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ENGLISH GRAMMAR FOR JOURNALISTS

(vysokoškolské učebné texty)

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Introduction

Učebné texty predstavujú cielene zameraný študijný materiál, ktorý poskytuje ucelený prehľad základných gramatických javov, nevyhnutných pre plynulé používanie anglického jazyka; primárne sú určené pre študentov žurnalistiky, ale veríme, že nájdu svoje uplatnenie i v iných odboroch. Pri ich zostavovaní sme vychádzali z predpokladu ovládania anglického jazyka na úrovni B2 SERR. Ich hlavným cieľom je prehĺbovanie a rozširovanie vedomostí a zručností v oblasti gramatiky, dosiahnutie takej jazykovej úrovne študentov, aby mohli plynule čítať náročnejšie texty zo svojho odboru, komunikovať v rámci svojej odbornej tematiky a predovšetkým tvoriť hodnotný, gramaticky správny text.

Publikácia je koncipovaná modulovo, nejedná sa o učebnicu s postupnou gradáciou obsahovej náročnosti, každá kapitola predstavuje viacmenej samostatný celok, ktorý možno, podľa potreby a záujmu študenta, resp. vyučujúceho, preberať aj izolovane: jednotlivé kapitoly približujú vybrané gramatické javy v takom rozsahu, aký je pre študenta žurnalistiky potrebný. Preberaná látka je rozvrhnutá v nasledovných tematických okruhoch: *The Most Common Grammar Mistakes. Present Tense. Present Perfect Tense. Narrative Tenses. Future Forms. Conditionals. Wishes And Regrets. Passive Voice. Indirect/ Reported Speech. Relative Clauses. Articles. Verb Patterns. Associated Press Stylebook.* Každá kapitola obsahuje teoretický výklad problematiky gramatických javov, ktorý je doplnený množstvom príkladov, praktických cvičení a aktivít. Výber textov k jednotlivým cvičeniam je motivovaný predovšetkým aktuálnosťou jazyka a tematickou relevantnosťou s predpokladom stimulácie odbornej jazykovej kompetencie študentov.

1 The Most Common Grammar Mistakes

One of the most important elements of good writing is grammar. It means the rules by which the words fit into the structure. Here are some of the most common mistakes made by journalists. Going through the chapter you can learn to identify and avoid them in your writing.

Collective nouns

Some nouns which are collections of individual parts are treated as plural, while others are treated as singular. There is a general guideline saying that if individuals within the group act or make decisions as a single body, we use the singular verb.

- *The Government said it was going to abolish income tax.* (right)
- *The Government said they were going to abolish income tax.* (wrong)

However, if the collective group is more noted for its individual parts, treat it as a plural. This is commonly done for sporting teams.

- *The team manager said they were going to win.* (right)
- *The team manager said it was going to win.* (wrong)

Remember also that a singular noun should be treated as singular even when it contains several things. For example, we say that:

- *A bag of coconuts is sitting on the table.*
- *A flock of sheep is grazing in the field.*
- *The bus full of nurses is waiting outside.*

This is because the subject of the sentence is "a bag", not "coconuts"; "a flock", not "sheep"; and "a bus", not "nurses".

Neither, none, each, every

The words *neither*, *none*, *each* and *every* are treated as singular when they are the subject of a verb, even though they refer to more than one

thing or person. This is because the words mean *not either one, not one, each one* and *every one*.

- *Neither the man nor the woman is able to speak. (right)*
- *Neither the man nor the woman are able to speak. (wrong)*

The word *none* is treated as singular (because it is short for *not one*), even though it is usually followed by a plural noun. The subject of the sentence is *none* (i.e. *not one*) and therefore needs a singular verb. The subject of the sentence which follows is *not men*, it is *none*:

- *None of the men was willing to testify in court. (right)*
- *None of the men were willing to testify in court. (wrong)*

The words *each* and *every* are treated as singular, even though they may be followed by a long list of things they refer to.

- *Every car, bus, bicycle and rickshaw in the city has to be licensed. (right)*
- *Every car, bus, bicycle and rickshaw in the city have to be licensed. (wrong)*

Misplaced modifiers

When you use a phrase to modify or describe part of a sentence, make sure that it describes the correct part. The rule is that the modifier attaches to the noun nearest to it. Mistakes can sometimes be very amusing.

- *The plane came to a halt in front of the clan chief who was dressed in a grass skirt. (right)*
- *Dressed in a grass skirt, the plane came to a halt in front of the clan chief. (wrong)*

I, me, we, us

These become a problem when you turn someone's quotes into reported speech. It is correct to use *I, me, my, we, us, and our* within quotation marks, but once you take the quote marks away and write in reported speech, you have to make the following changes:

I becomes *he* or *she*,
me becomes *him* or *her*,
my becomes *his* or *her*.
We becomes *they*,
us becomes *them*,
our becomes *their*,
you becomes *him*, *her* or *them*,
your becomes *his*, *hers* or *their*.

Many journalists remember to change the words *I*, *me* and *my* in reported speech but forget about the rest of the changes that have to be made. In the following example, we show the right and wrong ways of turning a sentence from quotes into reported speech. The original sentence in quotes was:

- *The Prime Minister of Fiji told soldiers in Suva: "I will do my best to protect our country."*

Turned into reported speech, it becomes:

- *The Prime Minister of Fiji told soldiers in Suva that he would do his best to protect their country. (right)*
- *The Prime Minister of Fiji told soldiers in Suva that he would do his best to protect our country. (wrong)*

It is sometimes not enough just to change a few words. Sometimes you will have to add words of explanation. In the correct sentences above, it is clear who is speaking to whom. However, when changing quotes into reported speech it occasionally becomes less clear, especially in paragraphs later in the story. Suppose the Prime Minister then went on to tell the soldiers:

- *"I can do so much, but I also need your help."*

In reported speech you would then have to write:

- *The Prime Minister of Fiji told soldiers in Suva that he would do his best to protect their country. He said he could do so much, but he also needed help from the army.*

This would be an acceptable solution in writing for radio and television. If writing for the print media, the best solution is to give the quotes themselves.

Punctuation

a) Capital Letters

These are used at the beginning of sentences and for the names of people and places. Capitals are also used at the beginning of words which are titles rather than a description. For example, we write about "the Government of Sri Lanka" because that is the title of one specific body, but we write of "agreements between governments" because we are speaking about governments in general.

b) Full Stops

Full stops (or *periods* in AmE) are used at the ends of sentences, as decimal points and with certain standard abbreviated place names. For example, in America *Cal.* for California or *N.Y.* for New York; in Australia *W.A.* for Western Australia or *Vic.* for Victoria., though it is becoming increasingly common to drop the full stops in informal use. However, unless the abbreviation is one well-known to the audience, write the name in full. Journalists working for radio or television normally give the names in full.

When used at the end of a quote, the full stop comes within the closing quotation mark:

➤ *He said: "This is not what we wanted."*

Not all abbreviations use full stops. Most newspapers today do not use them to abbreviate *Mr, Mrs, Ms, Dr, Rev* and similar common titles. It used to be the case that full stops were used within abbreviations of titles. Increasingly, editors are choosing to leave them out, as in USA, PNG or UN.

c) Commas

The comma in written English acts very much like a pause in the spoken language. It is used within sentences to separate phrases or lists of words, as in the following example:

- *The company, which was only set up last year, now produces a range of goods including tyres, steering wheels, exhaust systems and windscreens.*

Notice that there is no comma before the *and* at the end of the list. Commas should only be inserted to help reading or listening. If there are several commas in a sentence, it is probably too long and should be split into separate sentences.

d) Semi-colons (;)

Their main use is to separate phrases which already contain commas, especially in lists:

- *The winners were: Bagu Lagi, geology; Jim Ho, physics; Peter Graham, Doro Meeni and Fa'afo Tokala, economics; and Nga Nganda, history.*

e) Colons (:)

There are two principle uses for the colon in news-writing. One is at the start of lists, as in the example above. The second is when going from attribution into a quote:

- *The judge said: "This is not the first time I have had to deal with this kind of case."*

f) Apostrophes (')

There are several uses for apostrophes. The most common is to show possession. It is usually used in front of an *s*. In this example, the printery belongs to the company:

- *Fire last night destroyed the company's main printery.*

However, when a plural noun ends with an *s*, the apostrophe is not normally followed by another *s*:

- *Frank's jokes were a great success at his parents' anniversary party.*

In the sentence above, the jokes belonged to Frank, so we add an *'s*. However, the word *parents* already ends in *s*, so we just add an apostrophe. Apostrophes are also used in contractions in place of missing letters or numbers:

- *"In the '34 gold rush, miners couldn't get to Bulolo quickly enough," he said.*

g) Hyphens (-) and dashes (–)

Hyphens are used to pull words together, and dashes are used to separate phrases, usually for dramatic effect. Hyphens are used to join two or more words into one idea, for example: *non-agreement, well-meant, Vice-Chancellor, mother-in-law*. They are also used in some words to avoid ambiguous meaning. For example, the hyphen distinguishes between *re-cover* (to cover again) and *recover* (to get something back).

The dash is used to indicate a dramatic shift or a surprise phrase, as in the following example intro.

- *David arrived home from work yesterday to find an unwelcome gift on his verandah – three tonnes of manure.*

Do not use the dash unless it is necessary; it can get tiresome to readers.

h) Brackets ()

You should also avoid brackets in news-writing. They are meant to contain extra detail within a sentence, but are more often used by lazy journalists to avoid having to rewrite sentences correctly. Some newspapers allow their use when explaining abbreviations, for example:

- *A surgeon suffering from Acquired Immune Deficiency Syndrome (AIDS) has been sacked from his job in the country's main hospital.*

Remember that you need to be a good writer first if you want to be a good journalist. That means having a firm understanding of grammar. There is no way to acquire grammatical skills without practice. Journalists need to be grammatically correct because poor grammar turns off readers. Try to keep your language clear and simple so that your readers or listeners can understand. Sentence structure should be simple. Do not forget to check all your work to make sure that everything you write obeys the rules of grammar and punctuation.

just before 5pm on tuesday a 47 year old man was standing on a northbound northern line platform at tottenham court road underground station when he suddenly became unwell

he stumbled on the platform and fell on to the tracks prompting a bystander to jump on to the rails and pull him safely back on to the platform the man was treated by paramedics at the scene before being taken to hospital officers said they have since been told he sustained light cuts and bruises and would make a full recovery

praising the work of the bystander supt chris horton of british transport police said going on to the tracks is extremely dangerous but the bravery of this man has to be praised the man sprung to the rescue and hauled him back on to the platform while other commuters alerted the emergency services

while the approaching train was immediately put on a red signal the quick thinking of him and other passengers on the platform avoided what could have been a tragedy on behalf of everyone at british transport police Id like to commend this man for his brave actions his quick thinking most likely saved the mans life

police want to find the rescuer and recognise him for his courage

(www.theguardian.com)

3. Discuss the text below from the point of view of the most common grammar mistakes.

Michael Moore: Trump does not want to be president

Press Association, 17th August 2016, 12.46 BST

Documentary film-maker Michael Moore has said he knows “for a fact” that Donald Trump does not want to be president of the United States and claims the Republican nominee is now sabotaging his own campaign in order to avoid the Oval Office.

Moore, writing on The Huffington Post, says that Trump ran for president as a negotiating tactic, hoping to leverage a higher pay packet

from NBC. The broadcaster had formerly employed Trump as the star of the reality TV show *The Apprentice*, but fired him after he called Mexican immigrants “drug dealers” and “rapists” at his campaign launch.

According to Moore, who does not name his source, Trump continued his campaign only to increase his stock with other television networks.

“And then something happened,” Moore writes. “And to be honest, if it happened to you, you might have reacted the same way. Trump, to his own surprise, ignited the country, especially among people who were the opposite of billionaires.”

Moore says Trump found the attention his campaign attracted intoxicating.

“Trump fell in love with himself all over again, and he soon forgot his mission to get a good deal for a TV show,” Moore writes. “He was no longer king of the deal-makers — he was King of the World!”

Moore then catalogues a series of incidents from the past few weeks that have seen Trump’s approval ratings plummet. Citing the nominee’s attacks on the family of Humayun Khan, a Muslim American who was killed while serving in Iraq, and his implication that “second amendment people” could use gun violence against Hillary Clinton, Moore suggests that Trump’s outlandish behaviour was an attempt to “self-sacrifice” his campaign.

“Maybe the meltdown of the past three weeks was no accident,” writes Moore. “Maybe it’s all part of his new strategy to get the hell out of a race he never intended to see through to its end anyway.”

Moore finally suggests that Trump would give up the Republican nomination rather than lose on election night.

“Trust me, I’ve met the guy. Spent an afternoon with him,” he writes. “He would rather invite the Clintons AND the Obamas to his next wedding than have that scarlet letter (“L”) branded on his forehead seconds after the last polls have closed on that night.”

(www.theguardian.com)

4. Compare your final text from the exercise 2 with the original one.

Police praise passenger who jumped on to tube tracks to rescue man

Press Association, 17th August, 2016 12.35 BST

Police want to trace a brave passenger who put his life in danger to jump on to tube tracks and pull a man to safety.

Just before 5pm on Tuesday a 47-year-old man was standing on a northbound Northern line platform at Tottenham Court Road underground station when he suddenly became unwell.

He stumbled on the platform and fell on to the tracks – prompting a bystander to jump on to the rails and pull him safely back on to the platform. The man was treated by paramedics at the scene before being taken to hospital. Officers said they have since been told he sustained light cuts and bruises and would make a full recovery.

Praising the work of the bystander, Supt Chris Horton of British transport police said: “Going on to the tracks is extremely dangerous but the bravery of this man has to be praised. The man sprung to the rescue and hauled him back on to the platform, while other commuters alerted the emergency services.

“While the approaching train was immediately put on a red signal, the quick thinking of him and other passengers on the platform avoided what could have been a tragedy. On behalf of everyone at British transport police, I’d like to commend this man for his brave actions – his quick thinking most likely saved the man’s life.”

Police want to find the rescuer and recognise him for his courage.

(www.theguardian.com)

2 Present Tense

The Present Simple Tense

We use the simple present tense:

- a) For facts
 - *Whales live in the ocean.*
 - *Aconcagua is the highest mountain in Latin America.*
 - *The flight from Chile to Australia is thirteen hours.*
- b) For repeated or regular actions
 - *Flights to London leave every hour.*
 - *I eat breakfast at the table.*
 - *We work every day of the week.*
- c) For habits
 - *I brush my teeth three times a day.*
 - *He only drinks Martinis.*
- d) For things that are generally true in the present time period
 - *She is my girlfriend.*
 - *We study English.*

The present tense is quick and current, and helps emphasise the action happening, rather than its completion. That is why even though the events are technically in the past, news coverage of them is presented as though it was occurring at the same time. This is a specific use of the verb tense known as the **historical present**, which means using a present tense verb to describe an event that has already happened.

Journalists are instructed to use the present tense to convey a sense of immediacy. This leads to, for example, classic TV news teasers where there is a past action described using the present tense:

- *Man bites dog – film at 11:00.*

Effective headlines usually involve logical sentence structure, active voice and strong present-tense verbs as it usually refers to immediate

past information (past tense for past perfect, and future tense for upcoming events).

Here are some examples of effective headlines:

- *"Bush wins presidency"*
- *"India signs a pact with Russia"*
- *"Sachin hits another century"*
- *"Obama wins presidential election"*

Position of adverbs

Adverbs of frequency are placed in front of the main verb as do adverbs like *ever, still, just, etc.* Adverbs of time come in the front or end position of the sentence.

- *I only speak English.*
- *Do you still work as an accountant?*

Most headlines are in the present or future tense. The headlines use the present tense to describe events that have already happened. There are several reasons for this. First the present tense is active. It puts the reader into the middle of the action. It gives him the feeling of participation. Secondly, the event may be past, but it is recent past, and the reader is learning it for the first time. He perfectly well understands the connection and will imply from a present tense headline that the event occurred within the publishing time of the newspaper. Using the present tense in headlines gives the story more impact.

The Present Progressive Tense

We use the present progressive tense:

- a) When somebody is doing something at this moment.
 - *Sarah is changing her clothes right now.*
 - *Her boyfriend is waiting for her.*
 - *We are learning the progressive tense in English.*
- b) When something is happening at this moment. When the action has started but hasn't finished.

- *It is snowing at the moment.*
- *The economy is growing at an exponential rate.*
- *The children are sleeping, so please be quiet.*

c) To talk about something that is happening around the time of speaking but not necessarily at that exact moment.

- *Peter is studying a lot for his exam.*
- *I'm reading a great book.. (not necessary right at this moment)*
- *We are planning a trip to Chicago.*

Present Simple vs. Present Progressive Tense

A significant difference between these two tenses is that we use the simple present tense for things that are permanent or are in general and the present progressive tense for things that may change or are temporary.

Compare:

- *Simon lives in Birmingham. (Permanent)*
- *Simon is living with his friends for now. (Temporary)*
- *James smokes. (Permanent)*
- *James is smoking in the kitchen. (Temporary)*

Verbs that we don't use in the Progressive Tense

Another difference is that there are some verbs in English that we don't use in the progressive tense. These include: *belong, cost, hate, have (possession), hear, know, like, love, need, own, remember, seem, smell, understand, want.*

Different Meanings

In questions the same verb can change the meaning depending on if it is in the present simple or the present progressive tense.

- *What do you do?(Meaning: What is your job?)*
- *What are you doing? (Meaning: What are you doing at the moment?)*
- *What do you read? (Meaning: What do you like to read?)*

- *What are you reading?* (Meaning: What are you reading right now?)

Most books are written in past tense, as if the story has already happened and the narrator is telling you about it after the fact. John Updike's novel *Rabbit, Run*, published in 1959, is sometimes thought to be **the first novel written in the present tense** (Updike credits two other writers as coming before him: Damon Runyon and Joyce Cary). A present tense novel can require an extra suspension of disbelief to accept the idea that events are unfolding right now. For example, **short stories** are more commonly written in the present tense. When a book is a **crime novel**, writing it in the present tense allows the reader to unfold the mystery at the same time as the main character (when Jack is surprised, we're surprised at the same time).

For further reading, see *On Writing Fiction: Rethinking Conventional Wisdom About the Craft* by David Jauss – fiction writer and poet.

A sampling of books written in the Present Tense:

- *Time Traveler's Wife* by Audrey Niffenegger
- *Choke* by Chuck Palahniuk
- *Fight Club* by Chuck Palahniuk
- *Ilium* by Dan Simmons (some parts)
- *Olympos* by Dan Simmons (some parts)
- *Rabbit, Run* by John Updike
- *Line of Vision* by David Ellis
- *The Sound of My Voice* by Ron Butlin (also in second person)
- *Half Asleep in Frog Pajamas* by Tom Robbins (also in second person)

EXERCISES:

1. **Complete the sentences for situations in the present. Decide which tense you need to use.**

- a) Ms Smith _____ (work) as a sales representative for three years.
- b) In her job, she _____ (drive) around a lot to meet her customers all over the country.

- c) Today she _____ (travel) 500 km to meet a customer.
- d) She _____ (be/surely) tired now.
- e) At the moment, Ms Smith _____ (stand) in her hotel room.
- f) She _____ (arrive/just).
- g) But she _____ (can/not) take a little nap now because she _____ (must) call her customer.
- h) They _____ (wait/probably) for her phone call.

2. Present tense in context. Fill in the simple present or present progressive form of the verb in brackets.

Local-born teen carries torch in global relay

By Jon Moffett, Monday, July 7, 2008

Some teenagers _____ (be) too busy thinking about themselves to worry about world issues. But David Morrison is not your average teenager. Instead of spending his summer vacation on the baseball diamond or at the pool, the 14-year-old _____ (run) .

David _____ (take) part in the World Harmony Run. According to its Web site, the run is a global relay that _____ (seek) to promote international friendship and understanding. The relay _____ (take) place in more than 100 countries.

This is a very great thing to do. We _____ (get) to spread harmony and see beautiful parts of the country, David said.

David was born in Youngstown, but moved to Florida seven years ago. His mother, Cynthia, was born in Mexico and ran with her mother in the Mexican relay as a teenager. She and her son _____ (know) firsthand what it is like to experience cultural insensitivity.

When we moved to Florida, the neighbor kids would say, “You are half-Mexican, we _____ (hate) you.” Now the kids do not feel that. They must have learned it from their parents or family environment.

Cynthia added that she is incredibly proud of her son, who was able to understand the true meaning of the run.

“It sends a message of friendship and awareness of humanity,” Cynthia said. “It _____ (say) that no matter your race or color or anything, we are all people and we should get along. David showed an interest in running as early as 12, ” his mother said. Cynthia added that she and David _____ (run) and _____ (train) together.

“She _____ (help) me,” David _____ (say) . “This_____ (bring) us closer together.”

David is the youngest member of his team, and his participation is clearly evident to his teammates.

“We feel really good about David’s being here,” said Bansidar Medeiros, David’s team leader. “Since our future is in the hands of our youth, when you see a runner like David, it’s a very special experience for us. It’s heartening and inspiring. He _____ (give) us his enthusiasm and his freshness.”

Medeiros was involved in the first World Harmony Run in the United States in 1987. Since then, he has run in the event in Mexico, Venezuela, Indonesia, Canada, Malaysia, Puerto Rico, China and his native Hawaii.

The relay began April 15 at the United Nations in New York. The four-month event _____ (feature) teams who run trough all 48 continental states. The relay _____ (finish) at 15th August back at the United Nations.

Since David was still in school when the race began, he joined up in Seattle and will run with them until they _____ (reach) Chicago. Though he won’t be able to participate in the entire run, David _____ (express) interest in doing it again in the future.

“It _____ (send) a very positive message of trying to better the world,” David said. “Mr. Medeiros said that the future _____ (be) our youth, so harmony begins with me. We can make the future better.”

(www.vindy.com)

3. Read the following news reports and create the headlines using present tense.

a) *A war criminal has escaped from a courtroom.*

b) *Real Madrid won against Manchester United yesterday.*

c) *The FBI has announced it will not recommend criminal charges against Hillary Clinton over her use of private email while she was secretary of state.*

d) *Doctors in India have replaced a 12-year-old boy's damaged nose with a new one which was grown on his forehead.*

e) *Tanzania has banned the smoking of shishas or water pipes over concerns of links with drug or alcohol abuse.*

f) *The US space agency has successfully put a new probe in orbit around Jupiter.*

g) *Government workers in Zimbabwe have gone on strike over unpaid salaries because of a chronic cash shortage.*

h) *Austria's highest court has annulled the result of the presidential election narrowly lost by the candidate of the far-right Freedom Party.*

i) *Almost half of pupils in England have failed to meet a new tough standard in reading, writing and mathematics.*

j) *The Bank of England has warned there is evidence that risks it identified related to Brexit are emerging.*

k) *Lady Thatcher praised President Bush's leadership yesterday and called for the war on terrorism to focus on the 'unfinished business' of Iraq.*

l) *The rupee weakened 90 paise against dollar to close at a record low of 58.77 on Tuesday.*

m) *A frustrated wife clubbed her drunk husband to death on Sunday night.*

n) *The Olympics has put UK spy agencies under pressure.*

o) *The Hubble space telescope has spotted Pluto's tiniest moon.*

4. Read the excerpt from the prologue of *The Time Traveler's Wife*, a novel written in the present tense by Audrey Niffenegger. Complete the gaps using the verbs in brackets.

a) How does it feel? It _____ (feel) exactly like one of those dreams in which you suddenly _____ (realize) that you have to take a test you _____ (not/ study) for and you _____ (not/ wear) any clothes. And you _____ (leave) your wallet at home.

b) When I _____ (be) out there, in time, I am inverted, changed into a desperate version of myself. I _____ (become) a thief, a vagrant, an animal who _____ (run) and _____ (hide). I _____ (startle) old women and _____ (amaze) children.

c) I _____ (be) a trick, an illusion of the highest order, so incredible that I _____ (be) actually true.

d) Is there a logic, a rule to all this coming and going, all this dislocation? Is there a way to stay put, to embrace the present with every cell? I _____ (not/ know). There are clues; as with any disease there are patterns, possibilities.

- e) Exhaustion, loud noises, stresses, standing up suddenly, flashing light—any of these can _____ (trigger) an episode.
- f) But: I can _____ (read) the Sunday Times, coffee in hand and Clare dozing beside me on our bed and suddenly I'm in 1976 _____ (watch) my thirteen-year-old self mow my grandparents' lawn.
- g) Some of these episodes _____ (last) only moments; it's like listening to a car radio that _____ (have) trouble holding on to a station. I find myself in crowds, audiences, mobs. Just as often I am alone, in a field, house, car, on a beach, in a grammar school in the middle of the night. I fear finding myself in a prison cell, an elevator full of people, the middle of a highway. I _____ (appear) from nowhere, naked.
- h) How can I explain? I _____ (never/ be able to) carry anything with me. No clothes, no money, no ID. I _____ (spend) most of my sojourns _____ (acquire) clothing and trying to hide.
- i) Fortunately I _____ (not/ wear) glasses.

3 Present Perfect Tense

The perfect in English is always auxiliary *have/has* and the past participle (f.e.: *worked, done, seen*). As always with the English verb system, the main part of the verb gives the meaning, and the auxiliary the time and (sometimes) the person.

The Present Perfect Simple Tense

It refers to:

- a) Recent events, without a definite time given. The recentness may be indicated by *just*.
 - *We've missed the turning.*
 - *I have just seen a ghost!*
- b) Indefinite events, which happened at an unknown time in the past. No definite time is given.
 - *Jim has had three car accidents. (up to the present)*
- c) Indefinite events which may have an obvious result in the present.
 - *I've twisted my ankle. (that is why I am limping)*
- d) With state verbs, a state which lasts up to the present.
 - *I've lived here for the past ten years.*
- e) A habitual action in a period of time up to the present.
 - *I've been jogging every morning for the last month.*

The Present Perfect Continuous Tense

Verbs such as *sit, wait, speak*, etc. (*non-stative verbs*) suggest continuity and so are mostly used in the continuous (-ing) form.

- *I have **been sitting** here for two hours.*

When both the simple and continuous forms are possible, native speakers prefer to use the continuous.

- *I have worked here for five years.*
- *I have been working here for five years.*

The Present Perfect is important in some journalism contexts (particularly newspapers) because while it recognises that what is being reported has happened (by using the past tense of the principal verb), it **gives the action a flavour of immediacy and currency** by using the present tense form of the auxiliary verb. In other words, instead of writing *the government said*, the newspaper reporter would probably write *the government has said*.

- *The British government has said it will extend voter registration for the EU membership referendum after a last-minute surge in demand crashed the applications website but Brexit supporters cried foul.*
- *Floodwaters have inundated roads and farmlands across the state.*

The Present Perfect is one of the most useful tenses for newspaper reporters as it commonly appears in their copies while constructing their thoughts and sentences. For journalists, there is a general advice to communicate in the present and present perfect tense as immediacy provides tension which gathers attention.

EXERCISES:

1. Complete the sentences below by putting the verb in brackets into the Present Perfect Simple or Continuous.

- a) *The company is huge. It _____ (create) a thousand new jobs since the beginning of last year.*
- b) *We _____ (produce) this product since the beginning of the year.*
- c) *I _____ (had) this car for twenty years and it's as reliable as ever.*
- d) *I'm afraid the company is going bankrupt. It _____ (have) big problems lately.*

- e) *So, what _____ (you/do) since I last saw you? What's new?*
- f) *How many of these questions _____ (you/manage) to get right so far?*
- g) *I'm a bit worried about Malcolm. He _____ (act) very strange of late.*
- h) *He's an awful driver. He _____ (have) four accidents in the last three months.*
- i) *_____ (you/send) us the new price list of your products yet? We need it as soon as possible.*
- j) *I _____ (try) to repair the lock on our door for the last four hours without any success.*

2. Complete the following sentences using the Present Perfect Simple or Continuous.

- a) *Maria Harris _____ (stay) in a rented flat since returning to Liverpool.*
- b) *We _____ (stay) at this hotel a couple of times before.*
- c) *With their win yesterday, Italy _____ (move) into second place in the table.*
- d) *As house prices in the cities have risen, people _____ (move) into the countryside.*
- e) *All day, the police _____ (stop) motorists to question them about the accident.*
- f) *Good, the noise _____ (stop) I can start concentrating on my work again.*
- g) *I _____ (not/read) any of Dickens' novels.*
- h) *I _____ (read) this book on astrophysics for hours and I'm still only on page 6.*
- i) *Dr Fletcher _____ (give) the same lecture to students for the last ten years.*
- j) *Mr Goldman _____ (give) nearly a million pounds to the charity this year.*
- k) *I did 20 lengths of the pool today. I _____ (not/swim) that far since I was at school.*
- l) *I _____ (swim) and I feel exhausted.*
- m) *In recent years, Brazilian companies _____ (put) a lot of money into developing advanced technology.*

- n) *The South African coal company _____ (put) the Calverton Mine up for sale.*
- o) *An important file _____ (disappear) from my office.*
- p) *Plants and vegetables _____ (disappear) from my garden since we had new neighbours.*

3. Choose the Present Perfect Simple or Continuous.

- a) _____ (you/buy) your train ticket yet?
- b) *The kitchen is a complete mess! What _____ (the children/do)?*
- c) *Julie _____ (learn) to drive for six years!.*
- d) *Amanda _____ (already/have) lunch, so she'll meet us later.*
- e) *How much coffee _____ (she/drink) this morning?*
- f) *Simon _____ (write) three books.*
- g) *I _____ (do) everything I needed to do today! Hurray!.*
- h) *It _____ (not/rain) all summer, so the garden is dead. .*
- i) *I _____ (read) your book. Here it is, thank you.*
- j) *She _____ (forget) how to get to my house.*
- k) *I _____ (work) in the garden all day and I need a rest.*
- l) *David feels great these days. He _____ (get) up early lately.*
- m) *We _____ (always/hate) rush hour traffic.*
- n) *Recently, I _____ (study) a lot. My exams are in a few weeks.*
- o) *We _____ (write) this book for months and months.*
- p) *I _____ (always/love) chocolate.*
- q) *I _____ (want) to go back to university for a long time.*
- r) *What's that delicious smell? _____ (you/cook)?*
- s) *I _____ (watch) seven films this week!.*

4. Complete the sample conversation below by filling the gaps with verbs in the appropriate form and tense. The vacancy being discussed is that of Assistant Manager in a clothing shop.

Interviewer: Hello, are you Ben Grey?

You: Yes, hello.

Interviewer: I'm Isabelle Hall. I'm the general manager here. How do you do?

You: (a) _____ (do).

Interviewer: Did you find us OK?

You: Yes, all fine. I (b) _____ (take) the train and (c) _____ (walk) from the station.

Interviewer: Fine. I understand you've come in to discuss our vacancy for assistant manager?

You: Yes, that's right.

Interviewer: Great. Why don't you come through and we can have a proper chat.

You: Sure, thank you.

Interviewer: I (d) _____ (have) a chance to look at your CV yet. (e) _____ (bring) a copy with you?

You: Yes, here you are.

Interviewer: Thank you. I see that currently you (f) _____ (work) at ABC company as a senior sales assistant. What responsibilities (g) _____ (have) there?

You: Well, on a day to day basis I (h) _____ (deal) with customers in the shop area and I handle cash and card transactions. However in the last six months I (i) _____ (give) other responsibilities, like taking customer complaints and supervising stock levels.

Interviewer: I see. Have you had any experience with purchasing stock as well?

You: Yes, I (j) _____ often _____ (asked) to collect input from other sales assistants when the store manager selects new clothing ranges. I (k) _____ (visit) three of our suppliers with him recently and I often speak to them by phone.

Interviewer: Great. What (l) _____ (discuss) with them?

You: Usually it's queries about delivery and availability of certain items. But I also often negotiate returns of items that are unsatisfactory or damaged.

4 Narrative Tenses

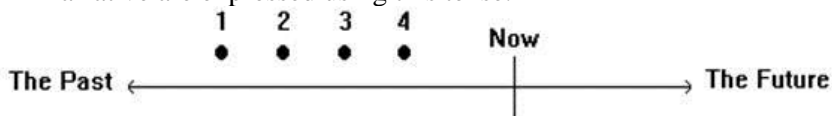
Narrative tenses are the grammatical structures that we use when telling a story, or talking about situations and activities which happened at a defined past time.

The most common of these is the past simple. Three other tenses, past continuous, the past perfect simple and the past perfect continuous can help us to say what we want more efficiently. They make descriptions more detailed and colourful. However, almost any story can be told using the past simple. It is often useful to look at these tenses together within the context of the function narrating, i.e. relating past events.

When narrating past events, avoid using the present perfect and present simple, as these will confuse the reader/ listener about when things really happened.

The Simple Past Tense

- a) The past simple is used to express a completed action at a definite time in the past. The separate events which occur in sequence in a narrative are expressed using this tense.



- *I woke up (1) at 8am, had a shower (2) and ate some breakfast (3). I left for work (4) at 9am.*

The past simple is the most common tense after *When?* in questions.

- b) The past simple is used to express past habits.

- *I went to school in London until my family moved to Birmingham.*

Used to + verb is often used to express past habits and states that happened in the past, but do not happen now. *Used to* can not be used for actions which only occurred once.

- *I used to work for IBM.* (I don't work for them now)
- *I didn't use to like living in London.* (I do like it now)
- *Where did you use to go for lunch?* (You don't go there now)

Would (+ adverb of frequency) + verb can be used to express past habits which do not happen now.

- *My grandfather would always read the newspaper at breakfast time.*
(He doesn't do it now)

Using *would* instead of *used to* often gives an idea of nostalgia. However, if the adverb of frequency is stressed, it can give the idea that the habit was annoying.

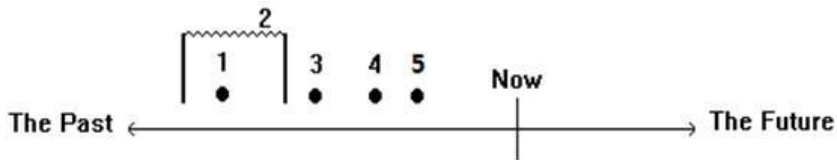
- *My dog would never do what I wanted it to do!*

Would can not be used for past states.

- *I would live in Chicago.* (It is wrong!)

The Past Continuous Tense

- a) The past continuous is used to describe the situation in which the events of the narrative occurred.



- *When I woke up at 8am (1) the sun was shining (2) and the birds were singing (2). I had a shower (3), ate some breakfast (4) and left for work at 9am. (5)*

- b) The past continuous is used to express an activity in progress at a time in the past. It is the most common tense after while in questions and statements.



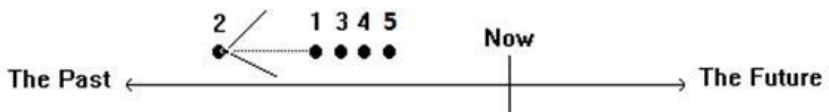
- *What were you doing (1) when I phoned (2) you?*

The past continuous also expresses the idea of:

- a) An interrupted activity
 - *She was cooking dinner when the door bell rang.*
(She cooked dinner = she finished it)
- b) An unfinished activity
 - *I was reading the book you lent me.*
(I read the book... = I finished reading the whole book)
- c) A repeated action
 - *They were shooting at the enemy.*
(They shot.... = They fired the gun one time only)
- d) A temporary situation
 - *He was standing on the corner waiting for a bus.*
(It stood on the corner. = Permanent situation)

The Past Perfect Simple Tense

- a) The past perfect simple is used to show that an action or situation happened before the events in the narrative described in the simple past.



- *When I woke up at 8am (1), the sun was shining and the birds were singing. I had slept (2) really well the night before. I had a shower (3), ate some breakfast (4) and left for work at 9am. (5)*

It is bad style to use too many verbs in the past perfect. As soon as it is clear that the events happened before the time that the narrative is set, use the simple past and past continuous.

- *When I woke up at 8am, the sun was shining and the birds were singing. I had slept really well the night before. I dreamt about the time I spent living in Switzerland when I was a teenager. I had a shower, ate some breakfast and left for work at 9am.*

If the subject of two verbs is the same, you don't have to repeat the *had* auxiliary.

➤ *When I arrived, he'd finished his dinner and left the room.*

b) The past perfect simple is used to make a narrative more interesting to read.

It is generally seen as a bad literary style to have too many verbs in the same tense. In English it is always best to avoid repetition where possible.

Look again at the example used to illustrate the past simple tense. This same sentence could be improved for dramatic effect by using the past perfect simple.

➤ *I woke up at 8am and left for work after I'd had a shower and eaten some breakfast.*

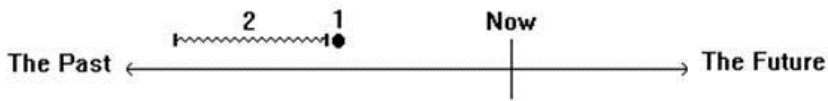
With these conjunctions of time (*after, as soon as, before, by the time, once, till, when, unless, until*), the past perfect shows that the first action must be completed before the second action begins, otherwise the past simple is used.

Compare:

- *After....she finished, they left / she had finished, they left.*
(She had to finish first)
- *As soon as...we arrived she said "hello". / I had done it, I sent it to her.*
(I had to do it first)
- *She wouldn't sign the contract before.... seeing it / she had seen it.*
(She had to see it first)
- *They wouldn't go unless....she came with them / they had seen it was safe.*
(It was important to finish checking that it was safe before going)

The Past Perfect Continuous Tense

The past perfect continuous is used for longer activities that were happening continuously up until a specified time in the past.



- *He looked very tired (1), he had been working very hard (2) over the past three weeks.*

As with the past continuous, the past perfect continuous can show the following:

a) Unfinished activity

- *He hadn't heard the telephone ring because he'd been reading.*

b) Repeated activity

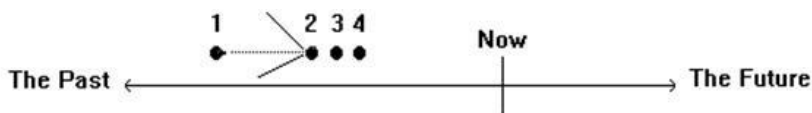
- *I was tired. I'd been cutting wood all day.*

With the past perfect simple, the focus is on the completed activity.

- *He'd read three reports that morning.*
- *He'd cut a huge pile of wood.*

The Future in the Past

The future in the past is used to look into the future from a point of time in the past. However, this future event still occurred at a time before the present time.



- *I woke up (1) at 8am yesterday. I was meeting my boss (2) at ten o'clock that morning, so I wouldn't be able to have lunch (3) with Susan. I wasn't going to get home (4) again until late that night.*

Depending on the situation, the following tenses are used in **the future in the past**:

- The past simple (a timetabled event)

- The past continuous (an arrangement)
- Would (a prediction)
- Was going to (a plan)
- Would be doing (an action at a specific time)
- Would have done (action completed before a specified time)

Narrative literary journalism is defined as a form of nonfiction that combines factual reporting with some of the narrative techniques and stylistic strategies traditionally associated with fiction. From the grammatical point of view it is narration (narrative tenses) that is essentially used.

In his ground-breaking anthology *The Literary Journalists* (1984), Norman Sims observed that literary journalism "demands immersion in complex, difficult subjects. The voice of the writer surfaces to show that an author is at work." The term *literary journalism* is sometimes used interchangeably with *creative nonfiction*; more often, however, it is regarded as one type of creative nonfiction. Highly regarded literary journalists in the U.S. today include John McPhee, Susan Orlean, Tracy Kidder, Jane Kramer, Mark Singer, Joan Didion, and Richard Rhodes. Some notable literary journalists of the past century include Stephen Crane, Jack London, George Orwell, and John Hersey.

The narrative journalism style requires that the author put him - or herself into the article; thus, the piece may be written from a first-person perspective. However, it may also be told from a third-person viewpoint but with subjective nuances in the text. These days the narrative journalism is not commonly used by most mainstream media outlets as many journalists utilize the "inverted pyramid" style of reporting in an effort to keep their writing concise and easy to edit. However, considering today's global marketplace where the Internet is available 24-hours a day, there still are the journalists eagering to test their competence using a new technique and may truly enjoy writing a news report that reads much more like a story than a series of objectively written paragraphs.

EXERCISES:

- 1. Complete the sentences for situations in the past. Decide which tense you need to use.**

- a) Yesterday, a plumber _____ (come) to our house.
- b) He _____ (want) to repair our washing machine that _____ (break) down a few days before.
- c) Before he _____ (ring) at my door, he _____ (have) looking for a parking space for about ten minutes.
- d) While the plumber _____ (repair) the washing machine, I _____ (watch) the news. Suddenly, I _____ (realize) that they _____ (show) our street on TV.
- e) The reporter _____ (say) that a car _____ (crash) into a stop sign just before reaching the crossroads.
- f) While I _____ (listen) carefully to what _____ (happen), someone knocked at my door.
- g) I _____ (open) the door and _____ (see) a police officer standing there.
- h) He _____ (ask) for the plumber.
- i) As it turned out, it _____ (be) our plumber's car that _____ (roll) down the street.
- j) In his haste, the plumber _____ (forget) to set the handbrake.

2. Narrative tenses in context. Complete the story using the most proper tense.

- a) *We're having a wonderful time, but we've had some nervous moments. We had a memorable flight just before Christmas. This is what happened. We _____ (spend) three weeks on the beautiful island of Boracay where we _____ (rent) a bamboo hut on the beach for HK\$20 a night.*
- b) *Paradise! However, we _____ (must/be) back in Manila by Christmas so we _____ (book) a flight in a private plane.*
- c) *It was a typical tropical morning, hot and humid. We _____ (walk) along the beach to meet Roger, who _____ (organize) the flight, and the other passengers.*
- d) *Roger _____ (introduce) everybody and then we _____ (take) the small boat across to Caticlan on Panay island.*
- e) *After a short time the pilot _____ (arrive).*

- f) We _____ (introduce) to him as well - the service was very friendly - and quite soon afterwards we _____ (get into) the plane.
- g) At first I was a bit worried about flying in such a small aircraft. However, after we _____ (take off) I _____ (forget) my worries.
- h) I just enjoyed the views as we flew over some of the most spectacular scenery in South-East Asia. Finally, at about 12 o'clock we _____ (begin/descend) towards Manila airport.
- i) The pilot _____ (talk) on the radio to the control tower while he _____ (bring) the plane down gently towards the runway.
- j) Suddenly, he _____ (announce) that the transmission _____ (fail).
- k) I looked around for a parachute but there wasn't one. However, nothing terrible seemed to happen and the pilot didn't seem worried. Eventually, I _____ (realise) that he _____ (mean) the radio transmission and not something to do with the engine. We landed safely a few minutes later. I must admit I'm not very happy about flying in big planes, as for little ones - never again.

3. Fill the gaps in the news story with a suitable form of the verb in brackets. Most of these are past simple or past perfect, some are passive and a few are other tenses.

- a) In Nigeria, a three-year-old British girl _____ (reunite) with her parents after being freed by kidnappers in southern Nigeria who _____ (hold) her for four days.
- b) Margaret Hill's parents, Mike and Oluchi Hill, said she was in good health but "covered in mosquito bites". The kidnappers _____ (threaten) to kill the girl unless a ransom _____ (pay) or Briton Mr Hill _____ (take) her place.
- c) Mr Hill, an oil worker, _____ (say) no ransom _____ (pay).
- d) He told Sky News that his daughter _____ (return) "in a little bit of a trance", but soon began coming back to life and talking to her mother.
- e) The child _____ (hold) "in the bush... in some sort of hut", he said. "I don't think she had much to eat because she is hungry now."

- f) Margaret _____ (snatch) on Thursday morning when gunmen _____ (smash) the window of a car driving her to school in Port Harcourt as it stood in traffic.
- g) The car's driver _____ (stab) as he tried to protect the girl.
- h) Her Nigerian mother, Oluchi Hill, later _____ (say) the abductors _____ (contact) her and _____ (demand) an unspecified ransom for Margaret's release.
- i) The kidnappers _____ (vow) to kill the girl unless her father, a British expatriate oil worker originally from Murton in County Durham, took her place.
- j) Our correspondent says more than 200 hostages _____ (take) by armed groups in the last 18 months in Nigeria, but none has ever been killed.

4. Read the article and discuss it from the point of view of narrative journalism.

Hilary Clinton Makes History

By John Cassidy, 8th June 2016, 03:47 A.M.

Eight years to the day after she delivered a poignant concession speech to Barack Obama, in which she talked of having made “eighteen million cracks” in the glass ceiling, Hillary Clinton walked onto a stage at the Brooklyn Navy Yard last night under very different circumstances. Like most modern campaign events, this one had been carefully choreographed. The Duggal Greenhouse, an upscale event space, had been converted into an elaborate television set, with huge American flags for the cameras to dwell on and much smaller flags for people in the crowd to hold.

For about three minutes, to the strains of Sara Bareilles’s “Brave,” Clinton basked in the cheers of her supporters. She was obviously pleased, but she appeared to be calm and keeping it together. Then, suddenly, she exhaled, lifted her arms to the sky in a victory salute, and beamed with delight—a moment of release after months, years, decades, even, of struggling and striving to get where she now stood: on the cusp of becoming the first woman to be nominated as a Presidential candidate for a big American political party.

To some extent, the Associated Press and the networks had stepped on the story by declaring Clinton the presumptive nominee a day earlier, based on a count of superdelegates. But this was still a huge night for her, for the Democratic Party, and for the country. With New Jersey already called in her favor and the early returns from New Mexico and South Dakota looking promising, she was getting very close to being in the unassailable position of having won a majority of elected delegates, a majority of superdelegates, and the popular vote. “Tonight we go over the top against any measure,” John Podesta, Clinton’s campaign chairman, told CNN shortly before she spoke. (Not long after she took the stage, the networks projected that she would get enough elected delegates to secure a majority of them, and, a bit later, President Obama called her and congratulated her on her victory.)

She began her speech by acknowledging her predecessors in the struggle for gender equality, some of whom were featured in a video that was shown before she took the stage. “Tonight’s victory is not about one person. It belongs to generations of women and men who struggled and sacrificed and made this moment possible,” she said. Before long, she pivoted to her first political mission of the night: appealing to Bernie Sanders supporters, and uniting her party behind her. “I want to congratulate Senator Sanders for the extraordinary campaign he has run,” Clinton declared. “He’s excited millions of voters, especially young people. And let there be no mistake: Senator Sanders, his campaign, and the vigorous debate that we’ve had—about how to raise incomes, reduce inequality, increase upward mobility—have been very good for the Democratic Party and for America.”

It is easy to be gracious in victory, but Clinton was clearly signalling that she was willing to work toward satisfying Sanders’s demand that she and her campaign reach out to the many new voters that he has attracted, and welcome them into the Democratic Party. Robby Mook, Clinton’s campaign manager, talked with Jeff Weaver, his counterpart in the Sanders campaign, on the phone yesterday, and Clinton directly addressed embittered Sanders supporters, reminding them that she has been in their position. “Now, I know it never feels good to put your heart into a cause or a candidate you believe in and to come up short. I know that feeling well,” she said, to laughs and cheers. “But, as we look ahead to the battle that awaits, let’s remember all that unites us.”

The “all that unites us” turned out to include a desire to forge an economy with “more opportunity and less inequality, where Wall Street can never wreck Main Street again,” to get “unaccountable money out of politics,” and to create “a society that is tolerant, inclusive, and fair.” “We believe that cooperation is better than conflict, unity is better than division, empowerment is better than resentment, and bridges are better than walls,” she said.

The phrase “bridges are better than walls,” which Clinton has used before, was her pivot to the factor that she and her campaign are really relying on to bring the Democratic Party and its supporters together: Donald Trump’s position at the top of the Republican ticket. Repeating a charge that she made last week, in a big foreign-policy speech, Clinton declared, “Donald Trump is temperamentally unfit to be President and Commander-in-Chief.” On this occasion, though, Clinton extended her indictment of Trump to the impact that his election would have on America at home, and on the values the country espouses. “He’s not just trying to build a wall between America and Mexico; he’s trying to wall off Americans from each other,” she said. “When he says, ‘Let’s make America great again,’ that is code for ‘Let’s take America backwards.’ Back to a time when opportunity and dignity were reserved for some, not all.”

With her voice and body language indicating horror, she listed some of Trump’s verbal atrocities: claiming that a federal judge couldn’t do his job properly because of his Mexican heritage, mocking a reporter with a disability, and calling women pigs. “It goes against everything we stand for,” Clinton said. “Because we want an America where everyone is treated with respect, and where their work is valued.”

The crowd cheered. And Clinton wasn’t done with her soon-to-be opponent. “It’s clear that Donald Trump doesn’t believe we are stronger together,” she went on. “He has abused his primary opponents and their families, attacked the press for asking tough questions, denigrated Muslims and immigrants.” At this point, Clinton’s voice grew especially disdainful. “He wants to win by stoking fear and rubbing salt in the wounds, and reminding us daily just how great he is.” Then, taking in the crowd’s laughter, she smiled broadly.

If the address that she gave last week suggested that she and her speechwriters are relishing the prospect of taking on an offensive, motor-mouthed New York billionaire, this speech confirmed it. For Clinton, who is often accused of lacking communication skills and an overarching vision, Trump's presence in the race has provided an edge and a theme: Stop the bully. She didn't use that exact phrase, but after bringing up her mother, Dorothy Howell Rodham, who died in 2011, she said, "My mother believed that life is about serving others. And she taught me never to back down from a bully, which it turns out was pretty good advice."

Bully-fighting isn't the mission that Clinton thought she would be executing when she entered the Presidential race, in the spring of 2015. But it fits the moment, it serves the national interest, and, from America's first female presumptive nominee, it sends a powerful subliminal message: You think Trump's tough? Just watch me take him down.

(www.thenewyorker.com)

- 5. Here is just the beginning of the creative writing by Paula Delgado-Kling. She is currently working on a narrative non-fiction book about her encounters with two child soldiers in Colombia. Her writing has been nominated for the Simon Bolivar Award, Colombia's top journalism prize. Look at the tenses how they work within the context.**

Child Soldiers: Homero

Reportage by Paula Delgado-Kling, in Winter 2008

Homero was a survivor. One morning in February 1997, he rose after ten hours of sleep and saw that all the cots were already empty in the *cambuche*, a theater-like platform raised above the jungle's mushy ground to avoid floods and slithering animals. There were about sixteen cots, eight lined up on each side in dormitory style. Each had a wool

blanket. Some were folded neatly, others had been quickly thrown on the ground. The rusty holes on the roof filtered mist and sun rays that dared peek through the trees.

The night Homero was abducted, he'd been exhausted from the jeep drive, then from all the walking, and from the grief of being removed from his mother. At the *cambuche* he fell asleep right away. On his second night away from home, Homero woke every few hours, chilled by his perspiration.

Now, at ground level, the camp was full of the day's activities. Homero saw smoke from a cooking fire. He noticed about twenty people, all in camouflage. Alfredo, his abductor, was saying: "The *chulos* are near the side road. The one that leads here." He rubbed his hands together as if he were cold.

"Did they see you?" another man asked.

Chulos are huge carnivorous eagles, like vultures. Why were the men talking about them? "No," a woman said. "Los *hijumadres* are scared to wear their green uniforms around here, but I know who they are outside San Vicente. And they're on motorcycles." Gradually Homero pieced it together—they were talking about police-men. The woman's sun-scorched face was flustered. She bit down hard on a piece of wood, her molars gnawing. She wore a ponytail, and the wind blew around several rebellious wisps of her black hair. Her sleeves were rolled up, exposing well-defined biceps. Her boots were covered in fresh mud.

"Shall we send seven kids to deal with them?" Alfredo asked her. "¿*Qué piensas*, Marta?"

"That's fine, Alfredo. But take the experienced ones. Those damn *chulos* can't be buzzing around." She spat yellow phlegm onto the ground. "How dare they think they can fly free here?"

Take an existing story from a newspaper and re-write it from a narrative viewpoint. If you need to look for inspiration, The New Yorker magazine is an excellent resource for narrative journalism examples.

(www.thenarrativemagazine.com)

5 Future Forms

English language has several forms which express future events. The form that we choose depends on: a) how sure we are that something will happen, b) whether we want something to happen, or c) whether we are talking about ourselves or others. Aspect is much more important than time.

Will

The modal auxiliary verb *will* has a number of possible meanings. Four of the most common are: **certainty**, **habitual characteristic**, **volition** (willingness), **instant decision**.

Context tells us whether the certainty is about the present. Habitual characteristic is something that is shown regularly. It was observed in the past, can be observed in the present, and will presumably be observed in the future. It is not possible to know of a future habitual characteristic, so we do not use this form for purely future reference. Volition, denoting an offer, can refer only to a future situation. Instant decisions can be made only about a future situation and, usually, only reported by the person making the decision. We therefore usually encounter this meaning only with *I* or *we* as the subject.

Will can function as an auxiliary of the future in predicting a future event.

- a) We use it to make a simple statement of fact about something which will definitely happen or not happen.
 - *Two bodies of different mass will reach the ground at the same moment.*
- b) We use it to make a simple statement about future events that have been previously arranged.
 - *The meeting will begin at 9.00 a.m. Refreshments will be available from 8.30 onwards.*

- c) We use it when we talk about something that we think is likely to happen in the future.
- *Tomorrow will be warm and sunny.*
 - *Why not come over at the weekend? The children will enjoy seeing you again.*
- d) We use it to express ideas of willingness and spontaneous intention at the moment of speaking.
- *What a lovely idea to visit Chamonix during our Tour of Montblanc! I think I will do it.*
 - *It's agreed. If the meeting is arranged at 5.00 p.m., I will pick you up at 4.00.*
- e) We use it for habitual characteristic:
- *Andrea will sit at her desk for hours without saying a word. (This is what she often does.)*

Going to

It is common in speaking and in informal writing. As it shows a premeditated intention, it is a way of referring to a future event which expresses a strong aspect; the time of the event is less important.

- a) We use the form of **going to + verb** when we refer to the plans, decisions, and intentions.
- *What are you going to do when you leave school?*
 - *John has changed his mind. He isn't going to marry Stephanie after all.*
- b) It is also used to predict a future event for which there is some evidence now.
- *They are looking very angry. I think they are going to start throwing stones.*

The Present Continuous Tense

- a) It is used to express an arrangement, usually for the near future. When we talk about plans, decisions or intentions on the basis of present facts, the difference in meaning between *the Present Continuous* and *Going To* is very slight.
- *I'm going to start a new job on Monday.*
(It emphasizes more my decision; I'm telling my listener something about myself.)
 - *I'm starting a new job on Monday.*
(It emphasizes more the change which will now take place according to plan; I want my listener to know about my new job.)
- b) The use of the Present Continuous indicates that we have a firm intention to have made a definite decision to do something, although this may not already be arranged.
- *Are you seeing the doctor again next week?*
(or Are you going to see....?)
 - *I'm not asking Tom to the party.*
(or I'm not going to ask...)

The Present Simple Tense

- a) It is used to express a future event which is seen as being certain because of a timetable or calendar (something published or fixed).
- *The famous Wimbledon Championship always takes place between late June and the beginning of July.*
 - *What time does the film start?*
 - *The sun rises at 5.16 tomorrow.*
- b) We use the Present Simple (and not will) to refer to the future in time clauses with conjunctions such as after, as soon as, before, by the time, when, while.
- *When you see Dave, tell him he still owes me some money.*
 - *I should be finished by the time you get back.*

The Future Continuous Tense

It is used to talk about something that is predicted to start before a particular point of future time, and that may continue after this point. It expresses an activity that will be in progress around a specific time in the future.

- a) It is often the result of a previous decision or arrangement.
 - *She will be taking up her place at the University of Oxford in October.*
- b) We talk about a future activity that is part of the normal course of events or that is one of a repeated or regular series of events. So it is also a way for guessing what someone is doing now or will be doing at a later time.
 - *Dr. Jones will be giving the same talk in room 193 at 10.00 next Thursday.*
 - *We will be leaving for Istanbul at 7.00 in the evening.*
 - *A - "Where is your boss? I need to talk to him."
B - "He will be having his lunch, I suppose. It's 1.00 o'clock!"*
- c) It is often used to express a casual or polite question about someone's future plans.
 - *Will you be staying with us again tonight?*

The Future Perfect Tense

It expresses an action that will have finished before a definite time in the future. The Continuous form is used to show the duration of the activity at a point in the future.

- a) We use it to say that something will be ended, completed, or achieved by a particular point in the future.
 - *By the time you receive this letter, I will have left Dublin.*
 - *I will call for you at seven. Will you have finished dinner by then?*
 - *By the end of this course, students will have learned how to cope with the most common grammar mistakes in journalism.*

- b) It emphasises the duration of an activity in progress at a particular point in the future.

➤ *Next year, I will have been working in the company for 15 years.*

Is to

- a) We are talking about an **obligation** to do something. It's similar to *must* and *have to*, but it emphasizes the fact that certain **plans** or **arrangements** have been made for us.

➤ *Nobody is to leave the room until the examination is over.*

- b) It is commonly used in **news reports** to talk about events that are **likely** to happen in the near future.

➤ *The main Rome to Naples railway line is to be reopened today.*

- c) We find it in **formal** or **official arrangements**, **formal instructions** and **to give orders**.

➤ *The European Parliament is to introduce a new law on safety at work.*

- d) With *is to*, the future events we are talking about can be **controlled by people**.

➤ *The President is to/will return to Brazil later today.*

➤ *The comet will return to our solar system in around 500 years. (not ... is to return... because the movement of the comet can't be controlled).*

Is about to

- a) We want to emphasize that something will happen **very soon**.

➤ *The boat is about to leave. Would all visitors please leave the boat right away. Thank you. (Public announcement of something that will happen in the very near future.)*

- b) It is commonly used in conversations.

➤ *We are just about to eat. Do you want to join us?*

Shall

Only a small minority of native speakers use *shall* other than in questions, and then only for certainty and instant decision, never for volition or habitual characteristic. For some speakers, *shall* is used in formal speech and in written language.

Shall is used commonly in questions: making a suggestion (*Shall we go to the pub this evening?*), asking if the person addressed wants the speaker to do something (*Shall I arrange the publicity?*).

Consider that in many sentences, several of the forms can be used perfectly naturally. The final subconscious choice of form is made by speakers at the moment of speaking, and depends on the context of situation as they see it at that moment.

EXERCISES:

1. Put each verb in brackets into a suitable verb form.

- a) *In twenty-four hours' time _____ (I/relax) on my yacht.*
- b) *'There's someone at the door.' That _____ (be) the postman.'*
- c) *By the time you get back Harry _____ (leave).*
- d) *It's only a short trip. I _____ (be) back in an hour.*
- e) *What _____ (you/do) this Saturday evening? Would*
- f) *you like to go out?*
- g) *By the end of the week we _____ (decide) what to do.*
- h) *It _____ (not/be) long before Doctor Smith is here.*
- i) *We'll go to the park when you _____ (finish) your tea.*
- j) *It's very hot in here. I think I _____ (faint).*
- k) *What _____ (you/give) Ann for her birthday? Have*
- l) *you decided yet?*

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

- a) *The Prime Minister expects an easy victory for his party in the election.*

believes

The Prime Minister _____ the election easily.

- b) *I've been in this company for almost three years.*

will

By the end of the month _____ in this company for three years.

- c) *This book will take me two years to write.*

have

In two years' _____ this book.

- d) *Scientists are on the point of making a vital breakthrough.*

about

Scientists are _____ a vital breakthrough.

- e) *Maria is pregnant again.*

have

Maria is _____ baby.

- f) *I'll be home late.*

until

I _____ late.

- g) *No one knows what the result of the match is going to be.*

who

No one knows _____ the match.

- h) *Don't worry; David won't be late.*

here

Don't worry; David _____ time.

- i) *Mary and Alan's wedding is next weekend.*

getting

Mary and Alan _____ next weekend.

3. Complete the sentences using the most suitable form of the verbs in brackets.

- a) *The train _____ (to arrive) at 12:30.*

- b) *We _____ (to have) dinner at a seaside restaurant on Sunday.*

- c) *It _____ (to snow) in Brighton tomorrow evening.*
- d) *On Friday at 8 o'clock I _____ (to meet) my friend.*
- e) *Paul _____ (to fly) to London on Monday morning.*
- f) *Wait! I _____ (to drive) you to the station.*
- g) *Are you still writing your essay? If you _____ (to finish) by 4pm, we can go for a walk.*
- h) *I _____ (to see) my mother in April.*
- i) *Look at the clouds – it _____ (to rain) in a few minutes.*
- j) *When they _____ (to get) married in March, they _____ (to be) together for six years.*
- k) *You're carrying too much. I _____ (to open) the door for you.*
- l) *Do you think the teacher _____ (to mark) our homework by Monday morning?*
- m) *After you _____ (to take) a nap, you _____ (to feel) a lot better*
- n) *I'm sorry but you need to stay in the office until you _____ (to finish) your work.*
- o) *I _____ (to buy) the cigarettes from the corner shop when it _____ (to open).*
- p) *I _____ (to let) you know the second the builders _____ (to finish) decorating.*
- q) *Before we _____ (to start) our lesson, we _____ (to have) a review.*
- r) *We _____ (to wait) in the shelter until the bus _____ (to come).*
- s) *I'm very sorry Dr. Jones _____ (not be) back in the clinic until 2pm.*
- t) *This summer, I _____ (to live) in Brighton for four years.*
- u) *I don't think you _____ (to have) any problems when you land in Boston.*
- v) *The baby should be due soon, next week she _____ (to be) pregnant for nine months.*
- w) *By the time we get home, they _____ (to play) football for 30 minutes.*
- x) *In three years I _____ (to live) in a different country.*
- y) *When you _____ (to get) off the train, I _____ (to wait) for you by the ticket machine.*
- z) *This time next week I _____ (ski) in Switzerland!*

4. Read the following article devoted to predictions and discuss the content from the point of view of the future forms.

Nikola Tesla's Amazing Predictions for the 21st Century

The famed inventor believed "the solution of our problems does not lie in destroying but in mastering the machine"

By Matt Novak, 19th April 2013

In the 1930s journalists from publications like the *New York Times* and *Time* magazine would regularly visit Nikola Tesla at his home on the 20th floor of the Hotel Governor Clinton in Manhattan. There the elderly Tesla would regale them with stories of his early days as an inventor and often opined about what was in store for the future.

Tesla had interesting theories on religion, science and the nature of humanity which we'll look at in a future post, but for the time being I've pulled some of the more interesting (and often accurate) predictions Tesla had for the future of the world.

Creation of the EPA

The creation of the U.S. Environmental Protection Agency (EPA) was still 35 years away, but Tesla predicted a similar agency's creation within a hundred years.

Hygiene, physical culture will be recognized branches of education and government. The Secretary of Hygiene or Physical Culture will be far more important in the cabinet of the President of the United States who holds office in the year 2035 than the Secretary of War. The pollution of our beaches such as exists today around New York City will seem as unthinkable to our children and grandchildren as life without plumbing seems to us. Our water supply will be far more carefully supervised, and only a lunatic will drink unsterilized water.

Education, War and the Newspapers of Tomorrow

Tesla imagined a world where new scientific discoveries, rather than war, would become a priority for humanity.

Today the most civilized countries of the world spend a maximum of their income on war and a minimum on education. The twenty-first century will reverse this order. It will be more glorious to fight against ignorance than to die on the field of battle. The discovery of a new scientific truth will be more important than the squabbles of diplomats. Even the newspapers of our own day are beginning to treat scientific discoveries and the creation of fresh philosophical concepts as news. The newspapers of the twenty-first century will give a mere "stick" in the back pages to accounts of crime or political controversies, but will headline on the front pages the proclamation of a new scientific hypothesis.

Health and Diet

Toward the end of Tesla's life he had developed strange theories about the optimal human diet. He dined on little more than milk and honey in his final days, believing that this was the purest form of food. Tesla lost an enormous amount of weight and was looking quite ghastly by the early 1940s. This meager diet and his gaunt appearance contributed to the common misconception that he was penniless at the end of his life.

More people die or grow sick from polluted water than from coffee, tea, tobacco, and other stimulants. I myself eschew all stimulants. I also practically abstain from meat. I am convinced that within a century coffee, tea, and tobacco will be no longer in vogue. Alcohol, however, will still be used. It is not a stimulant but a veritable elixir of life. The abolition of stimulants will not come about forcibly. It will simply be no longer fashionable to poison the system with harmful ingredients. Bernarr Macfadden has shown how it is possible to provide palatable food based upon natural products such as milk, honey, and wheat. I believe that the food which is served today in his penny restaurants will be the basis of epicurean meals in the smartest banquet halls of the twenty-first century.

There will be enough wheat and wheat products to feed the entire world, including the teeming millions of China and India, now chronically on the verge of starvation. The earth is bountiful, and where her bounty fails, nitrogen drawn from the air will refertilize her womb. I developed a process for this purpose in 1900. It was perfected fourteen years later under the stress of war by German chemists.

Robots

Tesla's work in robotics began in the late 1890s when he patented his remote-controlled boat, an invention that absolutely stunned onlookers at the 1898 Electrical Exhibition at Madison Square Garden.

At present we suffer from the derangement of our civilization because we have not yet completely adjusted ourselves to the machine age. The solution of our problems does not lie in destroying but in mastering the machine.

Innumerable activities still performed by human hands today will be performed by automatons. At this very moment scientists working in the laboratories of American universities are attempting to create what has been described as a "thinking machine." I anticipated this development.

I actually constructed "robots." Today the robot is an accepted fact, but the principle has not been pushed far enough. In the twenty-first century the robot will take the place which slave labor occupied in ancient civilization. There is no reason at all why most of this should not come to pass in less than a century, freeing mankind to pursue its higher aspirations.

Cheap Energy and the Management of Natural Resources

Long before the next century dawns, systematic reforestation and the scientific management of natural resources will have made an end of all devastating droughts, forest fires, and floods. The universal utilization of water power and its long-distance transmission will supply every household with cheap power and will dispense with the necessity of burning fuel. The struggle for existence being lessened, there should be development along ideal rather than material lines.

Tesla was a visionary whose many contributions to the world are being celebrated today more than ever. And while his idea of the perfect diet may have been a bit strange, he clearly understood many of the things that 21st century Americans would value (like clean air, clean food, and our "thinking machines") as we stumble into the future.

(www.smithsonian.com)

5. Go through the text below and discuss the ways of expressing weather forecast.

Weekend showers across London to dampen Wimbledon, British Summer Time concert series

By Eric Leister, Meteorologist, 1st July 2016, 3:33 PM ET

The daily trend of showers dampening London will continue this weekend and into early next week.

Showers are expected each day this weekend across the United Kingdom. Some of the showers in England, Wales and eastern Scotland will turn thundery on Saturday.

The showery spells could impact outdoor events in London, including Wimbledon and British Summer Time at Hyde Park.

Rainfall will tend to be light and scattered, but any shower moving through Wimbledon during the matches will trigger a delay, according to AccuWeather Chief Video Meteorologist Bernie Rayno.

"Of all the [tennis court] surfaces, you cannot play on grass with any kind of rain, even if there is a brief shower," Rayno said. "The grass gets too slippery."

The roof of Centre Court can be closed and play can resume roughly 30-40 minutes after rain begins, according to Wimbledon's official website. The rest of the 18 grass courts are open.

The first weekend of the British Summer Time concert series at Hyde Park features performances by Cat Power, Florence and the Machine on Saturday and Paradisia and Carole King on Sunday.

Anyone planning to attend either the concert series or Wimbledon on Saturday should prepare for rain, seek shelter when thunder is heard and apply sun cream before heading out. Between the thundery showers, there will be sunny spells.

The thundery showers during the day on Saturday will diminish on Saturday evening for the Florence and the Machine performance. Showery spells on Sunday should be more isolated than on Saturday.

Along with the threat for showers, Saturday will bring another day of gusty winds. Sustained winds of 10-20 mph (16-32 kph) are expected with occasional gusts to 30 mph (50 kph). A gentle breeze will follow for Sunday.

High temperatures around 19 C (65 F) are forecast; however, the gusty winds combined with showers and cloudy spells will make it feel several degrees cooler than the actual air temperature.

Temperatures will return to a more seasonable high of 21 C (70 F) early next week. Showery spells will persist and threaten to cause further interruptions to Wimbledon and other outdoor plans.

(www.accuweather.com)

6 Conditionals

There are two kinds of conditional sentences: real and unreal. Real Conditional describes real-life situations. Unreal Conditional describes unreal, imaginary situations. Although the various conditional forms might seem quite abstract at first, they are actually some of the most useful structures in English and are commonly included in daily conversations.

Real Conditionals

Normally conditional sentences have two parts (clauses). One part (clause) which usually starts with *if* gives a condition, the other part gives us a result if that condition is true.

- *If it rains* (conditional clause), *I will take an umbrella* (result clause).

The Zero Conditional

In the zero conditional the result is known:

- *If you heat water to 100° C, it boils.*
(This is a fact, it happens every time you heat water to 100°C.)

The form is usually:

If +Subject + Present Tense, Subject + Present Tense

Notice that if the *if clause* goes first we separate the two clauses with a comma.

- *Water boils if you heat it to 100°C.*
- *If you heat water to 100°C, it boils.*

These alternatives to *if* are possible in the zero conditional: *whenever*, *every time* or *when*.

- *When you heat water to 100°C, it boils*
- *Every time you heat water to 100°C, it boils.*
- *Whenever you heat water to 100°C, it boils.*

In this form the four alternatives have no change in meaning. Sometimes the sentences show things that are seen as **scientifically proven**:

- *If you put oil in water, it floats.*
- *If you put the opposite poles of two magnets together, they attract.*

We can also use it for situations where the result is certain if the *if clause* is met:

- *If John studies two hours a day, he gets good marks.*
(Whenever/ when/every time he studies two hours a day he always gets good marks.)
- *If they have extra money at the end of the month, they put it in a special account.*
(When/whenever/every time they have extra money at the end of the month, they put it in a special account.)
- *If she meditates every morning, she is more relaxed.*

These situations have already happened, that is why we know what the result will be if it happens again.

There is an informal term for the zero conditional – *the bleached conditional*, that does not appear to have conditional force at all; it is more like a coordination. Here is an example:

- *If Eskimos have dozens of words for snow, Germans have as many for bureaucracy.*

It is surely being presupposed here that everyone knows Eskimos have dozens of words for snow. The *if* scarcely means "if"; the sentence is essentially equivalent to this:

- *Eskimos have dozens of words for snow, as everyone knows. Well, Germans have just as many for bureaucracy.*

The First Conditional

It is also a Real conditional to show a situation that is possible:

- *If she studies well, she'll get a place at Oxford.*

The form is usually:

If +Subject + Present Tense, Subject + will +basic infinitive
--

The result is possible if the condition in the *if clause* is met.

- *If I see him, I'll give him your message.*
(I want to give him your message but first I need to see him)
- *He'll be more relaxed if he meditates.*
(It's very likely that he'll be more relaxed but first he needs to meditate)
- *If Mary studies well, she'll get a place at Oxford.*
(She is capable of getting a place at Oxford, but first she needs to study hard)
- *If they have extra money at the end of the month, they'll give it to charity.*
(They want to give some money to charity, but it depends on having money left at the end of the month)

In this type of conditional it is not possible to substitute *if* for *when*, *whenever* or *every time*.

It is possible, in the first conditional, to use *will* in both parts (clauses) of the sentence. *Will* in the *if clause* shows **willingness** (volition) to do something and not future time. It cannot be used in there when it doesn't show willingness.

- *If you'll help me, I'll be very grateful.*
(if you're willing to help me)
- *If she'll study hard, she'll get a place at Harvard.*
(if she's willing to study hard)
- *If he'll meditate, he'll be able to concentrate more.*
(if he is willing to meditate)

May or *might* can also be used in this type of conditional sentence:

- *If I arrive early, I may/might go to the party.*
(it's possible I will go to the party, but first I need to arrive early)
- *If Mike doesn't have a lot of work, he may/might go to rugby training.*
(it's possible that Mike will go to training, but not if he has a lot of work)

An **imperative** can also be used in the **result clause**:

- *If you finish painting the bedroom, start the bathroom!*
- *If you arrive on time, come to the meeting!*
- *If it rains, take an umbrella!*

- *If the food is cold, put it in the microwave!*
- *If you can't find the answer, ask your teacher!*

Unreal Conditionals

Unreal conditionals refer to situations that are untrue, impossible or hypothetical. The third conditional for example refers to a situation that is past and is impossible to change.

The Second Conditional

Second Conditional sentences refer to **present** or **future time** and use this form:

**If + Subject + Past Tense + Complement,
Subject + would ('d) + Verb + Complement.**

or

**Subject + would ('d) + Verb + Complement
if + Subject + Past Tense + Complement.**

The verb is a past form but does not refer to past time. The past verb is used to give a sense of unreality, a hypothetical situation for the present or future times.

- *If I were rich, I'd take four long holidays a year. / I'd take four long holidays a year if I were rich.*
(Reality: I'm not rich, so I can't take four long holidays a year.)
- *If your father were here now, he'd show you how to repair your bike. / Your father would show you how to repair your bike if he were here now.*
(Reality: He isn't here now, so he can't show you how to repair it.)
- *If I won a big prize on the lottery, I'd buy a big house. / I'd buy a big house if I won a big prize on the lottery.*
(Reality: It's improbable that I will win a big prize on the lottery, so I can't buy a big house.)
- *If Fred studied harder, he would get a place at a top university. / Fred would get a place at a top university if he studied harder.*
(Reality: I don't think that Fred is going to study harder.)
- *If you weren't so slow, you would play for a top team. / You would play for top team if you weren't so slow.*
(Reality: You are slow, so you won't get a place in a top team.)

- *If he didn't watch so much TV, he wouldn't get so many headaches./ He wouldn't get so many headaches if he didn't watch so much TV.*
(Reality: He watches a lot of TV and he gets a lot of headaches.)
- *If someone offered you a job in another country, would you accept it?/ Would you accept a job in another country if someone offered you one?*
(Reality: In the imaginary situation that someone offers you a job ...)

When we use the verb *be* in the conditional clause we use *were* except in more informal, usually spoken, English when we can use *was*.

- *If I were you, I would buy a new car.*
- *Come on John, your car is dangerous! If I was you, I'd buy another one as quickly as possible.*

An alternative to *would* in the result clause is *could* or *might*:

- *If you got a pay rise, you could buy a new car.*
- *If we arrived home on time, we might go to the party.*

Would in the sense of being willing to do something can be an alternative in the conditional clause:

- *If he would train better, he would play more regularly in the team.*
(He doesn't appear to be willing to train harder, so he won't be selected for the team)
- *If she would get up earlier, she would have time to have breakfast before going to work.* (She doesn't appear to be willing to get up earlier, so she goes to work without eating)

Would in the conditional clause is not possible if it doesn't refer to willingness.

The Third Conditional

The Third Conditional is used for actions and situations in past time, which means that they are finished and are impossible to change. With the Third Conditional we imagine another result of a past action:

- *If he had studied harder, he would have passed the exam.*
(Reality: The exam is finished, he didn't pass it... probably because he didn't study very hard.)

The normal form of this conditional is:

**If + Subject + had + Past Participle + Complement,
Subject + would have ('ve) + Past Participle + Complement.**

OR

**Subject + would have ('ve) + Past Participle + Complement + if +
Subject + had + Past Participle + Complement.**

- *If John had recovered from his injury, he would've played in the game yesterday. / John would've played in the game yesterday if he had recovered from his injury. (Reality: He didn't recover from his injury yesterday, so he couldn't play.)*
- *If motorbikes had cost less when I was a student, I would have bought one. / I would have bought a motorbike when I was a student if they had cost less. (Reality: Motorbike were too expensive for me, so I couldn't buy one.)*

In the *if clause* the verb form we use is the past perfect, but the time we refer to is past. The change from past to past perfect gives the sense of unreality.

Some people get confused when they see:

- *If I had had enough time...*
- *If she had had the order in time...*
- *If you had had a shower before...*

Had can be used as both an auxiliary verb and as the past participle when the principle verb is *have*.

Both the auxiliary *had* in the conditional clause and *would* in the result clause can be contracted to 'd:

- *If he'd had enough time he'd have gone to visit his mother.*
- *If he'd read the book he'd have known the answers in the English Literature exam.*

In the *if clause*, *would have* is not used. We can replace *would have* with *might have* or *could have* in the *result clause*:

- *If he'd had enough time, he could have visited his mother.*
- *If he had read the book, he might have known the answers.*

Mixed Conditionals

The English language isn't just restricted to four models of conditionals as some circumstances of life require more combinations. Often a condition from the past can have a result in the present or the future, this gives mixed times (that is, different times for the condition and the result) for unreal conditionals.

- *If John had played yesterday, he would be free today.*
(He didn't play yesterday, so he isn't free today. He is training.)
- *If her family had moved to England when she was 4 years old, her English would be perfect now.*
(Her English isn't perfect because her family moved to England when she was 18 years old.)
- *If he had been working for 3 years, he would be able to buy a car this year.*
(He won't be able to buy a car at any time this year because he hasn't been working for 3 years.)
- *If my son had been born in 1999, he would start in secondary school this year.* (He was born in 2000 and won't start secondary school until next year.)

A past condition can lead to a possible present or future result but not, of course, a past result.

Another mixed conditional has the condition (unreal) in general time and the result in past time:

- *If he weren't so inefficient, he would've finished his project last week.*
(He didn't finish his project last week because he's very inefficient.)
- *If I needed help, I would've taken my car to a mechanic.* (I was able to repair my car myself, so I didn't need to use a mechanic.)
- *If she walked more quickly, she would've arrived half an hour ago.*
(She didn't arrive half an hour ago because she doesn't walk quickly.)
- *If Mary's family had more money, she wouldn't have needed to work at the weekends.* (Mary's family don't have a lot of money, so she needed to work at the weekends.)

EXERCISES:

1. Decide which conditional is best for the following sentences and put the words in brackets into the correct form.

- a) *He almost fell from the balcony. I'm sure that if he had fallen, he _____ (break) his leg or something.*
- b) *If I leave now, I _____ (be) home in two hours.*
- c) *If you _____ (like), I'll lend you my car for two days.*
- d) *If we increased the price, we _____ (run) the risk of pricing ourselves out of the market.*
- e) *If you _____ (ask) your boss, I'm sure he would have considered your proposal.*
- f) *The radio is broken. When you turn it on, it _____ (make) a strange noise.*
- g) *I'd set them the task if they _____ (be) more reliable. However, I don't think they're capable of doing it.*
- h) *If I had known how long the journey was, I _____ (take) something else to read with me.*
- i) *If you _____ (not/manage) to finish the catalogue on time, we'll have to postpone the printing until next month.*
- j) *The accident _____ (might/not/be) so bad if you'd been driving more slowly.*

2. Put the verbs in brackets in the correct verb form to form conditionals.

- a) *We don't know which road to take. If we _____ (bring) a map, we _____ (know) which way to go.*
- b) *Antonio is allergic to cheese. If he _____ (eat) cheese, he _____ (get) red spots on his body.*
- c) *Anne works in Microsoft, but if she _____ (work) there, she _____ (not meet) her husband, Charles.*
- d) *What you said to Max was very cruel! If I _____ (be) you, I _____ (apologize) to him.*
- e) *John, are you looking for Jenny? If I _____ (see) her, I _____ (tell) her to phone you.*

- f) *These biscuits are really tasty! Why don't you want to sell them? If you _____ (sell) them, you _____ (make) a lot of money.*
- g) *I can't speak French. If I _____ (study) it at school, I _____ (not speak) to my French boss in English now.*
- h) *If you _____ (buy) two packets of spaghetti, you _____ (get) one free.*
- i) *If I still _____ (feel) ill, I _____ (not visit) my grandmother next weekend.*
- j) *A: What _____ (you do) if you _____ (see) a bank robbery? B: I _____ (phone) the police.*

3. Conditionals in context. Using the words in parentheses, complete the text below with the appropriate conditional form.

- a) *Did you hear about that guy who won 180 million dollars in the lottery? If I _____ (win) that much money, I _____ (quit) my job the next day.*
- b) *I _____ (travel) around the world and _____ (stay) in the most luxurious hotels.*
- c) *If I _____ (want) anything, I _____ (buy) it.*
- d) *If I _____ (see) a beautiful Mercedes that I wanted, I _____ (buy) it.*
- e) *If I wanted to stay in a beautiful hotel and the hotel _____ (be) full, I _____ (buy) the hotel and make them give me a room.*
- f) *I _____ (can) do anything in the world if I had 180 million dollars. Oh, I am starting to sound a little materialistic.*
- g) *Well, I _____ (do) good things with the money as well.*
- h) *If anybody _____ (need) help, I _____ (give) them some money to help them out.*
- i) *I _____ (donate) money to charities.*
- j) *I _____ (give) money to help support the arts.*
- k) *If I _____ (win) that much money, I wouldn't keep it all for myself. I _____ (help) as many people as possible.*

4. Using the words in parentheses, complete the text below with the appropriate conditional form.

- a) _____ (If / When) I leave work, I usually go to the fitness center to work out.
- b) She hates TV. She thinks television is a waste of time. _____ (If / When) she watches any television at all, it is usually a documentary or a news program.
- c) My friend always keeps in touch by mail. _____ (If / When) I get a letter, I usually write back immediately.
- d) If I _____ (have) enough money, I _____ (go) on safari to Kenya. However, my bank account is empty!
- e) I love to travel! When I _____ (have) enough money, I _____ (go) abroad. I do it almost every year.
- f) I really wanted to go on safari to Kenya with my friends, but I couldn't afford to go. If I _____ (have) enough money, I _____ (go) with them.
- g) I'm sorry, I didn't know you were allergic to chocolate. If I _____ (know), I _____ (make) you a vanilla birthday cake.
- h) Stop asking me what Amanda bought you for Christmas. Even if I _____ (know) what she bought you, I _____ (tell, not) you.
- i) Nobody here speaks English. Too bad Gloria isn't here. If she _____ (be) with us, she _____ (can) act as our interpreter.
- j) I am afraid I won't be able to come to your wedding next week because my company is sending me to New York to attend a trade show. I _____ (miss, never) your wedding if I _____ (have) a choice in the matter.
- k) If the weather is nice tomorrow, she _____ (walk) along the river to school.
- l) If you help me move tomorrow, I _____ (treat) you to a dinner and a movie.
- m) If you were to help me move tomorrow, I _____ (treat) you to a dinner and a movie.

- n) *If I were in Tahiti right now, I _____ (snorkel) along a beautiful reef. I wouldn't be stuck here in this office with mountains of paperwork.*
- o) *If Jerry hadn't stopped to pick up that quarter, he _____ (cross) the street when the bus ran the red light. He might have been killed!*
- p) *Tina's train arrived ahead of schedule. If I hadn't decided to go to the train station early, she _____ (wait) there for more than twenty minutes before I arrived.*
- q) *If I _____ (pass) the test, I _____ (get) an "A" in the class. Instead, I got a "C." I really should have studied more.*
- r) *If I _____ (be) rich, I _____ (buy) that new Mercedes we saw yesterday. Unfortunately, I can't even afford a used car.*
- s) *We _____ (go) skiing this weekend, but there's no snow. Oh, well! We will just have to find something else to do instead.*
- t) *If Heather spoke Chinese, she _____ (translate) the email for you yesterday.*

5. Read the information in the following diet and health article. Try to complete the sentences. Help with the words from the box.

take to get volunteer helps suffer could live give up exercise fosters

Live a Longer and Healthier Life

Do you wish you (a) _____ to be 100 or older? Do you wish you could be in perfect health your entire life? Well, you might just be able to get what you wish for! Recent scientific research has shown that if people (b) _____ (practice) just five simple behaviors, they could not only (b) _____ (prolong) their lives but make them healthier as well. If you are willing to commit to leading a longer, healthier life, read on.

First, eat the right foods in the right amounts. Three-fourths of your plate should be filled with fruits, vegetables, and whole grains. If you cannot (d) _____ eating meat, choose lean meats. Eat poultry, fish, beans, and foods that are low in saturated fats, trans fats, cholesterol, salt, and sugar. People who wish they (e) _____ more easily

_____ (can/ control) the amount they eat may find that using a smaller plate will help.

Next, exercise at least 30 minutes a day at least three days a week. If you (f)_____ five or more days a week or at least 75 minutes each time, the results will be even better for you. Choose the type of exercise you enjoy. If you (g)_____ (not/ have) 30 consecutive minutes, then you can break it into three 10-minute periods and get some of the same benefits. Exercise (h)_____ increase muscle, strengthen bones, and improve balance. If you (i)_____ (not/ exercise) in a while, you should see your doctor before you begin a program. Not only will exercise improve your physical health, it also (j)_____ stress and (k)_____ good mental health.

Third, find time to (l)_____ in your community. If you (m)_____ (volunteer) even just a few hours a month, you will still get the benefits that helping others gives you. People who volunteer (n)_____ less from depression and are less likely to have heart disease than those who do not volunteer.

In addition, if you want to live longer and be healthier, be sure to (o)_____ sufficient sleep. If you are over the age of 18, you probably need seven to nine hours of sleep each night. If you cannot get that much sleep, (p)_____ a short nap of 20–30 minutes per day.

Finally, it's important to drink water. The body is between 55 percent and 75 percent water, and water helps it metabolize fat and maintain muscle tone. You can get water through fruits and vegetables, but if you (r)_____ (really/ want) to be good to your body, you (s)_____ (simply/ drink) lots of water! These five behaviors are the keys to living a longer and healthier life. Imagine, if you (t)_____ (start) these behaviors years ago, you would be way ahead of the game!

7 Wishes And Regrets

Wish + infinitive

We sometimes use *wish* + *infinitive* as a formal alternative to *want* or *would like* with reference to present and future wish situations:

I wish to make a complaint and would like to see the manager.

- *I do not wish to renew my subscription and would be grateful if my name could be deleted from your database.*
- *I don't ever wish to see you again! she said and stormed out of the restaurant.*
- *I don't wish to seem ungrateful, but I already have all the T-shirts I need.*

Wished + infinitive

Note that *wished* + *infinitive* is not so often used to describe past wishes. Instead, we would normally use *wanted to* + *infinitive* for this purpose:

- *We wanted to see the Crown Jewels but couldn't because the Tower of London had already closed.*
- *I wanted to work from home last Friday but my boss wouldn't let me.*

Wishing for the impossible: wish that + past tenses

To express wishes for unlikely or impossible situations and to express regrets, we use *wish that* + constructions with *would*, *could*, *was*, *were* or past tenses. Although we are using past tense forms, we are talking about present and future situations. Compare the following:

- *I don't speak any foreign languages, but I wish (that) I could speak Spanish.*
- *I'm hopeless at foreign languages, but I wish I spoke Spanish and French.*

- *I'm not hard-working at all - I'm really lazy - but I wish (that) I weren't.*
- *It's only Tuesday today, but I wish it was Saturday.*

Was and *were* are fully interchangeable with first, second and third person pronouns, singular and plural. Arguably, *were* sounds more formal than *was*.

- *My wife has to work such long hours, but I wish she didn't (have to).*
- *I have to prepare all the meals. I wish (that) I didn't.*
- *And now the dishwasher doesn't work. I wish it did.*

We use *wish that + could* when we are talking about people's ability to do things and *wish that + would* when we are talking about things that we would like people to do or not to do.

- *I can't eat anything with nuts in - I'm allergic to them - but I wish I could.*
- *I know your parents won't let you come to the nightclub, but I wish you could.*
- *I know you don't really want to come to the nightclub, but I wish you would.*
- *He keeps sending me text messages, but I wish he wouldn't.*

Hopes and wishes: hope that + present/future

For wishes about things that are positive and seem likely in the future, we normally use *hope + that-clause* with present simple or future *will* forms:

- *I hope you'll get top marks in your English test. (NOT: I wish you'll get...)*
- *I can see you're not well now, but I hope you recover in time for the match. (NOT: I wish you recovered..., I wish you'd recovered... OR I wish you'll recover...)*

Past regrets: wish + past perfect

To talk about wishes and regrets about past situations, we use *wish* with the past perfect.

- *I didn't ever receive the parcel from my granny, but I wish I had (received it).* (The parcel never arrived. I wish (that) it hadn't got lost in the post.)

Note that *wish* with past tenses and with past perfect is used in a similar way to conditional sentences and that *if only* can sometimes be used as an alternative to *wish*:

- *I wish I had worked harder at university.*
- *If only I had worked harder at university, I would've got a better job.*
- *I wish I had done more travelling in my youth.*
- *If I had travelled more widely, I am sure I would be more open-minded now.*
- *I wish you could come with me to Cancun this summer.*
- *If you could only come with me to Cancun, that would make it a perfect summer.*

Many people make New Year's resolutions to start diets, saying, "I wish I *were* thinner." Six weeks later, many are saying, "I wish I *had stuck* with my diet." Both are wishes, but they don't use the same verb tense. The New Year's expression of desire is a **subjunctive wish**, while the expression of regret is a **past perfect wish**. One expresses a desire or condition that is difficult or impossible to achieve, while the other is an expression of something that did not happen. The major stylebooks vary in the ways of their usage:

The Associated Press Stylebook wants the subjunctive "for contrary-to-fact conditions, and expressions of doubts, wishes or regrets," and "if there is little likelihood that a contingency might come true." Such as in "If we *were* to learn to use the subjunctive mood, we would be better communicators."

The Chicago Manual of Style says the subjunctive "is useful when you want to express an action or state not as a reality but as a mental conception. Typically the subjunctive expresses an action or state as doubtful, imagined, desired, conditional, hypothetical, or otherwise contrary to fact."

The New York Times defends the subjunctive.

For journalists it means to be aware of the problematics and be precise in following particular stylebook.

EXERCISES:

1. Look at each situation and decide if it describes a past or a present situation. Then write a sentence using wish.

- a) *I am not very tall.*
_____ taller.
- b) *I didn't learn English when I was younger.*
_____ when I was younger.
- c) *I can't speak perfect English.*
_____ perfect English.
- d) *I didn't sleep very well last night.*
_____ well last night.
- e) *I got really badly sunburnt on the beach yesterday because I forgot my sun-cream.*

my sun-cream yesterday.
- f) *My neighborhood is terribly noisy at night.*
_____ at night.
- g) *I have to get up early every day.*
_____ .

2. Decide whether the following sentences are correct or not. If not, rewrite them in a correct way.

- a) *I hate winter. I wish I was on a sunny beach somewhere.*

- b) *I wish you will come to visit more often. It's such a pity you're so far away.*

- c) *He regrets his mistakes and wishes he had been more careful.*

d) *I like my job, but I just wish I would not work such long hours.*

e) *Don't you wish you could travel in time? Wouldn't it be amazing?*

f) *I wish there were more hours in a day; I never seem to have enough time.*

g) *Sue and Dave had a disastrous holiday. They wish that they stayed at home.*

h) *We had an amazing holiday. I wish you could come with us - you would have loved it, too.*

3. Wishes and Regrets in context. Complete the following story.

While trying to sail round the world in a small boat, Harry, Sandy and Joe were shipwrecked one night. 'I wish there (a)_____ (be) an island nearby,' Harry said.

By morning, they were washed up on to a desert island. For six months they lived on fish, nuts and fruit. One day, they saw a bottle on the shore. 'If only it (b)_____ (contain) a note or something!' Sandy said. They opened it and a genie appeared. 'It's high time someone (c)_____ (open) that bottle!' the genie gasped. 'I'm so grateful, I'll give you one wish each. You first,' the genie said, pointing to Harry. 'That's easy,' Harry said. 'I wish I (d)_____ (be) with my family.' And (whoosh!) he disappeared. 'Me too,' Sandy said. 'If only I (e)_____ (can) be in dear old Glasgow.' And (whoosh!) off he went. 'And you, sir?' the genie asked Joe. 'I wish I (f)_____ (have) my friends back!' Joe said.

8 Passive Voice

The passive is used to change the focus of the sentence, to avoid generalised subjects, and to make an action impersonal. It is common in descriptions of processes, and in scientific and technical language in general. The passive is more common in written English, where there tends to be less use of personal reference in some contexts.

We need to distinguish between *Agent* and *Instrument* to understand the sentence structure. The person who performs an action in a passive sentence is called the **agent**, introduced by *by*. The agent may or may not be mentioned.

- *My purse was found by one of the cleaners (the agent).*
- *A new road has been built.*

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

- *He was hit on the head with a hammer (the instrument).*

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

- *I was handed a note.*
- *A note was handed to me.*

Other common verbs of this type are: *bring, give, lend, pass, pay, promise, sell, send, show, tell*.

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

- *We elected Jim class representative.*
- *Everyone considered him a failure.*

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

- *Jim was elected class representative.*
- *He was considered a failure.*

Most verbs with an object (*transitive verbs*) can be made passive: *drive* is transitive because one can drive something (a car). However, a few transitive verbs may not be used in the passive. These include: *become, fit (be the right size), get, have, lack, let, like, resemble, suit*. Verbs with

no object (*intransitive*) can not be passive: *fall* is intransitive, you cannot *fall something*. Therefore it is not possible to say: *The tree was fallen*. Instead the sentence must be active: *The tree fell*. We cannot use the passive voice with these verbs: *agree, arrive, be, become, come, die, fall, go, happen, live, look, occur, rain, recover, remain, seem, sleep, stay, work, walk, work*.

We form the passive with the verb *to be* in the appropriate tense and the past participle of the main verb. Only transitive verbs can be used in the passive.

We use the passive:

- a) When the person or people who do the action are unknown, unimportant obvious from the context:
 - *My purse was stolen. (we do not know who stole it)*
- b) When the action itself is more important than the person/ people who do it, as in news headlines, newspaper articles, advertisements etc.:
 - *The ceremony will be held on October 8th.*

The sentence structure is the following:

1. Present Simple Passive: **Am/ is/ are + past participle**
 - *This event is much spoken about.*
2. Present Perfect Passive: **Have/ has + been + past participle**
 - *The article has just been finished.*
3. Present Continuous Passive: **Am/ is/ are + being + past participle**
 - *The article is being written right now.*
4. Past Simple Passive: **Was/ were + past participle**
 - *This book was published two years ago.*
5. Future Simple Passive: **Will/ shall + be + past participle**
 - *The next deadline will be given to you tomorrow.*
6. Future Perfect Passive: **Will/ shall + have been + past participle**
 - *The news story will have been finished by the end of the week.*

In journalism, passive construction is not just about the writing. It is often used by sources to deflect blame:

➤ *Mayor at press conference: "Mistakes were made."*

Shifting from passive to active voice improves clarity and shortens sentences (the passive-voice sentence is two words longer than the active-voice sentence). Active gives much more impact and vitality and it helps the reader to imagine what went on. The word rate climbs dramatically.

We can say that passive writing leads to questions and active writing answers them. The passive voice also lends itself to grammatical errors:

- *They gave an award to Spielberg.* (active voice)
- *They gave Spielberg an award.* (active voice)
- *An award was given to Spielberg.* (true passive)
- *Spielberg was given an award.* (false passive)

When an active sentence has two objects, the passive sentence can begin with either object. Notice that if the direct object (*an award*) becomes the subject of the passive sentence, *to* is used before the indirect object.

Some verbs that use two objects are: *bring, give, hand, lend, offer, owe, pay, sell, send, serve, show, take, teach, tell, write.*

EXERCISES:

1. Passive in context. Put each verb in brackets into a suitable active or passive verb form.

Dear Mrs Brown,

We are delighted to inform you that you (a) _____ (select) for a free holiday. According to our information, you (b) _____ (answer) a telephone survey last month, as a result of which your name (c) _____ (enter) in the holiday draw. Now our computer (d) _____ (choose) your name, so you and your family (e) _____ (invite) to spend a week in a European destination of your choice. This offer (f) _____ (make) on the condition that you attend a special promotions day with other lucky families in your region

who (g) _____ (offer) a similar deal. You (h) _____ (ask) to attend on any Saturday next month at the Royal Hotel, Manchester. If you (i) _____ (interest) in attending and taking up this offer, please (j) _____ (detach) the slip below and return it to us as soon as possible.

2. Passive in context. These are the excerpts from the original article. Complete the sentences using a suitable active or passive verb form.

Genome Announcement a Milestone — But Only a Beginning

Leaders say discovery (a) _____ (must/link) to responsible use.

"The sequencing of the human genome is a scientific milestone," said U.S. and British researchers, but the most important work lies ahead, in determining how to put the information to medical use.

The heads of the public and private efforts to decipher the genetic makeup of human beings announced the completion of a rough draft of the project - more than 10 years after it (b) _____ (begin).

"Mapping the human genome (c) _____ (compare) with putting a man on the moon. However, I believe it is more than that," said Dr. Michael Dexter, the director of the Wellcome Trust, which (d) _____ (fund) the British part of the Human Genome Project.

The medical benefits of genome science, scientists agree, (e) _____ (must/use) to benefit all people, not only a privileged few.

Individual privacy (f) _____ (must/protect) as science moves forward with the project, and the information (g) _____ (must/not/use) to discriminate against any group or person.

"This is the most important, most wondrous map ever (h) _____ (proceed) by humankind," Clinton said in Washington. "Humankind is on the verge of gaining immense new power to heal. Genome science will revolutionize the diagnosis, prevention and treatment of most, if not all, human diseases."

All the researchers (i) _____ (involve) praised the high level of international cooperation that enabled them to reach this stage, and they pledged to keep that momentum going.

Mapping the chemical sequences for human DNA - the chemical "letters" that make up the recipe of human life - is a breakthrough that

(j) _____ (expect) to revolutionize the practice of medicine by paving the way for new drugs and medical therapies.

Ninety-nine percent of the human genome (k) _____ (sequence) and 3.21 billion letters of genetic code (l) _____ (assemble) by Celera. In the final step, each gene and its function (m) _____ (must/identify). Scientists will look for the genetic variations in people — variations that could be the cause of countless diseases.

That step (n) _____ (expect) to take several years to complete. However, scientists said doctors one day would be able to study a person's genetic profile, determine his susceptibility to various diseases, and design a course of treatment to prevent illness.

Despite the potential for medical advancements, many Americans (o) _____ (divide) over the implications of the genome project.
(<http://edition.cnn.com>)

3. Passive in context. Underline the examples of the passive voice and say why it has been used rather than an active construction.

a) *The shipping industry says it's been hit by the global financial crisis and the recent spate of piracy attacks off Somalia. The chairman of the Hong Kong Ship Owners Association and chief executive of the Anglo-Eastern Group, Peter Cremers said ships are wary of sailing through the Gulf of Aden which has boosted costs as vessels are diverted.*

b) *Analysts polled by Reuters news agency say they believe China's economy grew by just seven per cent in the last quarter of last year. If borne out by official data, this would be the worst figure in a decade. The Chinese authorities believe a minimum growth rate of eight per cent is needed to avoid severe unemployment and social disruption. China's manufacturing sector has been badly hit by recession in its main export markets.*

c) *Temperatures over Hong Kong dipped on Sunday morning with the mercury plunging to minus one degree celsius in Ta Kwu Ling. A spokesman for the Observatory said it was the lowest temperature recorded in Ta Kwu Ling since a weather station was set up there more than two decades ago. The Observatory says the average*

temperature recorded in the urban areas was 10 degrees. But, it was considerably colder in some parts of the New Territories.

4. Passive in context. Complete the texts with a passive or active form of the verb in brackets in an appropriate tense.

A Skillful Piece of Work

- a) Once Birmingham and Sheffield, two of the largest towns in England, _____ (begin) to quarrel.
- b) The quarrel started as each of them _____ (claim) to be able to produce the most skillful piece of work.
- c) A special jury _____ (choose) to decide which city would show the greatest skill.
- d) The day arrived. A steel spider with long thin legs _____ (produce) by representatives of Sheffield.
- e) The spider _____ (make) by the best workers.
- f) It was as small as a pea. It ran about on the table as if it were alive. A wonderful mechanism _____ (put) in that little body.
- g) Everybody _____ (be) sure that the first place _____ (will/ give) to Sheffield.
- h) Then a sewing needle _____ (lay) on the table by representatives of Birmingham.
- i) A smile _____ (appear) on the lips of the jury when the needle _____ (notice).
- j) Then the top of the needle _____ (screw off) and 4 needles _____ (draw out), one from another.
- k) The first needle, as it was, had been the case of the four other needles. The needles _____ (hand) over to each member and _____ (examine) with great interest. In whose favour did the jury decide?

5. Go through the following proverbs and complete them with the passive forms of the verbs.

- a) The road to hell _____ (pave) with good intentions.
- b) A man _____ (know) by the company he keeps.
- c) A fox _____ (not/ take) twice in the same snare.

- d) Old birds _____ (catch) with chaff.
- e) Never ask pardon before you _____ (accuse).
- f) A liar _____ (not/ believe) when he tells the truth.
- g) Advice when most needed is least _____ (heed).
- h) Desires _____ (nourish) by delays.
- i) Forewarned _____ (forearm).
- j) Marriages _____ (make) in heaven.
- k) A threatened blow _____ (seldom/ give).
- l) Danger foreseen _____ (half/ avoid).
- m) Little thieves _____ (hang), but great ones escape.
- n) What _____ (do) cannot be undone.
- o) Rome _____ (not/ build) in a day.
- p) Fingers _____ (make) before forks.
- q) Acorns were good till bread _____ (find).
- r) Youth _____ (will/ serve).
- s) The fish _____ (will/ soon/ catch) that nibbles at every bait.
- t) Ask no questions and you _____ (will/ tell) no lies.

6. Complete the following quotations using passive forms of the verbs. Try to explain their meanings.

- a) Wisdom _____ only _____ (find) in truth. (J. W. Goethe)
- b) An injury _____ much sooner _____ (forget) than an insult. (Ph. Chesterfield)
- c) He who commits injustice _____ ever _____ (make) more wretches than he who suffers it. (Plato)
- d) If on Parnassus Top you sit You rarely bite, you _____ always _____ (bite). (J. Swift)
- e) Even when laws _____ (write) down, they ought not always to remain unaltered. (Aristotle)
- f) When peace _____ (break) anywhere, the peace of all countries everywhere is in danger. (F. D. Roosevelt)
- g) What _____ (write) without effort is in general read without pleasure. (S. Johnson)
- h) New opinions _____ always _____ (suspect), and usually opposed, without any other reason but because they are not already common. (J. Locke)
- i) The die _____ (cast).. (Caesar)

- j) *Draw the curtain, the farce _____ (play). (F. Rabelais)*
- k) *Libraries _____ (not/ make), they grow. (A. Birrell)*
- l) *Common sense is the most widely _____ (share) commodity in the world, for every man _____ (convince) that he is well supplied with it. (R. Descartes)*
- m) *Persons attempting to find a motive in this narrative _____ (will/ prosecute); persons attempting to find a moral in it _____ (will/ banish); persons attempted to find a plot in it _____ (will/ shot).. (M. Twain)*
- n) *When Thales _____ (ask) what was most difficult, he said, "To know on one's self." And what was easy, "To advise another." (Diogenes)*

9 Indirect/ Reported Speech

We use indirect/ reported speech when we report what people have said. We use a *reporting verb* like *say* or *tell* in reported speech. If this verb is in the present tense, we just put *she says* and then the sentence:

- Direct speech: *"I like ice cream."*
- Reported speech: *She says (that) she likes ice cream.*

If the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

- Direct speech: *"I like ice cream."*
- Reported speech: *She said (that) she liked ice cream.*

The main change in reported speech sentences is that the **tenses change**.

Here is a summary of the tense changes that take place:

1. Present Simple → Past Simple

- *I like ice cream.* → *She said (that) she liked ice cream.*

2. Present Continuous → Past Continuous

- *I am living in Spain.* → *She said (that) she was living in Spain.*

3. Past Continuous → Past Perfect Continuous

- *I was walking along the street.* → *She said (that) she had been walking along the street.*

4. Present Perfect → Past Perfect

- *I have not seen Julie since November.* → *She said (that) she had not seen Julie since November.*

5. Past Simple → Past Perfect

- *I bought a car.* → *She said (that) she had bought a car.*

6. Past Perfect → Past Perfect

- *I had taken English lessons before.* → *She said (that) she had taken English lessons before.*

7. Will/ Shall → Would

- *I will see you later.* → *She said (that) she would see him later.*

8. Going to → Was going to

- *I am going to read the latest book by my favourite novelist.* → *She said (that) she was going to read the latest book by her favourite novelist.*

9. Can → Could (Could → Could, Should → Should, Might → Might)

- *I could swim when I was four.* → *She said (that) she could swim when she was four.*

Occasionally, we don't need to change the present tense into the past if the information in direct speech is still true (but this is only for things which are general facts, and even then we usually like to change the tense):

- **Direct speech:** *"The sky is blue."*
- **Reported speech:** *She said (that) the sky is/was blue.*

Sometimes when we change direct speech into reported speech we also have to change time expressions. It depends on when we heard the direct speech and when we say the reported speech.

For example: It's Monday. Julie says *"I'm leaving **today**".*

- *If I tell someone on Monday, I say "Julie said she was leaving **today**".*
- *If I tell someone on Tuesday, I say "Julie said she was leaving **yesterday**".*
- *If I tell someone on Wednesday, I say "Julie said she was leaving **on Monday**".*
- *If I tell someone a month later, I say "Julie said she was leaving **that day**".*

So, there's no easy conversion. You really have to think about when the direct speech was said. Here are some possible conversions:

- **now:** then/ at that time
- **today:** yesterday/ that day/ Tuesday/ the 27th of June
- **yesterday:** the day before/ the day before yesterday/ Wednesday/ the 5th of December
- **last night:** the night before/ Thursday night

- **last week:** the week before/ the previous week
- **tomorrow:** today/ the next day/ the following day/ Friday

Covering a speech is a typical assignment for journalists. As a journalist, you should be aware of the methods of reporting what people say. The most common method today is to use indirect/ reported speech. The reason of its popularity is that the newspapers no longer have the space to report speeches in full. And their readers don't have the time to wade through them.

EXERCISES:

1. Rewrite the following sentences into reported speech.

- John said, "I am ill."
John said that _____ ill.*
- John said, "I've just bought a house."
John said that _____ house.*
- John said, "I'm going on holiday tomorrow."
John said that he _____ on holiday the next day.*
- John said, "I can call her."
John said that he _____ her.*
- John said, "John doesn't have time tomorrow."
John said that John _____ time the next day.*
- John said, "It'll be tough."
John said that it _____ tough, but it was not.*
- John said, "I've been looking for you."
John told me that he _____ for me.*
- John said, "I won't be there."
John said he _____ there, but he was.*

2. Read the text below taken from a short story by Oscar Wilde, **The Canterville Ghost** and discuss it from the point of view of direct/reported speech. Try to rewrite direct speech sentences into indirect ones.

The Canterville Ghost

By Oscar Wilde

About ten minutes later, the bell rang for dinner, and, as Virginia did not come down, Mrs Otis sent up one of the servants. After a little time he returned and said that he could not find Miss Virginia anywhere. So, the whole family started looking for her.

The hours passed, but they could find no trace of Virginia. So, after dinner, Mr Otis ordered them all to bed, saying that nothing more could be done that night, and that he would contact Scotland Yard in the morning. Just when everybody was about to leave the dining-room, the clock struck midnight, and when the last stroke sounded, a secret door opened in the wall and in that door stood Virginia with a little box in her hand. Everybody ran up to her.

“Good heavens! child, where have you been?” said Mr Otis, rather angrily, as he thought she had been playing a trick on them.

“Papa,” said Virginia quietly, “I have been with the ghost. He is dead, and you must come and see him. He had been very nasty, but he was really sorry for all that he had done, and he gave me this box of beautiful jewels before he died.”

Then she led the others down a narrow secret corridor to a little low room. There the family found the skeleton of Sir Simon, who had been starved to death by his wife's brothers. Virginia knelt down beside the skeleton, and, folding her little hands together, began to pray silently.

Meanwhile, one of the twins was looking out of the window in the little room and suddenly said, “Look! The old almond-tree has blossoms.”

“Then God has forgiven him,” said Virginia and stood up.

- 3. Read the story and try to rewrite it using direct speech. Write the actual words which you think were spoken by people in the story.**

How Not To Impress Your New Boss

By Stephen Pile, The Book of Heroic Failures

After Peter and Fiona Tompkins got married, they moved into a very nice suburban house just outside Cardiff in Wales. Peter had just got a new job in the Welsh Tourism Board.

One Tuesday afternoon, just after Peter had started in his new job, Fiona was surprised when her husband phoned and said he had invited his new boss, Gwyn Williams, and his wife to come to dinner. Fiona was furious and told Peter she had no suitable food for them. He replied he was sure she would think of something adding that they would arrive at 7.30.

Fiona searched in her freezer and found some salmon. It was about two weeks beyond its 'sell by' date but she decided to risk it. She cut the head and tail off the fish and gave them to the cat. Then she used the meat to make a fish pie. She prepared some vegetables and found a bottle of German white wine.

At 7.30 the house was looking beautiful when Peter arrived with Mr and Mrs Williams. Fiona welcomed them to the house and offered them a glass of sherry before dinner. Mrs Williams asked how long they had been married and Fiona proudly showed them the photographs of their wedding.

Everyone enjoyed the dinner and Mr and Mrs Williams left at around ten o'clock. Peter and Fiona discussed the evening and decided it had been a great success. Peter was taking the rubbish out to the dustbin when he found the body of their pet cat lying on the front door step.

He went back to the kitchen where Fiona was washing the plates and told her about the cat. Fiona was horrified and told Peter that the salmon had been beyond its 'sell by' date.

Fiona slept very badly. She was convinced she had not only poisoned her husband but also her husband's new boss and his wife. At three o'clock in the morning Fiona woke up her husband and asked him if he was feeling ill. He said he was fine. Fiona told him about her worries. Peter said there was nothing they could do about it and persuaded her to go back to sleep.

In the morning, Peter decided to bury the cat. He dug a hole in the garden and then went to the front door to pick up the body of the cat. As

he was picking up the body, he saw a small piece of white paper on the door step. He picked up the paper and read it. It said, "I'm terribly sorry but when we were reversing the car we ran over your cat." The note was signed by Gwyn Williams.

10 Relative Clauses

A relative clause is one kind of dependent clause. It has a subject and verb, but can't stand alone as a sentence. It is sometimes called an *adjective clause* because it gives more information about a noun. A relative clause always begins with a *relative pronoun*, which substitutes for a noun, a noun phrase, or a pronoun when sentences are combined.

A **defining relative clause** tells which noun we are talking about:

- *I like the woman who lives next door.*
(If I don't say *who lives next door*, then we don't know which woman I mean).

A **non-defining relative clause** gives us extra information about something. We don't need this information to understand the sentence.

- *I live in London, which has some fantastic parks.*
(Everybody knows where London is, so *which has some fantastic parks* is extra information).

Defining relative clauses

The relative pronoun is the subject

We can use *who*, *which* or *that*. We use *who* for people and *which* for things. We can use *that* for people or things.

The relative clause can come after the subject or the object of the sentence. We can't drop the relative pronoun

a) clause after the object of the sentence:

- *I'm looking for a secretary who / that can use a computer well.*
- *She has a son who / that is a doctor.*
- *We bought a house which / that is 200 years old.*
- *I sent a letter which / that arrived three weeks later.*

b) clause after the subject of the sentence:

- *The people who / that live on the island are very friendly.*
- *The man who / that phoned is my brother.*

- *The camera which / that costs £100 is over there.*
- *The house which / that belongs to Julie is in London.*

The relative pronoun is the object

In this case we can drop the relative pronoun if we want to. Again, the clause can come after the subject or the object of the sentence. Here are some examples:

a) clause after the object:

- *She loves the chocolate (which / that) I bought.*
- *We went to the village (which / that) Lucy recommended.*
- *John met a woman (who / that) I had been to school with.*
- *The police arrested a man (who / that) Jill worked with.*

b) clause after the subject:

- *The bike (which / that) I loved was stolen.*
- *The university (which / that) she likes is famous.*
- *The woman (who / that) my brother loves is from Mexico.*
- *The doctor (who / that) my grandmother liked lives in New York.*

Non-defining relative clauses

We don't use *that* in non-defining relative clauses, so we need to use *which* if the pronoun refers to a thing, and *who* if it refers to a person. We can't drop the relative pronoun in this kind of clause, even if the relative pronoun is the subject of the clause.

a) clause comes after the subject:

- *My boss, who is very nice, lives in Manchester.*
- *My sister, who I live with, knows a lot about cars.*
- *My bicycle, which I've had for more than ten years, is falling apart.*
- *My mother's house, which I grew up in, is very small.*

b) clause comes after the object:

- *Yesterday I called our friend Julie, who lives in New York.*
- *The photographer called to the Queen, who looked annoyed.*
- *Last week I bought a new computer, which I don't like now.*
- *I really love the new Chinese restaurant, which we went to last night.*

We use relative clauses to join two English sentences, or to give additional information about something without starting another sentence. By combining sentences with a relative clause, your **text becomes more fluent** and you can **avoid repeating certain words**.

Prepositions and relative clauses

If the verb in the relative clause needs a preposition, we put it at the end of the clause:

- **listen to:** *The music is good. Julie listens to the music.*
→ *The music (which / that) Julie listens to is good.*
- **work with:** *My brother met a woman. I used to work with the woman.*
→ *My brother met a woman (who / that) I used to work with.*
- **go to:** *The country is very hot. He went to the country.*
→ *The country (which / that) he went to is very hot.*

Whose

Whose is always the subject of the relative clause and can't be left out. It replaces a possessive. It can be used for people and things.

- *The dog is over there. The dog's owner lives next door.*
→ *The dog **whose** owner lives next door is over there.*
- *The little girl is sad. The little girl's / her doll was lost.*
→ *The little girl **whose** doll was lost is sad.*
- *The woman is coming tonight. Her car is a BMW.*
→ *The woman **whose** car is a BMW is coming tonight.*
- *The house belongs to me. Its roof is very old.*
→ *The house **whose** roof is old belongs to me.*

Where, when, why

We can sometimes use these question words instead of relative pronouns and prepositions.

- *I live in a city. I study in the city.*
→ *I live in the city **where** I study.*
→ *I live in the city **that / which** I study in.*
→ *I live in the city **in which** I study.*
- *The summer was long and hot. I graduated from university in the summer.*
→ *The summer **when** I graduated from university was long and hot.*

- The summer that / which I graduated from university in was long and hot.
- The summer in which I graduated was long and hot.

Remember that a sentence becomes shorter and more readable when wordy phrases are suitably edited. Sometimes **clarity is lost if relative clauses are used** so they should be **removed** or **delinked**, even if it means breaking a sentence in two. Here is an example of how a relative clause can be edited:

- *The ticketing clerk, Mr Harris, who belongs to the same village, from where the Railway Minister hails, dislikes using computers.*
 → *The ticketing clerk, Mr Harris, dislikes using computers. He belongs to the same village from where the Railway Minister hails.*

Unnecessary, secondary detail clutters a sentence; it must be removed and used separately.

EXERCISES:

1. Choose the correct relative pronoun or relative adverb for each sentence:

- The woman _____ is sitting at the desk is Mr Winter's secretary.*
- I cannot remember the reason _____ he wanted us to leave.*
- Jane, _____ mother is a physician, is very good at biology.*
- She didn't see the snake _____ was lying on the ground.*
- Do you know the shop _____ Andrew picked me up?*

2. Combine the sentences with relative clauses. (Decide whether to use commas or not)

- A monk is a man. The man has devoted his life to God.*
A monk _____
- I have one black cat. His name is Blacky.*
I have _____
- A herbivore is an animal. The animal feeds upon vegetation.*
A herbivore _____

- d) *Carol plays the piano brilliantly. She is only 9 years old.*
Carol _____
- e) *Sydney is the largest Australian city. It is not the capital of Australia.*
Sydney _____

3. Combine the sentences with contact clauses.

- a) *We ordered a book. It was very expensive.*

- b) *You are sitting on a bench. The paint on the bench is still wet.*

- c) *The photographer could not develop the pictures. I had taken them in Australia.*

- d) *One of the bins smells awful. You haven't emptied the bin for three weeks.*

- e) *They are singing a song. I don't know the song.*

4. Combine the sentences with relative clauses or contact clauses. Use contact clauses where possible. (Decide whether to use commas or not.)

- a) *The city seems to be abandoned. It is usually crowded with people.*

- b) *You made an offer. We cannot accept it.*
We _____
- c) *A midwife is a woman. She assists other women in childbirth.*
A woman _____
- d) *Three youngsters were arrested by the police. They had committed criminal offences.*
The police _____

- e) *The World Wide Web has become an essential part of our lives. It was invented by Tim Berners-Lee.*
Tim Berners-Lee _____

11 Articles

There are only three articles in English language: *the* (definite article) *a* and *an* (*indefinite articles*). They are very small words which cause very large problems if used incorrectly. Use of an article can also change the meaning of the noun:

- *dinner* = the evening meal
- *a dinner* = an evening meal held for some kind of event
- *the dinner* = a specific evening meal which was held for some kind of event

Articles define a noun as specific or unspecific.

- *After the long day, the cup of tea tastes particularly good.*

By using *the*, it has been shown that it was one specific day that was long, and one specific cup of tea that tasted good.

- *After a long day, a cup of tea tastes particularly good.*

By using *a*, it has been created a general statement, saying that any cup of tea would taste good after any long day.

The Definite Article: THE

The definite article refers to a noun, either in the singular or plural. It can be used with uncountable nouns. *The* refers to a specific thing or quantity. It should be placed before the noun, or before the adjective which directly modifies the noun.

- *Please give me the hammer.*
- *Please give me the red hammer; the blue one is too small.*
- *Please give me the nail.*
- *Please give me the large nail; it's the only one strong enough to hold up this painting.*
- *Please give me the hammer and the nail.*

If the noun is general, an indefinite article (or no article) may be used.

- *Use the fork when eating your dinner.*

- *Use a utensil when eating dinner.*
- *Give me liberty or give me death.*

A noun which has been previously mentioned must be modified by a direct article; however, if the noun is just popping up for the first time, an indirect article should be used.

- *A child is riding a bicycle along a sidewalk; the child is wearing a helmet.*

English uses the definite article in front of some geographical names:

- a) rivers, oceans, seas (e.g. *the Mississippi River, the Atlantic Ocean, the Mediterranean*)
- b) bays, where the term bay comes first (e.g. *the Bay of Fundy, the Bay of Bengal*)
- c) gulfs and peninsulas (e.g. *the Persian Gulf, the Arabian Peninsula*)
- d) mountain ranges (e.g. *the Rockies, the Dolomites, the Laurentians*)
- e) points on the globe (e.g. *the Equator, the North Pole*)
- f) geographical areas (e.g. *the Middle East, the South*)
- g) deserts and forests (e.g. *the Gobi Desert, the Black Forest*)

The definite article is also used:

- a) when referring to a group of people by use of an adjective rather than a noun (e.g. *the elderly, the rich, the restless, the sick, the homeless*).
- b) with ordinal numbers (e.g. *The Second World War, the seventh page, the sixth channel*)
- c) when a title is used without a name (e.g. *the president, the prime minister, the professor* BUT: *Queen Mary,*)
- d) when a school has *of* in its title (e.g. *The University of London* BUT: *Lincoln High School*)
- e) when referring to the location (e.g. *The meeting is at the school.* = location BUT: *I am going to school now.* = activity)
- f) with unique objects (e.g. *the Earth, the moon, the human race, the sun, the world, the universe*)
- g) with part of a larger group (e.g. *one of the students, none of the students, both of the students, all of the students*)

- h) with names of newspapers (*the Times*), cinemas (*the Cinemax*), theatres (*the Empire*), museums/art galleries (*the Louvre*), ships (*the Marie Celeste*), organizations (*the United Nations*), musical instruments (*the guitar*), dances (*the salsa*).
- i) with historical periods/events (*the Vietnam war*)
- j) with the words *only*, *last* and *first* (e.g. *the only one who understood me*)
- k) with the words: *station*, *cinema*, *theatre*, *library*, *shop*, *coast*, *sea*, *beach*, *country(side)*, *city*, *jungle*, *world*, *ground*, *weather*.

The Indefinite Articles: A and AN

The indefinite articles are used when referring to an unspecified thing or quantity.

➤ *There once was a sheep.*

We use *a* before nouns or adjectives which begin with a consonant, or when U sounds like a Y, or O sounds like a W (*a cat*, *a university*). We use *an* before words which begin with a vowel sound or a soft H sound (*an egg*, *an hour-glass*).

We use them in some set expressions as well: *for a long time*, *in a low voice*, *it is a pity*, *as a result*, *be in a hurry*.

The article system is so complex that it is difficult not only for non-native English speakers to master. Using articles correctly is a skill that develops over time through lots of reading, writing, speaking and listening. Try to pay attention to how articles are being used in the language around you. Paying attention can also help you develop a natural sensitivity to this complex system.

Omission of articles (zero article)

There is no need to use articles with:

- a) languages and nationalities (e.g. *Chinese*, *English*, *French*, *Spanish*)
- b) sports, games, activities (e.g. *diving*, *baseball*, *skiing*)
- c) academic subjects (e.g. *chemistry*, *English*, *philosophy*)
- d) most countries or territories (e.g. *Canada*, *China*, *New Zealand*)

- e) towns, cities or states (e.g. *Ottawa, Paris, California*; BUT: *the Vatican, the Netherlands*)
- f) streets, squares (e.g. *Front Street, Lakeview Avenue, Dogwood Crescent, Trafalgar Square*)
- g) lakes (e.g. *Lake Ontario, Lake Placid, Bear Lake*)
- h) bays, where the term bay comes after the name (e.g. *Hudson Bay*)
- i) mountains (e.g. *Mount Everest, Mount Kilimanjaro*)
- j) waterfalls (e.g. *Niagara*)
- k) continents (e.g. *North America, Africa*)
- l) islands (e.g. *Fiji Islands, Prince Edward Island*)
- m) months, days (e.g. *February, Monday*)
- n) celebrations (e.g. *nameday*)
- o) colors (e.g. *blue, red*)
- p) drinks and meals (e.g. *mojito, spaghetti*)
- q) names of magazines (e.g. *Cosmopolitan*)
- r) means of transport with *by* (e.g. *by car, by train*)
- s) words: *bed, hospital, college, court, prison, school, university, home, mother, father, information, fruit, hair, advice, money.*

It is said that "To give added punch, articles are often dropped in the titles" (<http://www.davidappleyard.com>).

Omitting an article in a newspaper title is done for brevity and in order to attract more attention. There are some rules about writing titles in English (and they basically apply to newspapers and magazines and not to research journals).

Regarding articles, you may drop them as soon as the meaning remains clear. An example from *The Times*, UK is the title: "Fees will create class of stay-at-home students" while usually one would say "...a class...". The newspaper *Daily Mail*, UK on the other hand, in which journalists are not sparing with titles' length, you find titles like "How the rebels planned assault on Tripoli: Call to arms for 'sleeper cells' came from mosques". So we cannot speak about a grammar rule.

In scientific papers in particular you can be more explicit and usually articles are not dropped.

EXERCISES:

1. Articles in context. Complete the following exercise with *a*, *an*, *the* or no article.

- a) According to _____ National Weather Service, _____ cyclones are _____ areas of circulating winds that rotate counterclockwise in _____ Northern Hemisphere and clockwise in _____ Southern Hemisphere.
- b) They are generally accompanied by some kind of _____ precipitation and by _____ stormy weather.
- c) _____ tornadoes and _____ hurricanes are _____ types of cyclones, as are _____ typhoons, which are _____ storms that occur in _____ western Pacific Ocean.
- d) _____ hurricane is _____ cyclone that forms over _____ tropical oceans and seas and has _____ winds of at least seventy-four miles _____ hour.
- e) _____ hurricane rotates in _____ shape of _____ oval or _____ circle. _____ hurricanes can cause _____ great environmental damage.
- f) _____ Hurricane Andrew, which hit _____ coasts of Louisiana and southern Florida in August 1992, caused _____ extreme devastation.
- g) In terms of _____ environmental damage, _____ Hurricane Andrew is one of _____ most devastating hurricanes ever to hit _____ United States.
- h) Fourteen people died because of _____ Andrew's effects.

2. Articles in context. Choose *a*, *an*, *the* or no article for each blank below.

Welcome to (a)_____ Tuvana Island, your vacation paradise in (b)_____ South Pacific. Each luxury bungalow comes fully equipped with (c)_____ king-size bed, (d)_____ outdoor shower, and (e)_____ private veranda overlooking (f)_____ Kituna Bay. Tuvana Resort offers (g)_____ number of excursions to make your stay on (h)_____ island more enjoyable. Each day, (i)_____ list of daily outings will be posted on (j)_____ information board next to (k)_____

reception desk. If you wish to join (l)_____ outing, please register with (m)_____ concierge.

Please note (n)_____ daily excursion to (o)_____ Mt. Kapuhu is highly recommended; (p)_____ view from the top of (q)_____ volcano is breathtaking. We also suggest (r)_____ visit to (s)_____ Nualani Beach or (t)_____ Kihaha Canyon, two of (u)_____ most popular attractions in (v)_____ Sahini Archipelago.

And for (w)_____ scuba divers, we would like to direct your attention to (x)_____ resort's dive center, (y)_____ five-star facility and (z)_____ best way to explore (aa)_____ Pihuahani Reef just offshore.

3. Articles in context. Choose a, an, the or no article for each blank below.

Dear Judy,

Sorry that I didn't email you earlier to tell you about (a)_____ trip, but I've had (b)_____ bunch of things to do since we got back. We had (c)_____ fantastic time in (d)_____ South Africa. Although this is (e)_____ first time I've ever traveled to (f)_____ foreign country, I feel confident saying that it's one of (g)_____ most beautiful places on (h)_____ planet.

We began (i)_____ trip in (j)_____ Cape Town as you suggested. It's such (k)_____ beautiful city. And I'm so glad you recommended that we take (l)_____ cable car up (m)_____ Table Mountain. While we were taking in (n)_____ spectacular views, we met (o)_____ man who runs (p)_____ lodge just outside (q)_____ Kalahari National Park. He invited us to stay in (r)_____ lodge for free, so we rented (s)_____ car and slowly drove up (t)_____ West Coast to (u)_____ park and spent our time exploring (v)_____ Kalahari Desert. What (w)_____ adventure! Take care,

Diane

4. Articles in context. Choose a, an, the or no article for each blank below.

I just received a postcard from (a)_____ Robinsons, a family I met last year. It made me start thinking: When was (b)_____ last time I actually sent (c)_____ letter or (d)_____ postcard to someone? It's strange, (e)_____ postal service has been part of (f)_____ daily life for (g)_____

centuries. And suddenly, within (h)_____ single generation, (i)_____postal system is on its way to becoming (j)_____ thing of (k)_____ past. These days, (l)_____few people send (m)_____ letters.

Today, (n)_____ email is (o)_____ far more common way to communicate with (p)_____ friends and (q)_____ family. It's also (r)_____ faster and cheaper way to communicate. When I send (s)_____ email to (t)_____ friend in (u)_____ distant country, (v)_____ friend will receive (w)_____ email almost immediately. What's more, I have the ability to attach (x)_____ photograph, (y)_____ video, or (z)_____ MP3. And I don't even have to buy (aa)_____ expensive stamp.

But (bb)_____ world is changing quickly. In (cc)_____ decade or two, we might all be using (dd)_____ totally different kind of technology to communicate.

12 Verb Patterns

Sometimes in a sentence, one verb follows another:

- *I want to buy an electric car.*
(The first verb is *want*, the second verb is *buy*.)

We are speaking about different possible verb patterns. The verb patterns are dependent upon the first verb. Some verbs have more than one possible pattern. Sometimes, if a verb has two patterns, each pattern can have a different meaning or use.

We need to distinguish between the **gerund** and the **infinitive**. The gerund is the *-ing* form of the verb, when it is used as a noun e.g. *running, sleeping, working* etc. The infinitive (sometimes called *the full infinitive*) is the base form of the verb with the word *to* e.g. *to run, to sleep, to work*. Without the *to*, it is often called *the bare infinitive*.

It is difficult for a non-native speaker to know when to use the gerund and when to use the infinitive forms but you can **raise your awareness** of the problematics. Remember, the more you read in English, the greater is your chance of subconsciously acquiring the correct patterns and thereby of spotting errors in this area of grammar when proofreading your journalistic work.

Here are some examples of the patterns:

1. VERB + -ing

admit, adore, allow, avoid, can't stand, carry on, consider, deny, delay, (don't) mind, enjoy, fancy, finish, give up, imagine, involve, keep, keep on, postpone, practise, put off, recommend, risk, suggest

- *I enjoy working on the emergency ward.*
- *Alice doesn't mind working with children.*
- *Tim is considering changing his job.*

2. VERB + to + infinitive

afford, agree, allow (passive), appear, arrange, ask, attempt, choose, dare, decide, expect, fail, forget, help, hope, learn, manage, offer, plan, pretend, promise, refuse, seem, tend, threaten, want, would like to

- *I want to work with Dr. Hook.*
- *Tim hopes to leave the stockroom soon.*
- *Helen decided to go out with Michal.*
- *Alice might agree to change wards.*

3. VERB + object + to +infinitive

advise, allow, ask, beg, encourage, expect, force, invite, order, permit, persuade, recommend, remind, teach, tell, want, warn, would like

- *They wanted their neighbour to fix his car.*
- *She asked me to give her some advice.*
- *She advised me not to sell my house.*
- *He told his assistant to send the parcel.*

4. VERB + -ing / to infinitive (no change in the meaning)

begin, continue, intend, start

- *It began to rain./ It began raining.*
- *She continued to explain the problematics./ She continued explaining the problematics.*

5. VERB + object + infinitive (without to)

help, let, make

Let and *make* are followed by an infinitive without *to* in active voice sentences. They always have an object (underlined) before the infinitive:

- *Let me show you this DVD I've got.*
- *They made us wait while they checked our documents.*

Help can be followed by an infinitive without *to* or a *to*-infinitive. There is no change in the meaning.

- *She helped me find a direction in life.*
- *Everyone can help to reduce carbon emissions by using public transport.*

6. VERB + -ing /infinitive (without to)

feel, hear, notice, overhear, see, watch

A group of verbs connected with feeling, hearing and seeing can be used with *-ing* or with an infinitive without *to*:

- *She heard people shouting in the street below and looked out of the window.*
(emphasises that the shouting probably continued or was repeated)
- *I heard someone shout 'Help!', so I ran to the river.*
(emphasises the whole event: the person probably shouted only once)
- *A police officer saw him running along the street.*
(emphasises the running as it was happening)
- *Emily saw Philip run out of Sandra's office.*
(emphasises the whole event from start to finish)

7. VERB + -ing / to + infinitive (change in the meaning)

remember, try, stop, need, regret, mean, go on, want

- *Working in London means leaving home at 6.30.*
(Because I work in London, this is the result or consequence.)
- *I didn't mean to make you cry.*
(I didn't intend to make you cry.)
- *He went on singing after everyone else had finished.*
(He continued singing without stopping.)
- *She recited a poem, then went on to sing a lovely folk song.*
(She recited the poem first, then she sang the song.)
- *I tried searching the web and finally found an address for him.*
(I searched the web to see what information I could find.)
- *I tried to email Simon but it bounced back.*
(I tried/attempted to email him but I did not succeed.)
- *She stopped crying as soon as she saw her mother.*
(She was crying, and then she didn't cry anymore.)
- *We stopped to buy some water at the motorway service area.*
(We were travelling and we stopped for a short time in order to buy some water.)

hate, like, love, prefer

Hate, like, love and *prefer* can be followed either by *-ing* or a *to*-infinitive. The difference in meaning is often small. The *-ing* form

emphasises the verb itself. The *to*-infinitive puts the emphasis more on the preference for, or the results of, the action.

- *I love cooking Indian food.*
(emphasis on the process itself and enjoyment of it)
- *I like to drink juice in the morning, and tea at lunchtime.*
(emphasis more on the preference or habit)
- *She hates cleaning her room.*
(emphasis on the process itself and no enjoyment of it)
- *I hate to be the only person to disagree.*
(emphasis more on the result: I would prefer not to be in that situation.)
- *Most people prefer watching a film at the cinema rather than on TV.*
(emphasis on the process itself and enjoyment of it)
- *We prefer to drive during the day whenever we can.*
(emphasis more on the result and on the habit or preference, the speaker doesn't necessarily enjoy the process of driving at any time of day)

EXERCISES:

1. Verb patterns in context. Decide whether to use Infinitive or Gerund.

- a) *What can we do _____ (live) a healthy life?*
- b) *In our society, people spend more and more time _____ (work).*
- c) *So we often don't bother _____ (prepare) healthy meals.*
- d) *In order _____ (save) time, we tend _____ (buy) fast food.*
- e) *At fast food restaurants, we can _____ (eat) quite a lot without _____ (have/pay) a fortune.*
- f) *And children enjoy _____ (eat) chips and burgers and _____ (drink) lemonade and cola.*
- g) *That's a problem because eating habits are hard _____ (shake).*
- h) *The high amount of carbohydrates in fast food and sugary drinks is blamed for _____ (destabilise) the body's regulation of appetite.*
- i) *So we keep on _____ (want/eat) more.*

- j) *Bad eating habits result in people _____ (become) obese.*
- k) *Obese people risk _____ (suffer) from heart diseases.*
- l) *We can _____ (avoid/risk) such diseases by _____ (choose/eat) healthy food.*
- m) *Be careful though. Some people are convinced _____ (do) something for their health by _____ (live) on energy bars or cornflakes.*
- n) *And this is what the advertising for these products wants _____ (make) us _____ (think).*
- o) *In reality, however, these foods are often heavily sugared _____ (give) them flavour.*
- p) *But sugar is not mentioned as clearly as the low fat - that's why experts warn against _____ (rely) on the ads.*
- q) *To live a healthy life, we ought _____ (choose) our food wisely.*
- r) *We should _____ (eat) regular meals and _____ (try/find) ways of _____ (exercise) more.*

2. Fill in the gaps with words or phrases you think are best. Some gaps will need nothing in them.

- a) *We spent a lot of money _____ food last week.*
- b) *Don't shout at me!! I spent 5 hours _____ (wash the dishes) last week.*
- c) *My boyfriend makes me _____ (clean) his underwear.*
- d) *They need to tell _____ him the truth.*
- e) *It took me five hours _____ (convince) them to go bunjee-jumping.*
- f) *We _____ (go) a walk in the park.*
- g) *I'd love _____ (buy) a houseboat but I just can't afford it.*
- h) *If you want _____ (repair) the car you need _____ (buy) a new wheel.*
- i) *My mum won't let me _____ (go out) and play.*
- j) *I can't stand _____ (sleep) outside.*
- k) *You should try _____ (do) it on your own.*
- l) *They told the politician _____ (not be) happy.*
- m) *He said he was speaking _____ us _____ the problem of punctuality.*

- n) *Don't fall in love _____ people who are much younger than you are.*
- o) *You should share it _____ your sister.*
- p) *It's difficult _____ (pick up) a language if you don't speak it.*
- q) *I'm trying to give up _____ (break up) with people over the phone.*
- r) *You should _____ (learn) keep your mouth shut when you're eating.*

3. Choose which of the following sentences are correct. In some cases, both sentences in a pair are correct.

1. A) *We arranged to see a specialist.*
B) *We arranged him to see a specialist.*
2. A) *I helped move the furniture.*
B) *I helped her to move the furniture.*
3. A) *She taught to read.*
B) *She taught him to read.*
4. A) *They intended to move house in the new year.*
B) *We intended him to go to school in Canada.*
5. A) *I can't afford to go on holiday this year.*
B) *I can't afford you to buy you that watch.*
6. A) *They attempted to land the plane in a field.*
B) *She attempted him to take his briefcase.*
7. A) *They offered to send me on a training course.*
B) *They offered me to go on a training course.*
8. A) *She invited to come to the seminar.*
B) *She invited me to come to the seminar.*
9. A) *The officers ordered their men to attack the building.*
B) *The officers ordered to attack the building.*
10. A) *I paid to see the exhibition.*
B) *I paid him to clean the windows.*
11. A) *She refused to work overtime.*
B) *She refused him to work overtime.*
12. A) *I warned him not to go there after dark.*
B) *I warned not to go there after dark.*
13. A) *We planned to go to the museum before lunch.*
B) *The courier planned them to go to the museum before lunch.*

4. Fill in the gaps with a word, two words or a phrase.

- a) *I recommend _____(go) to the ballet.*
- b) *We were persuaded _____(employ) the young man, despite his age.*
- c) *Teachers don't usually allow their students _____(use) dictionaries.*
- d) *I'm dreaming _____ a white Christmas.*
- e) *They suggested _____(I go) to see the tutor.*
- f) *I think you should apologise _____(shout) at him.*
- g) *Criminals who reoffend should be punished _____(put) in jail.*
- h) *He made me _____(go out) in to the rain.*
- i) *They accused the girl _____(take) the biscuits without asking.*
- j) *They should be discouraged _____(smoke).*
- k) *I'll always remember _____(look) at that beautiful landscape.*
- l) *He apologises. He regrets _____(hurt) you.*
- m) *I _____(see) him pick up the book and rip it up.*
- n) *They aren't very used to _____(get up) so early.*
- o) *They appeared _____(be) enjoying themselves.*
- p) *They saw them _____(dance) for a bit.*
- q) *He begged _____(be allowed) to go to their party but they refused.*

13 Associated Press Stylebook

Associated Press style provides **guidelines for news writing**. Many newspapers, magazines and public relations offices across the United States use AP style. Although some publications such as the New York Times have developed their own style guidelines, a basic knowledge of AP style is considered essential to those who want to work in print journalism.

In this chapter we provide an introduction to AP style and a summary of some AP style rules; however, the Associated Press Stylebook includes more than 5,000 entries. For a complete guide to AP style, writers should consult the most recent edition of the Associated Press Stylebook or visit the AP Stylebook website.

The content of newspapers and other mass media is typically the result of many different writers and editors working together. AP style provides consistent guidelines for such publications in terms of **grammar, spelling, punctuation and language usage**. Some guiding principles behind AP style are: **consistency, clarity, accuracy and brevity**. AP style also aims to avoid stereotypes and unintentionally offensive language.

The Associated Press Stylebook provides an A-Z guide to issues such as capitalization, abbreviation, punctuation, spelling, numerals and many other questions of language usage. What follows are summaries of some of the most common style rules:

1. abbreviations and acronyms

Some widely known abbreviations are required in certain situations, while others are acceptable but not required in some contexts. For example, *Dr.*, *Gov.*, *Lt. Gov.*, *Rep.*, *the Rev.* and *Sen.* are required before a person's full name when they occur outside a direct quotation. Please note, that medical and political titles only need to be used on first reference when they appear outside of a direct quote. For courtesy titles, use these on second reference or when specifically requested. Other acronyms and abbreviations are acceptable but not required (i.e. *FBI*, *CIA*, *GOP*). The context should govern such decisions. As a general

rule, though, you should avoid what the Associated Press Stylebook calls *alphabet soup*. Consult the Associated Press Stylebook for specific cases.

2. addresses

For numbered addresses, always use figures. Abbreviate *Ave.*, *Bldv.*, and *St.* and directional cues when used with a numbered address. Always spell out other words such as *alley*, *drive* and *road*. If the street name or directional cue is used without a numbered address, it should be capitalized and spelled out. If a street name is a number, spell out *First* through *Ninth* and use figures for *10th* and higher. Here are some examples of correctly formatted addresses: *101 N. Grant St., Northwestern Avenue, South Ninth Street, 102 S. 10th St., 605 Woodside Drive.*

3. ages

For ages, always use figures. If the age is used as an adjective or as a substitute for a noun, then it should be hyphenated. Don't use apostrophes when describing an age range. Examples: *A 21-year-old student. The student is 21 years old. The girl, 8, has a brother, 11. The contest is for 18-year-olds. He is in his 20s.*

4. books, periodicals, reference works, and other types of compositions

Use quotation marks around the titles of books, songs, television shows, computer games, poems, lectures, speeches and works of art. Examples: *Author Porter Shreve read from his new book, "When the White House Was Ours." They sang "The Star-Spangled Banner" before the game.*

Do not use quotations around the names of magazines, newspapers, the Bible or books that are catalogues of reference materials. Examples: *The Washington Post first reported the story. He reads the Bible every morning.*

Do not underline or italicize any of the above.

5. dates, months, years, days of the week

For dates and years, use figures. Do not use *st*, *nd*, *rd*, or *th* with dates, and use Arabic figures. Always capitalize months. Spell out the month

unless it is used with a date. When used with a date, abbreviate only the following months: *Jan., Feb., Aug., Sept., Oct., Nov. and Dec.*

Commas are not necessary if only a year and month are given, but commas should be used to set off a year if the date, month and year are given. Use the letter s but not an apostrophe after the figures when expressing decades or centuries. Do, however, use an apostrophe before figures expressing a decade if numerals are left out. Examples: *Classes begin Aug. 25. Purdue University was founded May 6, 1869. The semester begins in January. The 1800s. The '90s.*

If you refer to an event that occurred the day prior to when the article will appear, do not use the word yesterday. Instead, use the day of the week. Capitalize days of the week, but do not abbreviate. If an event occurs more than seven days before or after the current date, use the month and a figure.

6. datelines

Newspapers use datelines when the information for a story is obtained outside the paper's hometown or general area of service. Datelines appear at the beginning of stories and include the name of the city in all capital letters, usually followed by the state or territory in which the city is located.

7. dimensions

When writing about height, weight or other dimensions, use figures and spell out words such as feet, miles, etc. Examples: *She is 5-foot-3. He wrote with a 2-inch pencil.*

8. miles

Use figures for any distances over 10. For distances below 10, spell out the distance. Examples: *My flight covered 1,113 miles. The airport runway is five miles long.*

9. names

Always use a person's first and last name the first time they are mentioned in a story. Only use last names on second reference. Do not use courtesy titles such as *Mr., Mrs., Miss* or *Ms.* unless they are part of

a direct quotation or are needed to differentiate between people who have the same last name.

10. numerals

Never begin a sentence with a figure, except for sentences that begin with a year. Examples: *Two hundred freshmen attended. Five actors took the stage. 1776 was an important year.*

Use roman numerals to describe wars and to show sequences for people. Examples: *World War II, Pope John Paul II, Elizabeth II.*

For ordinal numbers, spell out *first* through *ninth* and use figures for *10th* and above when describing order in time or location. Examples: *second base, 10th in a row.* Some ordinal numbers, such as those indicating political or geographic order, should use figures in all cases. Examples: *3rd District Court, 9th ward.*

For cardinal numbers, consult individual entries in the Associated Press Stylebook. If no usage is specified, spell out numbers below 10 and use figures for numbers 10 and above. Example: *The man had five children and 11 grandchildren.*

When referring to money, use numerals. For cents or amounts of \$1 million or more, spell the words cents, million, billion, trillion etc. Examples: *\$26.52, \$100,200, \$8 million, 6 cents.*

11. punctuation

Use a single space after a period.

Do not use commas before a conjunction in a simple series. Example: *In art class, they learned that red, yellow and blue are primary colors. His brothers are Tom, Joe, Frank and Pete.* However, a comma should be used before the terminal conjunction in a complex series, if part of that series also contains a conjunction. Example: *Purdue University's English Department offers doctoral majors in Literature, Second Language Studies, English Language and Linguistics, and Rhetoric and Composition.*

Commas and periods go within quotation marks. Example: *"I did nothing wrong," he said. She said, "Let's go to the Purdue game."*

12. states and cities

When the name of a state appears in the body of a text, spell it out. When the name of a city and state are used together, the name of the state should be abbreviated (except for *Alaska, Hawaii, Idaho, Iowa, Maine, Ohio, Texas* and *Utah*). States should also be abbreviated when used as part of a short-form political affiliation. Examples: *He came from Lafayette, Ind. The peace accord was signed in Dayton, Ohio. The wildfire began in California and moved east toward Carson City, Nev.*

13. times

The exact time when an event has occurred or will occur is unnecessary for most stories. Of course, there are occasions when the time of day is important. In such cases, use figures, but spell out *noon* and *midnight*. Use a colon to separate hours from minutes, but do not use *:00*. Examples: *1 p.m., 3:30 a.m.*

14. titles

Generally, capitalize formal titles when they appear before a person's name, but lowercase titles if they are informal, appear without a person's name, follow a person's name or are set off before a name by commas. Also, lowercase adjectives that designate the status of a title. If a title is long, place it after the person's name, or set it off with commas before the person's name. Examples: *President Bush; President-elect Obama; Sen. Harry Reid; Evan Bayh, a senator from Indiana; the senior senator from Indiana, Dick Lugar; former President George H.W. Bush; Paul Schneider, deputy secretary of homeland security.*

15. technological terms

Here are the correct spelling and capitalization rules for some common technological terms:

- *BlackBerry, BlackBerrys*
- *download*
- *eBay Inc.* (use *EBay Inc.* when the word begins a sentence)
- *e-book*
- *e-book reader*
- *e-reader*

- *email*
- *cellphone*
- *Facebook*
- *Google, Googling, Googled*
- *hashtag*
- *IM (IMed, IMing; for first reference, use instant messenger)*
- *internet* (after first reference, *the Net*)
- *iPad, iPhone, iPod* (use *IPad, IPhone, or IPod* when the word begins a sentence)
- *LinkedIn*
- *social media*
- *smartphone*
- *the Net*
- *Twitter, tweet, tweeted, retweet*
- *World Wide Web, website, Web page*
- *webmaster*
- *YouTube*

A1 Journalistic Glossary

Journalistic profession has its own language and specialist words which practitioners need to know. The terms are universally accepted and used when discussing work for newspaper. For example when discussing a name of an article we call it a headline not a title.

The following list of journalistic glossary is intended to be a shortened glossary of the most frequently used old and new media terms of relevance right to the practice of journalism. The original journalistic glossaries, that are available online, often contain more than 500 definitions of terms about journalism and the media. The most extensive one (includes new media) is provided in *The News Manual – A professional resource for journalists and the media*. (<http://www.thenewsmanual.net/Resources/glossary.html>)

ABC: Audit Bureau of Circulation - source of circulation figures

Advertorial: advertisement presented as editorial

advocacy journalism: A type of journalism in which journalists openly and intentionally take sides on issues and express their opinions in reporting. It attempts to be factually based and is not to be confused with badly-practised *objective journalism* or *propaganda*.

agony aunt: advice giver on personal problems sent in by readers

angle: Short for *news angle*, it is that aspect of a story which a journalist chooses to highlight and develop. Usually the most newsworthy of its *key points*. Also called *hook* or *peg*.

AP: *Associated Press*, the world's largest independent news agency supplying news services for a fee to media around the world.

AP Stylebook: *Associated Press Stylebook*, a standard reference source for American journalists on word usage and spelling, including names in the news.

artwork: illustrations accompanying copy

ascender: portion of lower-case letter that sticks out above the x-height
attribution identifying source of information or quote

assignment: A job given to a journalist by an editorial supervisor, such as a news editor.

back bench (the): senior newspaper journalists who make key production decisions

backgrounder: explanatory feature to accompany news story banner (headline) one in large type across front page

bill: poster promoting newspaper, usually highlighting main news story

bleed: (of an image) go beyond the type area to the edge of the page

blind interview: a published interview where the interviewee is not named, e.g. 'a senior official', sometimes called *non-attributable*. See also *off-the-record*. Also, to conduct an interview not knowing the subject matter.

blob par: paragraph introduced by blob/bullet point

blurb: another name for standfirst or similar displayed copy

body type: the main typeface in which a story is set

bold: thick black type use for emphasis

breaker: typographical device, such as crosshead, to break up text on the page

broadsheet: large-format newspaper such as the Times

bust (to) (of a headline): be too long for the space available

byline: name of journalist who has written the story

calls: routine phone calls by reporters to organisations such as police and fire brigade

caps: capital letters

cast off (to): estimate length of copy

catchline: single word identifying story typed top right on every page

centre (to): set (headline) with equal space on either side

centre spread: middle opening of tabloid or magazine

chapel: office branch of media union

character: unit of measurement for type including letters, figures, punctuation marks and spaces

chequebook journalism: paying large sums for stories

chief sub: senior journalist in charge of sub-editors

city desk: financial section of British newspaper (US: home news desk)

clippings/clips: press cuttings

colour piece: news story written as feature with emphasis on journalist's reactions

contacts book: a journalist's list of contacts with their phone numbers

copy: text of story

crop (to): cut (image) to size

crosshead: occasional line(s) of type usually bigger and bolder than body type, inserted between paragraphs to liven up page

cut-out: illustration with background masked or cut to make it stand out on the page

cuts: press cuttings

dateline: place from which copy is filed, usually abroad

deadline: time by which a journalist must complete story

deck: one of series of headlines stacked on top of each other

delayed drop: device in news story of delaying important facts for effect

descender: portion of lower-case letter that sticks out below the x-height

deskman: American term for male sub-editor

diary (the): list of news events to be covered; hence an off-diary story is one originated by the reporter

diary column: gossip column

dinkus: A small drawing or symbol used to decorate a page, break up a block of type or identify a regular feature in a newspaper.

direct input: transmission of copy direct from the journalist's keyboard to the computer for typesetting (as opposed to the old system in which printers retyped copy)

display type: type for headlines, etc.

donut: A television interview in which the studio presenter hands over to a journalist on location who interviews guests before handing back to the presenter in the studio. Term used mainly by the BBC.

door-stepping: To turn up at a person's home or place of work without warning or prior arrangement to get an interview. Door-stepping implies the person may be reluctant to speak and may be confronting. Some broadcasters also use the term for an unheralded phone interview.

double spread: two facing pages

downtable (subs): those other than the chief sub and deputies

dummy: 1 photocopied or printed (but not distributed) version of new publication used for practice and discussion; 2 blank version of established publication, for example, to show weight of paper; 3 complete set of page proofs

edition: version of newspaper printed for particular circulation area or time

editorial: 1 leading article expressing publication's opinion; 2 matter that is not advertising

em, en: units of measurement for type - the width of the two letters m and n

embargo: time before which an organisation supplying material, e.g. by press release, does not want it published

exclusive: claim by newspaper or magazine that it has a story nobody else has

ezine: (Pronounced *e-zeen*). An Internet magazine.

face: type design

feature: article that goes beyond reporting of facts to explain and/or entertain

file (to): transmit copy

fireman: reporter sent to trouble spot when story breaks

flatplan: page-by-page plan of magazine issue

float: Pictures or vision shown on television while the presenter is talking or interviewing a guest. They 'float' over the presenter's voice to illustrate aspects of what the presenter or guest is talking about. Sometimes called *out of vision (OOV)* or underlay.

flush left or right: (of type) have one consistent margin with the other ragged

fount: (pronounced *font* and sometimes spelt that way) typeface

free: free newspaper

freebie: something useful or pleasant, often a trip, supplied free to journalists

freelance(r): self-employed journalist who sells material to various media

full out: (of type) not indented

galley proof: typeset proof not yet made up into a page

gobbledygook: Language which sounds as if it makes sense but is either meaningless or confusing to the listener or reader. An extreme form of *jargon*.

gutter: space between pages in centre spread

hack/hackette: jocular terms for journalist

hanging indent: set copy with first line of each paragraph full out and subsequent lines indented

heavy: broadsheet newspaper

imprint: name and address of publisher and printer

indent: set copy several characters in from left-hand margin

in-house: inside a media organisation

input (to): type copy into computer

insert: extra copy to be included in existing story

intro: first paragraph of story

italics: italic (sloping) type

journo: jocular term for journalist

justified: type set with consistent margins

kill (to): to drop a story; hence 'kill fee' for freelance whose commissioned story is not used

knocking copy: story written with negative angle

layout: arrangement of body type, headlines and illustrations on the page

leader: leading article expressing publication's opinion

leading: (pronounced *ledding*) space between lines (originally made by inserting blank slugs of lead between lines of type)

leg: column of typeset copy

legal (to): check for legal problems such as libel

lensman: American term for male photographer

lift (to): steal a story from another media outlet and reproduce it with few changes

linage: (this spelling preferred to lineage) payment to freelancers by the line

listings: lists of entertainment and other events with basic details

literal: typographical error

lobby (the): specialist group of political reporters covering the House of Commons

lower case: ordinary letters (not caps)

make-up: assembly of type and illustrations on the page ready for printing

masthead: newspaper's front-page title

media officer: Also called *press officer*, a person employed by a company or other organisation to get positive publicity in the media and deal with enquiries from journalists.

mojo: Mobile journalists who use light and portable reporting and communications tools such as mobile camera phones, *PDA*s and notebook wireless computers to record, edit and transmit their work in text, audio, pictures and video while in the field, without using an office.

mug shot: A head-and-shoulders photograph of a person facing the camera.

must: copy that must appear, e.g. apology or correction

newsman: American term for male reporter

nib: news in brief - short news item

night lawyer: barrister who reads proofs for legal problems

noddy: In television, a brief *cut-away* shot of a reporter or interviewer listening to an interviewee's answer, often nodding his or her head. Where there is only a single camera, noddies are usually shot after the interview ends and then edited into the finished piece to break up long slabs of the interviewee.

obit: obituary

off-the-record: statements made to a journalist on the understanding that they will not be reported directly or attributed

on spec: uncommissioned (material submitted by freelance)

on-the-record: statements made to a journalist that can be reported and attributed

op-ed: feature page facing page with leading articles

page proof: proof of a made-up page

par/para: paragraph

paparazzo/i: photographer(s) specialising in pursuing celebrities

paste-up: page layout pasted into position

pay-off: final twist or flourish in the last paragraph of a story

pay-per-view: A service in which a person pays only for the individual program or movie they wish to watch. It is usually delivered to the home by *cable television* or Internet download.

pic/pix: press photograph(s)

pica: unit of type measurement

pick-up: (of photographs) those that already exist, which can therefore be picked up by journalists covering a story

piece: article

point: 1 full stop; 2 standard unit of type size

proofread (to): check proofs

pull-out quotes: short extracts from feature set in larger type as part of page layout

pyramid: (usually inverted) conventional structure for news story with most important facts in intro

query: question mark

quote: verbatim quotation

quotes: quotation marks

range left or right: (of type) have one consistent margin with the other ragged

reverse out: reversal of black and white areas of printed image

roman: plain upright type

RSI: repetitive strain injury attributed to over-use and misuse of computer keyboard, mouse, etc.

run on: (of type) continue from one line, column or page to the next

running story: one that is constantly developing, over a newspaper's different editions or a number of days

sanserif: plain type

scoop: jocular word for exclusive

screamer: exclamation mark

sell: another name for standfirst, often used in women's magazines

serif: decorative addition to type

setting: copy set in type

shy: (of headline) too short for the space available

side-head: subsidiary heading

sketch: light-hearted account of events, especially parliamentary

slip: newspaper edition for particular area or event

snap: early summary by news agency of important story to come

snapper: jocular term for press photographer

snaps: press photographs

spike: where rejected copy goes

splash: tabloid's main front-page story

splash sub: sub responsible for tabloid's front page

spoiler: attempt by newspaper to reduce impact of rival's exclusive by publishing similar story

standfirst: introductory matter, particularly used with features

stet: ignore deletion (Latin for 'let it stand')

stone sub: sub-editor who makes final corrections and cuts on page proofs

story: article, especially news report

strap(line): introductory words above main headline

Street (the): Fleet Street, where many newspapers once had their offices

Stringer: freelance on contract to a news organisation

Sub: sub-editor - journalist who checks, corrects, rewrites copy, writes headlines, captions, etc., and checks proofs; on newspapers, but not on most magazines, subs are also responsible for layout

tabloid: popular small-format newspaper such as the Sun

taster: production journalist who checks and selects copy

think piece: feature written to show and provoke thought

tip: information supplied, and usually paid for, whether by freelance or member of the public

tot: triumph over tragedy, feature formula particularly popular in women's magazines

typo: American term for typographical error

underscore: underline

upper case: capital letters

vox pop: series of street interviews (Latin: 'vox populi' - voice of the people)

widow: line of type consisting of a single word or syllable

wob: white on black - type reversed out

x-height: height of the lower-case letters of a typeface (excluding ascenders and descenders)

A2 Common Collocations

Here you can find a short list of the most common collocations in English language.

Verb collocations

• to have

have a bath	have a holiday	have lunch
have a drink	have a problem	have sympathy
have a good time	have a relationship	
have a haircut	have a rest	

• to do

do business	do the housework	do your hair
do nothing	do the shopping	do your homework
do someone a favour	do the washing up	
do the cooking	do your best	

• to make

make a difference	make an effort	make room
make a mess	make furniture	make trouble
make a mistake	make money	
make a noise	make progress	

• to take

take a break	take a seat	take someone's place
take a chance	take a taxi	take someone's
take a look	take an exam	temperature
take a rest	take notes	

• to break

break a habit	break a record	break the ice
break a leg	break a window	break the law
break a promise	break someone's heart	break the news to

someone

break the rules

• **to catch**

catch a ball
catch a bus
catch a chill
catch a cold

catch a thief
catch fire
catch sight of
catch someone's

attention
catch someone's eye
catch the flu

• **to pay**

pay a fine
pay attention
pay by credit card
pay cash

pay interest
pay someone a
compliment
pay someone a visit

pay the bill
pay the price
pay your respects

• **to save**

save electricity
save energy
save money
save one's strength

save someone a seat
save someone's life
save something to a
disk

save space
save time
save yourself the
trouble

• **to keep**

keep a diary
keep a promise
keep a secret
keep an appointment

keep calm
keep control
keep in touch
keep quiet

keep someone's place
keep the change

• **to come**

come close
come complete with
come direct
come early
come first
come into view
come last

come late
come on time
come prepared
come right back
come second
come to a compromise
come to a decision

come to an agreement
come to an end
come to a standstill
come to terms with
come to a total of
come under attack

• **to go**

go abroad	go dark	go out of business
go astray	go deaf	go overseas
go bad	go fishing	go quiet
go bald	go mad	go sailing
go bankrupt	go missing	go to war
go blind	go on foot	go yellow
go crazy	go online	

• **to get**

get a job	get lost	get the impression
get a shock	get married	get the message
get angry	get nowhere	get the sack
get divorced	get permission	get upset
get drunk	get pregnant	get wet
get frightened	get ready	get worried
get home	get started	

Miscellaneous collocations

• **Time**

bang on time	make time for	spend some time
dead on time	next few days	take your time
early 12th century	past few weeks	tell someone the time
free time	right on time	time goes by
from dawn till dusk	run out of time	time passes
great deal of time	save time	waste time
late 20th century	spare time	

• **Business English**

annual turnover	close a deal	draw your attention to
bear in mind	close a meeting	launch a new product
break off negotiations	come to the point	lay off staff
cease trading	dismiss an offer	go bankrupt
chair a meeting	draw a conclusion	go into partnership

make a loss
make a profit
market forces

sales figures
take on staff

• **Classifiers**

a ball of string
a bar of chocolate
a bottle of water

a bunch of carrots
a cube of sugar

a pack of cards
a pad of paper

A3 Irregular Verbs

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
abide	abided / abode	abided / abiden
arise	arose	arisen
bear	bore	born
beat	beat	beaten
become	became	become
bend	bent	bent
bet	bet / betted	bet / betted
bid	bid	bid
bind	bound	bound
breed	bred	bred
burn	burned / burnt	burned / burnt
burst	burst	burst
cast	cast	cast
cling	clung	clung
clothe	clothed / clad	clothed / clad
creep	crept	crept
deal	dealt	dealt
dig	dug	dug
 dwell	dwelt / dwelled	dwelt / dwelled
feed	fed	fed
fight	fought	fought
fit	fitted / fit	fitted / fit

flee	fled	fled
fling	flung	flung
forbid	forbade	forbidden
forecast	forecasted / forecast	forecasted / forecast
foresee	foresaw	foreseen
foretell	foretold	foretold
forgive	forgave	forgiven
freeze	froze	frozen
grind	ground	ground
grow	grew	grown
hang	hung / hanged*	hung / hanged*
kneel	kneeled / knelt	kneeled / knelt
lay	laid	laid
lead	led	led
lean	leaned / leant	leaned / leant
leap	leaped / leapt	leaped / leapt
learn	learned / learnt	learned / learnt
light	lighted/ lit	lighted / lit
mislead	misled	misled
mistake	mistook	mistaken
misunderstand	misunderstood	misunderstood
mow	mowed	mowed / mown
overhear	overheard	overheard
overtake	overtook	overtaken
prove	proved	proven / proved
rid	rid / rided	rid / rided

rise	rose	risen
saw	sawed	sawed / sawn
seek	sought	sought
set	set	set
sew	sewed	sewed / sewn
shake	shook	shaken
shave	shaved	shaven / shaved
shine	shone/ shined	shone/ shined
shrink	shrank	shrunk
shut	shut	shut
sink	sank	sunk
slay	slew	slain
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
slit	slit	slit
sow	sowed	sown
speed	speeded / sped	speeded / sped
spin	spun	spun
spit	spat	spat
split	split	split
spoil	spoiled / spoilt	spoiled / spoilt
spring	sprang	sprung
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk

stride	strode	stridden
strike	struck	struck/stricken
string	strung	strung
strive	strove	striven
swell	swelled	swollen
swing	swung	swung
tear	tore	torn
thrust	thrust	thrust
tread	trod	trodden
undergo	underwent	undergone
undertake	undertook	undertaken
upset	upset	upset
weave	wove / weaved	woven / weaved
weep	wept	wept
wet	wet / wetted	wet / wetted
wind	wound	wound
withdraw	withdrew	withdrawn
withhold	withheld	withheld
withstand	withstood	withstood
wring	wrung	wrung

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