібно розробити. Ця мета експліцитно вказана в інструкції до завдання.
3. Визначте вид вправи.
4. Знайдіть аналогічну вправу у посібнику та ознайомтеся з нею.
5. Пам'ятайте, що вправа має три- або чотирифазову структуру:
  - перша фаза – завдання;
  - друга фаза – зразок виконання (ця фаза факультативна);
  - третя фаза – виконання завдання;
  - четверта фаза – контроль.

6. Сформулюйте завдання до вправи, виконуючи такі дії:
- вкажіть комунікантів (бажано, щоб принаймні один із комунікантів узяв на себе роль носія англійської мови або людини, яка не знає рідної мови партнера зі спілкування, але обидва комуніканти володіють англійською мовою);
  - вкажіть стосунки комунікантів та обставини спілкування;
  - вкажіть, для чого учні мають щось сказати, прослухати;
  - поясніть, що треба зробити і як: усно чи письмово, індивідуально, у парах чи групах.

7. Доберіть необхідний матеріал та організуйте його безпосередньо у вправі.

Вправи й завдання другої частини посібника призначено для функціонування граматичних навичок в усному мовленні на соціокультурному матеріалі та розвитку методичних умінь. Студенти самостійно повторюють теоретичний матеріал, а на практичних заняттях мають нагоду вживати умовний спосіб в усному мовленні відповідно до запропонованих ситуацій. З метою розвитку методичних умінь студентам надана можливість розробити власну серію вправ для навчання вживання граматичних структур умовного способу в усному мовленні. Завдання готується як домашнє з використання пам'ятки.

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### *Пам'ятка для розроблення серії вправ*

*Ви знаєте, що для навчання вживання граматичних структур в усному мовленні необхідно виконувати рецептивні, репродуктивні та продуктивні вправи. Пам'ятайте, що Ви можете використовувати як природні, так і спеціально створені опори.*

1. Розробіть рецептивні вправи (сприйняття, впізнавання, розрізнення граматичної структури).

2. Розробіть репродуктивні вправи (імітація, підстановка, трансформація, розширення, завершення, відповіді на запитання різних типів).

3. Створіть продуктивні вправи (об'єднання зразків мовлення у понадфразову єдність; об'єднання зразків мовлення у діалогічні єдності: запитання-відповідь, запитання-контрзапитання, повідомлення-запитання, спонукання-згода/відмова, спонукання-запитання; створення мікродіалогів, мікромонологів; створення діалогів, монологів).



## PART I

### THE OBLIQUE MOODS

#### UNIT 1

#### THE CATEGORY OF MOOD.

#### THE CONDITIONAL MOOD IN SIMPLE SENTENCES

#### *The Category of Mood*

##### **Introduction**

*Listen to a short dialogue following the printed text. Pay attention to the underlined sentences.*

*Daughter: Mum, I have news for you (1). I've made up my mind to become a teacher of English.*

*Mother: Well, it's a very good choice. But if I were you, I would think thoroughly (2). Don't hurry, my darling (3).*

*Daughter: You know that I'm fond of English and teaching is really a rewarding work.*

*Mother: I don't feel like speaking about it now. Let's have a talk later.*

##### **Theory**

**Mood** is the form of the verb that shows in what relation to reality the speaker places the action or state expressed by the predicate verb. There are the following moods in English:

*the Indicative Mood* represents the action or the process as a real fact (1);

*the Imperative Mood* expresses the will of the speaker in the form of commands and requests (3);

*the Oblique Moods* represent the action as unreal, supposed, doubtful (2).

*The Oblique Moods have four forms:*

1. The Conditional Mood.
2. Subjunctive II.
3. The Suppositional Mood.
4. Subjunctive I.



## *The Conditional Mood in Simple Sentences*

### **Introduction**

*Listen to a short dialogue following the printed text. Pay attention to the underlined sentences.*

*Emily: Have you made up your mind what University to enter?*

*Jane: I'm not sure but my parents advise me to enter the teacher training college.*

*Emily: In your place I would choose a profession according to your liking (1).*

*Jane: To tell the truth we are pressed for money. But for money I would have chosen the profession of a lawyer (2).*

*Emily: It's a pity that you are pressed for money. You would study with me (3). I suppose that the best way out of this situation is to find a part-time job and save money. I would think about it (4).*

*Jane: Maybe, but it's rather difficult to find a well-paid job. Otherwise I would have saved money long ago (5).*

*Emily: You may ask the Careers Advisory Service for help.*

*Jane: I'll try.*

### **Theory**

The Conditional Mood expresses an unreal action the unreality of which is due to the absence of the necessary conditions. It's formed with the help of the auxiliary verb **should (would)** for the first person singular and plural, and **would** for the second and third persons singular and plural plus the bare Infinitive.

I/we **should (would) do**

He/she/you/it/they **would do**

The Conditional Mood has two forms: "Non-perfect" or "Present" Conditional Mood and "Perfect" or "Past" Conditional Mood.

**The Non-perfect** Conditional Mood is formed with the help of the auxiliary verb **should (would)** plus the Simple Infinitive. It's used to refer an unreal action to the present or future. *E.g. In your place I **should (would) attend** lectures regularly.*

**The Perfect** Conditional Mood is formed with the help of the auxiliary verb **should (would)** plus the Perfect Infinitive. It's used to refer an unreal action to the past and it expresses priority. *E.g. In your place I **should (would) have attended** lectures last week.*

*Note. There is a tendency nowadays to use "would" instead of "should".*

**The Conditional Mood is used in simple sentences:**

1. After the combination "but for" (2).
2. After the conjunctive adverb "otherwise" (5).
3. After the phrase "in smb's place" (1).
4. When the condition is implied by the context (4), (3).

## ***Practice***

**Exercise 1.** Listen to the extracts from some students' essays and identify the Present Conditional Mood and the Past Conditional Mood. Write the numbers of the sentences where the Present Conditional Mood is used next to the letter A, the Past Conditional Mood – next to the letter B.

1. But for my parents, I wouldn't have entered this University.
2. In your place I would choose a profession according to your liking.
3. It's a pity, I'm not a computer programmer yet. I would have an opportunity to spend a lot of time at the computer.
4. I'm fond of English. Otherwise I wouldn't have entered the teacher training college.
5. But for my father, I wouldn't have chosen the profession of an advocate. It's his choice.
6. But for my love for children, I wouldn't have chosen teaching as a career.
7. It's a pity, I'm not a teacher yet. I'd enjoy teaching.
8. In the place of my parents I'd allow me to choose a future career myself.
9. But for money, I'd study in the United States.
10. English is my life long hobby. Otherwise I wouldn't have chosen this profession.
11. In the place of our teachers I'd give students more information about different professions.

**Exercise 2.** Give the Present and the Past Conditional Mood of the following verbs:

to drink	to break
to dress	to eat
to investigate	to watch
to clean	to run
to dust	to save
to smile	to try
to publish	to smoke
	to forget

**Exercise 3.** A volunteer from the USA, Richard by name, has arrived at your University for teaching. It's his first class in your group. He is sharing his impressions of your University and teaching in Ukraine. Listen to Richard and agree with him if you share his point of view or disagree if you don't.

**Example.** In the place of your dean I'd make Saturday free from classes.

*I'm in full agreement with you. In the place of our dean I'd make Saturday free from classes.*

1. It's a pity, I'm not a dean. I'd pay more attention to teachers' and students' punctuality.
2. In the place of the University Office I'd buy more computers.

3. In the place of some Ukrainian teachers and students I wouldn't be late for classes.

4. Yesterday I saw students resting in the park during the classes. In their place I wouldn't have cut classes.

5. In the place of your teachers I wouldn't raise their voice at the students.

6. But for cribbing and cheating it would be easy to mark students' answers.

7. In the place of Ukrainian students I'd have a part-time job.

8. In the place of Ukrainian teachers I'd help students to become independent and organize their own learning.

9. I'd make students work hard and set high standards.

**Exercise 4.** You are yourself and you are at your English class. You are discussing the peculiarities of teaching and studying in the USA and Ukraine. Express your own ideas.

*The following prompts may help you.*

<ul style="list-style-type: none"> <li>•<i>In the place of American teachers</i></li> <li>•<i>In the place of American students</i></li> <li>•<i>In the place of Ukrainian teachers</i></li> <li>•<i>In the place of Ukrainian students</i></li> <li>•<i>It's a pity I'm not an American teacher.</i></li> <li>•<i>It's a pity I'm not an American student.</i></li> <li>•<i>I'm not an American teacher.</i></li> <li style="padding-left: 20px;"><i>Otherwise</i></li> <li>•<i>I'm not an American student.</i></li> <li style="padding-left: 20px;"><i>Otherwise</i></li> </ul>	<p><b>I would/w ouldn't</b></p>	<ul style="list-style-type: none"> <li>be late for the classes.</li> <li>trust students.</li> <li>eat during the class.</li> <li>wear high heels.</li> <li>dress informally.</li> <li>speak up during the lecture.</li> <li>lie on the grass.</li> <li>learn by heart all the necessary material.</li> <li>read a lot to take part in the discussion.</li> <li>return papers/ tests in time.</li> <li>cheat or crib.</li> <li>get advisor's consultation.</li> </ul>
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**Exercise 5.** Your group-mate has just returned from England where he/she studied at a summer school of English. He/she has been asked to share the information about studying and teaching in Great Britain with the students of your group, but he/she has problems in grammar. Help your group-mate to use the necessary form of the verbs in the following statements.

1. In the place of British pupils I (not to play) ball games in the areas close to unprotected windows.

2. Pupils don't smoke on the school premises or on school visits. Otherwise they (to be punished).

3. But for the orderly manners pupils (to be able) to run in the corridors.



4. It's a pity that pupils are not allowed to chew gums in school. They (to chew) all day long.

5. In the place of British pupils I (not to bring) cigarettes, matches or lighters onto the school premises. It's really forbidden.

6. Pupils don't bring valuable articles or sums of money to school. Otherwise they (to be) punished.

7. But for the punishment pupils (to be late) every day.

8. All members of the Staff arrive in time. Otherwise they (to have) problems.

9. Before going to a summer school of English students learn English for at least one year. Otherwise they (not to be allowed) to attend a summer school.

10. It's a pity that students going to a summer school of English live either at the school hostel or with a family. I (to stay) at a hotel.

**Exercise 6.** Your group-mate has made the breathtaking report to your group and it impressed you greatly. You are going to discuss teaching and studying in the UK. Complete the following sentences and it will help you to express your ideas on the problem.

1. In the place of British pupils ...

2. In the place of British teachers...

3. It's a pity, I'm not a British student. ...

4. It's a pity, I'm not a British teacher. ...

5. But for the punishment in British schools...

6. I'm not going to study in the UK. Otherwise...

7. In the place of British pupils I wouldn't bring large sums of money to school. Otherwise...

**Exercise 7.** Richard, a volunteer from America, is informing you about teaching and studying in the USA. Listen to him. Express your point of view by making conclusions of your own and comparing teaching and studying in Ukraine and the USA.

**Example.**

Student 1(*Richard*): American teachers trust their students and even more students can write tests when a teacher is absent.

Student 2(*a Ukrainian student*): *In the place of American teachers I wouldn't leave a classroom during the test.*

*It's a pity I don't study in the USA. Teachers would trust me.*

*Ukrainian teachers don't leave students during the test. Otherwise students would crib and cheat.*

1. The distinctive feature of an American teacher is his/her smile.

2. American teachers don't sit at the table during the class.

3. American teachers value punctuality.

4. Our teachers prefer to use computers for teaching though sometimes they are afraid of their breakage.

5. The education in the USA is highly paid.

6. In the USA there have been many shootings in schools so most now have security checks for anyone entering the school.
7. 70 % of American students don't feel safe in their schools.
8. American teachers hate cribbing and cheating and punish students for it.
9. Our students usually inform teachers about those who cheat and crib.
10. Practically all students take part-time jobs during a school year and summer vocation.

**Exercise 8.** You are a Ukrainian student and you have been given a task to prepare an article for the University newspaper about teaching and studying in the USA. You have already interviewed Richard. But the matter is that this newspaper is published in Ukrainian. Translate Richard's answers into Ukrainian.

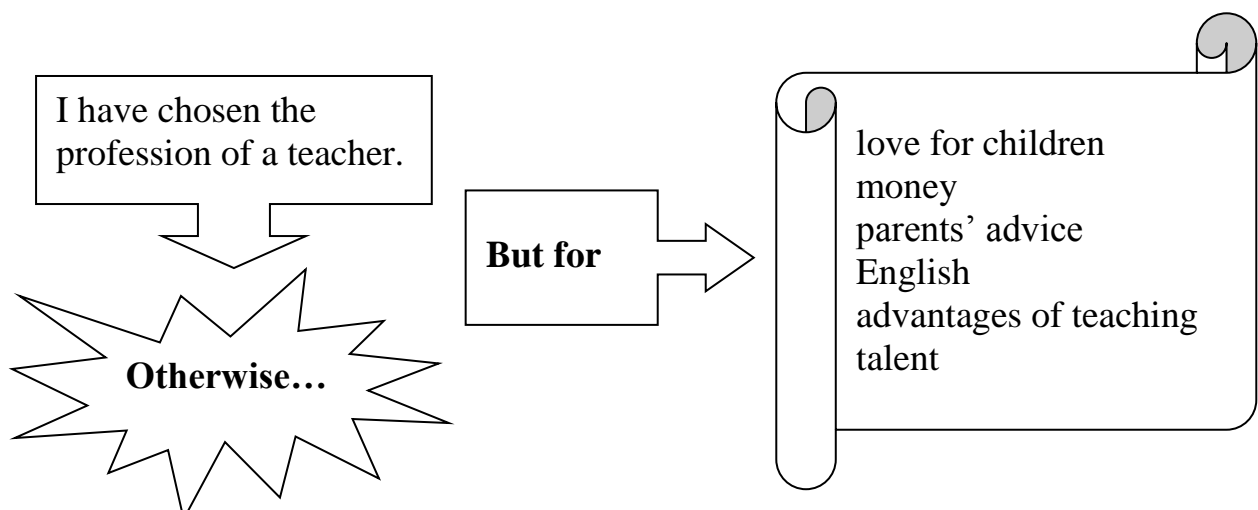
1. Education in the USA is rather expensive. In the place of our Government I'd effect a reform.
2. In the place of our teachers I'd pay more attention to students' discipline.
3. But for the students' discipline teachers wouldn't be pelted with different things, pieces of chalk, for example. Unfortunately it happens sometimes.
4. If our students are at a loss, they can consult advisors. In students' place I would ask for advice every time I need it.
5. But for part-time jobs our students would study better.
6. But for different students' clubs it would be rather dull to study at University.
7. In the place of our students I wouldn't take alcohol at all.
8. But for the alcohol a certain amount of students wouldn't have been expelled from universities.
9. But for the informal style of behaviour at universities students wouldn't eat sandwiches and drink coffee or tea at the classes.

**Exercise 9.**

– You are Richard who is naturally interested in reasons for choosing teaching as a career. Ask Ukrainian students why they have decided to become teachers of English.

– You are yourself. Answer Richard's questions.

*You may refer to the following prompts if it is necessary.*



**Example.**

Student 1 (*Richard*): *Why have you chosen teaching as a career?*

Student 2 (*a Ukrainian student*): *Frankly speaking I wouldn't have chosen this profession but for my love for children.*

**Exercise 10.** You are Richard who is having a class in English. You have listened to all your students and got to know the reasons that influenced them to become teachers of English. Ukrainian students wonder why you have chosen the profession of a teacher. Explain to them but for what reasons you wouldn't have become a teacher. *You may refer to a previous exercise for some ideas.*

**Exercise 11.**

– You are Richard and you are in Ukraine for the first time. You are a little bit confused because you don't know how to get on with Ukrainian students, you don't know the peculiarities of teaching in this country. Ask your students for some pieces of advice on the points you should take into consideration while teaching at a Ukrainian University.

– You are yourself. Give Richard some pieces of advice and say how he should teach and behave at a Ukrainian University.

**Exercise 12.** You're at the English debating club now. You are discussing advantages and disadvantages of teaching nowadays.

**First** work in small groups of four or five students. Each group is to discuss:

- Advantages of teaching nowadays.
- Disadvantages of teaching nowadays.

**Then** a member of each group is to sum up the discussion in his/her group and present its results to another group.

**Instruction 1.** You are a University teacher. Listen to a student's monologue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

<b>Point of evaluation</b>	<b>excellent</b>	<b>good</b>	<b>average</b>	<b>poor</b>
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You are a University teacher. Your students have got the task to give some pieces of advice to an inexperienced teacher. Listen to their answers and correct students' mistakes by giving the right variant.

**Example.**

In the place of an inexperienced teacher I wouldn't blushed to the roots of her/his hair.



**Student-teacher:** *In the place of an inexperienced teacher I wouldn't blush to the roots of her/his hair.*

1. In the place of an inexperienced teacher I won't be afraid of students.
2. Sometimes pupils' behaviour is unbearable. I won't be upset.
3. It's a pity but inexperienced teachers lack courage. I shall be brave.
4. In the place of inexperienced teachers I not to shout at students.
5. But for the absence of courage teachers should be able to control the discipline in the lessons.
6. In the place of inexperienced teachers I pay more attention to my outward appearance.
7. In the place of inexperienced teachers I won't use only manuals.
8. It's a pity, I'm not an inexperienced teacher. I take all these remarks and advice into my consideration.

**Instruction 3.** You are a University teacher. According to the Curriculum you are supposed to teach your students to form and use the Conditional Mood in simple sentences. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose one of these ways of presentation and explain the use of the Conditional Mood in simple sentences to your students. *You may use the memo of the foreword.*

**Instruction 4.** You are a University teacher. According to the Curriculum you are to teach your students to form and use the Conditional Mood in simple sentences. You have already explained grammar material to your students but they haven't grasped the idea. Make up a suitable chart of forming and using the Conditional Mood in simple sentences so that your students can understand this grammar phenomenon. *You may use the memo of the foreword.*

**Instruction 5.** You are a University teacher. You are teaching your students to analyse the simple sentences where the Conditional Mood is used. Analyse the following sentences so that your students can grasp the idea of making the sentence analysis. You may use the following scheme for analysis.

**Point out:**

- the type of the sentence (simple/complex);
- the main clause, the subordinate clause and the conjunction that connects them if it's a complex sentence;
- the mood/moods that is/are used in this sentence;
- the form of the mood;
- the kind of the action expressed by the mood.

1. In the place of British teachers I would pay more attention to students' behaviour.
2. But for the punishment British students would smoke on the University premises.
3. It's a pity, I'm not a teacher yet. I'd enjoy teaching.
4. I'm fond of English. Otherwise I wouldn't have entered the teacher training college.
5. But for some lectures, it would be more interesting to study at University.

**Instruction 6.** You are a University teacher. You are working on the topic "My Future Profession"; grammar point is – "The Use of the Conditional Mood in Simple Sentences". You are going to do an exercise in the manual, but there is no instruction for it because of a publisher's misprint. Look through the exercise and make up an instruction for it. *You may use the memo of the foreword.*

*Instruction .....*

**Example.**

*1. But for my parents, I wouldn't have chosen teaching as a career.*

**B – 1.**

1. In the place of my friends I'd think about their future profession.
2. I happen to insult children. Otherwise I would have chosen teaching as a career.
3. I'm fond of computers. Otherwise I wouldn't have chosen the profession of a computer programmer.

**Instruction 7.** You are a University teacher. You are working on the topic "Education in the USA"; grammar point is – "The Use of the Conditional Mood in Simple Sentences". You have already explained this grammar material to your students but they can't identify the forms of the Conditional Mood used in simple sentences. Try to make up your own exercise helping your students to cope with the task. *You may use the memo of the foreword.*

**Instruction 8.** You are a University teacher. You are working on the topic "Education in Great Britain"; grammar point is – "The Use of the Conditional Mood in Simple Sentences". You are teaching your students to use this grammar material in spoken interaction according to the topic. You have already done the assignments given in the manual but it isn't enough for your students. Try to make up the situation that can inspire your students to use the Conditional Mood in their dialogues. *You may use the memo of the foreword.*



## CONDITIONAL SENTENCES. THE SECOND TYPE OF CONDITIONALS

### **Introduction**

*Listen to a short dialogue following the printed text. Pay attention to the underlined sentences.*

*Roger: Sandra, did you see this?*

*Sandra: Yes. You aren't interested, are you?*

*Roger: What? Me? I wasn't born yesterday! There are far too many things wrong with it.*

*Sandra: What do you mean?*

*Roger: I wouldn't take a job like that! You wouldn't have any security. You wouldn't earn anything if you didn't work all day, every day. And I wouldn't take a sales job if they didn't provide a car.*

*Sandra: Yes, look at the address. It's a hotel room. I certainly wouldn't work for a company if they didn't have an office!*

### **Theory**

Complex sentences with a subordinate clause of condition are called Conditional sentences. Clauses of condition are usually joined to the principal clause by means of the conjunction **if** and therefore they are called **if-clauses**. There are other conjunctions that are used to introduce clauses of condition. They are: *unless, on condition that, supposing (suppose) that, providing (provided) that*.

There are four types of Conditional sentences. They are the following:

**Type I.** Sentences of real condition. In such sentences the Indicative or Imperative Mood is used.

**Type II.** Sentences of unreal condition referring to the present or future.

**Type III.** Sentences of unreal condition referring to the past.

**Type IV.** Mixed Conditional sentences.

### *The Second Type of Conditionals*

Sentences of unreal condition referring to the present or future belong to the second type of Conditional sentences.

In the *second type* of Conditional sentences the Non-perfect form of the Conditional Mood is used in the principal clause and the Non-perfect form of Subjunctive II is used in the subordinate clause of condition.

**Subjunctive II** represents the action as unreal, as contrary to reality. It has two forms: "Non-perfect" or "Present" Subjunctive II and "Perfect" or "Past" Subjunctive II.

**Non-perfect** Subjunctive II coincides in form with the Past Indefinite Indicative. There is a tendency nowadays to use “*were*” for all persons.

Smb. **were/did/took/listened**

It’s used to refer an unreal action to the present or future.

**Perfect** Subjunctive II coincides in form with the Past Perfect Indicative.

Smb. **had been/ had done/had taken/had listened**

It’s used to refer an unreal action to the past and it expresses priority.

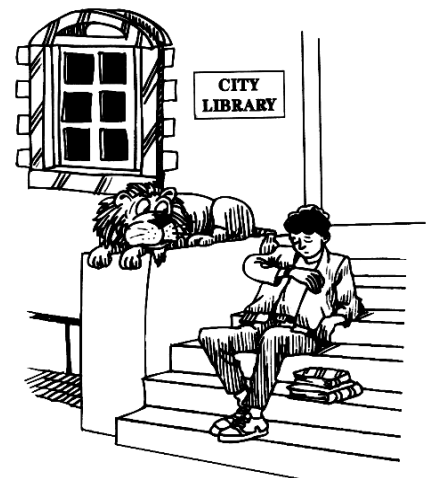
**Note.** The modal verbs “can” and “may” can also be found in conditional sentences. If they occur in the subordinate clause referring to the present or future, they have the past form. *E.g. I would take this job if they could provide a car.*

These modal verbs cannot be used in the Conditional Mood. The past tense of these verbs is used in combination with the simple infinitive to refer the action to the present or future. *E.g. I could take this job if they provided a car.*

### **Practice**

**Exercise 1.** Listen to the extracts from an American magazine and identify the second type of Conditionals. Write the numbers of the sentences where the Present Conditional Mood and Present Subjunctive II are used.

1. If I were a freshman, a first year student, I would work in the library till midnight.
2. If I am a student, I won’t fall asleep in the library.
3. If I were a junior, a third year student, I’d pay more attention to my papers.
4. I’ll work harder if I’m a senior, a fourth year student.
5. If I’m a student, I’ll join more clubs.
6. If I’m a student, I won’t smoke on the University premises. It’s really forbidden.
7. I’d be more active during the discussions if I were a student now.
8. If I were a student, I’d lie on the grass more to relax.
9. If I were a sophomore, a second year student, I’d find a part-time job.



**Exercise 2.** Give the Present Conditional Mood and Present Subjunctive II of the following verbs.

to dust  
to smile  
to punish  
to see  
to read  
to understand  
to listen

to finish  
to recognize  
to sleep  
to cook  
to drive  
to enter  
to go

**Exercise 3.** You are yourself and you are at your English class. You are discussing the problem of teaching and studying in the USA. Listen to your group-mate and agree with him/her if you share his/her point of view or disagree if you don't.

**Example.** If I studied in the USA, I'd have an advisor.

*I agree entirely with you. If you studied in the USA, you would have an advisor.*

1. If I studied in the USA, I'd smoke on the University premises.
2. If I studied in the USA, I'd have a part-time job.
3. If I were 21, I'd be allowed to buy alcohol in bars.
4. If I studied in the USA, I'd join different associations and clubs.
5. I'd dress more informally if I were in the USA.
6. I'd crib if I were a student of a US University.
7. If I studied in the USA, I'd have an Identification Card.
8. If I had a chance to study in the USA, I'd improve my English.
9. If I studied in the USA, I'd get more information about the Americans.
10. If I were in the USA, I'd make friends with American students.

**Exercise 4.** You are at your class of Practical English. Richard, a volunteer from the USA, is your teacher now. You are discussing American teachers' behaviour. Express your point of view on the problem.

*You may use the following scheme for ideas.*



**If I were a teacher in the USA**

- I would/wouldn't be dressed more/so formally.
- I would/wouldn't drink coffee during the class.
- I would/wouldn't worry about students' absence.
- I would/wouldn't have a dominating teaching style.
- I would/wouldn't trust students.
- I would/wouldn't try to be cheerful.

**Exercise 5.** You are a Ukrainian student and you are lucky to have an American teacher. You are at your English class. Richard is expressing his point of view on the item how he will teach in Ukraine. Listen to him and say that you would do the same.

**Example.**

If my students crib, I'll be upset.

*If my students cribbed, I would be upset.*

1. If my students are late, I won't pay much attention to them.
2. If the students miss classes, I'll simply ask the reasons for their absence.
3. If my students eat during the class, I'll ask them to leave the classroom.
4. If the students make noise during the class, I'll ask them to keep silent.
5. If the students are not ready with their home assignment, I'll put them bad marks.
6. If I work as a teacher in Ukraine, I'll be dressed formally.
7. If the students don't submit all kinds of written papers in time, I'll wait for them and accept their works.
8. If I work as a teacher in Ukraine, I won't lie on the grass to relax.
9. If I work as a teacher, it will be possible to address the students by their first or second name.
10. If I work as a teacher, I'll discuss students' marks or exam results publicly.

**Exercise 6.** You are yourself and you are going to take part in the discussion on the problem "How I would study and behave at a US University/college". Put the verbs in the correct form, join the parts of the following sentences and it will help you to present the information at the discussion.

**Example.**

To study in the USA  $\Rightarrow$  an adviser to give me some pieces of advice.

*If I studied in the USA, an advisor would give me some pieces of advice.*

1. To study in the USA  $\Rightarrow$  to attend classes regularly.
2. To be a student of a US college  $\Rightarrow$  to prepare for the classes thoroughly, at least two hours of independent preparation for every class.
3. To study in the USA  $\Rightarrow$  not to be late for classes.
4. To be a student of a US University  $\Rightarrow$  to dress informally, sometimes not to iron the clothes.
5. To be a student of a US University  $\Rightarrow$  not to crib or cheat.
6. To study in the USA  $\Rightarrow$  to submit all kinds of written papers in time.
7. To study in the USA  $\Rightarrow$  to attend various formal dances, parties organized by diverse clubs, societies, associations.
8. To be a student of a US University  $\Rightarrow$  to attend informal parties and gatherings in the dormitories.
9. To be afraid of going through the territory of the college  $\Rightarrow$  to ask any member of security to accompany me.
10. To be a student of a US University  $\Rightarrow$  to try to get scholarship (scholarship is only payment for tuition).
11. To study in the USA  $\Rightarrow$  to have to buy coursebooks and a lot of other materials.

**Exercise 7.** Richard has given you the task to express your point of view on the problem of teaching at US Universities and colleges. Say what you would do if you were a teacher at a US University/college. You may start with the following.

1. If I were a teacher of a US University ...
2. If I needed a rest...
3. If my students had a written exam...
4. If a student were late...
5. If a student missed classes ...
6. If my students were not in a cheerful working mood...
7. If my students were not ready for the class...
8. If my student ate during the class...

**Exercise 8.** You have been discussing the peculiarities of teaching and studying in the USA. Richard is eager to know what the Ukrainians would do in the following situations if they were invited for teaching to the USA. Answer his questions.

1. What would you do if one of your students were cribbing the answer from a book?
2. What kind of clothes would you wear if you went to the University?
3. How would you discuss students' exam results?
4. What would you do if you saw a student of about 70 in the classroom?
5. How would you behave if one of your students ate a sandwich and had a cup of coffee during your class?

**Exercise 9.** You are a student and you are going to discuss the problems of teaching and studying in Ukraine. These are some extracts from a Ukrainian magazine. Translate the following sentences into English and it will help you to express your ideas during the discussion.

1. Якби уряд України звертав більшу увагу на освіту, в навчальних закладах працювали б «справжні» вчителі.

2. Якби навчальні заклади України мали належну матеріальну базу, якість навчання значно підвищилася б.

3. Учні б із задоволенням вчилися, якби вчителі використовували сучасні технології в навчальному процесі.

4. Якби вчителі спонукали учнів до навчання, це б підвищило рівень освіти.

5. Учні б відвідували заняття без пропусків, якби їм було цікаво вчитися.

6. Якби вчителі бачили в своїх учнях особистостей, учні б ставилися до них з більшою повагою.

7. Якби у навчальних закладах працювали професіонали, це б суттєво змінило ситуацію в Україні.

8. Якби учні мали бажання вчитися, вони б досягли високих результатів.

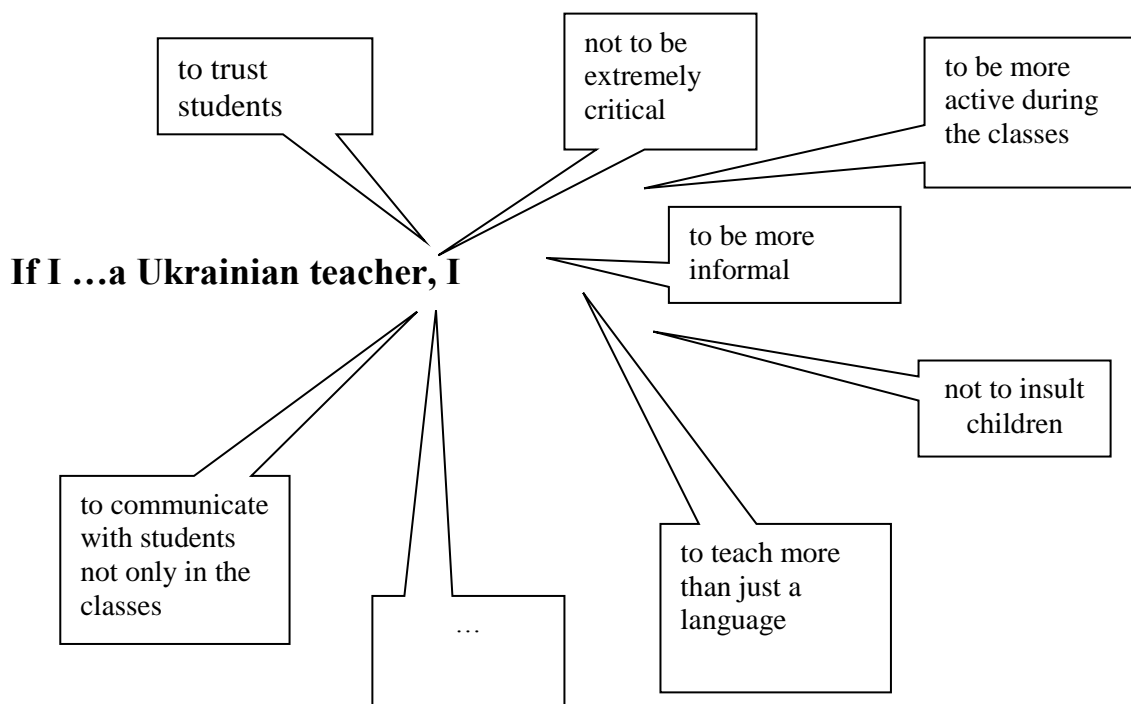
9. Якби учні більше часу проводили за навчанням, це б значно вплинуло на рівень їхньої освіти.

### Exercise 10.

– You are yourself. You want to improve and change the system of teaching and studying in your country. Ask Richard what he would do to improve teaching and studying in Ukraine.

– You are Richard, an American teacher. Answer the Ukrainian student's questions.

*You may refer to the following prompts if it's necessary.*



### **Example.**

Student 1 (a Ukrainian student): *You see, teaching and studying in our country is a serious problem nowadays. What would you do to change the situation?*

Student 2 (Richard): *It's a thought-provoking question, of course, but if I were a Ukrainian teacher, I'd try to teach more than just a language.*

**Exercise 11.** Richard, who considers teaching in the USA as a question of great importance wonders what you would change if you were an American teacher. Express your own point of view.

*You may refer to a previous exercise for some ideas.*

**Exercise 12.**

– You are a Ukrainian student and you are lucky enough to study at the State University of New York at Buffalo. While you were writing your exam you were cribbing. The Professor noticed it and invited you for the talk. Try to explain your behaviour to him.

– You are the Professor of the State University of New York. During the exam you noticed that one of your students was cribbing. Ask the reasons for his/her cribbing and give some advice to him/her.



**Exercise 13.** You are at the Teachers’ Debating Club to discuss the advantages and disadvantages of teaching in the USA. Each member of the club is to point out what advantages/disadvantages you would have if you were a teacher at a US University.

**Instruction 1.** You are a teacher at a secondary school. Listen to your pupils’ dialogue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

Point of evaluation	excellent	good	average	poor
Grammatical correctness				
<b>Mistakes:</b>				

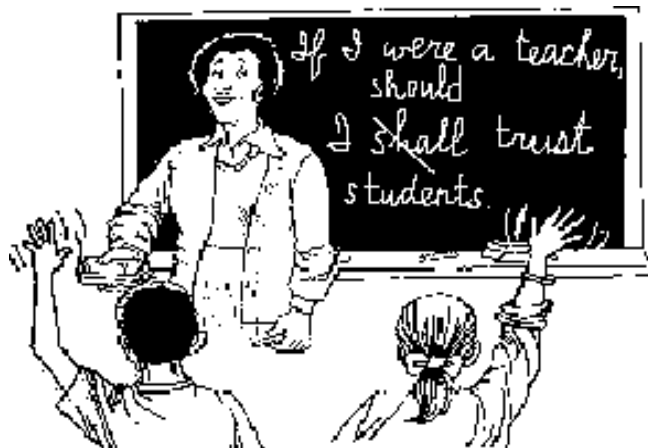
**Instruction 2.** You are a teacher of a secondary school. Your pupils have been given the task to speak about studying in the USA. Listen to them and correct pupils’ mistakes by giving the right variant.

**Example.**

If I should study in the USA, I prepared all lessons in time.

**Student-teacher:** *If I studied in the USA, I’d prepare all lessons in time.*

1. If I was in the USA, I should behave more informal.
2. I shouldn’t iron my clothes if I study in the USA.
3. If I studied in the USA, I won’t wear high heels.
4. I’d join a sport club if I am in America.
5. If I have a chance to study in the USA, I should get acquainted with the culture of this country.
6. My parents should pay a lot of money if I studied in the USA.



7. If I study in the USA, I shouldn't use much make-up.
8. If I were in America, I will make friends with American students.
9. If I study in the USA, I'll attend classes regularly.
10. If I am a student of a US college, I'd prepare for the classes thoroughly.
11. If I studied in the USA, I won't be late for classes.
12. If I am student of a US University, I wouldn't crib or cheat.

**Instruction 3.** You are a secondary school teacher of English. According to the Curriculum you are to teach your pupils to form and use the second type of Conditionals. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose a suitable way of presentation and explain the second type of Conditionals to your pupils. *You may use the memo of the foreword.*

**Instruction 4.** You have explained this grammar material to your pupils but they haven't grasped the idea. Make up a suitable chart of forming and using the second type of Conditionals so that your pupils can understand this grammar phenomenon. *You may use the memo of the foreword.*

**Instruction 5.** You are a teacher at a secondary school. You are teaching your pupils to analyse the Conditional sentences. Analyse the following sentences so that your students can grasp the idea of making the sentence analysis. You may use the following scheme for analysis.

**Point out:**

- the type of the sentence (simple/complex);
- the main clause, the subordinate clause and the conjunction that connects them if it's a complex sentence;
- the mood/moods that is/are used in this sentence;
- the form of the mood;
- the kind of the action expressed by the mood.

1. If I were a student, I wouldn't miss classes.
2. If I were a student, I wouldn't fall asleep in the library.
3. If I were a student, I wouldn't smoke on the University premises.
4. If I studied in the USA, I'd join different associations and clubs.
5. I'd dress more informally if I were in the USA.

**Instruction 6.** You are a teacher at a secondary school. You are working on the topic "Education in the USA"; grammar point is – "The Second Type of Conditionals". You are going to do an exercise in the manual, but there is no instruction for it because of a publisher's misprint. Look through the exercise and make up an instruction for it. *You may use the memo of the foreword.*

**Instruction** .....



**Example.**

If I studied in the USA, I would have opportunities to improve my language.

*I completely agree with you. If you studied in the USA, you would have opportunities to improve your language.*

1. If I were in the USA, I wouldn't worry about my clothes.
2. If I studied in the USA, I wouldn't miss classes.
3. I'd submit all the papers in time if I were a student.
4. If I studied in the USA, I wouldn't use much make-up.
5. If I studied in the USA, I'd attend classes regularly.

**Instruction 7.** You are a secondary school teacher of English. You are working on the topic "Education in the USA"; grammar point is – "The Second Type of Conditionals". You have already explained the material and done some assignments given in the manual. But you feel that your pupils can't imitate and pronounce these sentences with the right intonation. Try to make up your own exercise helping your pupils to imitate and pronounce sentences with this grammar structure properly. *You may use the memo of the foreword.*

**Instruction 8.** You are a secondary school teacher of English. The topic of your lesson is "The Education in the USA"; grammar point is – "The Second Type of Conditionals". You are teaching your pupils to use this grammar material in spoken production according to the topic. Try to make up the situation that can inspire your pupils to use the second type of Conditionals in their monologues. *You may use the memo of the foreword.*

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## UNIT 3

### THE THIRD TYPE OF CONDITIONALS

#### **Introduction**

*Listen to a short dialogue following the printed text. Pay attention to the underlined sentence.*

*Ruth:* Hi, Debbie. Did you have a good day, today?

*Debbie:* No, I didn't. I'm glad today's over! Everything went wrong!

*Ruth:* Really?

*Debbie:* Yes, I made a lot of typing errors, then I forgot to send a telex and I offended Bob because I ignored him in the street.

*Ruth:* Why was that?

*Debbie:* It was that party last night. If I hadn't gone to bed late, it wouldn't have been such an awful day. I'm having an early night tonight!

#### **Theory**

Sentences of unreal condition referring to the past belong to the third type of Conditional sentences.

In the **third type** of Conditional sentences the Perfect form of the Conditional Mood is used in the principal clause and the Perfect form of Subjunctive II is used in the subordinate clause of condition.

**Note.** The modal verbs "can" and "may" can also be found in the third type of Conditionals. When reference is made to the past, "could" and "might" are combined with the Perfect Infinitive (both in the if-clause and in the principal clause). *E.g. I would have got a good mark if I could have done my homework*

#### **Practice**

**Exercise 1.** Listen to the comments made by a British student. Write the numbers of the sentences that belong to the second type of Conditionals next to the letter A, to the third type of Conditionals – next to the letter B.

1. If I did my homework, I'd improve my language.
2. I would have got a good mark if I had done my homework.
3. If my friends paid me for copying my homework, I'd get some money.
4. If I didn't have a part-time job, I'd do my homework regularly.
5. If I had done my homework, I wouldn't have thought of a good excuse.
6. If I hadn't studied more than thirty minutes at a time, I'd have been full of energy at the exam.
7. If I had been learning all the night before my exam, I'd have been broken down during the exam.
8. If I concentrated during the exam, I'd answer all the questions.
9. If I had followed all mentioned pieces of advice, I wouldn't have failed my exam.

**Exercise 2.** Give the Past Conditional mood and Past Subjunctive II of the following verbs:

to publish  
to break  
to watch  
to ask  
to save  
to apply

to smoke  
to forget  
to advise  
to investigate  
to accept  
to communicate

**Exercise 3.** A representative of the UK Careers Advisory Service has been invited to your University to give a lecture on getting a job in the UK. Listen to the lecturer's statements and point out whether you agree with him/her or not.

**Example.** If British students had gone on to higher education, they would have got well-paid jobs.

*It's beyond doubt that if British students had gone on to higher education, they would have got well-paid jobs.*

1. If a great number of students hadn't followed their parents' advice, they would have chosen a profession according to their liking.

2. If students had been afraid of interviews, they wouldn't have entered Universities/colleges.

3. If school leavers had asked the Careers Advisory Service for help beforehand, their first job would have been found for them.

4. If Careers Officers hadn't given practical advice on interview techniques and application forms, a lot of people wouldn't have found a job.

5. If young people who were looking for their first job had followed our advice, they would have got a suitable job.

6. If we hadn't helped a great number of people to get a job, we'd have been closed long ago.

7. If a great number of students had got to know peculiarities of their future professions beforehand, they wouldn't have thrown up their jobs.



**Exercise 4.** You are a student and you are at the lecture of the British Careers Officer. You have been asked to point out the reasons for choosing teaching as a career. Answer the Careers Officer's question. *You may use the ideas of the following table.*

<p>If my parents hadn't advised me          If I hadn't known about teaching          If it hadn't been my choice          If my friend hadn't chosen the profession of a teacher          If my English had been poor          If I hadn't had a wish to become a teacher of English          If I hadn't known the peculiarities of teaching          If it hadn't been my life long interest          If my teacher of English hadn't advised me</p>	<p>I would/wouldn't have chosen the profession of a teacher.          I would/wouldn't have entered the University.</p>
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**Exercise 5.** The British Careers Officer is giving you a lecture on advantages and disadvantages of a part-time job for teenagers. You know that it's a usual occurrence for the Britons to be interrupted during the lecture to listen to somebody's point of view or to be asked a question. Listen to the lecturer and say that you would have done the same if it had taken place when you were a teenager.

**Example.** If pupils work, they won't have a carefree childhood.

*If I had worked, I wouldn't have had a carefree childhood.*

1. If pupils are tired, they won't be able to concentrate at school and won't be healthy.
2. If teenagers work, they won't have enough time to do their homework.
3. Pupils won't have time to relax if they have a part-time job.
4. If pupils have a part-time job, they won't spend their spare time on hobbies.
5. Their school results will suffer if they have a job.
6. If teenagers work, they will get experience of workplace and society.
7. They will save money if they have a part-time job.
8. If teenagers learn to dispose money, they will gain a sense of independence and self-respect.
9. If they have a part-time job, they will be able to earn extra pocket money.

**Exercise 6.** The editor-in-chief of your University newspaper is writing an article about the first interview of the British Careers Officer. The article is almost ready but the editor-in-chief isn't sure of some sentences. Help him/her to put the verbs in the suitable form.

1. If I (to have) the one-to-one interview which is the most common one, it (to be) easier to build up relationship with the interviewer.

2. If I (to be interviewed) by a group of interviewers, the so-called Board interview, I (to be) very embarrassed.



3. I (to feel) at ease and (to answer) the questions more fully if the interview (to be carried out) in one-to-one situation.
4. If I (to speak) clearly and confidently, I (to impress) the interviewers.
5. If I (to describe) my qualifications and experience clearly, I (to get) that job.
6. If I (to show) my interest in the job, I (to get) it.
7. If I (not to ask) questions, I (can get) that job.
8. I (to impress) interviewers if I (to be) polite and (not to panic).
9. If I (to give) one word answers, I (not to be accepted) for that job.
10. If I (to say) at the interview that I didn't care what to do, I (not to be accepted) for that job.

**Exercise 7.** You are at the lecture of the British Careers Officer and you are discussing your choice of teaching as a career. Express your own point of view. You may start with the following.

1. If I hadn't entered the University ...
2. If I hadn't chosen teaching as a career ...
3. If I had followed my parents' advice ...
4. If I had known more about teaching beforehand ...
5. If my parents had/hadn't paid for education ...
6. If I had had the opportunity to choose the profession of an interpreter ...
7. If I hadn't been fond of English...

**Exercise 8.** You are at the lecture of the British Careers Officer who is interested in some aspects. Answer the Careers Officer's questions.

1. If your parents hadn't allowed you to choose the profession of a teacher, what would you have done? Why?
2. Would you have entered the University if you had been proposed a lucrative but boring job? Explain your choice.
3. Would you have entered the University if you had been proposed a low-paid but satisfying job? Explain your choice.
4. What profession would you have chosen if you hadn't entered a Pedagogical University?
5. If you had been proposed to study in any country, what country would you have chosen and why?

**Exercise 9.** Your friend was interviewed not long ago and it was a failure. He wants to share his impressions of the interview at the British Careers Officer's lecture. But your friend's English is poor. Help him to say the following statements in English.

1. Якби я знав більше про свою майбутню роботу, я б відповів на всі запитання.
2. Якби я відразу не розгубився, я б відповідав на всі запитання належним чином.
3. Я б так не знервувався, якби у мене був досвід проходження інтерв'ю.
4. Мені б не задавали багато запитань, якби моє резюме було правильно оформлене.

5. Якби я більше посміхався, це б позитивно вплинуло на результат інтерв'ю.

6. Якби я не розлив чашку кави, яку мені запропонували, я б не почувався так незручно.

7. Мої співрозмовники не ставилися б до мене з підозрою, якби я не спитав про майбутню заробітну плату.

8. Якби я був одягнутий належним чином, це б справило добре враження на співрозмовників.

9. Якби я не забув про свій досвід роботи, я б міг мати успіх.

10. Якби я знав про ці всі подробиці інтерв'ю раніше, мене б прийняли на роботу.

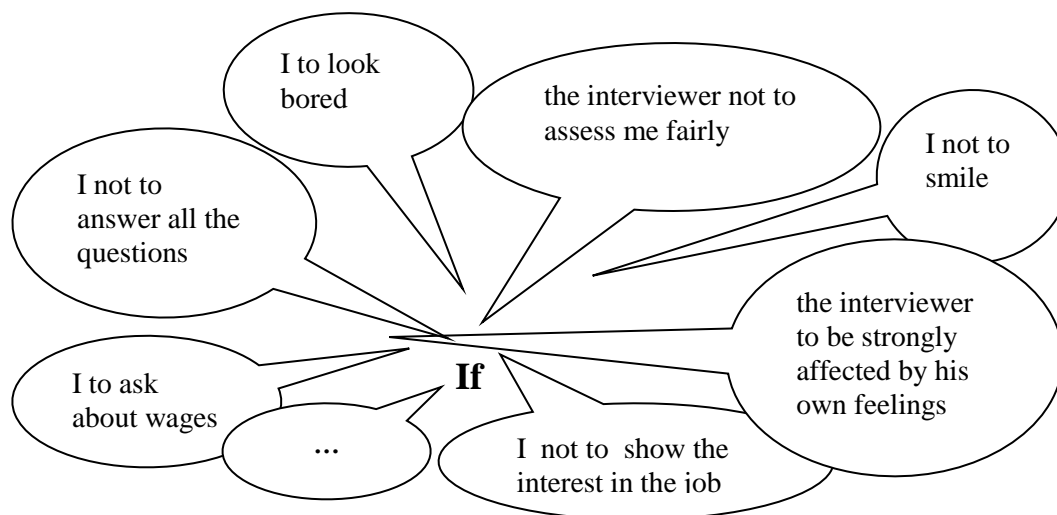


### Exercise 10.

– You are a teacher of English and you want to work at the Intensive English Courses. Your colleague Ann has already been interviewed and she has been accepted. Ask your colleague for some advice.

– You are Ann and you are going to start teaching at the Intensive English Courses. You have already had the one-to-one interview. Give your colleague some pieces of advice and say on what conditions you couldn't have been accepted.

*The following prompts may help you.*



### Example.

Student 1 (a teacher): *Ann, my sincere congratulations! Could you give me some pieces of advice how to pass the interview?*

Student 2 (Ann): *Well, you mustn't look bored at the interview. You see if I had looked bored at the interview, I wouldn't have been accepted.*

### Exercise 11.

– You are the British Careers Officer and you are giving the lecture to Ukrainian students on the problem of choosing a career. You know that some students were eager

to become interpreters. Ask them what mode of life they would have had if they had got that profession.

– You are yourself and you are at the lecture of the British Careers Officer. Answer the Careers Officer’s question.

**Exercise 12.** You are at the lecture of the British Careers Officer. You are discussing the problem of entrance exams in Ukraine. Your first attempt to enter the University was a failure. Point out on what conditions it could have been a success.

**Instruction 1.** You are a teacher of a secondary school. Listen to your pupil’s monologue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

Point of evaluation	excellent	good	average	poor
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You are a teacher of a secondary school. Your pupils are not ready for the class. Listen to their excuses and correct them by giving the right variant.

**Example.**

If I have done all the tasks, I would have had a headache yesterday.

**Student-teacher:** *If I had done all the tasks, I would have had a headache yesterday.*

1. If our teachers hadn’t given us so many tasks, I would cope with them.
2. I’d done my homework if I had have enough time for it.
3. I would have done my homework yesterday if I didn’t lost my keys.
4. I should had done my homework yesterday if I hadn’t have my mother’s birthday.
5. If I hadn’t been ill, I would do it.
6. If I hadn’t fallen asleep, I’d do my homework.
7. I would have done my homework if I haven’t forgotten to write down the task.
8. I would done my homework if we hadn’t buy a computer yesterday.

**Instruction 3.** You work at a secondary school as a teacher of English. According to the Curriculum you are to teach your pupils to form and use the third type of Conditionals. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose a suitable way of presentation and explain the third type of Conditionals to your pupils. *You may use the memo of the foreword.*

**Instruction 4.** You have explained this grammar material to your pupils but they haven’t grasped the idea. Make up a suitable chart of forming and using the third type of Conditionals so that your pupils can understand this grammar phenomenon. *You may use the memo of the foreword.*

**Instruction 5.** You are a teacher of a secondary school. You are teaching your pupils to analyse the Conditional sentences. Analyse the following sentences so that your pupils can grasp the idea of making the sentence analysis. You may use the following scheme for analysis.

**Point out:**

- the type of the sentence (simple/complex);
- the main clause, the subordinate clause and the conjunction that connects them if it's a complex sentence;
- the mood/moods that is/are used in this sentence;
- the form of mood;
- the kind of the action expressed by the mood.

1. I'd have got a good mark if I had done my homework.
2. If my friends had paid me for copying my homework, I would have got some money.
3. If I had done my homework, I wouldn't have thought of a good excuse.
4. If I hadn't studied more than thirty minutes at a time, I'd have been full of energy at the exam.
5. If I had concentrated during the exam, I'd have answered all the questions.

**Instruction 6.** You are a teacher of a secondary school. You are working on the topic "Choosing a Career"; grammar point is – "The Third Type of Conditionals". You are going to do an exercise in the manual, but there is no instruction for it because of a publisher's misprint. Look through the exercise and make up an instruction for it. *You may use the memo of the foreword.*

**Instruction** .....

<b>If I had chosen the profession of</b>	an interpreter a teacher a judge a doctor	I would have become a real professional. I would have had sleepless nights. I would have treated a lot of people. I would have met a lot of interesting people.
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**Instruction 7.** You are a teacher of a secondary school. You are working on the topic "Choosing a Career"; grammar point is – "The Third Type of Conditionals". You have already explained the material and done some assignments given in the manual. But you feel that it's not enough for your pupils. Try to make up the substitution table to provide the recurrence of the pointed grammatical structure. *You may use the memo of the foreword.*

**Instruction 8.** You are a teacher of a secondary school. The topic of your lesson is "Choosing a Career"; grammar point is – "The Third Type of Conditionals". You are teaching your pupils to use this grammar material in spoken interaction according to the topic. Try to make up the situation that can inspire your pupils to use the third type of Conditionals in their dialogues.

*You may use the memo of the foreword.*



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## UNIT 4

### MIXED CONDITIONALS

#### **Introduction**

*Listen to a short dialogue following the printed text. Pay attention to the underlined sentences.*

*Richard: David!*

*David: Hi, Richard. I haven't seen you for ages. What are you doing now?*

*Richard: Not much. I can't find a job.*

*David: It's rather difficult nowadays.*

*Richard: Yes. Right. But if I had worked hard at school, I would have a well-paid job now.*

*David: If you were really hard-working, you would have finished school with flying colours.*

#### **Theory**

**Mixed Conditional sentences (the IV type of Conditionals)** are usually combinations of sentences of type II and type III, that is, one of the clauses refers to the present or future, while the other refers to the past. It means that the parts of Conditional sentence do not necessarily refer to the same period of time: the if-clause may refer to the present or future and the principal clause may refer to the past, and vice versa. All types of Conditionals can be mixed. Any tense combination is possible if the context permits it.

#### **Practice**

**Exercise 1.** A group of British teachers has arrived at your University. The local journalists have interviewed the British teachers. Listen to some utterances of the British teachers and identify the type of Conditionals. Write the type of Conditionals next to the number of the sentence.

1. If Ukrainian teachers were not so hospitable, we wouldn't have arrived here.
2. If we had arrived in Ukraine earlier, we'd know the Ukrainians better now.
3. If the education fees were not so high in Ukraine, a great number of talented pupils could enter universities.
4. If Ukrainian students had learnt several foreign languages they would have had the opportunities to get acquainted with more cultures.
5. If Ukrainian students had more opportunities to communicate with native speakers, their English would be better.
6. We would know the top concerns for Ukrainian teachers if we had arrived in Ukraine earlier.
7. If Ukrainian universities had more computers, a great number of students and teachers could get useful information.
8. If Ukrainian teachers had paid more attention to students' behaviour earlier, cribbing and cheating wouldn't be a usual occurrence nowadays.

**Exercise 2.** You are a yourself and you are discussing the qualities of a special teacher together with a British teacher, Ann by name, who has arrived at your University on an exchange programme. Ann is informing you about British students' point of view on the qualities of a special teacher. Listen to her and agree if you share their opinion or disagree if you don't.

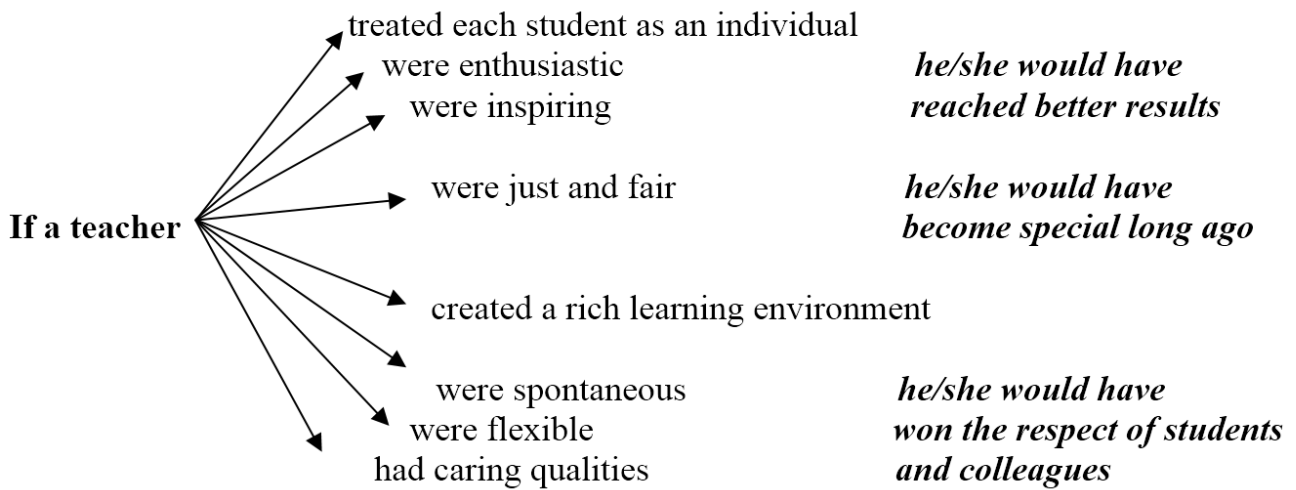
**Example.** If a teacher had caring qualities, he/she would have become special long ago.

*I surely agree with the statement. If a teacher had caring qualities, he/she would have become special long ago.*

1. A teacher could have been called a special teacher if he/she motivated students.
2. If a teacher used a variety of modern materials, topics and methods, he/she wouldn't have been called a special teacher since his/her first class.
3. If a teacher constantly gave all his/her students equal treatment, he/she wouldn't have reached better results.
4. A teacher would have won respect of his/her students, if he/she always gave them fair treatment.
5. If a teacher had re-taught students where necessary, they would be grateful for it.
6. If a teacher had a sense of humour, students would have called him/her a special teacher at once.
7. If a teacher were patient, he/she would have won students' respect.
8. A teacher could have become special if he/she helped students to become independent.



**Exercise 3.** You are a student and you are proposed to take part in a round-table discussion together with British teachers. You'll discuss the qualities of a special teacher. Make up some statements. You may use the scheme made by Ann which reflects British teachers' point of view on the qualities of a special teacher.



**Exercise 4.** You have been invited to a round table discussion. You'll discuss the qualities of a Ukrainian special teacher. Complete the following chart and it will help you to express your ideas.

**Example.**

**II Type**

*If my teacher were more informal,  
he/she would be special.*

1. A teacher could be called special  
if he/ she paid more attention to our personal interests.

2.....

3. If a teacher used modern methods of teaching,  
he/she would win the respect of colleagues.

4.....

5. A teacher would be professional  
if he/she were reliable and responsible.

6.....

7. If a teacher taught not only the subject  
itself, a lot of students would be grateful for it.

8.....

**IV Type**

*If my teacher were more informal  
he/she would have become special long ago.*

.....

If a teacher hadn't been short-tempered,  
we would respect him/her.

.....

If a teacher were cheerful and friendly,  
he/she would have become special at once.

.....

If a teacher helped students to be  
independent and organized their own learning,  
he/she would have won the respect of students.

.....

If a teacher didn't have lecture mode,  
he/she would have become special long ago.

**Exercise 5.** Your group-mate has also been invited to a round-table discussion. He/she has already made his/her report, but he/she has some problems with grammar. Help him/her to put the verbs in brackets in the correct form.

1. If our teachers (not to be) extremely critical of students, they (to become) special long ago.
2. If our teachers (not to insult) students, we (to respect) them now.
3. If our teachers (to have) a sense of humour, we (to consider) them special long ago.
4. We (to get) into touch with our teacher since the first class if he/she (to be) more informal.
5. If teachers (to pay attention) to students' personalities earlier, we (to be grateful) for it now.
6. If teachers (to spend) more time with us earlier, they (to be) special now.
7. If teachers (to listen) to our ideas and proposals earlier, they (to be) good teachers.
8. If teachers (not to give) us bad marks but (to explain) the material better, we (to have) better results now.
9. If our teachers (not to inform our parents) about our studying, we (to adore) them now.



**Exercise 6.** You are a teacher of a secondary school. And you are taking part in the round-table discussion on the subject “Special Teacher’s Qualities”. Express your point of view on the problem. You may start with the following.

1. If I had caring qualities...
2. If I could motivate students...
3. If I had used modern methods of teaching earlier...
4. If I were patient ...
5. If I had studied well at University ...
6. If I had read more about methods of teaching ...
7. If I emphasized praise rather than criticism ...

**Exercise 7.** You are a teacher of a secondary school and you are at the round-table discussion now. Listen to the British teachers’ points of view about teaching and studying in the UK. Express your ideas on the problem by making conclusions of your own and comparing with teaching and studying in Ukraine.

**Example.**

In the UK teachers are throwing up their jobs because of students’ violent behaviour.

*If UK teachers had paid attention to this problem earlier, they wouldn’t throw up their jobs now.*

*If students’ violent behaviour had ever taken place in my practice, I wouldn’t work now.*

*If such problems had appeared in Ukrainian universities or schools, our teachers would ask students' parents for help.*

1. In the UK teachers are throwing up their jobs because of low salary.
2. Sometimes teachers can be hit, kicked or pushed by angry or distressed pupils.
3. Children in the UK seem to be more materialistic and even one school in England offers students free popcorn and burgers if they behave well.
4. In Great Britain students are turning their backs on research degrees, prompting fears of a shortage of academics.
5. The British Government has decided moral education should be a part of the school curriculum. Teachers will be given a document which describes the kinds of values they should be promoting.
6. The top concerns for young people's way of life in the UK are the effects of drug and alcohol use, gambling, verbal aggression, violent behaviour.

**Exercise 8.** You are a student and you are going to take part in the round-table discussion on the subject: "The problems of teaching and studying in Ukraine". These are some comments made by Ukrainian students. Translate them into English and it will help you to present the information during the discussion.

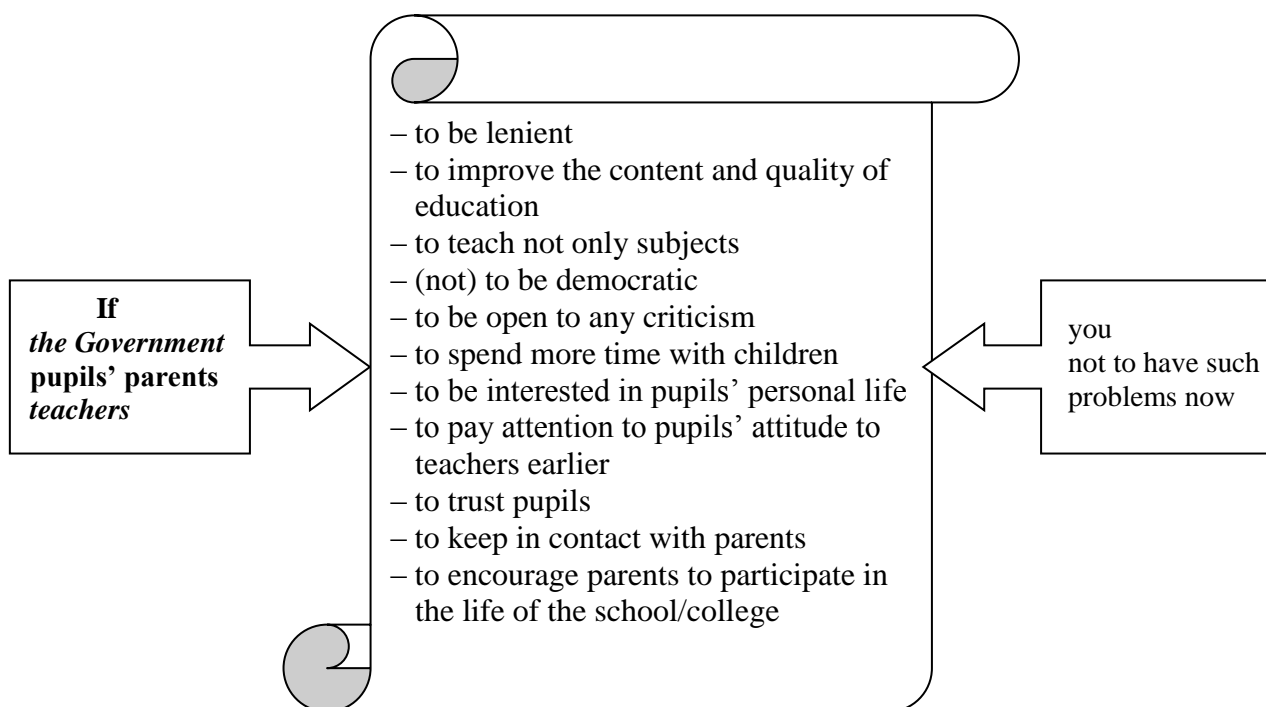
1. Якби вчителі не ставили нам поганих оцінок раніше, ми б зараз ставилися по-іншому до їхнього предмету.
2. Якби вчителі знали про особливості своєї професії раніше, сьогодні б вони інакше ставилися до процесу виховання та навчання.
3. Ми б із задоволенням відвідували заняття, якби вчителі не залякали нас поганими оцінками.
4. Якби вчителі більше хвалили нас раніше, аніж сварили, ми б вчилися зараз добре.
5. Ми б отримували задоволення від навчання, якби нам дозволили самим вибрати викладачів та предмети для вивчення.
6. Якби вчителі віднеслись до нас як до особистостей з першого заняття, ми б з повагою ставилися до них зараз.
7. Якби ми раніше з відповідальністю ставилися до навчання, то б сьогодні ніяких проблем не було.
8. Ми б вчилися добре і відвідували заняття із задоволенням, якби у нас відразу встановилися дружні відносини з вчителями.
9. Якби раніше вчителі проводили з нами більше вільного часу, то зараз не існувало б стільки проблем з поведінкою молоді.

**Exercise 9.**

– You are a teacher from the UK and you are at the round-table discussion now. Ask the Ukrainian teachers' point of view as for solving acute problems of teaching. Ask them what should have been done earlier not to have such problems now.

– You are a teacher of a Ukrainian secondary school. You are discussing the top problems of teaching in the UK. Answer the British teachers' questions.

*You may use the following prompts.*



**Example.**

Student 1 (a British teacher): *So, you have got acquainted with the top problems of teaching in our country. What should have been done earlier not to have such problems now?*

Student 2 (a Ukrainian teacher): *It's not an easy question to answer. But if teachers had interested in children's personal life earlier, you wouldn't have such problems now.*

**Exercise 10.** You are a teacher from the UK and you are at the round-table discussion. You are discussing the top problems of teaching in Ukraine. Give some pieces of advice to Ukrainian teachers and say what they should have done earlier not to have such problems now.

*You may refer to a previous exercise for some ideas.*

**Exercise 11.**

– You are lucky to study at Cambridge University. But you missed some classes, smoked on the University premises, failed some exams and you are going to be expelled from the University. You are completely at a loss. Ask your tutor for a piece of advice.

– You are a tutor of a Ukrainian student. Your student has a lot of problems. Listen to him/her and give him/her some pieces of advice. Point out what he/she should have done earlier not to have problems now.

**Exercise 12.** You are a teacher of a Ukrainian secondary school and you take part in the round-table discussion together with British teachers. You are discussing the qualities of a Ukrainian special teacher. Express yourself on the problem and point out on what conditions you could have become special.

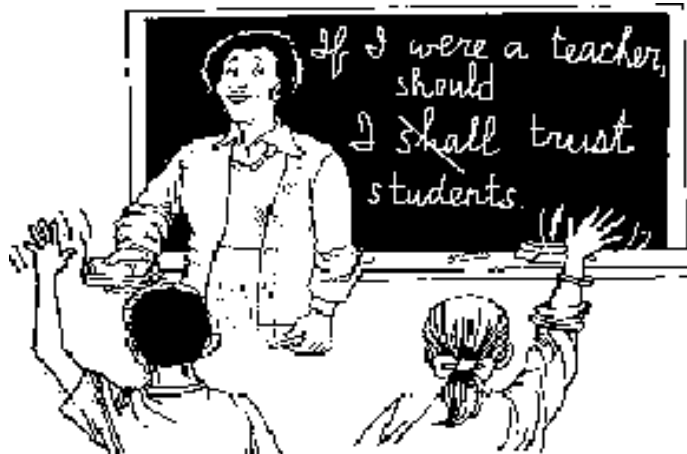
**Instruction 1.** You are a teacher of a secondary school. Listen to your pupils' dialogue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

Point of evaluation	excellent	good	average	poor
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You are a teacher of a secondary school. You have asked your pupils to answer some questions. Listen to their answers and correct pupils' mistakes by giving the right variant.

**Example.**

If I have done all my home assignments, I would pass the exam now.



**Student-teacher:** *If I had done all my home assignments, I would pass the exam now.*

1. If I had been attentive in the class, I won't have any problems now.
2. If I didn't crib, I would know all the material.
3. It would be easy to pass the exam now if I didn't miss classes.
4. If our teacher had explained the material better, I'll be ready to pass the exam now.
5. If I had learnt everything, I could be able to pass the exam now.
6. If I haven't spent much time watching TV, I'd be ready to pass the exam.
7. If I hadn't spent much time with my friends, I'll pass the exam now.
8. If I had hadn't been ill, I'd pass the exam now.
9. If my parents paid more attention to my studying, I'd not fail the exam.

**Instruction 3.** You work at a secondary school as a teacher of English. According to the Curriculum you are to teach your pupils to form and use Mixed Conditionals. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose a suitable way of presentation and explain Mixed Conditionals to your pupils. *You may use the memo of the foreword.*

**Instruction 4.** You have explained this grammar material to your pupils but they haven't grasped the idea. Make up a suitable chart of forming and using the fourth type of Conditionals so that your pupils can understand this grammar phenomenon. *You may use the memo of the foreword.*

**Instruction 5.** You are a teacher of a secondary school. You are teaching your pupils to analyse the Conditional sentences. Analyse the following sentences so that your pupils can grasp the idea of making the sentence analysis. You may use the following scheme for analysis.

**Point out:**

- the type of the sentence (simple/complex);
- the main clause, the subordinate clause and the conjunction that connects them if it's a complex sentence;
- the mood/moods that is/are used in this sentence;
- the form of the mood;
- the kind of the action expressed by the mood.

1. If the education fees were not so high in Ukraine, a great number of talented students could have entered universities.
2. If Ukrainian students had learnt several foreign languages, they would have opportunities to get acquainted with more cultures.
3. If Ukrainian students had had more opportunities to communicate with native speakers, their English would be better now.
4. If Ukrainian teachers had paid more attention to students' behaviour earlier, cribbing and cheating wouldn't be a usual occurrence nowadays.
5. If teachers had paid attention to students' personalities earlier, they would be grateful for it now.

**Instruction 6.** You are a teacher of a secondary school. You are working on the topic "Choosing a Career"; grammar point is – "Mixed Conditionals". You are going to do an exercise in the manual, but there is no instruction for it because of a publisher's misprint. Look through the exercise and make up an instruction for it. *You may use the memo of the foreword.*

**Instruction** .....

**Example.** Teachers would be called special teachers if they trusted their students. ⇒ *Teachers would be called special teachers if they had trusted their students earlier.*

1. If our teachers had sense of humour, we'd call them special teachers. ⇒ ...
2. If our teachers were more informal, we'd call them good teachers. ⇒ ...
3. If our teachers paid more attention to students' personalities, we'd respect them. ⇒ ...

**Instruction 7.** You are a teacher of a secondary school. You are working on the topic "Choosing a Career"; grammar point is – "Mixed Conditionals". You have already explained the material and done some assignments given in the manual. But you feel that your pupils can't transform the proposed sentences into the sentences with Mixed Conditionals. Try to make up your own exercise helping your pupils to cope with the task. *You may use the memo of the foreword.*

**Instruction 8.** You are a teacher of a secondary school. The topic of your lesson is "Choosing a Career"; grammar point is – "Mixed Conditionals". You are teaching your pupils to use this grammar material in spoken production according to the topic. Try to make up the situation that can inspire your pupils to use Mixed Conditionals in their monologues. *You may use the memo of the foreword.*



## COMPLEX SENTENCES WITH THE ADVERBIAL CLAUSES OF CONCESSION

### *Introduction*

*Listen to the comments made by an American student and follow the printed text. Pay attention to the underlined sentence.*

I'm studying at the University now and I have a part-time job. I work as a babysitter to earn extra pocket money. A great number of American students have a part-time job. Even if my parents were rich, I would work to gain a sense of independence and self-respect.

### *Theory*

Complex sentences with a clause of concession introduced by the conjunction **even if** or **even though** are built up on the same pattern as Conditional sentences.

### *Practice*

**Exercise 1.** Listen to the British teenager's comments about his attitude to a part-time job. Write the numbers of the sentences where the clauses of concession are used.

1. I'd have a part-time job to get experience of workplace even if I didn't need money.

2. If I were tired, I wouldn't throw up my job.

3. If I hadn't found the job of a babysitter, I'd have found another one. It wasn't a problem.

4. Even if I didn't have enough time to relax, I'd have a part-time job.

5. Even if my school results suffered through a part-time job, I'd gain a sense of independence and self-respect.

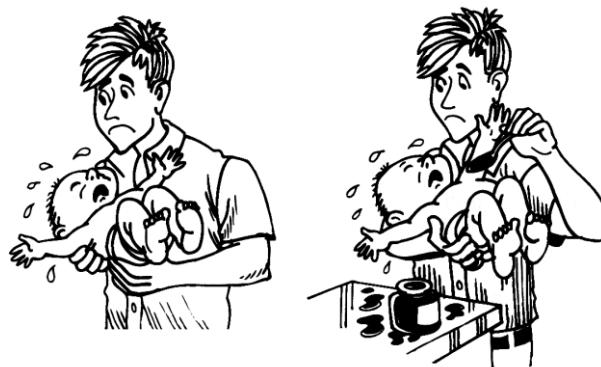
6. If UK teenagers had a desire to have a part-time job, they wouldn't be allowed to work more than two hours on school days.

7. Even if UK teenagers didn't have any experience, they could work as a shop assistant, babysitter or they could pick fruit, deliver milk, early morning papers, which are the most popular ways of earning extra pocket money for teenagers.

8. Even if my parents were rich, I'd have a part-time job.

9. Even if my parents had been against my work, I'd have found a job.

10. If I had had a desire to work at the age of 11, I wouldn't have been given a job. Under the UK law teenagers are allowed to have a part-time job at the age of 13.



**Exercise 2.** You are a Ukrainian student and you are at the English debating club. You are discussing different professions. A British student is expressing his ideas about the profession of an interpreter. Listen to him and agree if you share his point of view or disagree if you don't.

1. Even if I were eager to communicate with different people, I wouldn't have chosen this profession.

2. Even if I were very responsible, I wouldn't have chosen the profession of an interpreter.

3. I wouldn't have chosen this profession even if it were not exhausting.

4. Even if I worked as an interpreter, I would have spare time.

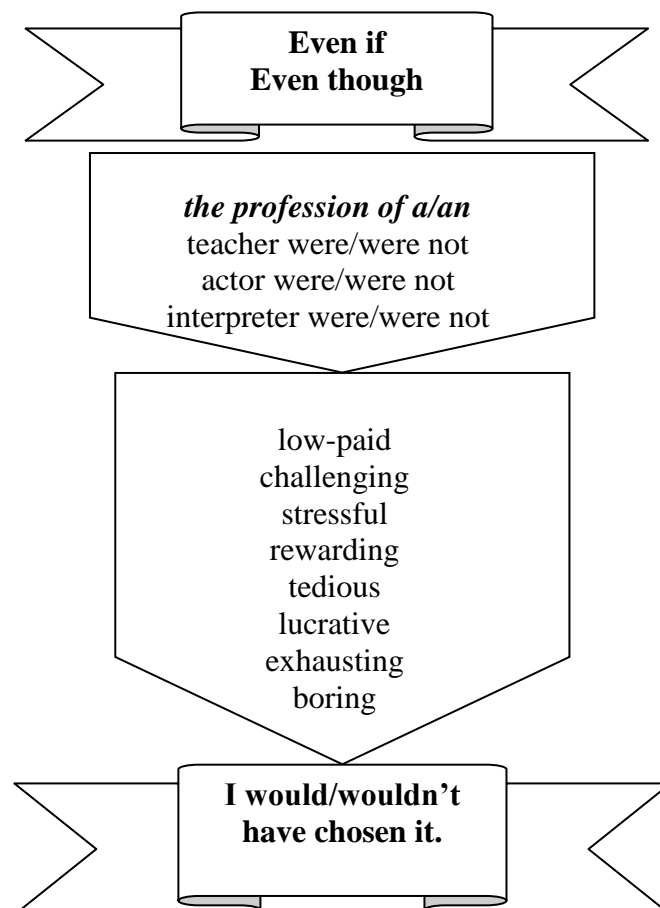
5. Even if I had opportunities to get acquainted with different cultures, I wouldn't have chosen this profession.

6. Even if my parents had advised me to become an interpreter, I'd have chosen teaching as a career.

7. Even if I could travel all over the world, I wouldn't be an interpreter. It's not my cup of tea.

8. Even if I had become an interpreter, I wouldn't be a good one.

**Exercise 3.** You are yourself and you are at the English debating club now. You are discussing the professions of a teacher, an actor and an interpreter. Express your attitude to the mentioned professions. *The following scheme may help you.*



**Exercise 4.** You are a student and you are at the English debating club. Listen to a British teacher's point of view on the problem of choosing a career. Say, whether you would do or wouldn't do the same.

**Example.**

Even if I had been proposed a huge sum of money, I wouldn't have changed my profession.

⇒ *Even if I were proposed a huge sum of money, I wouldn't change my profession.*

1. Even if my parents had advised me to become a journalist, I wouldn't have followed their advice. ⇒

2. Even if I had been supposed to follow our family tradition, I wouldn't have chosen the profession of a journalist. ⇒

3. Even if my parents had advised me to change the profession, I wouldn't have changed it. ⇒

4. Even if I had been proposed to have a part-time job, I wouldn't have agreed. ⇒

5. Even if I had needed money, I wouldn't have applied for a job. ⇒

6. Even if I hadn't known peculiarities of teaching, I would have chosen this profession. ⇒

7. Even if my friends had tried to dissuade me from teaching, I wouldn't have followed their advice. ⇒

8. Even if teaching hadn't been a rewarding job, I would have tried to become a teacher. ⇒

**Exercise 5.** Your friend, a member of the English debating club, is to speak about the popular professions nowadays. Help him/her to put the verbs in the correct form so that your friend can express his/her ideas at the discussion.

1. Even if my parents (to allow) me to work as a waiter, I (not to apply) for it.

2. Even if I (to choose) the profession of a judge, I (to leave) it.

3. Even if the profession of a surgeon (not to be tedious), I (not to choose) it. I'm afraid of blood.

4. I (not to choose) the profession of a diplomat even if I (to be) tactful.

5. Even if I (to choose) the profession of a diplomat, I (not to cope) with it.

6. Even if I (to be) good at maths, I (not to become) an accountant. It's not my cup of tea.

7. Even if I (to be advised) to choose the profession of a journalist, I (not to follow) this advice.

8. I (not to become) a journalist even if I (to be) talented and energetic.

9. Even if I (to be supposed) to follow our family tradition, I (not to become) a prominent architect.



10. Even if I (can) deal with office correspondence and records, I (not to become) a secretary.

**Exercise 6.** You are at the English debating club to discuss different professions. Express your own point of view on the problem of choosing a career and say what you would/wouldn't do even if you had chosen the following professions. *You may use the prompts given below.*

**Example.**

Even if I had chosen the profession of a surgeon ...

*Even if I had chosen the profession of a surgeon, I couldn't work. I'm afraid of blood.*

1. Even if I had chosen the profession of a judge ...
2. Even if I had chosen the profession of a diplomat ...
3. Even if I had chosen the profession of an interior decorator ...
4. Even if I had become a cook ...
5. Even if I had chosen the profession of a dentist ...
6. Even if I had become a waiter/waitress ...
7. Even if I had become a shop assistant ...
8. Even if I had become a clown ...
9. Even if I had become a hairdresser ...

**Exercise 7.** You are at the English debating club. Listen to the British student's story about his choosing a career and say what you would do/have done in such a situation.

**Example.**

My parents didn't allow me to become a teacher.

*Even if my parents hadn't allowed me to become a teacher, I'd have tried my best to persuade them.*

1. I didn't follow my parents' advice and tried to enter the teacher training college.
2. When I passed my exams I had to pay money for studying but they didn't give me money.
3. I asked my brother for help but my parents forbade him to give me money.
4. I was upset and depressed. After all I followed their advice and I became a judge.
5. In some years I saved money and now I study at the teacher training college.
6. My parents don't communicate with me, they even don't call me.



**Exercise 8.** You are a teacher of English from Ukraine and you are going to take part in the round-table discussion on the problem of punishment. These are some extracts from Ukrainian students' essays. Translate them into English and it will help you present the information at the round-table discussion.

1. Навіть якщо б батьки мене наказували, це б не покращило мою успішність.

2. Навіть якщо б викладачі сварили мене через невиконане завдання, це б не змінило ситуацію.

3. Я б не став відвідувати всі заняття, навіть якщо б мої батьки кричали на мене.

4. Навіть якщо б учителі повідомляли батькам про мою поведінку, це б ніяк не вплинуло на мою успішність.

5. Я б не став виконувати всі домашні завдання, навіть якщо б батьки заборонили дивитися мені телевизор та гратися на комп'ютері.

6. Навіть якщо б мені писали зауваження у щоденник, я б продовжував розмовляти під час занять.

7. Я б спізнювався на заняття, навіть якщо б мене викликали до директора школи.

8. Навіть якщо б мої батьки перестали давати мені кошти на Інтернет кафе, я б так само пропускав заняття.

9. Навіть якщо б мені заборонили зустрічатися зі своїми друзями, це б не покращило мою успішність.

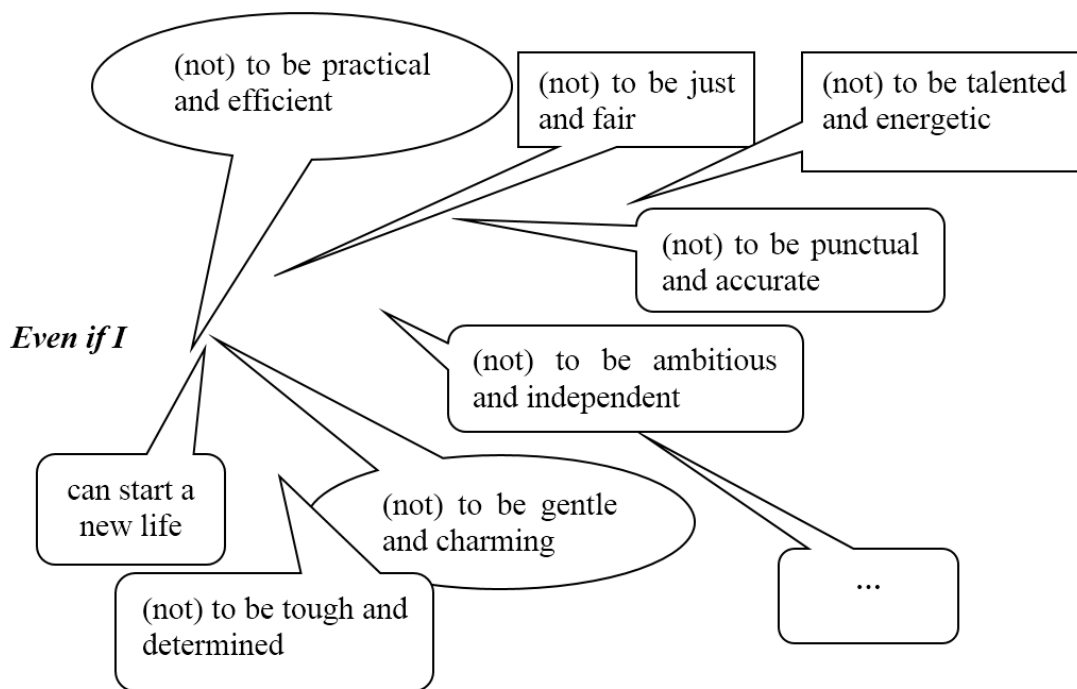


**Exercise 9.**

– You are a teacher from Ukraine and you are at the round-table discussion. You are discussing the problems of choosing a career. Ask British teachers what professions they would/wouldn't choose if they could start a new life.

– You are a teacher from the UK and you are at the round-table discussion with Ukrainian teachers. Answer a Ukrainian teacher's question.

*You may use the following prompts.*



**Example.**

Student 1 (a Ukrainian teacher): *What profession would you choose if you could start a new life?*

Student 2 (a British teacher): *It's not so easy to answer. But I can sure say that even if I were just and fair, I wouldn't have chosen the profession of a lawyer. It's not my cup of tea.*

**Exercise 10.**

– You are a teacher of a secondary school in the UK and it's the first year of your work. Your pupils are often late for your classes, they happen to miss them and from time to time they are not ready for them. You have made up your mind to have a talk with the Headmaster about the pupils' attitude to your classes. Inform the Headmaster about pupils' behaviour and ask him/her for some pieces of advice.

– You are the Headmaster of a secondary school in the UK. Listen to your colleague and give her/him some pieces of advice. Say what he/she should do if the pupils are often late for the classes, miss them and are not ready for them.



**Exercise 12.** You are a Ukrainian teacher and you are at the round-table discussion with British teachers. You are discussing the problem of punishment. Express your attitude to punishment and say whether you would punish pupils if their behaviour were terrible. What kind of punishment would you use?

**Instruction 1.** You are a University teacher. Listen to your student's monologue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

Point of evaluation	excellent	good	average	poor
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You are a University teacher. You have asked your students to answer some questions. Listen to your students and correct their mistakes by giving the right variant.

**Example.**

Even if I were not ready for the class, I don't warn my teacher.



**Student-teacher:** *Even if I were not ready for the class, I wouldn't warn my teacher.*

1. Even if I were short of time, I will try to do my home assignment.
2. Even if I had been ill, I'd be ready with my home task.
3. Even if I had been ill, I'd have come to my exam.
4. Even if I hadn't passed my exam, I won't be upset.
5. Even if I hadn't passed my exam, I'll tell my parents about it.
6. Even if our teacher shouted at us, we'll be late for the classes.
7. Even if I had got a bad mark, I would say my parents about it.
8. Even if I had been cribbing during the test, our teacher wouldn't have noticed it.

**Instruction 3.** You are a University teacher. According to the Curriculum you are to teach your students to form and use complex sentences with the adverbial clauses of concession. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose a suitable way of presentation and explain this grammar material to your students. *You may use the memo of the foreword.*

**Instruction 4.** You have explained this grammar material to your students but they haven't grasped the idea. Make up a suitable chart of forming and using complex

sentences with the adverbial clauses of concession so that your students can understand this grammar phenomenon. *You may use the memo of the foreword.*

**Instruction 5.** You are University teacher. You are teaching your students to analyse complex sentences with the adverbial clauses of concession. Analyse the following sentences so that your students can grasp the idea of making the sentence analysis. You may use the following scheme for analysis.

**Point out:**

- the type of the sentence (simple/complex);
- the main clause, the subordinate clause and the conjunction that connects them if it's a complex sentence;
- the mood/moods that is/are used in this sentence;
- the form of the mood;
- the kind of the action expressed by the mood.

1. I'd have a part-time job to get experience of workplace even if I didn't need money.
2. Even if I were tired, I wouldn't throw up my job.
3. Even if I hadn't found the job of a babysitter, I'd have found another one. It wasn't a problem.
4. Even if my school results suffered through a part-time job, I'd gain a sense of independence and self-respect.
5. Even if UK teenagers had a part-time job, they wouldn't be allowed to work more than two hours on school days.

**Instruction 6.** You are a University teacher. You are working on the topic "Choosing a Career"; grammar point is – "Complex Sentences with the Adverbial Clauses of Concession". You are going to do an exercise in the manual, but there is no instruction for it because of a publisher's misprint. Look through the exercise and make up an instruction for it. *You may use the memo of the foreword.*

**Instruction** .....

**Example.**

Even if my parents (to advise) me to become a journalist, I (not to follow) their advice.

*Even if my parents advised me to become a journalist, I wouldn't follow their advice.*

1. Even if I (to be supposed) to follow our family tradition, I (not to be) a journalist.
2. Even if my parents (to advise) me to change the profession, I (not to change) it.
3. Even if I (to have) a desire to work, I (not to find) a well-paid job.



**Instruction 7.** You are a University teacher. You are working on the topic “Choosing a Career”; grammar point is – “Complex Sentences with the Adverbial Clauses of Concession”. You have already explained the material and done some assignments given in the manual. But you feel that your students can’t use the necessary form of the verb in complex sentences with the adverbial clauses of concession. Try to make up your own exercise helping your students to cope with the task. *You may use the memo of the foreword.*

**Instruction 8.** You are a University teacher. The topic of your class is “Choosing a Career”; grammar point is – “Complex Sentences with the Adverbial Clauses of Concession”. You are teaching your students to use this grammar material in spoken interaction according to the topic. Try to make up the situation that can inspire your students to use this grammar material in their dialogues. *You may use the memo of the foreword.*

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## UNIT 6

### THE USE OF SUBJUNCTIVE II TO EXPRESS UNREAL ACTIVITY IN OBJECT SUBORDINATE CLAUSES AFTER “WISH”

#### **Introduction**

*Listen to the comments made by a student and follow the printed text. Pay attention to the underlined sentences.*

I have to be careful what I eat because I put on weight easily. I wish I were thin but I enjoy eating sweets (1). When I put on weight I eat less of everything. I wish I could keep to a diet (2). When I swim or run I'm short of breath. I wish I had paid attention to my health earlier (3).

#### **Theory**

Subjunctive II is used in object clauses after the verb “**to wish**” to express an unreal desired action or regret. Object clauses after the verb “to wish” are usually joined to the principal clause asyndetically, though sometimes the conjunction *that* is found. The rules of sequence of tenses are not observed in this construction.

**Present Subjunctive II** is used in object clauses to show that the action of the subordinate clause is simultaneous with that of the principal clause (1), (2).

**Past Subjunctive II** is used to show that the action of the subordinate clause precedes that of the principal clause (3).

**Modal verbs** *would* + infinitive, *might* + infinitive and *could* + infinitive can be used in object clauses.

#### **Would + infinitive is used:**

- for a polite imperative. *E.g. I wish you would help me. (Please, help me);*
- to express our wish for a change in a situation or someone's behaviour because we are annoyed by it. *E.g. I wish you would stop speaking about it.*

**Note 1.** *Would + infinitive* is not common with the first person, *could* is used instead of *would*.

Due to the fact that Subjunctive II is used in object clauses after the verb “to wish” to express an unreal desired action or regret there are two ways of rendering such sentences in Ukrainian:

- when the action of the subordinate clause is simultaneous with that of the principal clause it may be translated as “як би хотілося, шкода” (1), (2);
- when the action of the subordinate clause precedes that of the principal clause, there is only one way of rendering such sentences in Ukrainian – “шкода” (3).

Thus, where the verb in the object clause is affirmative in English, it is negative in Ukrainian, and vice versa.

## *Practice*

**Exercise 1.** The Administration of your University has invited a British Doctor of Medicine (MD) to give you a lecture on the acute health problems. Listen to some utterances of the British Doctor of Medicine. Write the numbers of the sentences where the action of the subordinate clause is simultaneous with that of the principal clause next to the letter A, the action of the subordinate clause precedes that of the principal clause – next to the letter B.



1. In the USA many forms of alternative medicine are gaining acceptance. I wish people knew more about advantages and disadvantages of alternative medicine.
2. Doctors hope that a combination of three different drugs can help to control AIDS. I wish it were true.
3. I wish a great number of teenagers were not under stress.
4. I wish people didn't have problems with drugs.
5. I wish we could help people to get rid of drug addiction.
6. I wish cloning didn't take place in our science.
7. I wish cloning hadn't been researched.
8. British scientists are close to manufacturing artificial blood. I wish they had a success.
9. I wish a definite cure for cancer and AIDS had been invented long ago.
10. I wish medical service in the UK were not so expensive.
11. I wish the Britons paid more attention to their health.

**Exercise 2.** You are at the lecture of a British MD. Listen to his point of view and say whether you share it or not.

1. I wish people didn't suffer from illnesses.
2. I wish phobia, a strong unnatural fear of something, were not a problem for many people.
3. I wish children didn't suffer from phobia.
4. I wish children didn't believe in monsters.
5. I wish teenagers had excellent resistance to stress.
6. I wish people sang more because making sounds can really change their mood.
7. I wish doctors had found medicines for AIDS and cancer.
8. I wish people hummed sometimes. Doctors say that it is a good way of calming yourself.



**Exercise 3.** You are at the lecture of the British Doctor of Medicine, who has asked you to express your point of view on the modern medical science. Express your attitude to this problem.

*The following prompts may help you.*

<b><i>I wish</i></b>	cloning transplantation of organs transplantation of heart implantation of computer chip into human brain cure for colour-blindness cure for baldness cure for AIDS cure for cancer	had (never) been researched. had/hadn't been found. were/not used.
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**Exercise 4.** You are at the lecture of a British MD. You are discussing the problem of smoking. Listen to his statements and express yourself on the mentioned item. The following prompts may help you but try to be more emotional and use Subjunctive II after the verb “wish” instead of “it’s a pity, somebody wants”.

***Example.***

It’s a pity but I don’t pay attention to my health.

*I wish you paid attention to your health.*

1. It’s a pity but I’m a heavy smoker.
2. It’s a pity but tobacco triggers change in lungs.
3. I don’t want to be at high risk of getting cancer.
4. It’s a pity but most smokers die from heart disease.
5. It’s a pity but you don’t have No Smoking Day in Ukraine.
6. It’s a pity but practically all my friends are heavy smokers.
7. I want my parents to have forbidden me to smoke many years ago.
8. I want to give up smoking but I can’t.
9. I want smoking not to damage my health.
10. It’s a pity but I spend a lot of money on cigarettes.



**Exercise 5.** Next lecture of a British Doctor of Medicine will be devoted to your problems of health and your worries about it. Your friend is practically ready for the discussion except for some statements because of grammar. Help him/her to put the verbs in the required form.

1. I wish I (not to be) nervous.

2. I wish I (not to be) too emotional.
3. I wish I (not to be frightened) of open spaces.
4. I wish I (not to be afraid of) spiders when I was a kid.
5. I wish I (to have learnt) to relax earlier.
6. I wish I (not to follow) my friend's advice to use sleeping pills.
7. I wish I (can fall asleep) without any pills.
8. I wish I (to have) a sound sleep.
9. I wish I (not to have) anger and other signs of stress.
10. I wish I (can get) my angry feelings out into the open.
11. I wish I (can improve) my health and (to balance) my mood.

**Exercise 6.** You are at the lecture of a British MD. You are discussing the ways of improving health. Express your point of view on the mentioned item. *You may start with the following.*

1. Doctors advise to take Mondays easy. Most heart attacks occur on the first day of the working week. I wish...
2. If you drink at least three pints of water a day you will feel brighter and more energetic. I wish...
3. Doctors advise to massage the scalp to stimulate the blood supply to the head and encourage healthy growth. I wish...
4. It's recommended to relax in a warm bath with salts. I wish...
5. It's recommended to catch up on the sleep. I wish...
6. Junk food is unhealthy. I wish...
7. Smoking can cause cancer. I wish...
8. It's necessary to take a cold shower. I wish...

**Exercise 7.** You are at the lecture of a British MD. A British student, Nick by name, studies at your University and he is at the lecture now. Listen to Nick's speculations on his health problems and express your wishes.

***Example.***

Unfortunately, I'm a heavy smoker.

*I wish you were not a heavy smoker.*

*I wish you had given up smoking long ago.*

*I wish you had never tried to smoke.*

1. When I was a boy of about 12 I started smoking.
2. Last month I had heart attack because of smoking and I was hospitalized.
3. Doctors say that including garlic in the diet is an affective way to avoid heart problems, but I can't stand it.
4. Doctors didn't tell me the whole truth about my health. But in the UK and the USA patients are expected to be told the whole truth about the illness in spite of its danger.
5. To tell the truth, in Ukraine medical service isn't so expensive as in the UK.
6. Ukrainian doctors lack special equipment and proper medicines.

7. My Ukrainian friends visited me and gave cut flowers. But in the UK it's believed that a sick person should be given a potted plant.

**Exercise 8.** You are going to attend a British MD's lecture to discuss the most acute health problems nowadays. These are some extracts from medical magazine that is published in Ukraine. Translate the following extracts into English and it will help to express your ideas on the problems.

1. Велика кількість людей у світі хворіє на рак. Шкода, що й досі не знайдені ліки від цієї хвороби.

2. Туберкульоз – дуже поширена хвороба сьогодні. Шкода, що люди не слідкують за своїм харчуванням та здоров'ям вчасно.

3. Велика кількість малюків народжується психічно та фізично неповноцінними. Хотілося, щоб ситуація змінилася на краще.

4. Нервовий зрив – повсякденне явище. Хотілося, щоб нервова система людей була набагато міцнішою.

5. Випадки суїциду трапляються досить часто. Шкода, що таке явище має місце.

6. Наркотики – нагальна проблема сьогодні. Шкода, що люди гублять своє здоров'я і навіть життя через них.

7. Багато людей страждає від алкоголізму і вони не можуть позбавитися цієї залежності. Хотілося, щоб люди мали силу волі для подолання цієї хвороби.

8. Хотілося б, щоб людство ніколи не знало таку хворобу як СНІД.

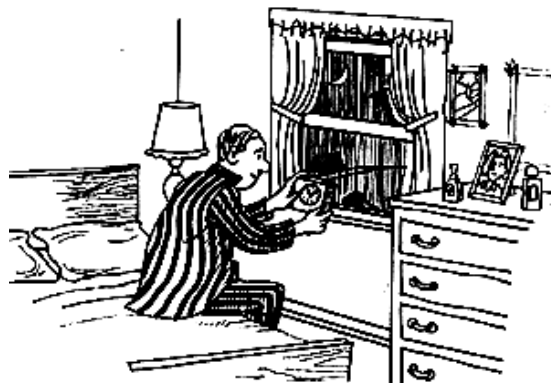
9. Шкода, що люди хворіють і гинуть через СНІД.

**Exercise 9.**

– You are at the lecture of a British MD. You suffer from insomnia greatly. Ask the British MD for some pieces of advice.

– You are a British MD. Listen to the Ukrainian student's complaints and give him/her some recommendations.

*You may use the following prompts.*



**I wish**

- to go to bed at least eight hours before you need to get up.
- to have a long walk before bedtime.
- to take a hot bath to relax.
- to stick to a sleep schedule.
- to sleep without interruption.
- not to use sleeping pills.
- not to use alcohol because it damages the quality of sleep.

**Example.**

Student 1 (a Ukrainian student): *You see, I have some problems with my health. It's insomnia. I suffer from it and I can't find a cure for it. Could you help me and give some advice as for its treatment?*

Student 2 (a British MD): *Well, it's a real problem nowadays. Though observing simple rules can help you. First of all I wish you took a hot bath to relax before bedtime.*

**Exercise 10.** You are a student from the UK and you study at a Ukrainian University. You have listened to the British MD's recommendations as for insomnia. But the problem is that your neighbour is sleeping practically all the day long. Give him/her some pieces of advice. *You may refer to a previous exercise for some ideas.*



**Exercise 11.**

– You are a student from the UK and you study at a Ukrainian University. You had heart attack and you were hospitalized. Now you are at University again and your friend is interested in your impressions about medical service in Ukraine. Share your impressions of medical service in Ukraine. Express your wishes as for its improvement.

– You are yourself. Get interested in your British group-mate's impressions of medical service in Ukraine and ask what he/she would change to improve it.

**Exercise 12.** You are at the lecture of a British MD. The topic of the lecture is: "My Health Problems". Present the information on the topic and express your wishes how to improve your health.

**Instruction 1.** You are a University teacher. Listen to your students' dialogue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

Point of evaluation	excellent	good	average	poor
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You are a University teacher. You have asked your students to speak about their health problems. Listen to the answers and correct students' mistakes by giving the right variant.



**Example.** I wish I am healthy.

**Student-teacher:** *I wish I were healthy.*

1. I wish I don't catch cold very often.
2. When I hurt my leg I wished I didn't tried to climb the tree.

3. I wish I visit a dentist more often.
4. I wish I was hospitalized when I had kidney trouble.
5. I wish I was healthy and never consult the doctor.
6. I wish I didn't eat much fat. I wouldn't have gastritis now.
7. I wish I don't be under stress.
8. I wish I have never used sleeping pills. They don't agree with me.
9. I wish I don't lose appetite and weight. I'm skinny now.
10. I wish I drink fewer than three cups of coffee a day. It makes no good for my heart.

**Instruction 3.** You are a University teacher. According to the Curriculum you are to teach your students to form and use Subjunctive II in subordinate object clauses after the verb “to wish”. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose a suitable way of presentation and explain this grammar material to your students.

**Instruction 4.** You have explained this grammar material to your students but they haven't grasped the idea. Make up a suitable chart of forming and using Subjunctive II in subordinate object clauses after the verb “to wish” so that your students can understand this grammar phenomenon.

**Instruction 5.** You are a University teacher. You are teaching your students to analyse sentences where Subjunctive II is used to express unreal activity in subordinate object clauses after the verb “to wish”. Analyse the following sentences so that your students can grasp the idea of making the sentence analysis. You may use the following scheme for analysis.

**Point out:**

- the type of the sentence (simple/complex);
- the main clause, the subordinate clause and the conjunction that connects them if it's a complex sentence;
- the mood/moods that is/are used in this sentence;
- the form of the mood;
- the kind of the action expressed by the mood.

1. I wish a great number of teenagers were not under stress.
2. I wish people didn't addict to drugs.
3. I wish we could help people to get rid of drug addiction.
4. I wish cloning were not researched to produce people.
5. I wish children didn't suffer from phobia.

**Instruction 6.** You are a University teacher. You are working on the topic “A Question of Health”; grammar point is – “The Use of Subjunctive II to Express Unreal Activity in Subordinate Object Clauses after *Wish*”. You are going to do an exercise in



the manual, but there is no instruction for it. Look through the exercise and make up an instruction for it.

**Instruction** .....

**Example.** A great number of people can't give up smoking. I wish...

*A great number of people can't give up smoking. I wish they tried to get rid of nicotine addiction.*

1. No treatment has been found to prevent the spread of AIDS. I wish...
2. Taking drugs is an acute problem nowadays. I wish...
3. A great number of people suffer from cancer. I wish...

**Instruction 7.** You are a University teacher. You are working on the topic "A Question of Health"; grammar point is – "The Use of Subjunctive II to Express Unreal Activity in Subordinate Object Clauses after *Wish*". You have already explained the material and done some assignments given in the manual. But you feel that your students can't complete sentences using Subjunctive II in subordinate object clauses after the verb "to wish". Try to make up your own exercise helping your students to cope with the task.

**Instruction 8.** You are a University teacher. You are working on the topic "A Question of Health"; grammar point is – "The Use of Subjunctive II to Express Unreal Activity in Subordinate Object Clauses after *Wish*". You are teaching your students to use this grammar material in spoken production according to the topic. Try to make up the situation that can inspire your students to use this grammar phenomenon in their monologues.

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## UNIT 7

### THE USE OF SUBJUNCTIVE II TO EXPRESS UNREAL ACTIVITY IN SUBORDINATE CLAUSES OF COMPARISON AND PREDICATIVE CLAUSES INTRODUCED by *as if*, *as though*

#### **Introduction**

*Listen to the comments made by a British student and follow the printed text. Pay attention to the underlined sentences.*

It's rather difficult to speak about my problems. Sometimes I feel as if something terrible had happened to me (1). It occurs that I behave as if I were a little child (2). Even more when I'm upset it seems as if my heart would break (3). Doctors say that it's depression and they advise me to get more control of reality and try to get my angry feelings out into the open.

#### **Theory**

Clauses introduced by *as if* and *as though* are treated as **predicative clauses** when they follow link verbs of *being and seeming*, such as: *to be, to feel, to look, to sound, to seem, to become, to appear*.

Clauses introduced by *as if* and *as though* are treated as **clauses of comparison** after notional verbs.

Subjunctive II is used in clauses of comparison and predicative clauses introduced by the conjunctions **as if** or **as though** to indicate unreality or improbability.

**Present Subjunctive II** shows that the action of the subordinate clause is simultaneous with the action of the principal clause (2).

**Past Subjunctive II** shows that the action of the subordinate clause precedes the action of the principal clause (1).

If the action of the subordinate clause follows the action of the principal clause, *would + infinitive* is used (3).

The rules of sequence of tenses are not observed in such clauses.

**Note.** The Indicative mood can be used in such clauses to show reality or probability.

*E.g. He looks as if he's caught a cold. (It's possible that he has a cold).*

#### **Practice**

**Exercise 1.** You are at the lecture of a British MD. Listen to some of his statements. Identify the kind of the subordinate clause and write the numbers of the sentences with predicative clauses next to the letter A, with clauses of comparison – next to the letter B.

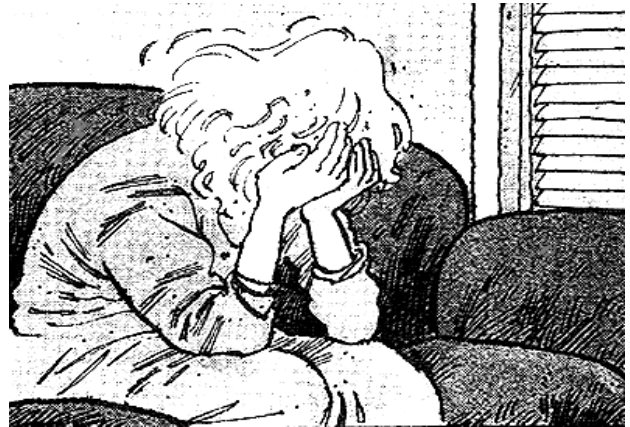
1. Each year an estimated two million people attempt to give up smoking on No Smoking Day. But ex-smokers feel as if they were distracted for the first few days.

2. A great number of teenagers smoke more than 20 cigarettes a day as if cigarettes could help them to relax.

3. When you listen to teenagers it sounds as though nicotine and alcohol were not drugs.
4. Some people believe as if smoking could calm them. But it's not true.
5. The majority of smokers feel as if they were irritated. That's why they don't give up this addiction.
6. Many people smoke as if they didn't know that most smokers die from heart disease.
7. Some people feel as if they were losing weight while smoking.
8. A great number of teenagers try to keep to a diet as if they were overweight.
9. There is a problem of alcoholism nowadays. Some people consider as if taking alcohol could be a kind of relaxation.

**Exercise 2.** You are at the lecture of a British Doctor of Medicine. Listen to his point of view on the problem of stress and say whether you agree with his statements or not.

1. Some teenagers behave as if they were seriously vulnerable to stress.
2. Many students think as if their studies had a harmful effect on their psyche.
3. Some students take alcohol as if it could help them to relax.
4. A great number of people behave as if they had problems with their psyche.
5. A lot of adults suffer from insomnia. They take sleeping pills as if it could help them to strengthen their nervous system.
6. Sometimes people behave as if they had persecution complex.
7. Some people use drugs as if it could help them to prevent depression.
8. A great number of teenagers are chain smokers. They smoke more than 20 cigarettes a day as if smoking could calm them.



**Exercise 3.** You are at the lecture of the British MD who is interested in your state of psyche. Tell him about it.

*The following table may help you.*

<p><b>Sometimes</b> <b>Very often</b> <b>I</b></p>	<p>look/looked behave/behaved feel/felt sound/sounded appear/appeared shout/shouted seem/seemed</p>	<p><i>as if</i> <i>as though</i></p>	<p>I were/were not afraid of something/anything. I had/hadn't depression. I had/hadn't had a carefree childhood. I were/were not angry. I were/were not stressed. I could/couldn't get my angry feelings out into the open. I could/couldn't get more control of reality. I worried/didn't worry myself sick. I were worrying over nothing. I had/hadn't had problems with my health earlier.</p>
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**Exercise 4.** Your group-mate has fallen ill but you don't know exactly about his/her illness. Transform the following sentences and it will help you to inform your teacher of English about your group-mate's health.

**Example.**

*He is short of breath.*

*He is short of breath as if he hadn't been in the open air for some days.*

1. He feels sick.
2. He has a headache.
3. He has a high temperature.
4. He has a sore throat.
5. He suffers from insomnia.
6. He is constantly sneezing and coughing.
7. It hurts him when he swallows.
8. He has lost appetite.



**Exercise 5.** Your British friend has invited you to the party but you don't feel like going there. Call your friend and warn him/her. *The following prompts may help you.*

**Example.**

To have a sore throat as if ► to scream for some hours.

*I have a sore throat as if I had been screaming for some hours.*

1. To have a sore throat as if ► to eat 1 kilo of ice-cream.
2. To feel seedy as if ► not to be in the open air for some days.
3. To have some red spots on the face as if ► to be bitten by bees.
4. To look pale as if ► not to eat for a week.
5. To feel like sleeping as if ► not to sleep for some nights.
6. To seem as if ► to have sand in one's eyes.
7. To be in bad spirits as if ► to lose 1 million \$.
8. To feel sick as if ► to eat half done fish.

**Exercise 6.** You are at the lecture of a British MD. You are discussing some problems of illnesses and diseases. Complete the following sentences and it will help you to express your ideas at the discussion.

**Example.**

Your pupil is very upset. It seems as though ...

*Your pupil is very upset. It seems as though something terrible had happened to him.*

1. A pupil of your class has small red spots on the body. He looks as if...
2. A pupil is often sad and depressed. He feels as if...
3. A pupil has a sore throat and a high temperature. It hurts him when he swallows. It seems as if ...
4. A pupil has the pain in the stomach. He looks as if ...
5. A pupil is constantly sneezing and coughing. He looks as though...
6. A pupil has an attack of vomiting and a running temperature. He is shivering. He looks as if...

7. A pupil is often short of breath. It seems as if...
8. A pupil has a temperature and feels feverish. He looks as if...

**Exercise 7.** You are yourself. Your friend is a student of a medical University. You have told your friend about a British MD's arrival at your University and your friend got interested in it. He wants to attend the lectures but he doesn't know English well. Help your friend to translate the following statements so that he can express himself at the lecture.

1. Лікарі радять мені не вживати каву. Інколи я почуваюся, начебто мене все дратує.

2. Якщо людина поводиться так, начебто вона чимось схвильована, варто їсти 200 грамів маку на добу.

3. Якщо людина виглядає так, начебто вона чимось пригнічена, лікарі радять приймати гарячу ванну та холодний душ.

4. Якщо пацієнт поводиться та почуває себе, начебто у нього відбулося лихо, психологи радять дивитися мильні опери, які позитивно впливають на нервову систему.

5. Дослідження, проведені над мишами вказують, що після тривалого вживання кави, миші поводять себе, начебто скажені.

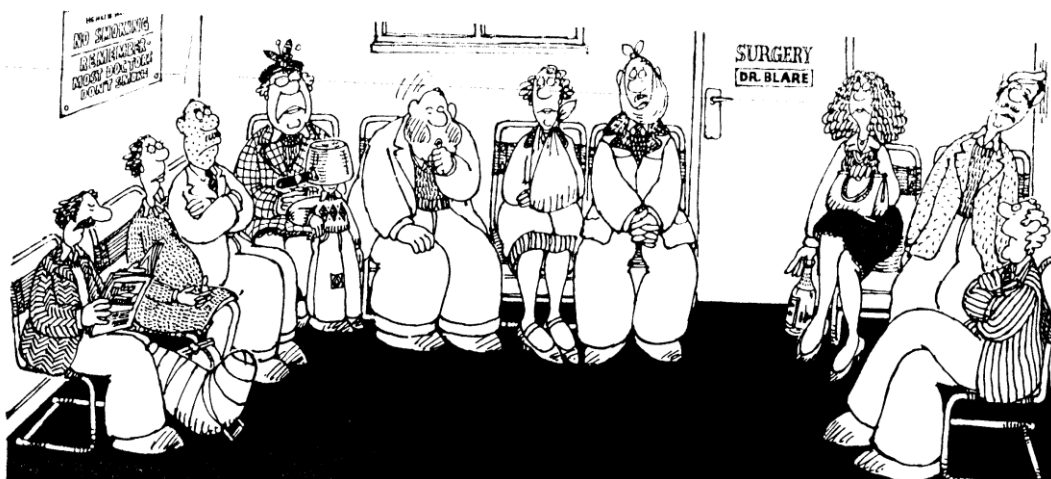
6. Інколи пацієнти почуваються та поведуться, начебто у них проблеми з нервовою системою. Для поліпшення такого стану можна співати про себе пісні, що зміцнює нервову систему.

7. Якщо Ви відчуваєте, що у Вас, начебто підвищена тривожність, необхідно зайнятися спортом. Адже, згідно з новими дослідженнями десяти хвилин ходьби на добу буде достатньо для зниження тривожності та зміцнення нервової системи.

8. Якщо людина поводиться так, начебто у неї відчуття ворожості, їй необхідно вживати жири та забороняється дотримання дієти.



**Exercise 8.** You are yourself and you are at your English class. You are speaking about different illnesses and diseases. Have a look at the proposed picture and say how the patients look or feel.



**Example.**

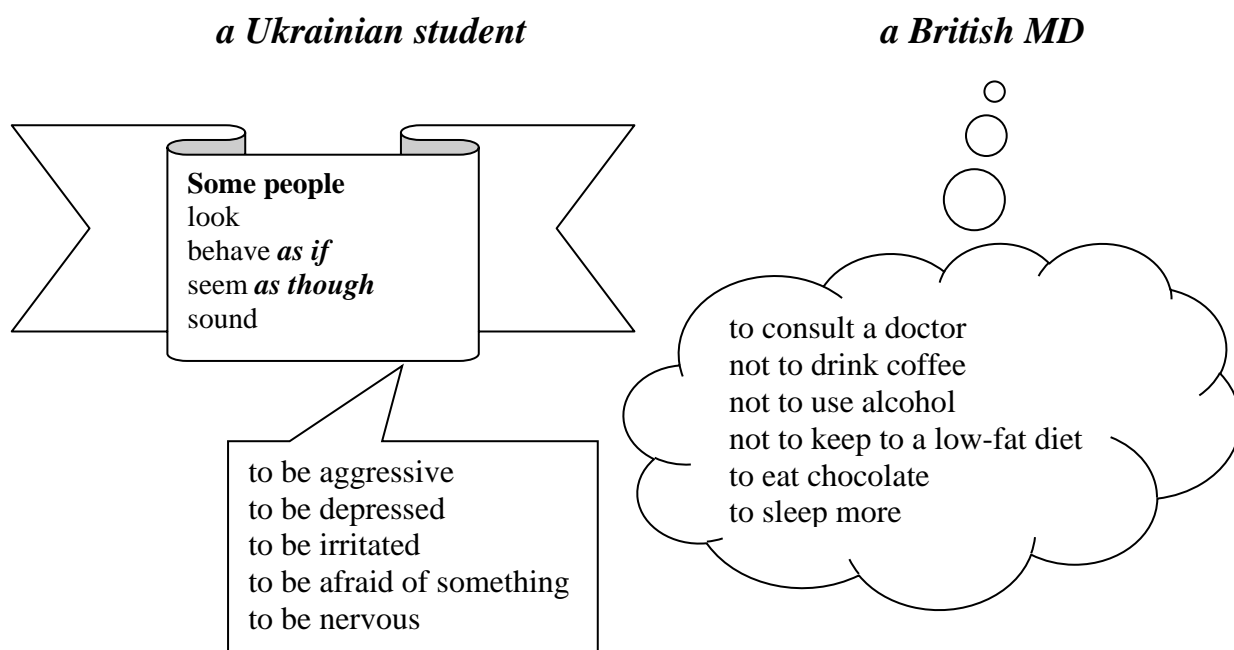
*The man in the bottom left corner looks as if he had been playing football with a metal ball.*

**Exercise 9.**

– You are yourself and you are at the lecture of a British MD. You are not keen on medicine but you are interested in some questions. Ask the British MD about the problems you are involved in.

– You are a British MD and you are at the lecture now. Answer the Ukrainian student's questions.

*You may use the following prompts if it is necessary.*



**Example.**

Student 1 (a Ukrainian student): *A lot of people behave as if they were aggressive. Could you give them some pieces of advice?*

Student 2 (a British MD): *Aggression is a common problem. But if you feel as if you could burst into tears, you should consult a doctor.*

**Exercise 10.** You are a student and you have just returned from the University. The lecture of the British MD impressed you greatly. Nick, your British friend, is ill and hasn't attended the lecture. Share the most necessary information with your friend. *You may refer to a previous exercise for some ideas.*

**Exercise 11.**

– You are yourself and you are lucky to attend a summer school of English. You have had toothache for several days but you hadn't enough courage to go to the dentist. Now you are at the dentist. Complain the doctor of your toothache and tell him in details how you feel.

– You are a dentist. Listen to your patient’s complains and examine his/her teeth. You are going to pull out a tooth and to fill some teeth. Try to comfort your patient.

**Exercise 12.** You are at the lecture of the British MD who has asked you to tell about the most serious disease in your life. Don’t forget to mention how you felt, looked and behaved when you were ill.

**Instruction 1.** You are a University teacher. Listen to your student’s monologue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

Point of evaluation	excellent	good	average	poor
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You are a University teacher. You have asked your students to speak about the doctors they visit when they have any health problems. Listen to their answers and correct students’ mistakes by giving the right variant.



**Example.** When I feel as if I have nails in my feet I visit an orthopaedist.

**Student-teacher:** *When I feel as if I had nails in my feet I visit an orthopaedist.*

1. When I feel as if my heart has stopped beating I visit a cardiologist.
2. I visit a dermatologist when I look as though I was bitten by midges.
3. I visit a psychiatrist when it seems as if something terrible has happened to me.
4. When I feel as if I have eaten one kilo of ice-cream, I visit a therapist.
5. I visit a psychiatrist when it seems as if I can burst into tears.
6. When it seems as if I have sand in my eyes, I go to an ophthalmologist.
7. I go to a dentist when I look as if a bee bit me in the cheek.
8. When it seems as if I can’t stop sneezing I visit an allergist.

**Instruction 3.** You are a University teacher. According to the Curriculum you are to teach you students to form and use Subjunctive II in subordinate clauses of comparison and predicative subordinate clauses introduced by *as if*, *as though*. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose a suitable way of presentation and explain this grammar material to your students.

**Instruction 4.** You have explained this grammar material to your students but they haven't grasped the idea. Make up a suitable chart of forming and using Subjunctive II in subordinate clauses of comparison and predicative subordinate clauses introduced by *as if, as though*.

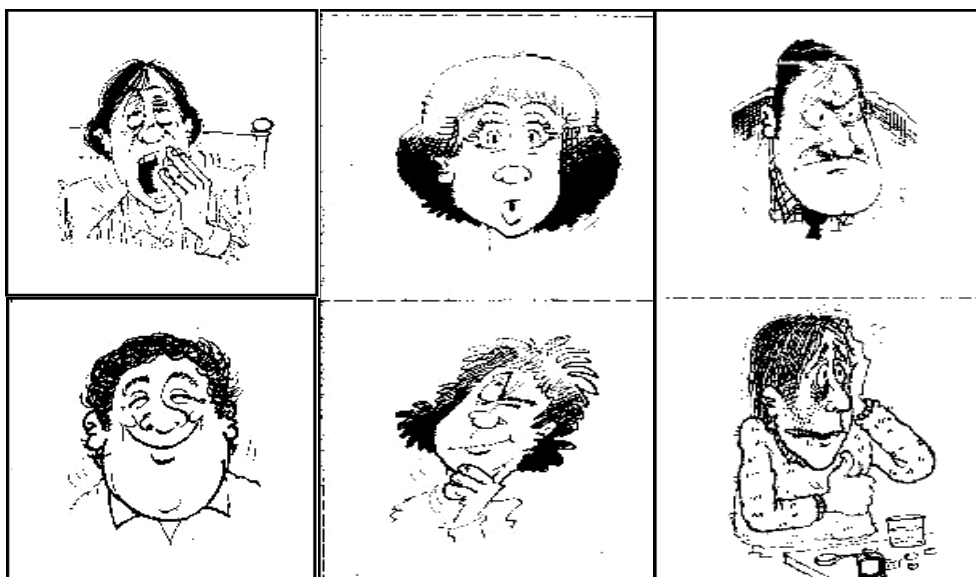
**Instruction 5.** You are a University teacher. You are teaching your students to analyse complex sentences with predicative clauses and clauses of comparison. Analyse the following sentences so that your students can grasp the idea of making the sentence analysis. You may use the following scheme for analysis.

**Point out:**

- the type of the sentence (simple/complex);
- the main clause, the subordinate clause and the conjunction that connects them if it's a complex sentence;
- the mood/moods that is/are used in this sentence;
- the form of the mood;
- the kind of the action expressed by the mood.

1. A great number of teenagers smoke more than 20 cigarettes a day as if it could calm them.
2. Sometimes people behave as if they had persecution complex.
3. Some people use drugs as if it could help them to prevent depression.
4. Some students take alcohol as if it could help them to relax.
5. A great number of people behave as if they had problems with their psyche.

**Instruction 6.** You are a University teacher. You are working on the topic "A Question of Health"; grammar point is – "The Use of Subjunctive II in Subordinate Clauses of Comparison and Predicative Subordinate Clauses Introduced by *as if, as though*". You are going to an exercise in the manual, but the instruction isn't communicative. Look through the exercise and make up a communicative instruction for it.





*Example. A man in the left hand corner looks as if he hadn't been sleeping for some days.*

**Instruction 7.** You are a University teacher. You are working on the topic “A Question of Health”; grammar point is – “The Use of Subjunctive II in Subordinate Clauses of Comparison and Predicative Subordinate Clauses Introduced by *as if, as though*”. You have already explained the material and done some assignments given in the manual. But you feel that your students can't produce their own utterances using Subjunctive II in subordinate clauses of comparison and predicative subordinate clauses introduced by *as if, as though*. Try to create your own exercise helping your students to produce their own utterances.

**Instruction 8.** You are a University teacher. The topic of your class is “A Question of Health”; grammar point is – “The Use of Subjunctive II in Subordinate Clauses of Comparison and Predicative Subordinate Clauses Introduced by *as if, as though*”. You are teaching your students to use this grammar material in spoken interaction according to the topic. Try to make up the situation that can inspire your students to use this grammar material in their dialogues.

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## UNIT 8

### THE USE OF SUBJUNCTIVE II TO EXPRESS UNREAL ACTIVITY AFTER EMPHATIC CONSTRUCTIONS SUCH AS *it is (high) time, it is about time*

#### **Introduction**

Listen to a short dialogue following the printed text. Pay attention to the underlined sentence.

*Mother:* Do you know what time it is now?

*Daughter:* Yes, it's about midnight. But I can't fall asleep. I have drunk two cups of black coffee.

*Mother:* It's time you stopped drinking coffee before bedtime.

*Daughter:* I know. But tomorrow I'll have the exam and I'm not ready yet.

*Mother:* If I were you, I would do everything in time.

#### **Theory**

**Subjunctive II** is used to express present or future wishes or to express impatience about things that haven't happened yet. It is used after emphatic constructions such as *it is (high) time, it is about (nearly) time*.

Clauses of this kind are usually joined to the principal clause *asyndetically*.

**Note.** *It is time* can be followed by the Infinitive. There is a slight difference in meaning between forms.

*It is time* + the Infinitive merely states that the correct time has arrived.

*It is time* + Subjunctive II implies that it is a little late.

#### **Practice**

**Exercise 1.** Listen to the comments made by a British student. Write down the numbers of the sentences where Subjunctive II is used after emphatic constructions.

1. It's high time I started to do exercises in the open air to keep the body in a perfect condition.
2. It's high time for me to go in for sports.
3. It's high time I paid attention to my health.
4. Studying in late hours is very harmful to the health as it exhausts the nervous system. It's nearly time I went to bed early and got up early.
5. It's time for me to air all the rooms in the house.
6. It's high time for me to be moderate in eating.
7. It's time I ate slowly and didn't overeat.

8. It's about time I stopped swallowing my food wholesale.
9. It's high time I stopped taking alcohol. Both health and character are often ruined by alcohol.
10. It's high time I gave up smoking.
11. It's about time for me to stop eating sweets and cakes. It's rather harmful.

**Exercise 2.** You are at the lecture of a British MD. You are discussing how to keep fit and promote healthy lifestyles. Listen to his pieces of advice and agree with them or not.

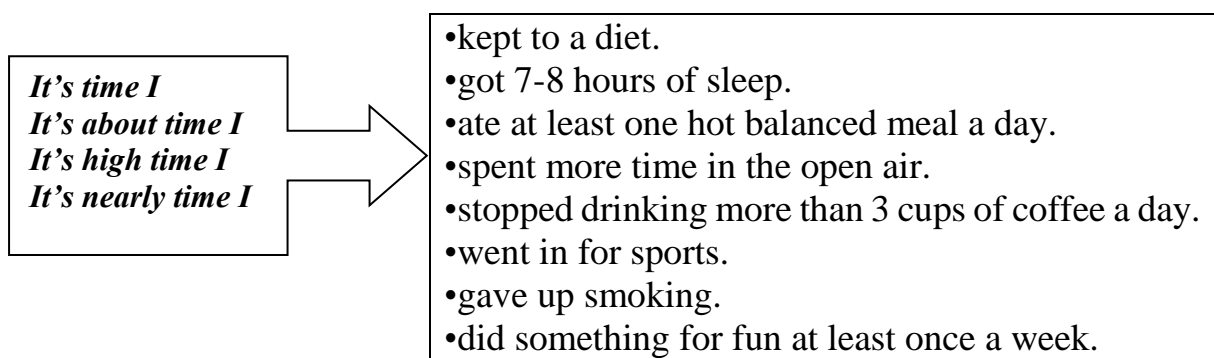
**Example.** It's high time you paid attention to your health if you feel limp all the time.

*I'm in full agreement with you. It's high time you paid attention to your health if you feel limp all the time.*

1. If you have insomnia it's about time you stopped drinking coffee.
2. If you can't see very well it's about time you ate carrots. Eating carrots is good for your eyes.
3. If you are overweight, it's high time you kept to a diet.
4. If you don't sleep well, it's time you drank hot milk before bed-time.
5. If you get tired quickly, it's high time you spent more time in the open air.
6. If you spend a lot of time studying, it's about time you ate fish. Fish is good for the brain.
7. If you catch a cold very often, it's high time you ate garlic. Garlic prevents from getting colds.
8. If you have problems with health, it's about time you followed a balanced diet.

**Exercise 3.** You are at the lecture of a British MD. You are discussing the problems of keeping fit and promoting healthy lifestyles. Express your ideas on the problem.

*The following chart may help you.*



**Exercise 4.** You are at the lecture of a British MD. Listen to the British MD and agree or disagree with him. Try to transform his statements so that you can imply that it is a little late for the action.

**Example.**

It's high time for people to promote healthy lifestyles.

*As sure as my name! It's high time people **promoted** healthy lifestyles.*

1. It's high time for people to spend more money on their health.
2. It's about time for some teenagers to stop making the tattoos.
3. It's high time for slimming clinics to have reasonable charges.
4. It's about time for a great number of women to stop changing their appearance.
5. It's time for a great number of girls to stop taking medicines to get thin.
6. It's nearly time for people to know more about other forms of alternative medicine.
7. It's high time for people to get acquainted with Chinese medicine using needles.
8. It's high time for people to use less medicines and more vitamins.

**Exercise 5.** A friend of yours is answering his/her English pen-friend's letter. But your friend is not sure of some statements. Help him/her to use the correct form of the verbs.

1. It's high time I (not to take) alcoholic drinks.
2. It's about time I (to stop) being nervous.
3. I'm overweight. It's time I (not to eat) cakes and sweets.
4. I have some problems with my stomach. It's high time I (to stop) eating fast food.
5. It's about time I (to take) regular exercises.
6. It's time my parents (to buy) sports equipment.
7. I'm fed up with wearing spectacles. It's high time I (to have) contact lenses.
8. I want to be healthy, strong and gay. It's high time I (to pay) more attention to my health.
9. It's high time I (to stop) using sleeping pills.



**Exercise 6.** You are at the lecture of a British MD. You are discussing the problems of health. Express the ideas of your own. You may start with the following.

1. When you are annoyed it's high time...
2. If you are too nervous, it's high time...
3. If you swoon, it's high time...
4. If everything reels before your eyes, it's time...
5. If you suffer from insomnia, it's time...
6. If you are sad and depressed, it's about time...
7. If something is wrong with your lungs, it's time ...

8. When you are down (in bad spirits) it's time...
9. If you are run-down (tired and weak) it's time...

**Exercise 7.** You are at the lecture of a British MD. You are discussing the problems of health. Listen to a student's comments about his/her health problems. Try to give some pieces of advice to him/her.

**Example.**

I can't fall asleep without sleeping pills.

*It's high time you stopped taking sleeping pills.*

*It's time you took long walks before going to bed.*

*It's time you drank hot milk before bed-time.*

1. Travelling by airplane turns me into a nervous wreck.
2. I'm too emotional and it's natural for me to burst into tears.
3. I'm seriously vulnerable to stress.
4. I'm afraid of staying at home alone.
5. Different trifles make me angry.
6. When I keep to a diet everything irritates me.
7. I smoke more than half a pack of cigarettes a day and I can't give up smoking.
8. I have a weak heart but I drink more than three cups of black coffee a day.

**Exercise 8.** These are some extracts from a Ukrainian magazine. Translate them into English and it will help you to present the information at the lecture of a British MD.

1. Якщо людина весь час щось їсть, їй час би звернути увагу на свою нервову систему.

2. Нестача яркого світла призводить до нервових порушень та, за останніми дослідженнями, до суїциду. Саме час звернути б на це увагу.

3. Кімнатні рослини виділяють потрібний кисень та азот. Людям, які не вирощують кімнатні рослини, час би зайнятися цієї справою.

4. Час би знати, що є кімнатні рослини-вампири, які не можна вирощувати вдома, оскільки вони поглинають енергію.

5. Час би знати, що кімнатні рослини можуть загинути через голосну музику, яка лунає в кімнаті.

6. Давно час усвідомлювати, що виснажлива фізична зарядка негативно впливає на стан здоров'я.

7. Розумова діяльність після шостої години вечора шкідлива для діяльності мозку. Час би взяти це до уваги, особливо студентам.

8. Давно час знати, що найкращий період для розумової діяльності людини – з восьмої до одинадцятої години ранку.

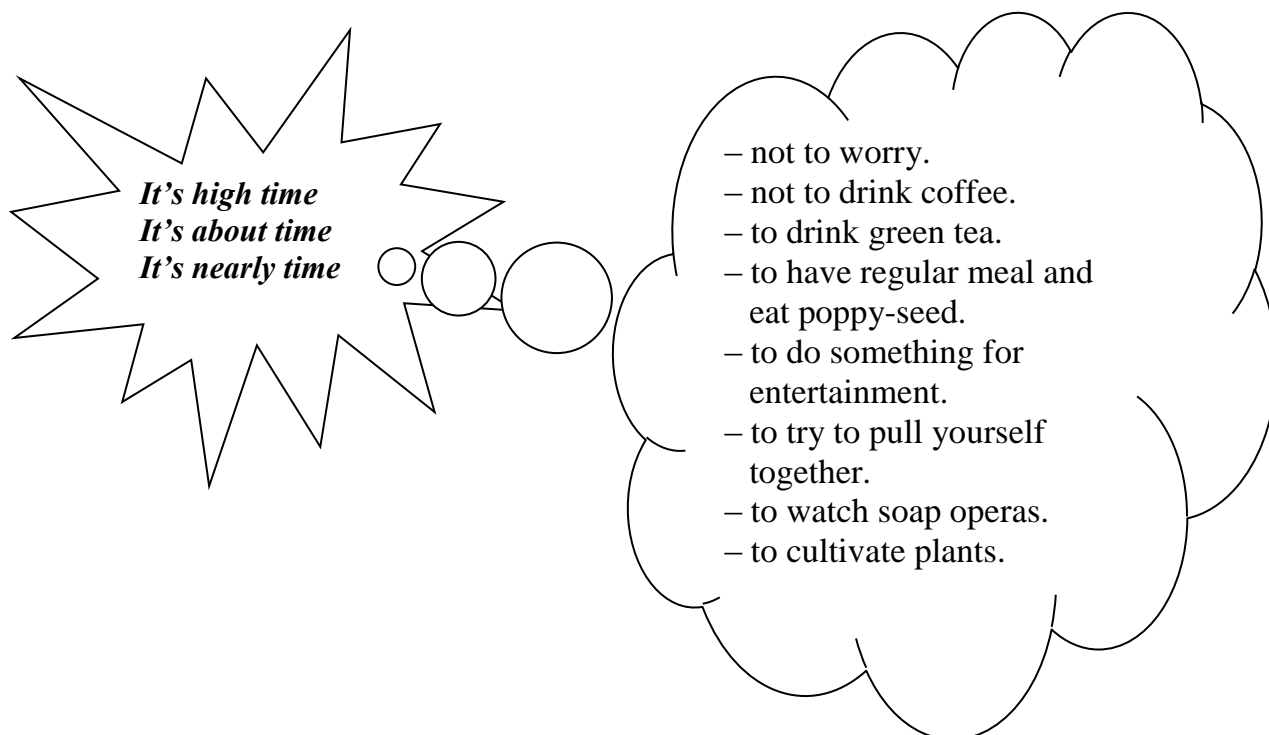


### Exercise 9.

– You are yourself and you are at the lecture of a British MD. You are rather upset because you have failed your exam. Even more you are depressed and can't get rid of such state. Ask the British MD for some pieces of advice.

– You are a British MD. Listen to the Ukrainian student's complains and give him/her some pieces of advice.

*You may use the following prompts if it's necessary.*



### **Example.**

Student 1 (a Ukrainian student): *Unfortunately I haven't passed my exam and I am upset, of course. Even more everything irritates me. What should I do?*

Student 2 (a British MD): *Well, first of all it's high time you tried to pull yourself together.*

**Exercise 10.** You a British student and you study at University in Ukraine. Your Ukrainian friend is depressed now because his beloved girl has left him for another boy. Try to calm your friend down. Give him some advice.



*You may refer to a previous exercise for some ideas.*

### Exercise 11.

– You are yourself and you are lucky to attend a summer school of English. You have been on a diet for a long time. But now you have some health problems. Complain to a doctor of your general state.

– You are a doctor. Listen to your patient's complaints and examine him/her. Say that it's high time the patient stopped keeping to a diet. Give some pieces of advice.

**Exercise 12.** You are at the lecture of a British MD. You are discussing some health problems and questions of healthy lifestyles. Express ideas on your health problems. Point out whether it's time you paid attention to your health or not.

**Instruction 1.** You are a University teacher. Listen to your students' dialogue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

Point of evaluation	excellent	good	average	poor
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You are a University teacher. You have asked your students to speak about their health problems. Listen to their answers and correct students' mistakes by giving the right variant.

**Example.** It's time I go in for sports.

**Student-teacher:** *It's time I went in for sports.*

1. It's about time I kepted to a diet.
2. It's high time I not to be frightened of open spaces.
3. It's nearly time I consult a doctor about my depression.
4. It's time I have my blood tested.
5. It's about time I check my heart.
6. It's high time I have my tooth filled.
7. It's about time I had had my chest X-rayed.
8. It's time I have all the analysis made up.



**Instruction 3.** You are a University teacher. According to the Curriculum you are to teach your students to use Subjunctive II to express unreal activity after emphatic constructions such as *it is (high) time, it is about time*. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose a suitable way of presentation and explain this grammar material to your students.

**Instruction 4.** You have explained this grammar material to your students but they haven't grasped the idea. Make up a suitable chart of using Subjunctive II after emphatic constructions such as *it is (high) time, it is about time*.

**Instruction 5.** You are a University teacher. You are teaching your students to analyse sentences with emphatic constructions "it's time, it's about time, it's high time". Analyse the following sentences so that your students can grasp the idea of making the sentence analysis. You may use the following scheme for analysis.

**Point out:**

- the type of the sentence (simple/complex);
  - the main clause, the subordinate clause and the conjunction that connects them if it's a complex sentence;
  - the mood/moods that is/are used in this sentence;
  - the form of the mood;
  - the kind of the action expressed by the mood.
1. It's time I kept my body in perfect health.
  2. It's high time I started to do exercises in the open air to keep body in perfect condition.
  3. It's high time I were moderate in eating.
  4. It's high time I gave up smoking.
  5. It's about time I stopped eating sweets and cakes.

**Instruction 6.** You are a University teacher. You are working on the topic "A Question of Health"; grammar point is – "The Use of Subjunctive II to Express Unreal Activity after Emphatic Constructions such as *it's time, it's about time, it's high time*". You are going to do an exercise in the manual, but the instruction isn't communicative. Look through the exercise and make up a communicative instruction for it.

1. Пора б вам звернути увагу на своє здоров'я.
2. Пора б вам зайнятися спортом.
3. Пора б вам звернути увагу на своє харчування.
4. Пора б вам перестати їсти солодощі.

**Instruction 7.** You are a University teacher. You are working on the topic "Keeping Fit. Promoting Healthy Lifestyles"; grammar point is – "The Use of Subjunctive II to Express Unreal Activity after Emphatic Constructions such as *it's time, it's about time, it's high time*". You have already explained the material and done some assignments given in the manual. But you feel that your students can't translate sentences from Ukrainian into English. Try to make up your own exercise helping your students to cope with the task.

**Instruction 8.** You are a University teacher. You are working on the topic "Keeping Fit. Promoting Healthy Lifestyles"; grammar point is – "The Use of Subjunctive II to Express Unreal Activity after Emphatic Constructions such as *it's time, it's about time, it's high time*". You are teaching your students to use this grammar material in spoken production according to the topic. Try to make up the situation that can inspire your students to use this grammar material in their monologues.



**THE INDEPENDENT USE OF SUBJUNCTIVE II TO EXPRESS  
*advice, preference, wish***

**Introduction**

*Listen to a short dialogue following the printed text. Pay attention to the underlined sentences.*

*Brenda:* Should we buy cakes, biscuits and chocolate for my birthday party?

*Susan:* You had better not buy them, I suppose (1). I'd rather you bought more juice and fruit (2).

*Brenda:* I'm not sure that it will be enough. All my friends like sweets, you know. Should we buy this box of chocolates?

*Susan:* I'd sooner buy that fruit juice (3). If only your friends stopped eating sweets (4)!

**Theory**

Subjunctive II is used independently of other clauses to express **advice** (1), **preference** (2), (3), and **wish** (4).

1. Subjunctive II is used in the set phrase “**had better**” and it expresses **advice** (1). It is rendered in Ukrainian as “краще б”. This set phrase is always followed by the bare Infinitive.

Smb. **had better** do smth.

Smb. **had better** not do smth.

2. Subjunctive II is used in the set expressions “**would rather**”, “**would sooner**” and it expresses preference (2), (3). It is rendered in Ukrainian as “краще б, скоріше б, надав би перевагу, охоче б, волів би”. There is no difference between **would rather** and **would sooner**, but **would rather** is more common.

**Would rather/ sooner** is followed by the bare Infinitive when the subject of **would rather/sooner** is the same as the subject of the following action (3).

The bare *simple* Infinitive is used after *would rather/sooner* to express preferences in the present or future. The bare *Perfect* Infinitive is used after *would rather/sooner* to express preferences in the past.

Smb. **would rather (sooner)** do (not do) smth.

Smb. **would rather (sooner)** have done (have not done) smth.

**Would rather/sooner** is followed by *Subjunctive II* when the subject of **would rather/sooner** differs from the subject of the following action (2).

**Present Subjunctive II** is used after this set phrase to express preferences in the present or future.

Smb. **would rather/sooner** smb. **did** smth.

**Past Subjunctive II** is used after this set phrase to express preferences in the past.

Smb. **would rather/sooner** smb. **had done** smth.

3. Subjunctive II is used to express wish/regret after **“if only”** (4). It is rendered in Ukrainian as “якби тільки, і навіщо”. These sentences are usually exclamatory.

In such sentences *Present Subjunctive II* is used when reference is made to the present.

*Past Subjunctive II* is used when reference is made to the past.

*Would + Infinitive* or *could + Infinitive* is used when reference is made to the future.

### **Practice**

**Exercise 1.** You are at the lecture of a British MD. You are discussing how to promote healthy lifestyles. Listen to the British MD. Write the function of Subjunctive II (advice, preference, wish) next to the numbers of the sentences.

1. I'd rather avoid food that is harmful to my health.
2. If only I could choose a balanced and healthy diet!
3. You had better eat vegetables, nuts, beans, fruit. They have high fibre content.
4. I'd rather you ate unsaturated fat that can be found in fish, nuts, soy-beans.
5. I'd sooner not eat saturated fat. It can cause serious problems.
6. You had better not eat cakes, biscuits and chocolate. Too much of them can cause blockage of your arteries.
7. I'd rather people didn't eat cakes, sweets, chocolate. It can make them overweight.
8. If only I could stop eating dairy products and crisps! Too much of this variety can cause serious problems.
9. If only I ate low-fat cheese and milk!
10. You had better not fry food.
11. If only I had eaten margarine instead of butter! I wouldn't have problems with my heart now.
12. Drinking tea has been found to reduce the risks of a heart attack. I would rather people drank more tea.



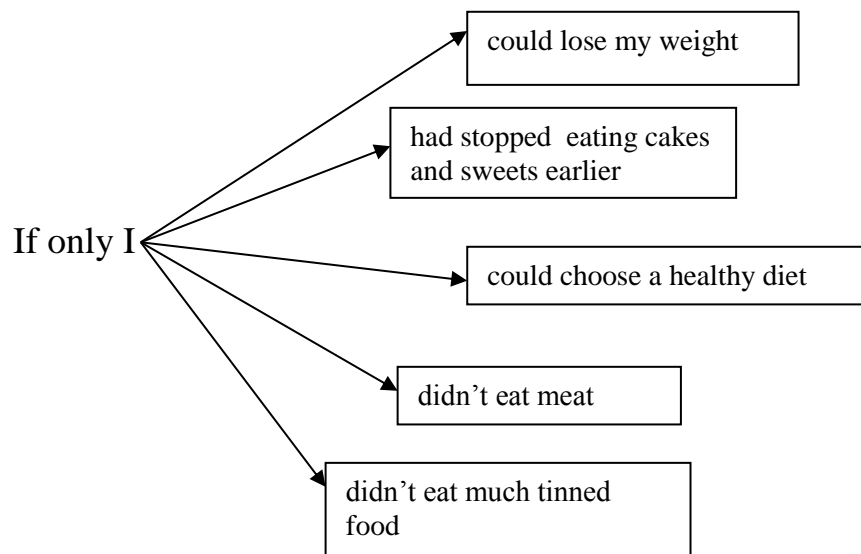
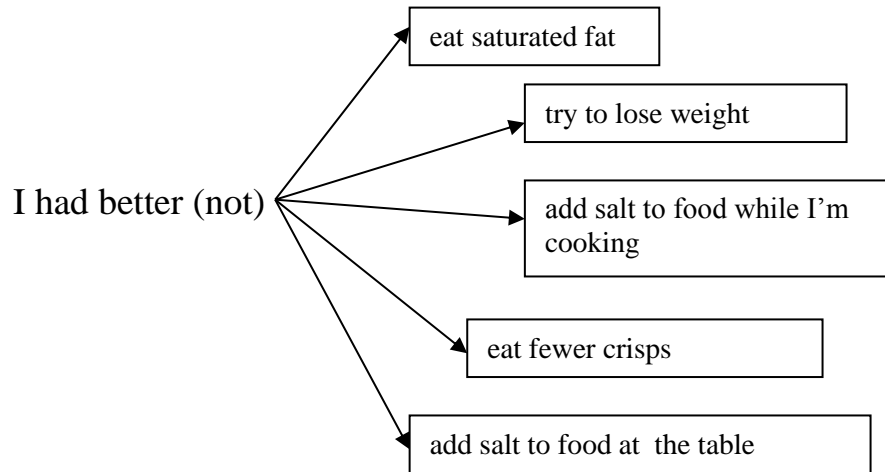
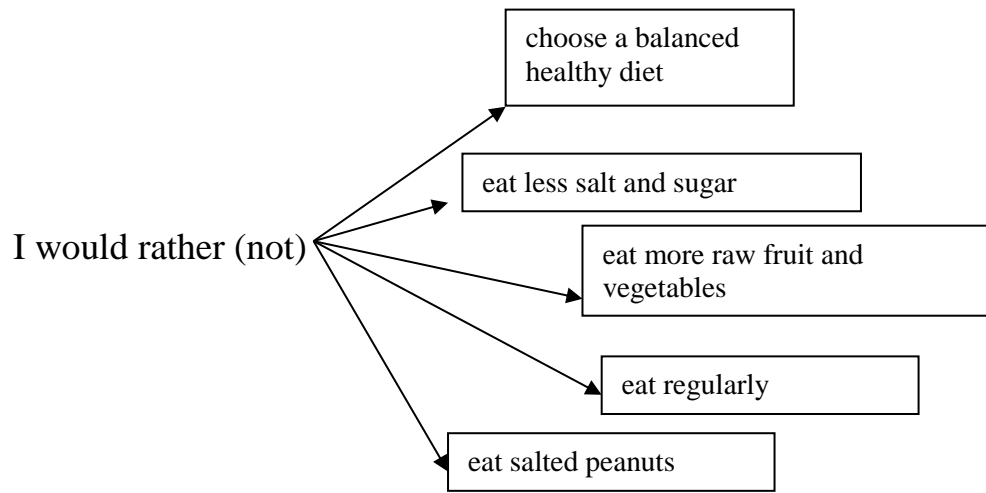
**Exercise 2.** You are at the lecture of a British MD. You are discussing the problems of keeping fit. Listen to his point of view on the problems and say whether you agree with him or not.

1. Sweets, cola drinks are delicious but they are not healthy. People had better not eat them.
2. Fruit contain all the sugar the body needs. I'd rather people ate more fruit.
3. If only adults could reduce or cut out completely sugar they take in tea or coffee!
4. People had better choose breakfast cereals.
5. If only people didn't use much salt in their food! Too much salt causes high blood pressure which increases the risk of heart attacks.
6. We had better not add salt to food.
7. We had better add lemon juice, herbs or spices instead of salt.
8. If only we could eat less saturated fat!
9. People had better eat more raw fruit and vegetables, wholemeal bread and other foods rich in fibre.
10. We'd rather eat regularly. The human body needs a steady flow of energy.
11. People had better have five or six glasses of water per day.

**Exercise 3.** You are at the lecture of a British MD. You are discussing the problems of healthy food. Express yourself on the problems.

*The following schemes may help you.*





**Exercise 4.** You are at the lecture of a British MD. You are discussing healthy lifestyles and healthy food. Complete the following chart and it will help you to express the ideas on the problem.

<i>Advice</i>	<i>Preference</i>	<i>Wish</i>
<i>Example.</i> <i>I'd better keep to a diet.</i>	<i>I'd rather keep to a diet.</i>	<i>If only I kept to a diet!</i>
1. I'd better choose a balanced and healthy diet.	-----	-----
2. -----	I'd rather not eat much cakes, biscuits and chocolate.	-----
3. -----	-----	If only I didn't add salt to food!
4. I'd better eat less.	-----	-----
5. -----	I'd rather not worry about my weight too much.	-----
6. I'd better have fewer than three cups of caffeine-rich drinks a day.	-----	-----
7. -----	I'd sooner eat at least one hot balanced meal a day.	-----
8. -----	-----	If only I could have meals out of freezer!
9. I'd better not eat food with additives.	-----	-----
10. -----	I'd rather eat raw vegetables.	-----

**Exercise 5.** A friend of yours is going to attend the lecture of a British MD and to express his/her points of view on the problem of healthy food and keeping fit. But he/she hasn't attended classes in grammar. Help him/her to use the necessary form of the verbs in the following statements so that your friend can participate in the discussion.

1. If only people (to take) regular exercises!
2. I would sooner overweight people (to follow) the system of body-building.
3. Overweight people had better (to go) in for sports.
4. Adults and especially teenagers had better (not to eat) junk food.



5. If only overweight/underweight people (to pay) attention to their weight earlier!
6. I would rather girls (not to be obsessed) with their weight.
7. If only people (not to starve) themselves to become thin!
8. I would rather (to have) food without additives.
9. If only I (not to eat) meat! Meat is rich in saturated fat.
10. I had better (to eat) dark-green vegetables which are good for heart.
11. I would rather (to drink) green tea to protect my heart.

**Exercise 6.** You are at the lecture of a British MD. You are talking about healthy food. Express your point of view. You may start with the following.

1. Butter packs a heart attack in every teaspoon.

*I'd rather...*

*I'd better...*

*If only...*

2. Eggs are full of cholesterol.

*I'd rather...*

*I'd better...*

*If only...*

3. Alcohol in excess is bad.

*I'd rather...*

*I'd better...*

*If only...*



4. Saturated fat is a real problem. Chicken is still better, especially if you avoid fatty skin and dark meat.

*I'd rather...*

*I'd better...*

*If only...*

5. Onion and garlic can protect your heart.

*I'd rather...*

*I'd better...*

*If only...*

6. Nuts are good-news, bad-news food. The bad news is that they are full of oils and it isn't great for heart; the good news is that they contain vitamin E.

*I'd rather...*

*I'd better...*

*If only...*

7. Fish is good for the brain and yogurt makes your digestive system healthy.

*I'd rather...*

*I'd better...*

*If only...*

**Exercise 7.** You are a Ukrainian student and you are at the lecture of a British MD. You are discussing the problem of healthy lifestyles and healthy food. Listen to the British MD and express your ideas on the problem by making conclusions and comparing the information with the situation in Ukraine and your own experience.

**Example.**

In Britain 1,000 teenagers a year are taken to hospital with alcohol intoxication.

*British teenagers had better not drink alcohol.*

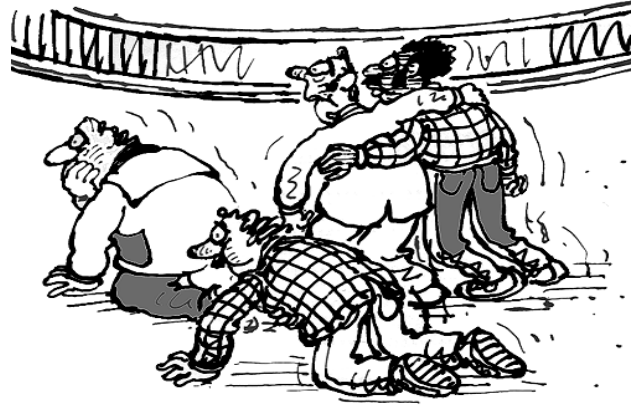
*I would rather British teenagers paid more attention to their health.*

*If only British teenagers didn't have such problems.*

*I would rather Ukrainian teenagers didn't have such experience.*

*Ukrainian teenagers had better go in for sport than drink alcohol.*

*I had better not drink alcohol.*



1. One-in-20 people in the UK cannot get through the day without a drink.
2. Girls in the UK are becoming more and more obsessed with their weight. One girl of twenty-five is likely to suffer from some type of anorexia.
3. The World Health Organization is worried about what we eat. After investigating the problem, it has calculated that by the year 2230 the entire population of the USA will be dangerously overweight.
4. More people die in the USA of too much food than too little.
5. The Vegetarian Society in the USA claims that meat-eaters are 40 per cent more likely to get cancer than vegetarians, partly because of food additives.
6. Ukraine has the highest number of deaths from heart disease, while Japan has the lowest.

**Exercise 8.** These are some extracts from a Ukrainian scientific journal. Translate them into English and it will help you to present the information at the lecture of a British MD.

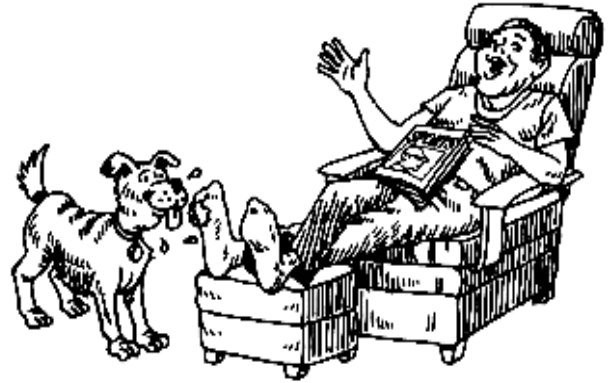
1. Сміх –найкращі ліки. Якби тільки люди сміялися більше!
2. Людям краще б застосовувати такий безкоштовний засіб для покращення здоров'я як сміх.
3. Психотерапевти та інші лікарі воліють зменшувати стресовий стан пацієнтів за допомогою сміху. Якби тільки пацієнти прислухалися до цих порад!
4. Люди краще б помічали те, що змушує їх сміятися, а не плакати.
5. Людям краще б кожного ранку сміятися перед люстерком протягом двох-трьох хвилин без будь-якої причини.
6. Якби тільки люди знаходили час та мали бажання для такої зарядки для зняття стресу.

7. Людям краще б записувати їхній сміх, а потім прослуховувати для покращення емоційного стану.

8. Багато людей захоплюється колекціонуванням різних речей. Краще б вони колекціонували гумористичні оповідання, анекдоти.

9. Якби тільки ми більше читали гумористичних оповідань! Це б значно вплинуло на стан нашої нервової системи.

10. Якби тільки дорослі сміялися більше! Згідно з дослідженнями мала дитина сміється в середньому 400 разів на день, а дорослі – в п'ятнадцять разів менше.

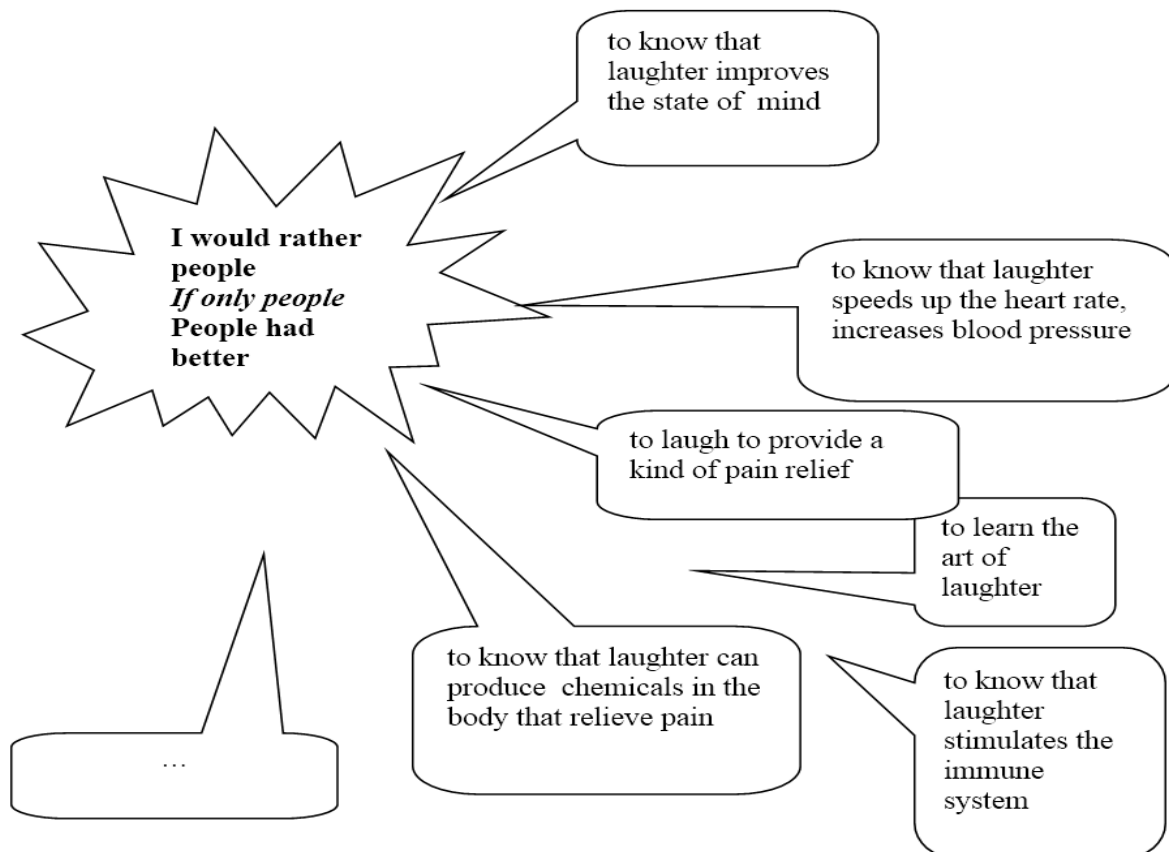


### Exercise 9.

– You are a Ukrainian student and you are at the lecture of a British MD. You have read the article devoted to the influence of laugh on people's health. This article impressed you greatly and you are eager to get more information about such phenomenon. Ask the British MD about the influence of laugh on people's behaviour and health.

– You are a British MD. Answer the Ukrainian student's questions.

*Use the following scheme if it's necessary.*





**Example.**

Student 1 (a Ukrainian student): *I have read that laughter makes a great influence on people's health. Is it really so?*

Student 2 (a British MD): *Yes, it's really so. People had better know that laughter improves their state of mind.*

**Exercise 10.** Your British friend is a serious person and he/she smiles rather seldom. Give him/her some pieces of advice. *You may refer to a previous exercise for some ideas.*

**Exercise 11.**

– You are overweight. Complain of your problem and ask a British MD for a piece of advice.

– You are a British MD. Listen to the Ukrainian student's complaints of his/her health. Give him/her some pieces of advice and express your wishes.



**Exercise 12.** Your friend is average but she is on a diet and even more she tries to starve herself. She believes that she will be more attractive to boys if she is thin. Try to assure your girlfriend of giving up the diet. Give her some advice and express your wishes concerning her problem.

**Instruction 1.** You are a University teacher. Listen to your student's monologue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

Point of evaluation	excellent	good	average	poor
Grammatical correctness				
Mistakes:				

**Instruction 2.** You are a University teacher. You have asked your students to express their point of view on health problems and healthy food. Listen to their answers and correct students' mistakes by giving the right variant.



**Example.**

I will rather to keep fit.

**Student-teacher:** *I would rather keep fit.*

1. If only I am not overweight!
2. I would rather my parents buy me sport equipment.
3. If only I am vegetarian!
4. I have better eat less.
5. I would rather to keep to a balanced diet.
6. If only we have opportunities to eat raw fruit all the year round!
7. I had better not to eat sweets, chocolate and cakes.
8. If only I don't suffer from health problems because of food!
9. I would rather to have a high fibre content food.
10. I had better to avoid food that is bad for me.

**Instruction 3.** You are a University teacher. According to the Curriculum you are to teach your students to use Subjunctive II independently of other clauses to express advice, preference and wish. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose a suitable way of presentation and explain this grammar material to your students.

**Instruction 4.** You have explained this grammar material to your students but they haven't grasped the idea. Make up a suitable chart of using Subjunctive II to express advice, preference and wish.

**Instruction 5.** You are a University teacher. You are teaching your students to analyse sentences where Subjunctive II is used independently of other clauses to express advice, preference and wish. Analyse the following sentences so that your students can grasp the idea of making the sentence analysis. You may use the following scheme for analysis.

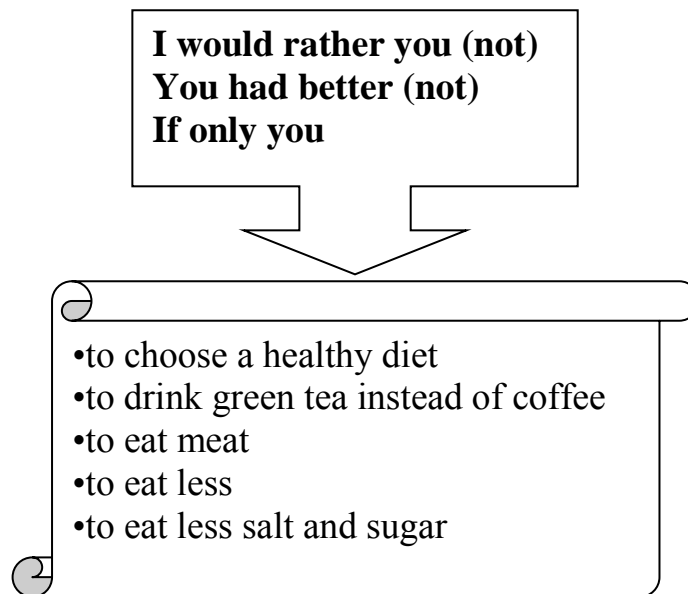
**Point out:**

- the type of the sentence (simple/complex);
- the main clause, the subordinate clause and the conjunction that connects them if it's a complex sentence;
- the mood/moods that is/are used in this sentence;
- the form of the mood;
- the kind of the action expressed by the mood.

1. I would rather girls were not obsessed with their weight.
2. If only people didn't use salt in their food!
3. I would rather have food without additives.
4. You had better add lemon juice, herbs or spices instead of salt.
5. If only I could eat less salt, sugar and saturated fat!

**Instruction 6.** You are a University teacher. You are working on the topic "Healthy Food"; grammar point is – "The Independent Use of Subjunctive II to Express Advice, Preference and Wish". You are going to do an exercise in the manual, but there is no instruction for it because of a publisher's misprint. Look through the exercise and make up an instruction for it.

*Instruction* .....



**Example.**

Student 1: *I have some problems with health. You see, I can't be moderate in eating.*

Student 2: *You had better choose a healthy diet.*

**Instruction 7.** You are a University teacher. You are working on the topic "Keeping Fit. Promoting Healthy Lifestyles"; grammar point is – "The Independent Use of Subjunctive II to Express Advice, Preference and Wish". You have already explained the material and done some assignments given in the manual. But you feel that your students can't make up dialogues with the help of the prompts. Try to create your own exercise helping your students to cope with the task.

**Instruction 8.** You are a University teacher. You are working on the topic "Keeping Fit. Promoting Healthy Lifestyles"; grammar point is – "The Independent Use of Subjunctive II to Express Advice, Preference and Wish". You are teaching your students to use this grammar material in spoken interaction according to the topic. Try to make up the situation that can inspire your students to use this grammar material in their dialogues.

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## UNIT 10

### THE USE OF THE SUPPOSITIONAL MOOD AND SUBJUNCTIVE I IN SUBJECT SUBORDINATE CLAUSES

#### *Introduction*

*Listen to the comments made by a British student and follow the printed text. Pay attention to the underlined sentences.*

I spend most of my free time going in for sports. I do a lot of tennis, cricket and squash. I like to gamble. But it's important that I shouldn't waste too much money while gambling (1). I'm a football fan and very often I go to the stadium with my friends to watch the game. Football hooliganism isn't common now. All the same it's necessary that we be rather careful on the stadium (2).

#### *Theory*

The *Suppositional Mood* and *Subjunctive I* represent an action as problematic, but not contradicting to reality. These moods represent an action as desirable or undesirable, suggested, advised, requested, supposed, etc. They are used to express necessity, suggestion, advice, request, supposition.

The **Suppositional Mood** is formed with the help of the auxiliary verb **should** for all the persons singular and plural and the bare Infinitive of the notional verb. The Suppositional Mood has two forms: "Non-perfect" and "Perfect".

The *Non-perfect Suppositional Mood* is formed with the help of the auxiliary verb **should** for all the persons singular and plural and the bare simple Infinitive of the notional verb. It's used to express simultaneousness in the present or in the past, or refers the action to the future.

Smb. **should do** smth.

The *Perfect Suppositional Mood* is formed with the help of the auxiliary verb **should** for all the persons singular and plural and the bare perfect Infinitive of the notional verb. It's used to express prior actions or situations.

Smb. **should have done** smth.

Due to the fact that suggestions, advice, recommendations as a rule refer to the future the perfect form of the Suppositional Mood is rather seldom used.

**Subjunctive I** has one form that is used with reference to any time. This form coincides with the bare simple Infinitive.

Smb. **do** smth.

**Note.** In modern English the use of Subjunctive I is more common.

The Suppositional Mood and Subjunctive I are used in **subject clauses** after the principal clauses denoting subjective appraisal of the action or situation described in the subordinate clause (1), (2). The subject of such principal clauses is usually expressed by the pronoun **it**. The Suppositional Mood and Subjunctive I are used in subject clauses after expressions of necessity or recommendations, such as *it is necessary (important, vital, imperative, essential, urgent, advisable, desirable)* and after the passive voice of some verbs expressing suggestion, order, decision, such as *it is suggested (proposed, required, demanded, requested, recommended, decided, agreed, determined, arranged)*.

### Practice

**Exercise 1.** Listen to some comments about sports activities in the UK. Write the numbers of the sentences where the Suppositional Mood is used next to the letter A, Subjunctive I – next to the letter B.

1. It's necessary that you should know that there is a dart-board in the bar of every English pub and on most evenings you'll find the game of darts being played.

2. It's important that British teenagers should spend more time playing sports.

3. It's important that you know about fishing, one of the most popular individual sports in the UK.

4. It's desirable that most fish be put back in the river or lake.

5. It's recommended that you get the information about snooker, the most popular sport on British television.

6. It's necessary that snooker be played with 15 red balls, 6 coloured balls and a white cue ball.

7. It's required that snooker-players use cues to remove all the balls from the table in a certain order.

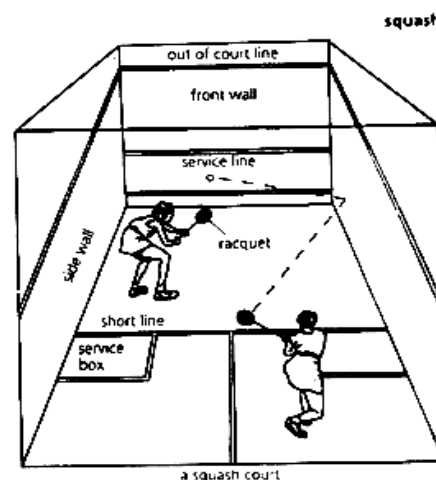
8. It's necessary that you know that the most popular indoor sports in the UK are snooker, darts, squash, badminton, table tennis and billiards.

9. It's desirable that you know that the most popular outdoor sports in the UK are football, fishing, golf, lawn tennis and cricket.

10. It's necessary that squash be played in a four-walled court.

11. It's recommended that two people play squash with rackets (smaller than for tennis) and a small rather soft rubber ball.

12. It's important that you know that "it's a squash" means "there is not enough place for everyone to fit comfortably in".



**Exercise 2.** Give the Non-perfect, Perfect Suppositional Mood and Subjunctive I of the following verbs.

to drink  
to dress  
to investigate  
to clean  
to dust  
to smile  
to publish  
to break  
to eat  
to sleep

to keep  
to complain  
to understand  
to laugh  
to watch  
to run  
to save  
to try  
to smoke  
to forget

**Exercise 3.** You are yourself and you are at your English class. Listen to the British student's comments about sports activities in the UK and say whether you agree with these statements or not. Before doing this exercise get acquainted with the following expressions.

- a person or team expected to lose is called “*underdog*”;
- players with little experience are called “*rookies*”;
- a person is called a “*die-hard fan*” if he/she supports a team even if the team loses a lot;
- a person is called a “*fair-weather fan*” if he/she supports a team only when it is winning;

– the word “*runner*” is used as another word for the second place.

1. It's necessary that a person or team expected to lose should be called “die-hard fan”.
2. It's advisable that players with little experience be called “rookies”.
3. It's essential that a person should be called an “underdog” if he/she supports a team even if the team loses a lot.
4. It's important that a person should be called a “fair-weather fan” if he/she supports a team only when it is winning.
5. It's necessary that the word “runner” should be used as another word for the first place.
6. It's recommended that gambling shouldn't be a real problem for many adults.
7. It's requested that only 16-year-old and in some cases 18-year-old persons in the UK should be allowed to gamble.



**Exercise 4.** You are a Ukrainian student and you are at your English class. You are to speak about rugby, a popular game in the UK. Represent the most necessary information about the game. You may use the following table, made by a British student.

<p><b>It is</b> <b>It was</b> <b>It will be</b></p>	<p><i>necessary</i> <i>essential</i> <i>important</i> <i>imperative</i> <i>required</i> <i>urgent</i> <i>requested</i></p>	<p>that</p>	<ul style="list-style-type: none"> <li>•you know that rugby is especially popular in Wales and the north of England.</li> <li>•it should be played with an oval-shaped ball.</li> <li>•playing time be eighty minutes.</li> <li>•you know that there are two versions of rugby: rugby union and rugby league.</li> <li>•rugby union should be seen as a game for amateurs.</li> <li>•rugby league should be seen as a professional sport.</li> <li>•rugby league should be played by two teams of 13 players each.</li> </ul>
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**Exercise 5.** You are a student and you are at your English class. You are to speak about cricket, one of the most popular games in the UK. Transform the following sentences so that your statements can sound more formal.

**Example.**

It's necessary for you to know that cricket is one of the most popular sports in Britain.

*It's necessary that you know that cricket is one of the most popular sports in Britain.*

1. It's necessary for cricket to be called English national game.
2. It's required for cricket to be played by two teams of 11 players each.
3. It's urgent for one team to bat and for another team to field.
4. It's important for a batsman to guard his "wicket", three rather ridiculous pieces of wood that are pushed into the ground.
5. It's imperative for cricket to be played in summer.
6. It's essential for everybody to know that cricket is played with great enthusiasm in the countries which were British colonies like Pakistan, Australia, New Zealand.
7. It's essential for the women's World Cup to be held every four years.
8. It's necessary for you to know that when the English say: "that's not cricket" it means, "that's not fair".
9. It's important for everybody to know that "to play the game" means "to be fair".

**Exercise 6.** A friend of yours is going to take part in the discussion on the problem: "Sports in Britain" but he/she is not sure of some statements. Help him/her to use the necessary form of the verbs in the following statements.

1. It's necessary that everybody (to know) that cricket is played and watched in England by all classes.
2. It's desirable that everybody (to know) that in summer lawn tennis comes next in importance to cricket.



3. It's important that you (to know) that rowing and canoeing are practiced less in the UK because there are not so many facilities.

4. It's desirable that you (to understand) that skiing is generally impossible in Britain (except in Scotland) because of the unsuitable climate.

5. It's necessary that everybody (to know) that gambling is a part of such sports as horse-racing and dog-racing.

6. It's advisable that you (to know) that the other popular form of gambling in the UK is that of staking a sum on the football pools.

7. It's urgent that the All-England Lawn Tennis Championships (to be held) every July in Wimbledon – a suburb to the south of London.

8. It was requested that international football matches (to take place) in Wembley – a stadium in north London.

9. It's important that Boat Race between Oxford and Cambridge universities on the river Thames (to take place) every year.

10. It's necessary that Boat Race (to be held) during the Easter vacation at the end of March or the beginning of April.

11. It's necessary that you (to know) that the word "pool" is connected with the picture of streams of money pouring into a common fund, or "pool" from which the winners are paid after the firm has taken its expense and profit.

**Exercise 7.** You are a Ukrainian student and you are discussing the most popular sports in the UK together with your British friend. Express your point of view on the problem. You may start with the following.

1. It's natural that the Britons...
2. It's necessary that cricket...
3. It's important that rugby union...
4. It's necessary that rugby league...
5. It's urgent that squash...
6. It's desirable that Boat Race...
7. It's natural that fishing...

**Exercise 8.** You are a Ukrainian student and you are at your English class. You are speaking about sports. Listen to the British student's ideas on the mentioned item. Express yourself by making conclusions and comparing sports life in the UK with the situation in Ukraine.

**Example.** The Olympic Games have become politically important, and they are an ideal platform for political statements.

*It's necessary that the Olympic Games shouldn't be politically important.*

*It's urgent that Ukrainian sportsmen shouldn't take the political importance of the Olympic Games into consideration.*

*It's necessary that the Olympic Games survive in spite of these barriers.*

1. Gambling has become an obsession for many adults.
2. It's worrying that gambling may lead to smoking, drinking alcohol and taking illegal drugs.



3. Cricket is one of the most popular games in the UK, but the majority of the Ukrainians don't know this game.

4. During the 1970s and 1980s football hooliganism was a serious problem in England.

5. In the UK accidents at professional football matches have led to the decision to turn all the country's football grounds into "all-seater" stadiums.

**Exercise 9.** These are some extracts from a Ukrainian sports journal about football in the UK. Translate them into English and it will help you to express your ideas at the discussion.

1. В Британії значна кількість прихильників футболу перестала відвідувати футбольні матчі. Необхідно, щоб ситуація змінилася.

2. Дуже важливо, щоб на футбольні матчі вболівальники приходили без зброї.

3. Необхідно, щоб нестриманих фанатів не пускали на матчі.

4. Існують і проблеми з фанатами-расистами, які викрикують расистські лозунги під час матчу. Необхідно, щоб уряд та поліція, зокрема, звернули на це належну увагу.

5. Вкрай необхідно вжити певних заходів з метою запобігання життєво небезпечних ситуацій на стадіонах Великої Британії.

6. Паркани та клітки, побудовані на стадіонах, мають певну небезпеку. Адже у разі пожежі необхідно, щоб люди швидко залишили стадіон, а паркани та клітки ускладнюють евакуацію людей.

7. Необхідно, щоб поліція спостерігала за прихильниками футболу за допомогою відеокамер.

8. Бажано, щоб батьки не брали своїх дітей на футбольні матчі, а діти спостерігали за футболом біля телевізорів.

### **Exercise 10.**

– You are a football fan and your British friend has bought tickets for the football match that will take place in Hillsborough. It's a great luck for you but you consider it to be dangerous. Ask your friend whether it's dangerous to go to the football match. If it's so, ask him about necessary precautions.

– You are Nick, a student from Great Britain. Invite your Ukrainian friend to the football match and mention necessary precautions.

*You may use the following prompts.*

**It's necessary**  
**It's important**  
**It's recommended**  
**It's urgent**

- not to take any kind of weapon.
- not to curse anybody during the match.
- not to shout yourself hoarse.
- to be calm.
- not to leave the stadium in a hurry.
- not to take alcohol.
- to look "respectable".

**Example.**

Student 1 (a Ukrainian student): *Oh, Nick thank you very much for your invitation. But I think that it's rather dangerous to go to the football match because of fans' violent behaviour.*

Student 2 (Nick, a British student): *There is no need to worry. But it's necessary that you shouldn't curse anybody during the match.*

**Exercise 11.** You are Nick, a student from Great Britain. You have just returned from the UK where you watched a football match together with your Ukrainian friend. Your group-mates are eager to know your impressions of the match and fans' behaviour. Share your impressions with them; don't forget to mention the precautions which were necessary to take before going to the football match. *You may refer to a previous exercise for some ideas.*

**Exercise 12.**

– You are yourself and you are going to attend a summer school of English next year. You are eager to get more information about Britain and British sports in particular. Ask your British friend what it is necessary/ urgent/ requested/ recommended/ advisable that you should know about sports in Britain.

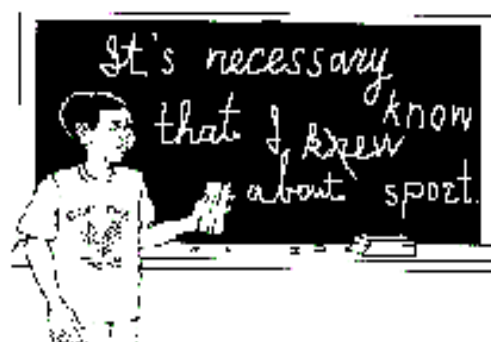
– You are a student from the UK and you study in Ukraine. Your group-mate has asked you to share the most important information about sports in the UK. Answer your friend's questions and point out what it is necessary/ urgent/ requested/ recommended/ advisable that he/she should know about sports in Britain.

**Exercise 13.** You are yourself. Your British group-mate has told you about sports in the UK and he/she is interested in sports in Ukraine. Represent the information about sports in Ukraine to your British friend and say what it is necessary/ desirable/urgent/advisable/important that he/she know about sports in Ukraine.

**Instruction 1.** You are a University teacher. Listen to your students' dialogue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

Point of evaluation	excellent	good	average	poor
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You are a University teacher. You have asked your students to speak about sports in the UK. Listen to their answers and correct students' mistakes by giving the right variant.



**Example.** It's necessary that you knew about sports in the UK.

**Student-teacher:** *It's necessary that you know about sports in the UK.*

1. It's necessary that you to know that football is the most popular game in the UK.
2. It's important that you knew that football has been invented in the UK.
3. It's necessary that you to know that football in the UK is a winter sport.
4. It's important that the Britons to be great lovers of sports.
5. It's urgent that a great number of sports clubs to be existed in Britain.
6. It's advisable that you to know that lawn tennis is generally played on a lawn by two or four players, with balls and rackets.
7. It's natural that players of lawn tennis have been both women and men.
8. It's urgent that the All-England Lawn Tennis Championships be hold in July in Wimbledon.
9. It's important that archery to be the fast-growing sport in Great Britain.

**Instruction 3.** You a University teacher. According to the Curriculum you are to teach your students to use the Suppositional Mood and Subjunctive I in subject subordinate clauses. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose a suitable way of presentation and explain this grammar material to your students.

**Instruction 4.** You have explained this grammar material to your students but they haven't grasped the idea. Make up a suitable chart of using the Suppositional Mood and Subjunctive I in subject subordinate clauses.

**Instruction 5.** You are a University teacher. You are teaching your students to analyse sentences where the Suppositional mood and Subjunctive I are used. Analyse the following sentences so that your students can grasp the idea of making the sentence analysis. You may use the following scheme for analysis.

**Point out:**

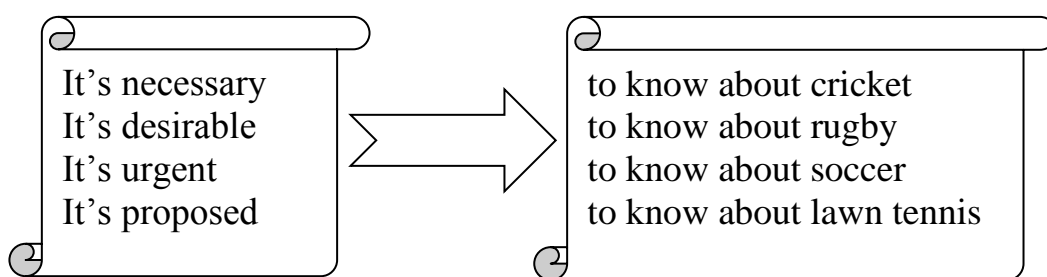
- the type of the sentence (simple/complex);
  - the main clause, the subordinate clause and the conjunction that connects them if it's a complex sentence;
  - the mood/moods that is/are used in this sentence;
  - the form of the mood;
  - the kind of the action expressed by the mood.
1. It's urgent that a person or team expected to lose should be called an "underdog".
  2. It's advisable that players with little experience be called "rookies".
  3. It's essential that a person should be called a "die-hard fan" if he/she supports a team even if the team loses a lot.

4. It's important that a person should be called a "fair-weather fan" if he/she supports a team only when it is winning.

5. It's advisable that the most important person in a team be called the most valuable player.

**Instruction 6.** You are a University teacher. You are working on the topic "Sports in Great Britain"; grammar point is – "The Use of the Suppositional Mood and Subjunctive I in Subject Subordinate Clauses". You are going to do an exercise in the manual, but there is no instruction for it because of a publisher's misprint. Look through the exercise and make up an instruction for it.

*Instruction* .....



**Example.**

Student: *Well, first of all it's necessary that you should know about cricket...*

**Instruction 7.** You are a University teacher. You are working on the topic "Sports in Great Britain"; grammar point is – "The Use of the Suppositional Mood and Subjunctive I in Subject Subordinate Clauses". You have already explained the material and done some assignments given in the manual. But you feel that your students can't make up monologues with the help of the prompts. Try to make up your own exercise helping your students to cope with the task.

**Instruction 8.** You are a University teacher. You are working on the topic "Sports in Great Britain"; grammar point is – "The Use of the Suppositional Mood and Subjunctive I in Subject Subordinate Clauses". You are teaching your students to use this grammar material in spoken production according to the topic. Try to make up the situation that can inspire your students to use this grammar material in their monologues.

## THE USE OF THE SUPPOSITIONAL MOOD AND SUBJUNCTIVE I IN OBJECT SUBORDINATE CLAUSES

### *Introduction*

*Listen to the comments made by an American student and follow the printed text. Pay attention to the underlined sentence.*

Baseball is one of the most popular games in the USA that is played throughout spring and summer. The Americans go to baseball matches not only to watch the game but to communicate with each other. My friends and I are baseball fans and if we want to have a rest we go to the match. Every time when we go to the stadium my friend advises that we take more beer and popcorn. The point is that we go to baseball matches mostly to relax.

### *Theory*

The **Suppositional Mood** and **Subjunctive I** are used in object subordinate clauses after **verbs** denoting suggestion, demand, recommendation, order, such as *to demand, to insist, to order, to recommend, to advise, to request, to propose, to suggest, to arrange, to determine*.

### *Practice*

**Exercise 1.** You are a student and you are at your English class. Richard, a volunteer from the USA, is your teacher now. Listen to Richard's comments concerning sports activities in the USA. Write the numbers of the sentences where the Suppositional Mood or Subjunctive I are used in object subordinate clauses next to the letter A, in subject subordinate clauses – next to the letter B.

1. It's advisable that you know that bowling is extremely popular in the USA.
2. The Americans advise that you know that members of organizations such as churches or charitable groups form bowling leagues in the USA.
3. It's necessary that we watch a film about the most popular leisure time activities in the USA.
4. As far as I know you've got a bowling club in your town. I propose that you learn to play it.
5. It's suggested that golf should be played all year round except when the ground is covered with snow.
6. It's recommended that golf be played by people of all ages.
7. It's important that you know about "Hot-dogging" skiing, a favourite sport in the USA.

8. It's recommended that you know that hot-dog skiers perform incredible stunts, doing everything but headstands on their skis, to the great delight of the spectators.

9. It's desirable that you have a chance to watch "Hot-dogging" skiing.

10. My colleagues propose that there should be more places set up for water-skiing, surfboarding, ice-skating and mountain climbing in the USA.



**Exercise 2.** You are a student and you are at your English class. Listen to Richard's comments concerning sports and say whether you agree with his statements or not.

1. I advise that the Americans spend more time on sports activities.

2. I recommend that a variety of sports clubs be organized in Ukraine.

3. I recommend that the Ukrainians learn to play golf. It's the game that helps people to relax.

4. I propose that people shouldn't only go in for sports but enjoy sports as spectators.

5. I desire that sports clubs in the USA shouldn't become social institution.

6. I desire that sports in the USA shouldn't influence education, economics, art, and international relations.

7. I advise that sports in the USA shouldn't be widely used in American political life.

8. I propose that more games be shown on television.

**Exercise 3.** The students of your group are going to organize an American football team. Share the most necessary information about this game with them at your English class. You may use the table, made by Richard, that includes the information about the game.



<p><b>Our teacher</b></p>	<p><i>advises</i> <i>suggests</i> <i>proposes</i> <i>recommends</i> <i>insists</i> <i>requests</i></p>	<p><b>that</b></p>	<ul style="list-style-type: none"> <li>•we know that football is the most popular sport in autumn.</li> <li>•we'd know that football originated as a college sport in America.</li> <li>•we take into consideration that football is played by almost every college and University in the USA.</li> <li>•we'd know that there are professional football teams in nearly all the major cities of the USA.</li> <li>•we'd know that American football is ferocious game and it's unlike the game of the same name played elsewhere.</li> <li>•we'd know that football players are dressed in plastic armour, face masks, bulky shoulders because the game is rough.</li> <li>•we'd know that the ball used in American football is an inflated rubber with a leather cover, usually made of pigskin.</li> <li>•we'd know that the ball received its traditional name "pigskin".</li> <li>•football matches be accompanied by uniformed bands.</li> <li>•we'd know that girls join the boys' football team because there are no women's football teams in the US high schools.</li> </ul>
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**Exercise 4.** You are yourself and you are at your English class. You are going to discuss one of the most popular games in the USA. Listen to Richard's statements. Transform them and it will help you to express your ideas on the problem.

**Example.**

It's recommended that you'd know that baseball is one of the most popular games in the USA.

*Our teacher recommends that we know that baseball is one of the most popular games in the USA.*

1. It's recommended that you know that baseball is played throughout spring and summer.

2. It's advisable that high school and college teams play baseball.

3. It's advisable that baseball should be played by amateurs and by professionals.

4. It's recommended that you should know that baseball is the game played with a bat and ball between two teams of nine players each.

5. It's recommended that you know that baseball is played on a large field that has four bases which a player must touch in order to make a run.

6. It's proposed that baseball fans go to baseball matches to communicate with friends, to drink beer and eat popcorn.

7. It's advisable that you know that baseball is called "national pastime".

8. It's advisable that the whole family go to watch baseball.

9. It's desirable that you should know that many Americans prefer baseball to football because it is faster than football.

**Exercise 5.** A friend of yours is going to speak about sports in the USA but his/her grammar is poor. Help him/her to use the necessary form of the verbs in these statements.

1. Our teacher recommends that we (to know) that the majority of the Americans like to be engaged in sports.

2. Our teacher advises that the Americans (not only to watch) games being played.

3. Doctors propose that the Americans (to read and talk) about sports more.

4. The Americans advise that everybody (to know) that the most popular kinds of professional sports in the USA are football, baseball, basketball, boxing, rugby, hockey, horse and automobile racing.

5. Our teacher recommends that we (to know) that basketball is a winter sport in American schools and colleges.

6. The Americans insist that American football (to be distinguished) from the game of the same name played elsewhere.

7. The Americans recommend that people (to know) that American football differs from soccer.

8. The Americans suggest that golf (to be played) all year round except when the ground is covered with snow.

9. The Americans insist that they (to have) more tennis courts, swimming pools and golf courses for public use.

10. Some Americans demand that hunting (to be forbidden).



**Exercise 6.** You are a student and you are discussing the most popular sports in the USA together with your teacher from the USA. Express your point of view on the problem. You may start with the following.

1. The American biggest-selling sports magazine shows that even at high school many white boys are no longer trying to compete because their black counterparts are "harder-working and, perhaps, psychologically superior".

*I advise...*

*I recommend...*

*I desire...*

*I propose...*



2. The Afro-Americans dominate the two most-watched sports: American football and basketball. Whites concentrate on baseball and ice hockey.

*I advise...*

*I recommend...*

*I desire...*

*I propose...*

3. American football is rather ferocious.

*I advise...*

*I recommend...*

*I desire...*

*I propose...*

4. American baseball fans go to the stadium not only to watch the game but also to communicate with friends, to drink beer and eat popcorn.

*I advise...*

*I recommend...*

*I desire...*

*I propose...*

5. Gambling is rather popular in the USA.

*I advise...*

*I recommend...*

*I desire...*

*I propose...*

**Exercise 7.** You are a student and you are at your English class. You are speaking about sports in the USA. Listen to Richard's ideas on the mentioned item and express your point of view on the problem by making conclusions and comparing the information with the situation in Ukraine.

**Example.**

Sport is widely used in American political life.

*I recommend that sportsmen pay more attention to sport than politics.*

*I desire that the Ukrainians shouldn't have such problem.*

*I advise that in Ukraine sport and politics be separated.*

1. Many famous sportsmen participate in Presidential election campaigns attracting attention to the candidates' tours.

2. Like other aspects of American life sport is one of the most profitable goods on the American market.

3. Today's children in the USA with their fondness for television and video/computer games are getting less exercises than ever.

4. Practically all universities and colleges in the USA have a great variety of sports clubs and organizations.

5. The Americans are crazy about relaxation and some of them take part in sports activities.

**Exercise 8.** These are some extracts from the article of a Ukrainian sports magazine. Translate the following statements into English and it will help you to present your ideas at the discussion.

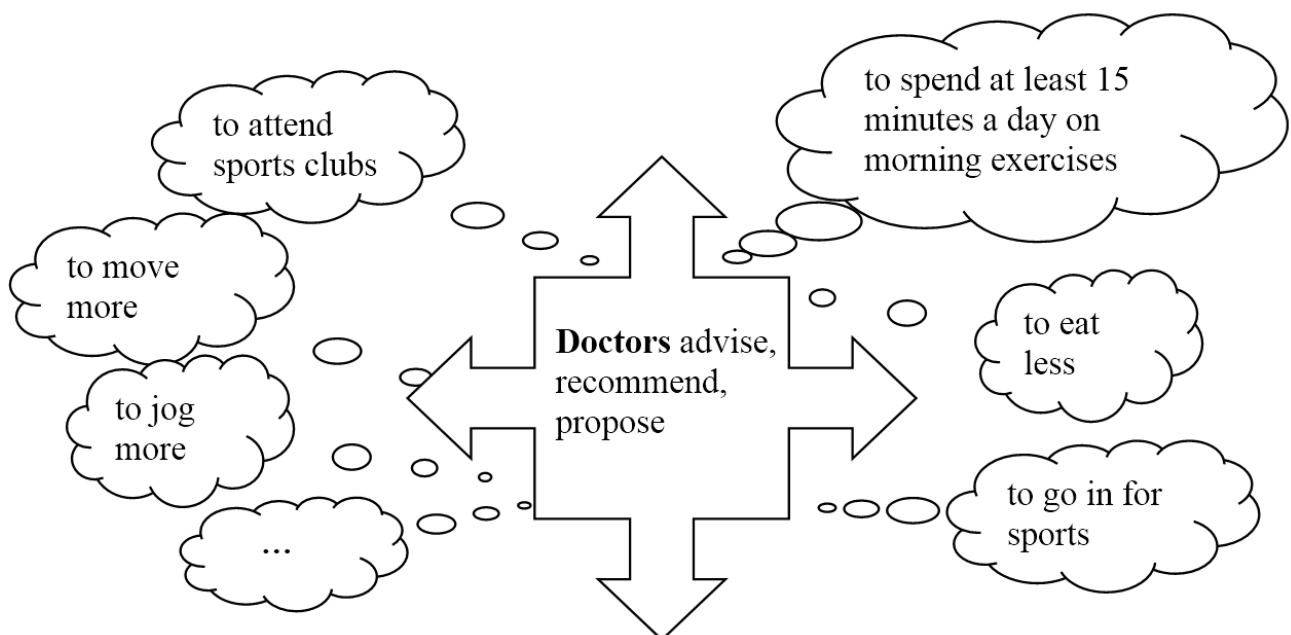
1. Лікарі рекомендують, щоб американці більше займалися спортом.
2. Спеціалісти радять, щоб американці частіше ходили на стадіон, аніж спостерігали за подіями спорту по телебаченню.
3. Лікарі радять, щоб американці займалися спортом та менше їли, адже в Америці більше людей помирає від переїдання, аніж від голоду.
4. Американці бажають, щоб вони були здоровими, проте більшість надає перевагу вживанню харчових добавок.
5. Лікарі наполягають, щоб харчові добавки не використовувалися взагалі.
6. Деякі радять, щоб американці витрачали більше коштів на заняття спортом, аніж на розваги.
7. Лікарі радять займатися повільними видами спорту, адже значна кількість американців страждає від хвороб серця.
8. Професіонали наполягають, щоб більшість басейнів, спортивних комплексів була безкоштовною.
9. Спеціалісти наполягають, щоб американці більше рухалися та менше сиділи.

**Exercise 9.**

– You are Richard, a volunteer from the USA. You are at the English class and you are discussing some problems of American lifestyle. Ask the Ukrainian students to give the Americans some advice, recommendations.

– You are yourself and you are at your English class. Answer Richard's questions.

*You may use the following prompts.*



**Example.**

Student 1 (an American teacher): *Well, I know that practically all of you go in for sports. But the Americans prefer to stay at home and that's why a great number of the Americans suffer from obesity and heart attacks. What pieces of advice can you give them?*

Student 2 (a Ukrainian student): *Obesity is a real problem nowadays. Doctors advise that people go in for sports.*

**Exercise 10.** Your American friend is rather fat and practically all day long he/she sits at his/her computer. Give him/her some pieces of advice, recommendations so that your friend can improve his/her health. *You may refer to a previous exercise for some ideas.*

**Exercise 11.**

– You are yourself and you are going to study in America on an exchange programme next year. You are eager to get more information about the Americans and American sports in particular. Ask your teacher to give you some pieces of advice, recommendations, and proposals so that you can get more information about sports activities in the USA.

– You are Richard, a volunteer from the USA. Answer the Ukrainian student's questions.

**Exercise 12.** You are at your English class. Richard has just told you about sports in the USA and he wants to know about sports activities in Ukraine. Give him some pieces of advice, recommendations, and proposals so that your teacher can get more information about sports in Ukraine.

**Instruction 1.** You are a University teacher. Listen to your students' dialogue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

<b>Point of evaluation</b>	<b>excellent</b>	<b>good</b>	<b>average</b>	<b>poor</b>
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You are a University teacher. You have asked your students to speak about sports in the USA. Listen to their answers and correct students' mistakes by giving the right variant.

**Example.** I advise that you got more information about sports in the USA.

**Student-teacher:** *I advise that you get more information about sports in the USA.*

1. I recommend that you to know that the most popular kinds of professional sports in the USA are football, baseball and basketball.

2. The Americans advise that teenagers paid more attention to sports activities.

3. The Americans insist that teenagers to go in for sports.

4. The Americans propose that more people joined health clubs.

5. The Americans desire that people to walk, run and jog more to keep the body fit.

6. I recommend that you would know that football is the most popular sport in autumn.

7. I desire that American football wouldn't be so ferocious game.

8. American coaches insist that football players to be dressed in plastic armour.

9. I advise that you knew that the Americans are partisans of a number of colourful sports.



**Instruction 3.** You are a University teacher. According to the Curriculum you are to teach your students to use the Suppositional Mood and Subjunctive I in object subordinate clauses. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose a suitable way of presentation and explain this grammar material to your students.

**Instruction 4.** You have explained this grammar material to your students but they haven't grasped the idea. Make up a suitable chart of using the Suppositional Mood and Subjunctive I in object subordinate clauses.

**Instruction 5.** You are a University teacher. You are teaching your students to analyse sentences where the Suppositional Mood and Subjunctive I are used. Analyse the following sentences so that your students can grasp the idea of making the sentence analysis. You may use the following scheme for analysis.

**Point out:**

- the type of the sentence (simple/complex);
- the main clause, the subordinate clause and the conjunction that connects them if it's a complex sentence;
- the mood/moods that is/are used in this sentence;
- the form of the mood;
- the kind of the action expressed by the mood.

1. I recommend that the Americans walk, run, jog to keep the body fit.

2. I advise that the Americans spend more time on sports activities.

3. I recommend that a variety of sports clubs be organized in Ukraine.
4. I propose that you shouldn't only go in for sports but enjoy sports as spectators.
5. I propose that more games be shown on television.

**Instruction 6.** You are a University teacher. You are working on the topic “Sports in the USA”; grammar point is – “The Use of the Suppositional Mood and Subjunctive I in Object Subordinate Clauses”. You have already explained the material and done some assignments given in the manual. But your students can't identify complex sentences where the Suppositional Mood and Subjunctive I are used in object clauses. Try to make up your own exercise helping your students to cope with the task.

**Instruction 7.** You are University teacher. You are working on the topic “Sports in the USA”; grammar point is – “The Use of the Suppositional Mood and Subjunctive I in Object Subordinate Clauses”. You have already explained the material and done some assignments given in the manual. But you feel that your students can't imitate and pronounce sentences with the right intonation. Try to make up your own exercise helping your students to imitate and pronounce sentences with these grammar structures properly.

**Instruction 8.** You are a University teacher. The topic of your class is “Sports in the USA”; grammar point is – “The Use of the Suppositional Mood and Subjunctive I in Object Subordinate Clauses”. You are teaching your students to use this grammar material in spoken interaction according to the topic. Try to make up the situation that can inspire your students to use this grammar material in their dialogues.

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## UNIT 12

### THE USE OF THE SUPPOSITIONAL MOOD AND SUBJUNCTIVE I IN PREDICATIVE SUBORDINATE CLAUSES

#### *Introduction*

*Listen to a short dialogue following the printed text. Pay attention to the underlined sentence.*

*Jenny:* David, have you got any ideas as for summer holidays?

*David:* No, not really. But I'm sure that I don't want to stay at home.

*Jenny:* Neither do I.

*David:* I like the idea of camping.

*Jenny:* Why not? It's a good idea. Besides, doctors' advice is that people spend as much time in the open as possible.

#### *Theory*

The **Suppositional Mood** and **Subjunctive I** are used in predicative subordinate clauses after **nouns** denoting suggestion, demand, recommendation, order, such as *demand, necessity, order, recommendation, advice, request, proposal, suggestion, desire, rule*.

#### *Practice*

**Exercise 1.** You are a student and you are at your English class. You are discussing weekend activities and holidays in the UK. Listen to the British student's comments. Write the numbers of the sentences where the Suppositional Mood or Subjunctive I are used in predicative subordinate clauses next to the letter A, in object subordinate clauses – next to the letter B, in subject subordinate clauses – next to the letter C.

1. My father allows me to take his car and go for a drive. But his demand is that I shouldn't drive too fast.

2. Are you going on a tour during your holidays? I advise that you choose the most ancient places to visit.

3. My group-mates prefer camping. Their rule is that they live in a campsite.

4. My friends prefer hiking. They recommend that people go hiking only when it is sunny.

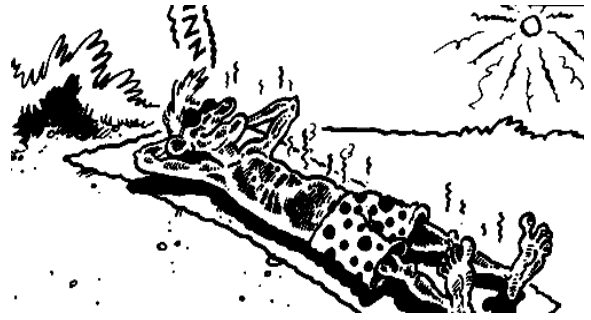
5. A lot of people prefer to stay at home and watch TV. It's important that people shouldn't be hooked on TV.

6. A great number of people prefer to go to the theatre. Their advice is that people spend more time going to the theatre than staying at home.

7. Many people like to sunbathe on holidays. Doctors advise that people shouldn't sunbathe too much.

8. My parents like to go on a picnic. Their rule is that they spend the whole day in the open air.

9. Some people prefer to do museums. My friend advises that people ask a guide for help.



**Exercise 2.** You are a student and you are at your English class. Your group-mate is going to attend a summer school of English and live in a family. But the matter is that he/she doesn't know the most popular leisure activities and common ways of spending weekend in the UK. Give your group-mate some pieces of advice, recommendations so that he/she will have some ideas of it. *You may use the following table.*

<p><i>The demand</i>  <i>The necessity</i>  <i>The desire</i>  <i>The proposal</i>  <i>The advice</i>  <i>The recommendation</i></p>	<p><b>is</b> <b>was</b> <b>will be</b></p>	<p>– that you (should) know          – that you (should) take into consideration</p>	<p>that</p>	<ul style="list-style-type: none"> <li>•watching TV</li> <li>•visiting friends /relatives</li> <li>•playing computers</li> <li>•entertaining friends</li> </ul>	<p>is/are the popular students' leisure activity/activities in the UK.</p>
				<ul style="list-style-type: none"> <li>•going out for a meal</li> <li>•going to the disco</li> <li>•going to the cinema</li> <li>•shopping</li> <li>•going on a picnic</li> <li>•touring</li> <li>•hiking</li> </ul>	<p>is/are the popular way/ ways of spending weekend in the UK.</p>

**Exercise 3.** You are a student and you are at your English class. You are going to discuss the common ways of spending weekend in the UK and in Ukraine. Transform the following sentences and it will help you to express your ideas at the discussion.

**Example.**

*It's recommended that students shouldn't be hooked on the Internet.*

*Psychologists' recommendation is that students shouldn't be hooked on the Internet.*

1. It's requested that the Internet shouldn't become an addiction for youth.
2. It's recommended that people limit the time spending on computer games.
3. It's recommended that British youth spend less time watching TV.
4. It's necessary that people shouldn't gamble.
5. It's advisable that people shouldn't be hooked on music.
6. It's advisable that people be moderate in listening to music.
7. It's necessary that children shouldn't be fond of driving. It's rather dangerous.
8. It's demanded that teenagers shouldn't go to pubs.

**Exercise 4.** A friend of yours is going to take part in the discussion on the topic: "Weekend Activities and Holidays in the UK". But he/she hasn't attended classes in Grammar. Help him/her to use the necessary form of the verbs in the following statements so that your friend can participate in the discussion.

1. Psychologists' recommendation is that young people (to spend) less time watching TV, because little by little television cuts them from the real world.

2. The advice is that British students (not to watch) TV too much because television prevents them from communicating.

3. British students' desire is that they (to have) more sightseeing tours during their holidays.

4. British students' desire is that they (to have) adventure holidays.

5. British adults' advice is that teenagers (not to spend) much time on computers.

6. British teenagers' rule is that they (to spend) their spare time according to their liking.

7. British experts' request is that people (not to spend) much time playing computers and watching violent films.

8. The advice is that you (to know) that in Britain people watch more television than people from other countries in Europe.

9. The necessity is that in Britain teenagers (to read) more.



**Exercise 5.** You are a student and you are at your English class now. You are discussing weekend activities and holidays in the UK. Express your point of view on the problem. You may start with the following.

1. Young people in the UK prefer to have an expensive meal in a restaurant at weekend.

*The advice...*

*The recommendation...*

*The proposal...*



2. A great number of young people in the UK prefer to stay at home and watch TV at weekend.

*The advice...*

*The recommendation...*

*The proposal...*

3. Young people in the UK spend their weekend in clubs but clubs end late – any time between 3 and 7 in the morning.

*The advice...*

*The recommendation...*

*The proposal...*

4. One of the most popular weekend activities in the UK is shopping.

*The advice...*

*The recommendation...*

*The proposal...*

5. Some people in the UK go horse-riding at weekend. It's a very expensive hobby and it costs £ 11.50 an hour.

*The advice...*

*The recommendation...*

*The proposal...*

6. A great number of young people in the UK spend up to 4-6 hours on the Internet.

*The advice...*

*The recommendation...*

*The proposal...*

7. Some people in the UK consider books to be boring.

*The advice...*

*The recommendation...*

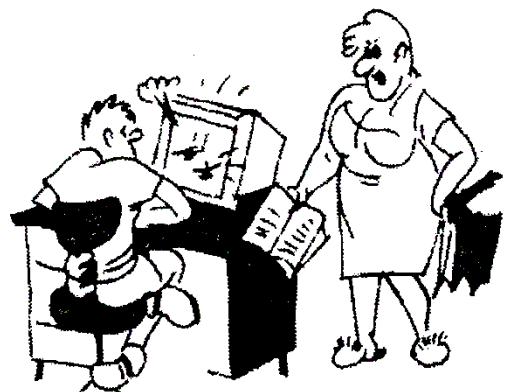
*The proposal...*

**Exercise 6.** You are yourself and you are at your English class now. You are discussing weekend activities and holidays in the UK. Listen to a British student and express yourself comparing ways of spending weekend activities and holidays in Ukraine and the UK.

**Example.**

A great number of teenagers in the UK prefer to play computer games during their weekend.

*The advice is that British teenagers shouldn't waste their time.*



*The proposal is that British teenagers spend more time on communication because they can't learn life from computers.*

*The recommendation is that Ukrainian teenagers shouldn't play computer games. There is a lot of shooting and killing in them.*

1. Watching television and visiting or entertaining friends or relatives are among the most popular leisure activities in Britain.

2. Regular pastime in the UK includes sports activities and going out to a pub or bar.

3. Music is the most important thing in many British teenagers' lives. Some teenage boys spend more than £50 a month on music.

4. British are so mad about picnics that they even have a National Picnic Weekend in June.

5. Gambling is one of the popular pastime in Great Britain. Every year, billions of pounds are bet on horse races, dog races and football pools.

**Exercise 7.** Listen to the comments made by some Ukrainian students. Translate them into English and it will help you to express your ideas on the problem of music and its influence.

1. Рекомендація лікарів полягає в тому, щоб люди не слухали музику весь день, адже це негативно впливає на загальний стан здоров'я.

2. Їхня порада полягає в тому, щоб люди слухали повільну та тиху музику.

3. Рекомендація лікарів у тому, щоб люди не слухали голосну музику, адже це руйнує їх слух.

4. Пропозиція спеціалістів полягає в тому, щоб люди більше співали, аніж слухали музику.

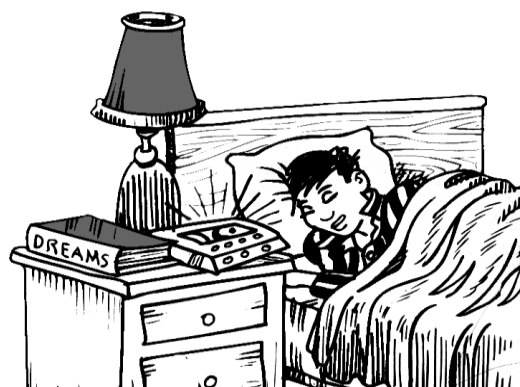
5. Порада спеціалістів у тому, щоб люди слухали музику, яка доставляє їм задоволення.

6. Моя порада в тому, щоб люди не включали голосно музику у квартирі. Адже це дратує сусідів і, крім того, кімнатні рослини починають гинути.

7. Бажання моїх батьків полягає в тому, щоб я більше читав, аніж слухав музику.

8. Необхідність у тому, щоб люди слухали музику в міру, а не кожен день з ранку до вечора.

9. Порада спеціалістів у тому, щоб люди слухали музику скрипки, оскільки вона зміцнює нервову систему та позитивно впливає на настрій та самопочуття.

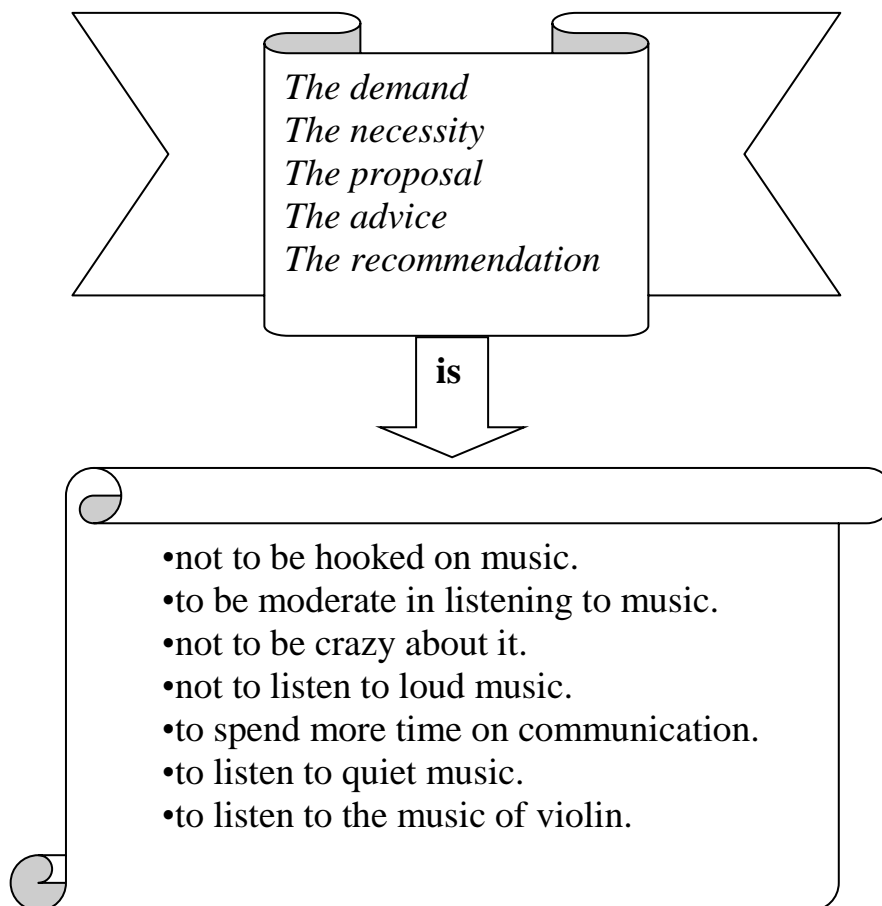


### **Exercise 8.**

– You are a student from the UK. Your Ukrainian friend is crazy about music. Try to assure your friend to be moderate in listening to music. Give him/her some advice, recommendations.

– You are yourself and you are crazy about music. You listen to music every day and you prefer to listen to loud music. Listen to your British friend’s recommendations, advice and express yourself on the problem.

*You may use the following prompts.*



**Example.** Student 1 (a Ukrainian student): *I have got a new disk. It’s great luck! I’ll be listening to it all day long.*

Student 2 (a British student): *You see, it’s rather harmful to your health. The doctors’ advice is that people be moderate in listening to music.*

### **Exercise 9.**

– You are yourself and you are in England now where you attend a summer school of English and live in a host family. Your British friend is inviting you to spend the weekend with him/her. Get interested in the most popular ways of spending weekend in the UK and decide together with your British friend what to do during the weekend.

– You are a student from the UK. Your Ukrainian friend lives in your family now. It’s Friday and weekend is coming. Invite your Ukrainian friend to spend the weekend with you and give him/her some pieces of advice, recommendations, and proposals as for ways of spending weekend in the UK.

**Exercise 10.** You are yourself and you are in England now where you attend a summer school of English and live in a host family. Your British friend is eager to know about the most popular ways of spending weekend in Ukraine. Share the information with your friend and give him/her some pieces of advice, recommendations, and proposals concerning ways of spending weekend in Ukraine.

**Instruction 1.** You are a University teacher. Listen to your student’s monologue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

Point of evaluation	excellent	good	average	poor
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You are a University teacher. You have asked your students to speak about leisure activities and ways of spending weekend in Great Britain. Listen to their answers and correct students’ mistakes by giving the right variant.

**Example.**

The recommendation is that young people in the UK wouldn’t spend their weekend watching TV.

**Student-teacher:** *The recommendation is that young people in the UK shouldn’t spend their weekend watching TV.*

1. My advice is that adults in the UK varied their leisure activities.
2. The desire is that I to club together with my friends from the UK.
3. The proposal is that British teenagers won’t waste their time on video games.
4. The recommendation is that young people in the UK wouldn’t spend much money on music.
5. Specialists’ advice is that the Britons will prefer culture activities.
6. The recommendation is that in Britain people will go touring more often.
7. My advice is that students should spent more time going to the theatre than staying at home.
8. The advice is that young people in the UK wouldn’t be fond of driving. It’s rather dangerous.
9. Specialists’ recommendation is that in Britain people won’t gamble too much.
10. The recommendation is that people will limit the time spending on computer games.
11. The advice is that in Britain teenagers would read more.

**Instruction 3.** You a University teacher. According to the Curriculum you are to teach your students to use the Suppositional Mood and Subjunctive I in predicative subordinate clauses. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose a suitable way of presentation and explain this grammar material to your students.

**Instruction 4.** You have explained this grammar material to your students but they haven't grasped the idea. Make up a suitable chart of using the Suppositional Mood and Subjunctive I in predicative clauses.

**Instruction 5.** You are a University teacher. You are teaching your students to analyse sentences where the Suppositional Mood and Subjunctive I are used. Analyse the following sentences so that your students can grasp the idea of making the sentence analysis. You may use the following scheme for analysis.

**Point out:**

- the type of the sentence (simple/complex);
- the main clause, the subordinate clause and the conjunction that connects them if it's a complex sentence;
- the mood/moods that is/are used in this sentence;
- the form of the mood;
- the kind of the action expressed by the mood.

1. Psychologists' recommendation is that students shouldn't be hooked on the Internet.

2. A great number of people prefer to go to the theatre. Their advice is that you spend more time going to the theatre than staying at home.

3. My parents like to go on a picnic. Their rule is that they spend the whole day in the open air.

4. Doctors' advice is that people shouldn't be hooked on TV.

5. Some people prefer to do museums. My advice is that they ask a guide for help.

**Instruction 6.** You are a University teacher. You are working on the topic "Leisure and Weekend Activities in the UK"; grammar point is – "The Use of the Suppositional Mood and Subjunctive I in Predicative Subordinate Clauses". You have already explained the material and done some assignments given in the manual. But you feel that it's not enough for your students. Try to make up the substitution table to provide the recurrence of the pointed grammatical structure.

**Instruction 7.** You are a University teacher. You are working on the topic "Leisure and Weekend Activities in the UK"; grammar point is – "The Use of the Suppositional Mood and Subjunctive I in Predicative Subordinate Clauses". You have already explained the material and done some assignments given in the manual. But you feel that your students can't transform the proposed sentences into the sentences where the Suppositional Mood and Subjunctive I are used in predicative clauses. Try to make up your own exercise helping your students to cope with the task.

**Instruction 8.** You are a University teacher. The topic of your class is "Leisure and Weekend Activities in the UK"; grammar point is – "The Use of the Suppositional Mood and Subjunctive I in Predicative Subordinate Clauses". You are teaching your students to use this grammar material in spoken production according to the topic. Try to make up the situation that can inspire your students to use this grammar material in their monologues.

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## UNIT 13

### THE USE OF THE SUPPOSITIONAL MOOD AND SUBJUNCTIVE I IN ATTRIBUTIVE SUBORDINATE CLAUSES

#### *Introduction*

*Listen to the comments made by an American student and follow the printed text. Pay attention to the underlined sentence.*

At weekend you usually find me in a club. I choose clubs according to the type of music. I'm a music lover and I spend a lot of time listening to music. I like to dance and I can dance with my friends the whole night, but I'm crashed out by 3. I go to bed late and I'm tired in the morning. And in the morning my mother's advice that I return home earlier seems to be really reasonable.

#### *Theory*

The **Suppositional Mood** and **Subjunctive I** are used in attributive subordinate clauses after **nouns** denoting suggestion, demand, recommendation, order, such as *demand, necessity, order, recommendation, advice, request, proposal, suggestion, desire, rule*.

#### *Practice*

**Exercise 1.** You are a student and you are at your English class. You are discussing weekend activities and holidays in the USA. Listen to some students' comments on the problem. Write the numbers of the sentences where the Suppositional Mood or Subjunctive I are used in attributive subordinate clauses.

1. The advice that I shouldn't watch TV very often is quite reasonable.
2. The advice that people communicate more makes good sense.
3. Doctors recommend that young people shouldn't play computer games.
4. My teachers' proposal that I read more isn't for me.
5. My parents demand that I shouldn't go to pubs very often.
6. My advisor's recommendation that I join an art or culture group seems to be rather breathtaking.
7. Some specialists advise that young people in the USA shouldn't play violent computer games.
8. My mother's request that I go shopping with her irritates me. Shopping isn't my cup of tea.
9. The advice that we should listen to music, play musical instruments is cool.
10. My girlfriend told me of her desire that we go to gigs more often.
11. The proposal is that young people shouldn't spend much time on the Internet.

**Exercise 2.** You are yourself and you are at your English class. You are discussing the most popular leisure activities in the USA. Listen to the American

student's comments and agree with him/her if you share his/her point of view or disagree if you don't.

1. The new generation is growing up addicted to computers. Experts' recommendation that young people spend less time playing computers makes good sense.

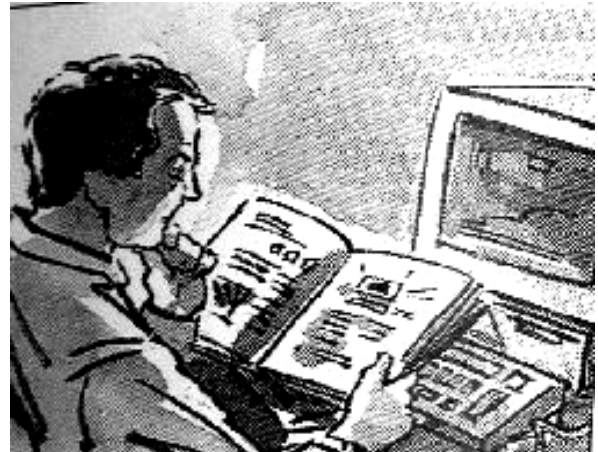
2. The proposal that young people play computers to learn them will make harm in future.

3. Computers are bad for health. Doctors' demand that people shouldn't spend more than two hours a day on computers is to be observed.

4. E-mail is a great invention. The advice that people use it helps them to send a letter fast and cheap.

5. The recommendation that people use e-mail is reasonable. It helps people to make friends all over the world.

6. There is more information on the Internet than in the world's biggest library. Experts' advice that people use the Internet to search information is rather helpful.



7. Chatting on the Internet can be great fun. The advice that people shouldn't give important information to strangers on the Net makes good sense.

8. A great number of people are fond of computer games. Some experts' recommendation that people limit the time spending on games is reasonable.

9. There is a lot of shooting and killing in computer games. Many experts give the recommendation that people shouldn't play such games.

10. Teachers' advice that young people play educational computer games must be taken into consideration.

**Exercise 3.** You are yourself and you are at your English class. You are going to speak about computers, one of the most popular leisure activities in the USA. You may use the following prompts to express the ideas on the problem.

<p><i>The advice</i>  <i>The proposal</i>  <i>The recommendation</i>  <i>The request</i>  <i>The desire</i>  <i>The demand</i>  <i>The suggestion</i></p>	<p><b>that</b></p>	<ul style="list-style-type: none"> <li>•computers shouldn't cut people off from the real world</li> <li>•computers shouldn't become an addiction</li> <li>•the Americans spend less time on computers</li> <li>•computers be used for learning</li> <li>•the Americans read online newspapers</li> <li>•the Americans shouldn't use computers only for entertainment</li> <li>•E-mail shouldn't prevent people from real communication</li> <li>•computers shouldn't become the most popular leisure activity in the USA</li> </ul>	<ul style="list-style-type: none"> <li>– is (not) reasonable.</li> <li>– is (not) useful.</li> <li>– is (not) helpful.</li> <li>– is meaningless.</li> <li>– makes good (no) sense.</li> <li>– must be taken into consideration.</li> <li>– is sensible.</li> </ul>
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**Exercise 4.** You are yourself and you are at your English class. You are going to discuss the most popular leisure activities and common ways of spending weekend in the USA and Ukraine. Listen to Richard's statements. Transform them and it will help you to express your ideas on the problem.

**Example.**

*Our teacher's recommendation is that students shouldn't be hooked on the Internet.*

*Our teacher's recommendation that students shouldn't be hooked on the Internet seems to be reasonable.*

1. The recommendation is that the Americans spend more time on sport activities.
2. Doctors' recommendation is that the Internet shouldn't become an addiction for youth.
3. Some experts' advice is that people limit the time spending on computer games.
4. Doctors' advice is that people be moderate in listening to music.
5. The proposal is that people shouldn't communicate only by means of the Internet.
6. Specialists' advice is that teenagers shouldn't gamble.
7. Doctors' advice is that people shouldn't be hooked on music.
8. Doctors' recommendation is that people spend on computers not more than two hours a day.
9. The recommendation is that young people shouldn't spend much time playing computers and watching violent films.
10. The proposal is that Ukrainian universities have different youth clubs and organizations.

**Exercise 5.** A friend of yours is going to take part in the discussion on the topic: "Weekend Activities in the USA". But he/she hasn't attended classes in Grammar. Help him/her to use the necessary form of the verbs in the following statements so that your friend can participate in the discussion.

1. Experts' recommendation that young people in the USA (to spend) less time watching TV and playing computer games is to be taken into consideration.
2. The advice that computers (not to cut) the Americans from the real world seems to be reasonable.
3. The proposal that the Americans (to have) more sightseeing tours during their holidays makes good sense.
4. My proposal that American students (to spend) more time communicating than watching TV is rather ponderable.
5. The request that the Americans (not to spend) much time playing computers and watching violent films is helpful.





6. The advice that young people in America (to spend) more time reading is to be taken into consideration.

7. The recommendation that students in the USA (not to go out clubbing) every weekend makes no sense.

8. The advice that students in the USA (not to club) during a week is rather useful.

**Exercise 6.** You are a Ukrainian student and you are at your English class now. You are discussing weekend activities and holidays in the USA together with a student from the USA. Express your point of view on the problem. You may start with the following.

1. The latest addiction to trap thousands of people in the USA is the Internet, which has been blamed for broken relationships, job losses and financial ruin. Many Americans spend up to 40 hours a week on the Internet.

*The advice that...*

*The recommendation that...*

*The proposal that...*

2. A great number of parents in the USA believe that their children spend more time on their PCs than communication with friends.

*The advice that...*

*The recommendation that...*

*The proposal that...*

3. A lot of Americans are fond of reading trashy novels.

*The advice that...*

*The recommendation that...*

*The proposal that...*

4. Young people in the USA feel that clubbing has become too popular, too loud, too mainstream and cool.

*The advice that...*

*The recommendation that...*

*The proposal that...*

5. Gambling is one of the most popular pastime in the USA.

*The advice that...*

*The recommendation that...*

*The proposal that...*

**Exercise 7.** You are a student and you are at your English class now. You are discussing the problem of weekend activities and holidays in the USA together with an American student. Listen to him/her and express yourself by making conclusions and comparing ways of spending weekend activities and holidays in Ukraine and the USA.

**Example.**

Watching television, playing computer games are among the most popular leisure activities in the USA.

*The advice that the Americans shouldn't spend much time watching TV and playing computers is rather reasonable.*

*The proposal that the Americans shouldn't learn life from computers is to be taken into consideration.*

*My recommendation that the Ukrainians shouldn't be hooked on computer games is rather helpful.*

1. Regular pastime in the USA includes going out for a meal, to a pub or bar.
2. Some people in the USA use the Internet to get acquainted and get married with someone they have never met before.
3. For some Americans the Internet is similar to other problems like gambling, smoking and drinking: addicts have dreams about the Internet; they need to use it since early morning; they wish they could cut down but they are unable to do so.
4. Psychologists recognize Internet Addiction Syndrome (IAS) as a new illness that can cause serious problems and ruin many lives.
5. A great number of students in the USA spend their spare time on part-time jobs.

**Exercise 8.** These are some extracts from a Ukrainian scientific journal. Translate these extracts into English and it will help you to express your ideas on the problem of using computers.

1. Вимога лікарів, щоб люди не працювали за комп'ютером більше двох годин без перерви, має бути прийнятою до уваги.
2. Порада лікарів, щоб діти до семи років не сідали за комп'ютер, має сенс.
3. Наполягання спеціалістів, щоб люди не спали в тій кімнаті, де стоїть комп'ютер, заслуговує на увагу.
4. Вимога професіоналів, щоб люди не зловживали комп'ютерними іграми, має сенс.
5. Порада спеціалістів, щоб люди використовували комп'ютер в навчальних цілях, має бути прийнятою до уваги.
6. Рекомендація вчителів, щоб учні частіше відвідували бібліотеки, аніж використовували електронні, є досить сумнівною, адже використання електронних бібліотек заощаджує час.
7. Порада лікарів, щоб діти більше часу проводили на свіжому повітрі, аніж в Інтернет кафе, має сенс.
8. Порада професіоналів, щоб люди використовували монітори із покриттям для захисту та на відстані не менше 1 метру, має значення для збереження зору людини.

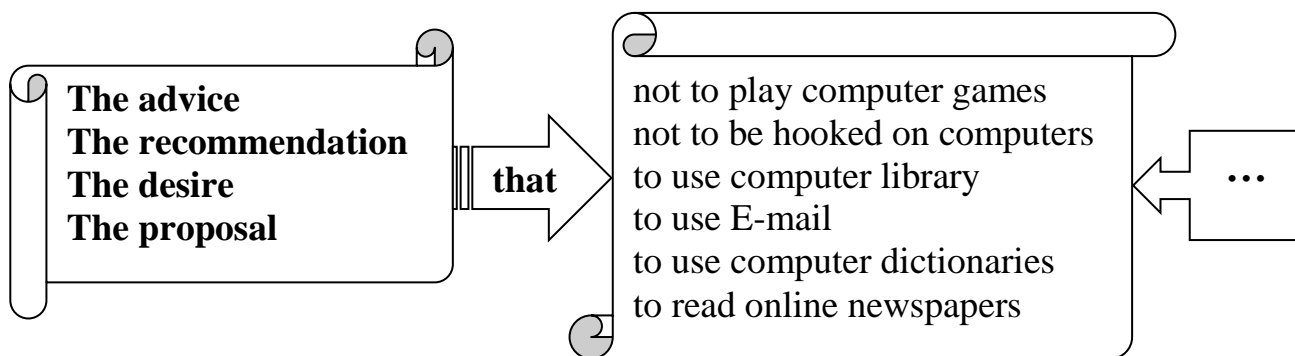
**Exercise 9.**

– You are a student from the USA and you study in Ukraine now. You are hooked on computers. Your Ukrainian friend finds computers harmful for health. Try

to assure your friend that computers are very important. Give him/her some pieces of advice, recommendations and proposals to prove advantages of computers.

– You are yourself. Try to assure your friend that computers are bad for health and they prevent people from real communication. Give him/her some pieces of advice, recommendations and proposals as for getting rid of such addiction.

*You may use the following prompts.*



**Example.**

Student 1 (an American student): *You see, I'm too tired now. I have been sitting at the computer all night long.*

Student 2 (a Ukrainian student): *But it's rather harmful. Doctors' advice that people shouldn't be hooked on computers makes good sense.*

**Exercise 10.** You are a student from the USA. Your Ukrainian friend knows nothing about computers. Give him/her some recommendations, advice so that you can inspire him/her to study computers.

*You may use a previous exercise for some ideas.*

**Exercise 11.**

– You are a Ukrainian student and you are chatting with your American friend about leisure hours. Get to know the most popular leisure activities in the USA.

– You are a student from the USA. Answer your Ukrainian friend's questions and give him/her some pieces of advice, recommendations and proposals as for ways of spending pastime in the USA.

**Exercise 12.** You are yourself. Your friend, a student from the USA, is eager to know about the most popular leisure activities and ways of spending weekend in Ukraine. Share the information with your friend and give him/her some pieces of advice, recommendations and proposals.

**Instruction 1.** You are a University teacher. Listen to your students' dialogue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

Point of evaluation	excellent	good	average	poor
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You are a University teacher. You have asked your students to advise the Americans how to spend their pastime. Listen to their answers and correct students' mistakes by giving the right variant.

**Example.**

The recommendation that students in the USA communicated more with their friends is to be appreciated.

**Student-teacher:** *The recommendation that students in the USA communicate more with their friends is to be appreciated.*

1. The advice that the Americans would spend more time on sports activities is to be taken into consideration.
2. The proposal that students in the USA won't waste their money on trashy video games makes good sense.
3. My desire that American students invited us to spend holidays together is rather natural.
4. The recommendation that students in the USA wouldn't be fond of clubbing makes good sense.
5. The advice that students spent more time visiting friends seems to be helpful.
6. The recommendation that students in the USA won't be hooked on the Internet is very important.
7. The advice that the Americans will spend spare time according to their liking seems to be reasonable.
8. The advice that the Americans use computers for education but not for entertainment makes sense.

**Instruction 3.** You are a University teacher. According to the Curriculum you are to teach your students to use the Suppositional Mood and Subjunctive I in attributive subordinate clauses. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose a suitable way of presentation and explain this grammar material to your students.

**Instruction 4.** You have explained this grammar material to your students but they haven't grasped the idea. Make up a suitable chart of using the Suppositional Mood and Subjunctive I in attributive subordinate clauses.

**Instruction 5.**

You are a University teacher. You are teaching your students to analyse sentences where the Suppositional Mood and Subjunctive I are used. Analyse the

following sentences so that your students can grasp the idea of making the sentence analysis. You may use the following scheme for analysis.

**Point out:**

- the type of the sentence (simple/complex);
  - the main clause, the subordinate clause and the conjunction that connects them if it's a complex sentence;
  - the mood/moods that is/are used in this sentence;
  - the form of the mood;
  - the kind of the action expressed by the mood.
1. The advice that I shouldn't watch TV very often is quite reasonable.
  2. Doctors' recommendation that young people shouldn't play computer games isn't taken into consideration.
  3. My teachers' proposal that I read more isn't for me.
  4. My advisor's recommendation that I join an art or culture group seems to be rather breathtaking.
  5. My parents' demand that I shouldn't go to pubs irritates me.

**Instruction 6.** You are a University teacher. You are working on the topic "Leisure and Weekend Activities in the USA"; grammar point is – "The Use of the Suppositional Mood and Subjunctive I in Attributive Subordinate Clauses". You have already explained the material and done some assignments given in the manual. But you feel that your students can't use the necessary form of the verbs in complex sentences with the Suppositional Mood and Subjunctive I in attributive clauses. Try to make up your own exercise helping your students to cope with the task.

**Instruction 7.** You are a University teacher. You are working on the topic "Leisure and Weekend Activities in the USA"; grammar point is – "The Use of the Suppositional Mood and Subjunctive I in Attributive Subordinate Clauses". You have already explained the material and done some assignments given in the manual. But you feel that your students can't complete the sentences using the Suppositional Mood and Subjunctive I in attributive subordinate clauses. Try to make up your own exercise helping your students to cope with the task.

**Instruction 8.** You are a University teacher. The topic of your class is "Leisure and Weekend Activities in the USA"; grammar point is – "The Use of the Suppositional Mood and Subjunctive I in Attributive Subordinate Clauses". You are teaching your students to use this grammar material in spoken interaction according to the topic. Try to make up the situation that can inspire your students to use this grammar material in their dialogues.

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## UNIT 14

### THE USE OF THE SUPPOSITIONAL MOOD AND SUBJUNCTIVE I in *lest*-clauses

#### **Introduction**

Listen to the comments made by an American student and follow the printed text.  
Pay attention to the underlined sentence.

I'm 16 years of age. I'm a student. I like going out to the cinema with my friends. But most of all I like shopping. I like to buy something new and to waste money. And that's why my parents don't give me much money lest I squander all of them.

#### **Theory**

The Suppositional Mood and Subjunctive I are used in clauses of purpose introduced by conjunction *lest*. As the conjunction *lest* is negative in meaning, the verb is in the affirmative form.

The use of Subjunctive I in clauses of purpose introduced by conjunction *lest* is more common.

#### **Practice**

**Exercise 1.** Listen to the comments made by an American student. Write down the numbers of the sentences where the Suppositional Mood or Subjunctive I are used in clauses of purpose introduced by conjunction *lest*.

1. You are supposed to know that there are 3 main types of public transport in the USA – taxis, buses, and subways lest you wait for trolley-buses and trams.

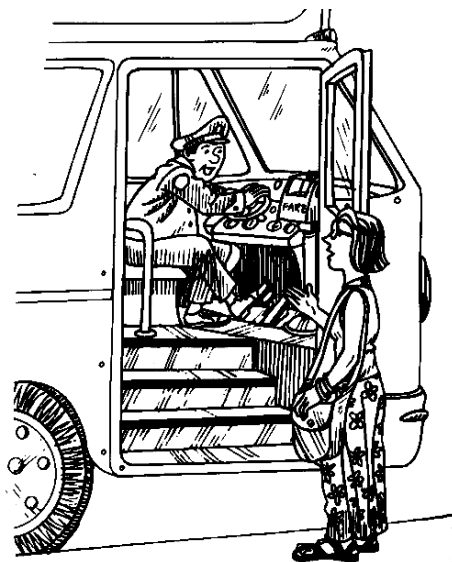
2. If you board a bus you are expected to pay your fare to the fare box lest you disturb a driver.

3. On a bus the passenger area is separated from the driver's by a white line drawn on the floor. You should be very attentive lest you overstep a white line while the bus is in motion.

4. If you need to change at once for another bus you may ask a driver to give you a transfer ticket. You had better ask a driver to give you a transfer ticket so that you won't pay money for a connecting bus.

5. You shouldn't ride taxis lest you waste your money.

6. The cab is a very popular kind of transportation and you ought to raise your hand very high up lest you miss it.



7. When you have got your cab, never take a front seat beside a driver lest you be looked at with suspicion.

8. You are expected to tip a driver so that you won't be openly reminded about it. It's a legitimate source of income.

9. You have to know how much to tip taxi drivers lest you overpay. It is ordinarily equal 15% of the fare.

10. You are to know that bus operators are official persons lest you tip them. In the USA official persons are never tipped.

**Exercise 2.** You are yourself. Your American friend has invited you for the holidays. But you have got some questions and have asked Richard, a volunteer from the USA to give you necessary information about public transport in the USA. Listen to Richard's remarks and point out whether you agree with his statements or not.

*Example.* If you are trying to find your way in a big city you had better use maps, guidebooks lest you lose the way.

*That's right! If you are trying to find your way in a big city you had better use maps, guidebooks lest you lose the way.*

1. "M" stands for any kind of public transport operated by municipal authorities. The Ukrainians have to know it lest they confuse it with "M" for Ukrainian underground railway station.

2. People had better not eat or drink in subway cars lest they be fined.

3. People had better not try to evade paying fare lest they be punished with a summons and a \$20 fine because of the first offence of this kind.

4. It's better not to evade paying fare for the second time lest criminal proceeding be instituted.

5. One return ticket is about one-third cheaper than two tickets for both rides, but it must be used on the same day. People prefer to use return tickets lest they waste money.

6. The Americans usually buy tokens to use them for both bus and railway rides on any days. They buy tokens lest they should worry about changing money to have exact fare ready.

7. Passengers are supposed to keep a ticket till the end of the ride lest they be fared by ticket inspectors.

**Exercise 3.** You are a student and you are at your English class. Your friend is going to the USA for holidays and it is necessary for him/her to know about public places for eating in the USA. Give him/her some recommendations and pieces of advice.

*You may use the following table for information.*

<ul style="list-style-type: none"> <li>•You should know that in the USA there are cheap fast food restaurants, snack bars, medium price and expensive high-class restaurants</li> <li>•You'd better not go to expensive high-class restaurants</li> <li>•You may go to cheap fast food restaurants and snack bars</li> <li>•In cheap fast food restaurants you are given the order number. Try not to forget it</li> <li>•If you go to the restaurant, don't take a seat at the table where someone else is sitting if there are vacant tables</li> <li>•In fast food restaurants meals are eaten of the same trays on which they are brought. You shouldn't load everything off the tray onto the table</li> <li>•In fast food restaurants don't forget to remove your tray from the table and empty the trash</li> <li>•In fast food restaurants you had better order a meal, a fixed set of food and drinks with a fixed price</li> <li>•None of the fast food restaurants serves strong drinks. You had better not order strong drinks in such restaurants</li> </ul>	lest	<ul style="list-style-type: none"> <li>– you waste money.</li> <li>– you take anybody's seat.</li> <li>– you look ignorant.</li> <li>– you be reprimanded.</li> <li>– people pay attention to you.</li> <li>– you be embarrassed.</li> </ul>
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**Exercise 4.** You are a student and you are at your English class. You are going to discuss the peculiarities of medium-price restaurants in the USA so that your friend can get the necessary information. Transform the following statements according to the example and it will help you to express the ideas on the problem.

***Example.***

You should know about medium-price restaurants so that you can't be ignorant of this type of restaurants that are rather popular in the USA.

*You should know about medium-price restaurants lest you be ignorant of this type of restaurants that are rather popular in the USA.*

1. You have to know about tips in medium-price restaurants so that you won't overpay waiters. The amount of the tip should be about 10%-15% of the price of the order.

2. Sometimes "service" is included in the price. You had better see the check or bill before giving a tip so that you won't tip a waiter twice.



3. You had better not order strong drinks so that you won't waste your money. Strong drinks in such restaurants are rather expensive.

4. You shouldn't take strong drinks at breakfast or lunch so that people won't pay attention to you. In the USA people usually take strong drinks only in the evening – at dinner time.

5. You had better not take strong drinks so that you won't be ostracized.

6. You shouldn't smoke in the restaurants so that you won't be reprimanded. Most restaurants in the USA are non-smoking.

7. You may order a meal, a fixed set of food and drinks with a fixed price so that you won't waste your money.

8. Don't try to take a vacant seat at the table where somebody else is sitting so that you won't intrude on people's privacy. It is totally inadmissible in restaurants.

9. When you can't eat everything you have ordered and do not want to leave it, ask a waiter to make a doggie bag, which is a usual occurrence in moderate-price restaurants. But don't ask for a doggie bag in expensive restaurants so that you won't shock or surprise people around you.

10. Visit a Mexican food restaurant so that you won't regret later. The Mexican food is rather delicious and you can very rarely eat it in Europe.



**Exercise 5.** You are at your English class and you are going to discuss the peculiarities of supermarkets in the USA. Your group-mate has been to the USA and he/she wants to speak about the peculiarities of American supermarkets but he/she has some problems with grammar. Help him/her to use the necessary form of the verbs in brackets so that he/she can represent the information.

1. When shopping in a supermarket don't forget to take a cart on entering lest you (to be look) at with some suspicion.

2. You have to know that a supermarket in the USA is only for selling food and household necessities lest you (to look for) other goods there.

3. You'd better take into consideration that the incredible variety of goods can be found in a supermarket lest you (to be) at a loss.

4. Before going to a supermarket make a list of food or household goods you need lest you (to be) lost in the diversity of goods.



5. You should read all the information about what you are buying lest you (to buy) unnecessary goods.

6. You have to know that the indicated price never includes the sales tax lest you (to be) embarrassed.

7. It's necessary to know that in the USA in any kind of store you have to pay the price plus the sales tax lest you (to be) at a loss.

8. In a supermarket you may buy "convenience" food lest you (to do) a lot of cooking where you live.

9. You had better not buy any exotic or out-of-season food lest you (to waste) your money.

10. Don't put anything into your pocket lest you (to forget) about it at the exit. You may be in for a lot of trouble.

11. You had better not do shopping before public holidays and on Saturdays lest you (to stand) in line.

**Exercise 6.** You are at your English class. Your friend is going to the USA for holidays and it is necessary for him/her to know about the most spread types of stores in the USA. Give him/her some recommendations, pieces of advice. You may start with the following.

1. Malls are quite specific shopping centers where all kinds of manufactured goods can be bought. You have to know it lest...

2. Mall is not only a place of trade but a place of entertainment as well, where you can always find a lot of restaurants, bars and where you can watch different performances, listen to singers and comedians. You'd better take it into consideration lest...

3. Factory outlets are a kind of malls, but goods are sold there directly by manufacturing companies and that's why goods are always cheaper there. You had better buy goods in factory outlets lest ...

4. Malls can give great discounts during sales. You should know about this advantage lest...

5. A Wal-Mart is a discount-trading city, where you can find every type and kind of a store. You should get to a Wal-Mart lest...

6. A Wal-Mart is a gigantic one-story structure with dozens of entrances and exits. You have to take it into consideration lest...

7. Conventional stores are specialized in selling some specific kind of merchandise and prices are rather high there. There is no need to get such stores lest ...

8. Pharmacy is one of the most frequently encountered stores for selling everything medical, some everyday trifles. You have to know it lest...



9. A pharmacist may be severely punished for giving medical advice, especially if something goes wrong. You'd better not ask a pharmacist for a piece of advice lest...

10. It should be remembered that medicines, especially sold under brand names, can be very expensive. It's advisable to know it lest ...

**Exercise 7.** You are a student and you are at the English class now. Your group-mate is going to the USA for holidays and you are expected to discuss American lifestyles so that your group-mate can get some pieces of advice and recommendations. Listen to the comments made by your American teacher and express the ideas on the problem by making conclusions of your own and comparing American and Ukrainian lifestyles.

**Example.**

Conventional stores, supermarkets, malls, Wal-Mart's, and pharmacies are the most spread types of stores in the USA.

*You should know about peculiarities of stores lest you be embarrassed.*

*We had better have Wal-Mart's in Ukraine lest we get markets.*

*Ukrainian shops had better have entertainment lest we waste our time going to the restaurants, bars.*

1. All types of American stores have sales and promotions.
2. A lot of Americans prefer to buy "convenience" food.
3. There are 3 main types of public transport in the USA – taxis, buses, and subways.
4. If you don't tip a waiter or a driver who is serving you well, you are depriving him/her of his/her legitimate dues.
5. In the USA there are cheap fast food restaurants, snack bars, medium price and expensive high-class restaurants.

**Exercise 8.** Listen to the comments made by the Ukrainian student who has just returned from the USA. Translate them into English and it will help you to express yourself about public places for eating.

1. В Америці є різні типи ресторанів та закусточних. Ви повинні знати особливості ресторанів, щоб не потрапити у халепу.

2. Якщо Ви вирішили відвідати дешевий ресторан у США, зачекайте, поки звільниться окремий стіл, щоб на Вас не дивилися з підозрою.

3. Найчастіше я купував полуфабрикати в супермаркеті, щоб ми не витрачали зайвих грошей.

4. Якщо у Вас немає вільного часу, варто відвідати закусточні, щоб Ви не марнували час на приготування їжі.

5. Одного разу мене запросили в дорогий ресторан. Я не замовляв спиртного, щоб на мене не дивилися з підозрою.

6. У ресторані я заплатив чайові, щоб офіціант на мене не образився.

7. Я не курих у ресторані, щоб мені не зробили зауваження.

8. В ресторані ми замовили місце заздалегідь, щоб нам марно не приходити, оскільки в дорогих ресторанах не завжди є вільні місця.

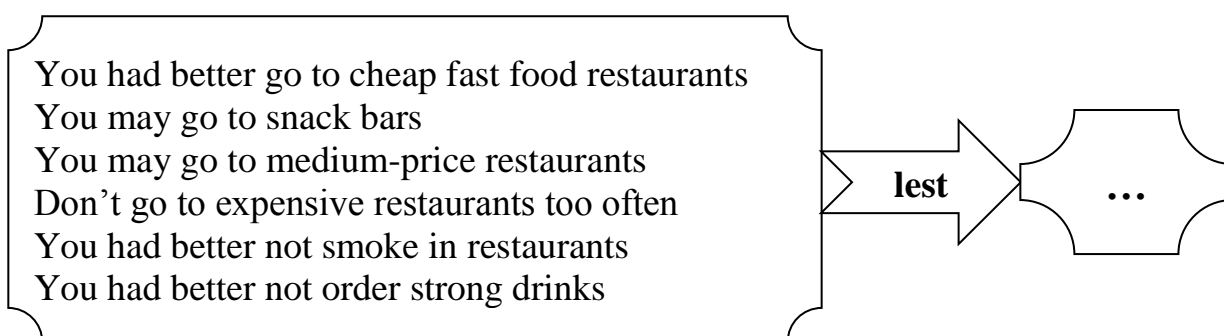
9. Відвідайте різні ресторани, з різними кухнями, щоб потім Ви не жалкували.

### Exercise 9.

– You are yourself. Your American friend has invited you for the holidays. You have never been to the USA and you know nothing about public places for eating in this country. Ask your teacher of English, a volunteer from the USA, to give you some recommendations, pieces of advice as for eating out in the USA.

– You are Richard, a volunteer from the USA. Your student is going to the USA but he/she has no idea of places for eating in your country. Give him/her some recommendations, pieces of advice as for eating out.

*You may use the following prompts.*



### Example.

Student 1 (a Ukrainian student): *You see, I'm going to the USA but I know nothing about public places for eating. Could you give me some pieces of advice?*

Student 2 (an American teacher): *Surely. First of all you may go to cheap fast food restaurants lest you waste your money.*

**Exercise 10.** You are yourself. Richard has informed you about public places for eating in the USA and he wants you to give him some recommendations, pieces of advice as for eating out in Ukraine. Give him some advice, recommendations so that he can be knowledgeable about it.

*You may refer to a previous exercise for some ideas.*

### Exercise 11.

– You are a student. Your American friend has invited you for the holidays. You have never been to the USA and you know nothing about shopping and peculiarities of stores in this country. Ask your teacher of English, a volunteer from the USA to give you some recommendations, pieces of advice as for shopping in the USA.

– You are Richard, a volunteer from the USA. Your student is going to the USA but he/she knows nothing about shopping and peculiarities of stores in your country. Give him/her some recommendations, pieces of advice as for shopping in the USA.

**Exercise 12.** You are yourself. Richard has informed you about shopping and peculiarities of stores in the USA and he wants you to give him some recommendations, pieces of advice as for shopping and types of stores in Ukraine. Give him some advice, recommendations so that he can get the complete information on the mentioned item.

**Instruction 1.** You are a University teacher. Listen to your student’s monologue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

<b>Point of evaluation</b>	<b>excellent</b>	<b>good</b>	<b>average</b>	<b>poor</b>
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You are a University teacher. You have asked your students to give some pieces of advice, recommendations and proposals as for spending holidays in the USA. Listen to their answers and correct students’ mistakes by giving the right variant.

**Example.** You’d better get some information about public transport in the USA lest you shouldn’t waste time waiting for the trolley-buses.

**Student-teacher:** *You’d better get some information about public transport in the USA lest you should waste time waiting for the trolley-buses.*

1. Don’t ignore the traffic lights lest you are in for a lot of trouble.
2. You are to tip waiters lest you were looked at with suspicion.
3. There is no need to go to expensive restaurants lest you shouldn’t waste much money.
4. You’d better buy “convenience” food lest you spent a lot of time cooking.
5. Don’t buy out-of-season food lest you’ll waste your money.
6. Visit all types of restaurants lest you will regret later.
7. Don’t ask for a doggie bag in expensive restaurants lest you would shock or surprise anybody.
8. You should know about peculiarities of stores lest you will be embarrassed.

**Instruction 3.** You are a University teacher. According to the Curriculum you are to teach your students to use the Suppositional Mood and Subjunctive I in *lest*-clauses. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose a suitable way of presentation and explain this grammar material to your students.

**Instruction 4.** You have explained this grammar material to your students but they haven't grasped the idea. Make up a suitable chart of using the Suppositional Mood and Subjunctive I in *lest*-clauses.

**Instruction 5.** You are a University teacher. You are teaching your students to analyse sentences where the Suppositional Mood and Subjunctive I are used. Analyse the following sentences so that your students can grasp the idea of making the sentence analysis. You may use the following scheme for analysis.

**Point out:**

- the type of the sentence (simple/complex);
- the main clause, the subordinate clause and the conjunction that connects them if it's a complex sentence;
- the mood/moods that is/are used in this sentence;
- the form of the mood;
- the kind of the action expressed by the mood.

1. People had better not eat or drink in subway cars lest they be fined.
2. You had better not try to evade paying fare lest you should be punished.
3. Don't try to evade paying fare for the second time lest criminal proceeding be instituted.
4. People prefer to use return tickets lest they waste money.
5. Passengers are supposed to keep the ticket till the end of the ride lest they be fared by ticket inspectors.

**Instruction 6.** You are a University teacher. You are working on the topic "Spending Holidays in the USA"; grammar point is – "The Use of the Suppositional Mood and Subjunctive I in *lest*-clauses". You have already explained the material and done some assignments given in the manual. But you feel that your students can't produce their own utterances using the Suppositional Mood and Subjunctive I in *lest*-clauses. Try to make your own exercise so that your students can cope with the task.

**Instruction 7.** You are a University teacher. You are working on the topic "Spending Holidays in the USA"; grammar point is – "The Use of the Suppositional Mood and Subjunctive I in *lest*-clauses". You have already explained the material and done some assignments given in the manual. But you feel that your students can't translate sentences from Ukrainian into English where the Suppositional Mood and Subjunctive I are used in *lest*-clauses. Try to make up your own exercise so that your students can cope with the task.

**Instruction 8.** You are a University teacher. The topic of your class is "Spending Holidays in the USA"; grammar point is – "The Use of the Suppositional Mood and Subjunctive I in *lest*-clauses". You are teaching your students to use this grammar material in spoken interaction according to the topic. Try to make up the situation that can inspire your students to use this grammar structure in their dialogues.

## THE USE OF SUBJUNCTIVE I IN SET EXPRESSIONS

**Introduction**

*Listen to a short dialogue following the printed text. Pay attention to the underlined sentences.*

*Angela: Sandra! I have got some news for you.*

*Sandra: What news?*

*Angela: In a month I'll get married.*

*Sandra: Are you crazy?!*

*Angela: I have fallen in love with your brother.*

*Sandra: My brother!? It's a surprise for me. Anyway come what will!*

*Angela: Don't you want to congratulate me?*

*Sandra: Be yours a happy marriage!*

**Theory**

Subjunctive I is used in a few set expressions which are a survival of the old use of this mood. New sentences cannot be formed on this pattern. These set phrases are usually exclamatory and they are the following.

***Success attend you!***

***Manners be hanged!***

***May you live long and be happy!***

***God bless you!***

***May all your dreams come true!***

***Let it be so!***

***So be it!***

***Be yours a happy marriage!***

***Be yours a happy journey!***

***Heaven be praised!***

***Heaven help us!***

***God forgive you!***

***God forbid!***

***Come what will!***

***Happen what may!***

***Be (this) that as it may...***

***Damn it!***

***Damn you!***

***Curse this!***

***Hang it all!***

***Far be it from me...***

### **Practice**

**Exercise 1.** These are some extracts from a British magazine. Write down the numbers of the sentences where Subjunctive I is used in set expressions.

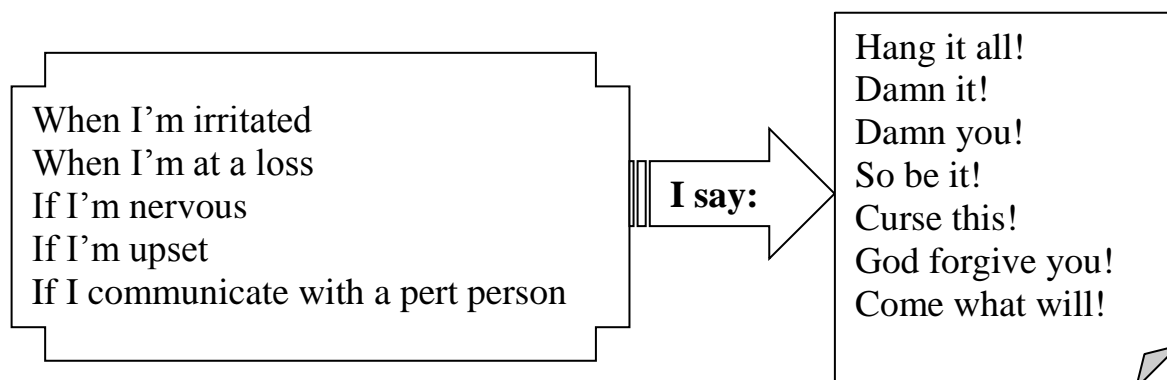
1. Before passing exams we say to each other: “Success attend you!” or “Heaven help us!”.
2. When we are at the party my friend is in the habit of saying: “Manners be hanged!”.
3. I’m not ready for the exams. Come what will!
4. Every time when I am at a birthday party I say to one whose name-day it is: “I wish you were happy”.
5. When somebody sneezes people usually say: “God bless you!”.
6. My friend is a great dreamer. We always say to him: “May all your dreams come true!”.
7. My best friend hates arguing, he is in the habit of saying: “Let it be so!”.
8. When my friends are going on a journey I say to them: “I wish you had a happy journey”.
9. Heaven be praised! I have graduated from the University.

**Exercise 2.** You are yourself and you are at your English class. Listen to Richard, a teacher from the USA, and point out whether you say so or not when you communicate with someone who speaks English.

1. When somebody sneezes I say: “God bless you!”.
2. When I’m irritated I happen to say: “Curse this!”.
3. If I’m at a loss I may say: “Heaven help us!”.
4. When I’m too nervous I happen to say: “Damn it!”.
5. If I can’t cope with a task I sometimes say: “Hang it all!”.
6. When I’m depressed I usually say: “Come what will!”.
7. If I’m at a wedding party I usually wish: “Be yours a happy marriage!”.
8. When I try to persuade somebody but in vain I say: “Let it be so!”.

**Exercise 3.** You are a student and you are at your English class. Richard, a teacher from the USA, is eager to know what phrases you use when you are irritated, at a loss, or upset.

*You may use the following prompts.*





**Exercise 4.** You are a student and you are at your English class. Richard is interested in phrases you use in special situations. Complete the following sentences and it will help you to express yourself.

1. If I communicate with a pert person...
2. If a stranger calls me at night...
3. If my neighbour listens to loud music at midnight...
4. If I stand in a line and I'm in a hurry...
5. If I fail an exam...
6. If my wallet had been stolen...
7. If anybody irritates me...
8. If my friend deceives me...

**Exercise 5.** You are yourself and you are at your English class. Richard, a volunteer from the USA, wants to know what you would say in the following situations. Answer his questions.

1. What would you say if you were invited to the wedding of your beloved girl/boy?
2. What would you say if you won 1 million \$?
3. What would you say if anybody had broken your car?
4. What would you say if there were a fire in this room?
5. What would you say if you saw your girl/boy with another partner?
6. What would you say if your girl/boy invited another partner for a dance?
7. What would you say if you found a wallet with a huge sum of money?

**Exercise 6.** These are some extracts from your University newspaper. Translate them into English it will help you to express your ideas using set expressions.

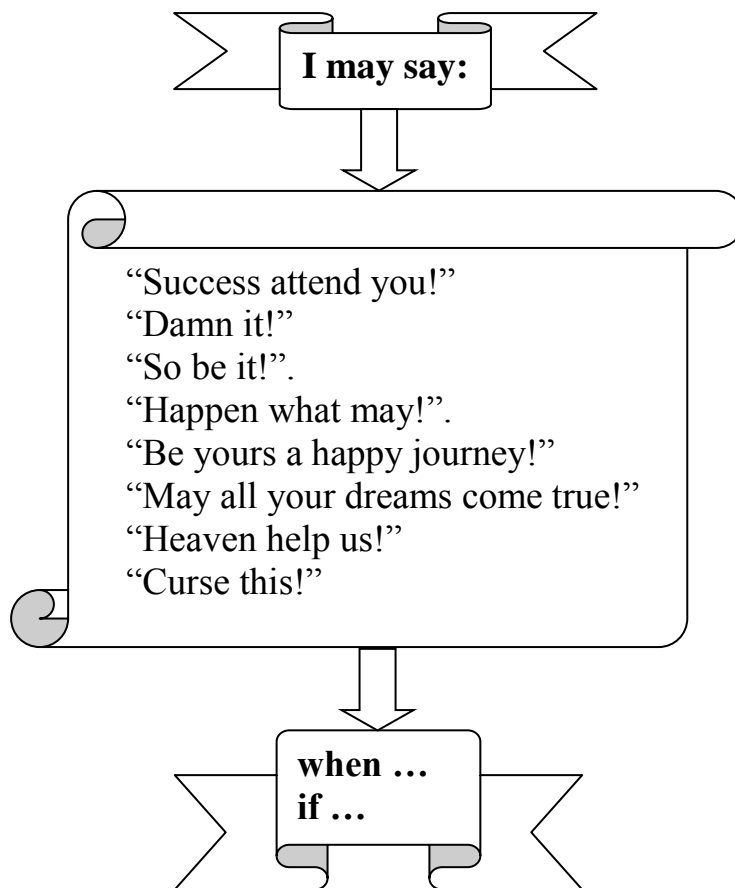
1. До бісу все це!
2. Прокляття!
3. Будь, що буде.
4. До біса всі церемонії!
5. Будьте здорові!
6. Щасливого вам одруження!
7. Іди ти до бісу!
8. Пропади воно пропадом!
9. Бажаю вам жити довго і бути щасливими до кінця своїх днів!

**Exercise 7.**

– You are Richard, a teacher from the USA. You have learnt different set expressions with your students but you are eager to know what expressions they will use in their speech and in what situations.

– You are a Ukrainian student and you are at your English class. Answer your teacher's questions.

*You may use the following prompts if it's necessary.*



**Example.**

Student 1 (*an American teacher*): Well, we have just learnt set expressions and I'd like to know which of them you will use and in what situations.

Student 2 (*a Ukrainian student*): As for me, I'll say: "Heaven help us!" before taking my exam.

**Exercise 8.** You are yourself. Your friend has missed a class in Practical Grammar when you studied the use of Subjunctive I in set expressions. Tell him in what situations these set expressions can be used. *You may refer to a previous exercise for some ideas.*

**Exercise 9.**

– You are a student from Great Britain. The previous night you had a quarrel with your Ukrainian neighbour. Now you are going to meet your friends in the café and you are in a hurry. But the problem is that your neighbour has locked you in the bathroom. It irritates you greatly. Try to persuade your neighbour to open the door.

– You are a student from Ukraine. The previous night you had a quarrel with your neighbour from the UK and you have made up your mind to revenge yourself on him/her. So, you locked him/her in the bathroom. Say him/her about your revenge and mention that you won't open the door till midnight.

**Exercise 10.** You are a student from the UK. Yesterday your Ukrainian neighbour locked you in the bathroom and you were sitting there till midnight and didn't meet your friends. Explain the reason for your absence to your friends. Don't forget to mention your talk with your neighbour.

**Instruction 1.** You are a University teacher. Listen to your students' dialogue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

Point of evaluation	excellent	good	average	poor
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You are a University teacher. You have asked your students to name the expression where Subjunctive I is used. Listen to their answers and correct students' mistakes by giving the right variant.

*Example.*

God blesses you!

**Student-teacher:** *God bless you!*

1. Success attends you!
2. Heaven is praised!
3. God forgives you!
4. God forbids!
5. Manners are hanged!
6. May all your dreams came true!
7. So is it!
8. Far is it from me!
9. Comes what will!



**Instruction 3.** You are a University teacher. According to the Curriculum you are to teach your students to use Subjunctive I in set expressions. You know that there are three ways of presentation grammar material: 1) with the help of a linguistic rule, 2) with the help of an instruction, 3) with the help of a heuristic talk. Choose a suitable way of presentation and explain this grammar material to your students.

**Instruction 4.** You are a University teacher. You are working on the topic "Spending Holidays in the USA"; grammar point is – "The Use of Subjunctive I in Set Expressions". You have already explained the material and done some assignments given in the manual. But you feel that your students can't make up dialogues with the

help of the prompts. Try to make up your own exercise helping your students to cope with the task.

**Instruction 5.** You are a University teacher. You are working on the topic “Spending Holidays in the USA”; grammar point is – “The Use of Subjunctive I in Set Expressions”. You have already explained the material and done some assignments given in the manual. But you feel that your students can’t make up monologues with the help of the prompts. Try to make up your own exercise helping your students to cope with the task.

**Instruction 6.** You are a University teacher. The topic of your class is “Spending Holidays in the USA”; grammar point is – “The Use of Subjunctive I in Set Expressions”. You are teaching your students to use this grammar material in spoken production according to the topic. Try to make up the situation that can inspire your students to use this grammar material in their monologues.



## PART II

### REVISION

#### UNIT 1

**Revise the theoretical material of the following themes:** the Conditional Mood in simple sentences, Conditionals, complex sentences with the adverbial clauses of concession.

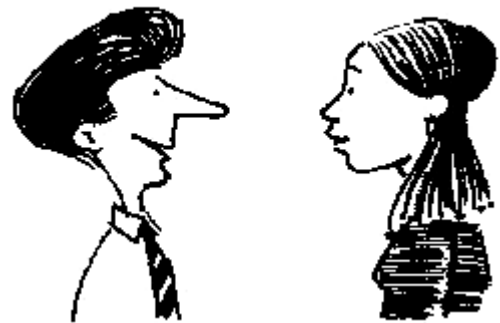
#### Exercise 1.

– You are a Ukrainian student and you study at a Pedagogical University. You feel that teaching isn't your cup of tea and you are going to change your profession and to become a computer programmer. Tell your British friend about your decision and ask him/her for a piece of advice.

– You are a student from the UK. Your friend has chosen the profession of a teacher but now he/she is hooked on computers and has a desire to become a computer programmer. Try to persuade your friend not to change the profession. Say what you would do in his/her place.

I'm hooked on computers. Otherwise I wouldn't have made up my mind to change the profession.

If I were you, I would think it over.



**Exercise 2.** You are a Ukrainian student and you are at the round table discussion together with British teachers and students. You are speaking on the problem of teaching in the UK. Say how you would behave and teach if you were a teacher in the UK. Try to point out your ways of improving pupils' studies and discipline.



### Exercise 3.

You are a teacher and you're at the International Conference for Teachers of English. The aim of this conference is to discuss some problems in teaching and studying in Ukraine, the USA and Great Britain. The members of the conference are supposed:

- 1) to name the problems;
- 2) to point out the reasons for mentioned problems;
- 3) to impart proposals for solving these problems.

**First** work in small groups of three or four students. Each group is to represent teachers from 1) the USA; 2) Ukraine; 3) Great Britain.

**Then** a representative of each group is to speak summing up the information in his/her group.



**Instruction 1.** You are a University teacher. Listen to your student's monologue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

Point of evaluation	excellent	good	average	poor
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You have just graduated from a Pedagogical University and you are applying

for a job. You have already been interviewed and now you are supposed to display your skills in teaching. You are to make up your own exercises on the topic "Choosing a Career", so that you can form and develop students' ability to use the third type of Conditionals for different communicative purposes. Use of visual aids will be appreciated. Don't forget that you are given only 30 minutes for your presentation. *You may use the memo of the foreword.*

**Revise the theoretical material of the following themes:** the use of Subjunctive II in object subordinate clauses after *wish*, in clauses of comparison and predicative clauses, the use of Subjunctive II after *it is (high) time*, *it is about time*, the independent use of Subjunctive II to express *advice*, *preference*, *wish*.

**Exercise 1.**

– You are a student from the USA and you study in Ukraine. You have a desire to promote good health and keep to a diet but you are not good at such questions. Impart your wishes to your Ukrainian friend and ask him/her for a piece of advice.

– You are yourself. Your American friend is going to keep to a diet. The problem is that he/she knows nothing about it. Give him/her some pieces of advice so that your friend can improve his/her health.

You'd better  
choose a  
balanced diet.



**Exercise 2.** You are yourself. Your British friend is a heavy smoker and he can't get rid of such addiction. Try to persuade your friend to give up smoking. Give him some pieces of advice so that your friend can do away with smoking.



**Exercise 3.** You are at the English debating club now and you are discussing the problem of cloning. Work in two groups.

The members of the first group are *supporters of cloning*.

The members of the second group are *cloning resisters*.

A representative of each group is to sum up the discussion and impart wishes, advice, preferences, proposals for solving the problem of cloning.

**Instruction 1.** You are a University teacher. Listen to your student's monologue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

Point of evaluation	excellent	good	average	poor
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You have just graduated from a Pedagogical University and you are applying for a job. You have already been interviewed and now you are supposed to display your skills in teaching. You are to make up your own exercises on the topic “A Question of Health” so that you can form and develop students’ ability to use Subjunctive II to express unreal activity in subordinate object clauses after “wish” for different communicative purposes. Use of visual aids will be appreciated. Don’t forget that you are given only 30 minutes for your presentation. *You may use the memo of the foreword.*



### UNIT 3

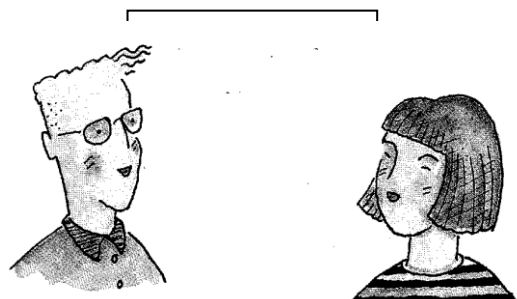
**Revise the theoretical material of the following themes:** the use of the Suppositional Mood and Subjunctive I in subject/ object /predicative / attributive subordinate clauses and in *lest*-clauses, the use of Subjunctive I in set expressions.

#### Exercise 1.

– You’re a Ukrainian student. A group of British students has arrived at your University. It’s a day off tomorrow. Ask British students how they would like to spend tomorrow’s weekend in the company of Ukrainian students if they had a lot of spare time. Propose some plans of your own.

– You’re a student of Oxford University. You’ve come to Ukraine. Answer the Ukrainian students’ questions and tell them how you would like to spend tomorrow’s weekend if you had a lot of spare time. Propose some plans of your own according to your interests.

**Exercise 2.** You are yourself. Your British friend spends all his/her weekends in the casino. He/she is hooked on gambling and can’t get rid of this addiction. Try to persuade your friend to stop gambling. Give him/her some pieces of advice, recommendations.





**Exercise 3.** You are at the English debating club now and you are discussing students' sports life and leisure in the USA, the UK and Ukraine.

**First** work in small groups of three or four students. Each group is to discuss:

- 1) peculiarities of students' sports life and leisure in the USA;
- 2) peculiarities of students' sports life and leisure in the UK;
- 3) peculiarities of students' sports life and leisure in Ukraine.

**Then** a representative of each group is to speak summing up the information in his/her group and try to give some advice, recommendations for going in for sports and spending leisure in 1) the USA, 2) the UK, 3) Ukraine.

**Instruction 1.** You are a University teacher. Listen to your student's monologue. Try to evaluate it and point out grammar mistakes. Use the following scheme and criterion for evaluation.

<b>Point of evaluation</b>	<b>excellent</b>	<b>good</b>	<b>average</b>	<b>poor</b>
Grammatical correctness				
<b>Mistakes:</b>				

**Instruction 2.** You have just graduated from a Pedagogical University and you are applying for a job. You have already been interviewed and now you are supposed to display your skills in teaching. You are to make up your own exercises on the topic "Sports and Leisure in the UK" so that you can form and develop students' ability to use the Suppositional Mood and Subjunctive I in subject subordinate clauses for different communicative purposes. Use of visual aids will be appreciated. Don't forget that you are given only 30 minutes for your presentation. *You may use the memo of the foreword.*



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*Навчально-методичне видання*

**СТЕЧЕНКО**  
**Тетяна Олександрівна**

**ПРАКТИЧНА ГРАМАТИКА АНГЛІЙСЬКОЇ МОВИ.  
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