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«Гомельский государственный университет
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**КОММУНИКАТИВНАЯ ГРАММАТИКА.
PRESENT TENSES
COMMUNICATIVE GRAMMAR.
PRESENT TENSES**

Практическое пособие

для студентов специальности

1-23 01 02 «Лингвистическое обеспечение
межкультурных коммуникаций (по направлениям)»

направление специальности

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межкультурных коммуникаций (международный туризм)»

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Настоящее практическое пособие направлено на развитие и совершенствование у студентов-переводчиков навыков использования грамматических структур в ситуациях профессионального межкультурного общения.

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ОГЛАВЛЕНИЕ

Предисловие.....	4
Unit 1. Present Simple vs Present Continuous.....	5
Unit 2. State and action verbs.....	9
Unit 3. Narrative tenses.....	14
Unit 4. Present Perfect Simple and Continuous.....	18
Unit 5. Present Perfect Simple and Past Simple.....	24
Литература.....	31

ПРЕДИСЛОВИЕ

Данное практическое пособие ставит целью формирование у студентов коммуникативной компетенции, развитие коммуникативных навыков употребления грамматических явлений в различных контекстах бытового или профессионального назначения на основе аутентичного материала.

Пособие включает 5 разделов. Каждый раздел ориентирован на развитие навыков употребления настоящих времен действительного залога на уровне предложения и текста. Аутентичные аудиозаписи и тексты, которые направлены на совершенствование навыков восприятия и понимания иностранной речи, а также грамматическое объяснение употребляемых грамматических конструкций, условно-речевые и речевые упражнения способствуют закреплению грамматических образцов в контексте.

Коммуникативные задания предназначены для аудиторной работы студентов на занятиях и в качестве домашних заданий.

UNIT 1

PRESENT SIMPLE VS PRESENT CONTINUOUS

1.1 Context listening

Ex. 1. Listen to the mp3 recording № 1. You will hear a woman interviewing a student for survey about what people do in their free time. Before listening, tell which activities the students do in their free time. What about your activities?

Ex. 2. Listen again and answer the questions.

1. Is Peter waiting for his friends?
2. What is Peter doing hard this month?
3. What do his parents own?
4. Does Peter practice the guitar or the piano most mornings?
5. He uses the Internet very often, doesn't he?
6. Is his cousin living in America or Thailand now?
7. Peter supports his local team, doesn't he?

1.2 Grammar focus

Present Simple is used

1. To talk about regular habits, repeated actions (*I use the Internet just about every day*).

2. To talk about permanent situations (*My parents own a hotel*). But, if we want to say how long something has continued we use Present Perfect (*I have worked here since I was 19*).

3. To talk about facts or generally accepted truths (*Students don't generally have money*).

4. To give instructions or directions (*You go down the traffic lights, then you turn left*).

5. To talk about technical facts and definitions (*Inflation is an economic process in which prices increase and money loses value*).

Present Continuous is used

1. To talk about temporary situations (*I'm studying hard for my exam*).

2. To talk about actions happening at the moment of speaking (*I'm waiting for my colleagues*).

3. To talk about trends and changing situations, especially with the verbs increase, change, get, rise + adjective/adverb (*The price of petrol is rising dramatically*).

4. To talk about things that happen more often than expected, often to show envy or to criticize using always, constantly, continually, forever (*My mum's always saying I don't help her enough*).

1.3 Presentation and practice

Ex. 1. Find the best answer a–j from each question 1–10.

1. What do you want to study and why?
2. What do you spend more time doing - reading or watching TV?
3. What sort of music do you generally listen to?
4. What kind of transport do you usually use?
5. What part of your country do you live in?
6. What do most people do there?
7. What sort of sport do you like best?
8. How do you usually spend the summer?
9. What sort of things do you like to do at the weekend?
10. Do you really use a lot on your mobile phone?

a) I sometimes ride my motorbike to college, but I also use public transport.

b) I tend to watch TV when I'm tired, but I also like reading when I have the time.

c) Quite a lot work in the tourist industry.

d) I'm hoping to become an architect and join my father's business.

e) I come from a small town by the sea in the north of the country.

f) Yes I do, especially for keeping in touch with my friends.

g) I generally try to relax and go out with my friends.

h) I really love tennis, and play as much as I can.

i) I usually take a holiday job and earn some money.

j) I download a lot of jazz tracks from the internet.

Ex. 2. Underline the most suitable verb form in each sentence.

A new approach to traffic control

As our city streets *become/becoming* more congested with traffic, planners *begin/are beginning* to wonder whether previous attempts to control

this traffic through parking and stopping restrictions, traffic lights and so on are in fact part of the problem rather than part of the solution. Now as part of a European Union project, in some parts of Europe local authorities *remove/are removing* all traffic signs in city centers. The planners behind this idea *want/are wanting* drivers and pedestrians to cooperate, and they *believe/are believing* that taking away all road signs, line markings and railings, etc. generally *encourages/is encouraging* road users to be more responsible towards each other. “Nowadays people *lose/are losing* the habit of being considerate to each other,” one traffic expert *explains/is explaining*. “Generally speaking, when there are so many signs telling everyone what to do, any sense of responsibility *disappears/is disappearing*.” Recent research *also shows/is also showing* that most drivers *generally ignore/are generally ignoring* the majority of road signs in any case, so this new approach probably *makes/is making* sense. Initially, seven cities and regions *take part/are taking part* in the project. The center of Makkinga in the Netherlands, for example, *no longer contains/is no longer containing* any stop signs, direction signs, parking meters or stopping restrictions. And one interesting result so far is that the number of reported accidents *goes down/is going down*.

Ex. 3. Read the text, open the brackets and answer the questions.

European traffic accident rates fail to meet targets

Although the number of deaths caused in traffic accidents in the EU... (go down), experts... (still try) to find ways of reducing the number throughout the EU to around 25,000 fatalities per year by 2010. Traffic safely... (improve) but experts... (believe) that achieving the 2010 goal will prove difficult. Recent statistics... (show) that in 2005 in the EU 41,600 people were killed in road accident. Although progress has been made, most experts... (agree) that this figure will have fallen a only around 32,000 by 2010, which... (means) that the EU target will be missed by about 7,000. On the other hand, as the amount of traffic... (increase) it is possible to argue that the situation is not really as bad as it... (look). However one... (interpret) the statistics. It... (remain) true that as time goes on, it... (become) harder and harder to reduce the figures, especially since accident-reduction schemes... (cost) a lot of money. Many countries have tried and failed to reduce the number of accidents, and in the EU as a whole, only Sweden... (pursue) the goal of zero accidents. Accident reduction is more difficult for newer EU members who currently... (face) very rapid growth in

traffic and... (have) difficulty in building new roads and in introducing safety measures at a fast enough rate. To complicate matters, most new members... (have) very little experience in dealing with the demands of heavy traffic. Experts... (suggest) that any safety programme must also set about changing the way drivers... (behave). Despite what people often... (say) it... (seem) to be the younger generation that... (cause) most accidents. In line with this research, many countries... (introduce) tougher driving tests, and... (concentrate) on the main causes of incidents: speed, reckless overtaking, alcohol, and overconfidence.

Questions

1. Do you agree that traffic safety is improving?
2. What do we need to reduce the number of accidents?
3. How often do you face heavy traffic?
4. Do you agree that it is the younger generation who we are to blame for car accidents (drivers or pedestrians)?
5. Are you going to obtain a driving license?

Ex. 4. You are on holiday in a place where the way of life is rather different from the area where you live. You want to tell a friend about the customs of the place, the way visitors are treated, and describe how you feel and what you are doing. Use Present Simple for describing the customs and Present Continuous for what you are doing on your holiday.

UNIT 2

STATE AND ACTION VERBS

2.1 Context reading

Ex. 1. Read the text about Timothy Doner and tell what he does to learn foreign languages, how he is practicing his skills.

Timothy Doner looks like an average student in his T-shirt and jeans. But there is something very special about him. He speaks 20 languages. He doesn't speak all of them equally well, but he is very comfortable in many of them. He feels most comfortable with Hebrew, Farsi, French, and Arabic. At any one time, he is studying three to four languages.

Videos of him are going around the Internet. In one video, he is riding in a taxi and talking to a Haitian taxi driver in French. In it, he is telling the driver that he wants to teach Creole, a language of Haiti. In another he is speaking Russian with the owners of a video store in New York, where he lives. In another, he is speaking Farsi with the owner of a bookstore. He is asking the Farsi speaker for more information about that language. In other videos, he is studying Mandarin or discussing the similarities between Hebrew and Arabic with native speakers of these languages. He also speaks Urdu, Indonesian, Swahili, and Ojibwe, an American Indian language.

Doner spends almost all his time trying to learn languages. To learn some languages, he takes classes. To learn others, he studies on his own. He always looks for opportunities to practice with native speakers. Sometimes he uses video chats to practice with native speakers in other countries. He uses other methods to improve his language ability. He memorizes the lyrics of songs or watches movies in other languages. He really enjoys himself. He thinks that language helps you connect to other people. When he speaks another language, he feels like a different person.

Interestingly, he doesn't study Spanish. For him, Spanish isn't challenging enough.

2.2 Grammar focus

Some verbs have meanings which refer to states or conditions, and others have meanings which refer to actions. State verbs are either only used in simple form, or have a different meaning when used in continuous form.

State verbs normally in present simple:

– belong, consist of, contain, cost, depend on, deserve, matter, own, possess, resemble (*Does this belong to you? Fresh fruit contains a range of vitamins*);

– believe, imagine, know, prefer, realize, understand, mean (*Some people still believe that the Earth is flat*);

– seem (*This seems to be what we're looking for*);

– cost is sometimes used in continuous to describe a process that is still going on (*We're having a house built, and it's costing a fortune!*);

– realize, regret, understand.

These are normally used with state meanings in present simple, but can be used in continuous to show a changing situation, usually with an adverbial which shows that change is happening (*Some people don't realize how dangerous cars can be. People are slowly realizing the cost of global warming. Do you understand this point? We're understanding more and more about the universe*).

Table 1 – Verbs with state and action meanings

State	Action
1	2
<i>do</i>	
What do you do? (= what's your job)	What are you doing? (= explain your actions)
<i>be, have</i>	
This house is over 100 years old. Do you have a car?	He is being very silly! I'm having a great time here.
<i>imagine, suppose, think, expect</i>	
I suppose this is Jim. I imagine you feel the same. What do you think? (= have an opinion) I don't expect him to understand	You're supposing he is guilty (= make an assumption) Ghosts! No, you're imagining things! What are you thinking? I'm thinking of changing jobs. (= considering) Are you expecting someone?
<i>hope, wonder</i>	
I hope you haven't been waiting long.	We're hoping to continue the talks next week. (less definite)

End of the table 1

1	2
<i>enjoy, like, love</i>	
I enjoy/love going for long walks.	Normally state verbs, but often used in continuous for actions going on at the moment Are you enjoying the party? I'm loving every minute of my new job!
<i>appear</i>	
Your visa appears to be out of date.	Tom is appearing in Hamlet at the Grand Theatre.
<i>look</i>	
With the state meaning of "seem", look can be used in present simple only. This book looks interesting.	
In descriptions of appearance, look can be used in both simple and continuous.	
Jin looks ill.	Helen is looking well.
<i>see, hear</i>	
I see/hear you've had your hair cut.	Jane is seeing Harry (= spending time with)
I didn't hear any noises.	You're hearing things! (= imagining)
<i>feel, see, smell, taste</i>	
The room smells awful!	I'm smelling the flowers! (an active choice)
<i>ache, feel, hurt</i>	
Verbs that describe how the body feels can use either simple or continuous forms with little change in meaning.	
My foot hurts. I feel sick.	My foot is hurting. I'm feeling sick.
<i>weigh, measure</i>	
This bag weighs more than 25 kilos.	I'm weighing the parcel before I post it.

2.3 Presentation and practice

Ex. 1. Tell if the statement is *true* or *false* for you. If the statement is not true for you, correct it. Then work with a partner and ask him or her about these statements.

1. I'm from Spain.
2. I speak English with my friends from my country.
3. I speak English with my family.
4. I want to learn another language (besides English).
5. I am interested in seeing Timothy Doner's videos.
6. My favorite songs are in my language.
7. Most people in my country study English.
8. Spanish is my native language.
9. I'm interested in linguistics.
10. I use video chat to communicate with my friends and family.
11. I know more than two languages.

Ex. 2. Tell about something you are learning at this time in your life.

Example: *I'm learning to budget my time better.*

Ex. 3. Fill in the blanks with the present simple or present continuous to complete the conversation. In some cases, the verb is provided for you. In other cases, use context clues to find the verb.

A: What... (look) at?

B: I'm looking at a video of Timothy Doner, Listen!

A: What language...? I... (not, recognize) it.... (you/understand) it?

B: Of course. He's speaking my language, Russian! I... (watch) this for the second time now. I... (listen) very carefully now and I... (hear) a few small mistakes, but he... (sound) almost like a native Russian. And he... (know) so much slang. He even... (look) like a Russian using Russian gestures.

A: Who... (he/talk) to? And what... (they/talk) about?

B: He... the owners of a Russian video store. They... (introduce) themselves. The Russians... (look) surprised to hear an American speak their language so well.

A: Learning so many languages... (take) time. I wonder if he has any fun in his life.

B: He... (love) languages, and he... (have) a great time. Listen. He... (laugh) and (joke) with the Russians.

A: I... (think) that he's amazing. Is he good in other subjects too?

B: He says he... (not/like) math.

A: What... (he/plan)... to do with so many languages?

B: He... (think) of becoming a linguist.

A: I... (think) that's a perfect profession for him.

Ex. 4. Speak about language and culture. Is it important to be bilingual?

Ex. 5. Complete the text with the present simple or present continuous form of the verb in brackets. Where both are possible, use them. Speak about your major, plans for your future job. Do you study free or your parents help you to cover all the expenses, pay tuition fee. What do you think it is good when a student works more and studies less or not?

Students now taking longer to finish studies

In the USA some university students nowadays... (spend) more and more time in university before graduating. In American universities, many students... (pay) their own fees, and this... (mean) more time working and less studying. Alan Chester is a 25-year-old journalism student from Ohio who... (take) six years to complete his undergraduate degree. In order to pay tuition fees and other expenses he... (work) four days a week in the university kitchen, while in the university holidays he... (do) full-time job. "I... (find) it difficult at the moment to study and pay my bills at the same time, he... (admit)". "But I... (try) my best and I... (manage) to keep the wolf from the door". Alan's parents... (understand) his decision to take longer to graduate. "They... (know) what I'm... (go) through and they... (help) me as much as they can. It's hard, but I... (learn) to look after myself, and I... (experience) stuff that might be useful one day when I'm a journalist". He... (point out) that some students... (take) more time to graduate because they... (not really know) they... (want) to study. "New courses of study... (develop) all the time, new subjects... (appear) on the curriculum. Some students... (spend) time experimenting with different courses before choosing their major. So it's not all about money. I... (think) universities... (go) through a period of change like everything else, and students have to adapt to this changing situation".

UNIT 3

NARRATIVE TENSES

3.1 Context reading

Ex. 1. Read the extract from *The Hunter Games* by Suzanne Collins. Have you read or watched the movie? What is it about?

“Gale spreads the bread slices with the soft goat cheese, carefully placing a basil leaf on each while I strip the bushes of their berries. We settle back in a nook in the rocks. From this place, we are invisible but have a clear view of the valley, which is teeming with summer life, greens to gather, roots to dig, fish iridescent in the sunlight. The day is glorious, with a blue sky and soft breeze. The food’s wonderful, with the cheese seeping into the warm bread and the berries bursting in our mouths.”

3.2 Grammar focus

– Present simple is also used in informal spoken instructions, with you. *You open this part of the camera here. Then you take out the battery.*

– Formal written instructions such as recipes use the imperative form. *Take 300g of flour. Add three eggs.*

– In newspaper headlines to describe events. There are other conventions for writing headlines, such as leaving out articles, using active verbs, and preferring short words. *Three die in plane crash. MPs say no to green laws.*

– For performative verbs **accept, apologize, dare, deny, understand, see** (with a meaning of “understand”). These are verbs which, when used in present simple, describe an action as the word is spoken. *I agree with you. I accept your offer. I understand. I see. Thank you, I accept your offer.*

– For verbs reporting news: **gather, hear, see, tell, say, understand**. *I hear you’ve got a new job. People tell me she’s difficult to work with. We understand that the house is now for sale.*

– In **here comes, there goes, here lies**. These expressions include inversion of verb and subject. *Here comes trouble! There goes a brave man! Here lies John Smith.* (written on a tomb)

Although narrative generally uses past tenses, there are uses of present simple and present continuous in everyday speech:

– in jokes, present simple can be used instead of past simple for narrative events, and present continuous instead of past continuous. *A man goes to see his psychiatrist. He says he is having problems because he imagines he's a pair of curtains. The psychiatrist tells him to pull himself together;*

– in sport commentaries, present simple is often used to describe events happening as the commentator speaks. *And now rooney crosses the half way line and passes to giggs;*

– Present Continuous is also used in commentaries for continuous and changing events. *And the two italians are moving up in the outside lane;*

– plot summaries in films and books are generally in present simple. *Tom and daisy are an old couple who live a dull life in a suburb of birmingham. But everything changes when their granddaughter karen comes to stay.*

3.3 Presentation and practice

Ex. 1. Complete the two texts with the present simple or present continuous form of the verb in brackets. If both forms are possible, write both.

Doctors express concern over heavy school bags

Every year thousands of children... (go) to the doctor because of back pain, and in fact, this kind of problem... (rapidly become) one of the most common childhood complaints. And what exactly... (cause) this outbreak of back strain and muscle fatigue? It... (seem) that even quite young children... (take) more and more to school – not just books, but also clothes and games players – and their backpacks... (simply weigh) too much. “Some kids... (carry) more than 25 % of their bodyweight in a bag that has a nice cartoon character on the bag, but which... (actually give) them serious backache,” reported Dr. Elaine Sachs, a GP In North London, “Most parents... (simply not realize) what... (happen) to their children”.

Questions

1. Do you agree that nowadays children carry heavy things backpacks?
2. Do you carry heavy bags to university?

Investigators to report on train crash

Accident investigators... (still examine) which left the rails and overturned in northwest England last week. According to reports, they the

wreckage of the high speed train I... (not believe) the accident... (involve) driver error. "We... (expect) to publish a inquiry into this accident quite soon", a spokesman announced yesterday. "Engineers... (work) round the clock to replace the track, and we... (hope) to restore a normal service within two weeks. We... (realize) that people... (depend) on the railway, and we... (understand) how much everyone has been shocked by this accident. However, we... (check) thousands of sections of track all over the country to make sure that nothing like this can ever happen again.

Questions

1. Do you like to travel abroad?
2. What means of transport do you use when you travel?
3. Which means of transport is the safest one?

Ex. 2. Complete the text with the present simple or present continuous form of the verb in brackets. Would you like to be the one to control everything?

Big Brother's watching you!

A burglar... (try) to break into a big house in the country. He... (walk) very quietly across the garden when he... (hear) a voice: "Big Brother... (watch) you!" He... (turn) around, but he... (not see) anything. So he (creep) nearer to the house. Suddenly he... (hear) the voice again and he... (see) a cage hanging from a tree. A parrot... (sit) in the cage. The burglar... (ask) the parrot, "Did you say that stuff about Big Brother?" The parrot... (say). "No, my name's Montmorency". The burglar... (laugh) "What kind of stupid idiot would name his parrot Montmorency?" The parrot... (reply). "The same stupid idiot who named his Rottweiler "Big Brother" – that's the guard dog that... (stand) right behind you!"

Ex. 3. Rewrite these sentences from newspaper articles as headlines to the articles. Use the underlined words and phrases to help you. Like in the example: The chief inspector of prisons last night called for the release of the Bulger killers. Prisons chief calls for release of Bulger killers.

1. A High Court judge has blocked the proposed ban on tobacco adverts.
2. The private member's bill on fox-hunting did not achieve the support needed last night to become law.

3. The chief of police admitted that errors were made during the Chinese President's visit to the UK.

4. The government of India has snubbed the Pope on the eve of his visit to the country, as they have refused his invitation to attend a multi-faith gathering.

5. Radio 1, the BBC's pop music station, has outshone all its commercial radio rivals in a recent poll.

6. Makers of the latest Leonardo DiCaprio film are facing a huge protest from locals over their treatment of a beach used for filming.

Ex. 4. Have you watched the film "The day after tomorrow"? What environmental problems do we face today? Make a dialogue using narrative tenses. Use these words like prompts: *the film, know, catastrophic global warming, aftermath, climatologist, discover, inevitable, continually/rain, all over the world, a new ice age, purport, rescue, struggle with.*

Ex. 5. Complete this newspaper report. Write the verbs in brackets in the correct form present simple or present continuous.

It's summer. A man is out for a quiet walk. He's walking along a country road and he... (mind) his own business when he... (be knocked down) and seriously injured by a minivan. The man, a writer of thrillers and horror fiction, ...(survive) but he... (become) obsessed with the vehicle that maimed him. He doesn't bear a grudge against the driver. Instead, he... (buy) the minivan and... (hide) it.

This sounds like the plot of a Stephen King thriller, but it is in fact the latest chapter in the writer's real life. King has bought the van and he... (intend) to take a sledgehammer to it. At present King... (recover) from his injuries at home, where he... (suffer from) a broken hip, a fractured leg and a collapsed lung. The story is uncannily like the plot of his novel Thinner written several years previously, in which the victim's family... (put) a curse on the driver. King, however, ...(demand) only the withdrawal of the driver's license. As for the minivan, we... (not know) if King will actually carry out his revenge or if he is simply hatching the plot for a new novel!

UNIT 4

PRESENT PERFECT SIMPLE AND CONTINUOUS

4.1 Context reading

Ex. 1. Listen to the mp3 recording № 2. You are going to hear two university students, Carl and Sue, talking about an assignment. Before you listen, look at the list of activities (1–7). Put the activities in the order which you think is best when writing an assignment.

- 1) make notes;
- 2) start to write;
- 3) do research;
- 4) make a plan;
- 5) re-read books;
- 6) get a book list.

Ex. 2. Listen to the first part of the conversation. Which five activities does Sue mention?

Ex. 3. Listen again and answer the questions.

1. What has she done for the assignment?
2. What did she do when she was in the library?
3. How has Carl been feeling since he started the course?
4. What has Carl just done?

4.2 Grammar focus

Present perfect simple is used

1. To refer to events connected to the present, without a definite past time, often with *just*. *Someone has stolen my bike! I've just had an idea.*

2. To refer to indefinite events that happened at an unknown time in the past. This time is often recent, and is often used in news items when the information is “current”. *Archaeologists have discovered an anglo-saxon palace in london. Police have recaptured two escaped prisoners.*

3. The time can also be all time up to the present. *No-one has (ever) proved that aliens exist.*

4. To refer to indefinite events with a result in the present. *My car has broken down. (that's why i want a lift from you).*

5. To describe what has been done or how many things completed in a period of time. *The building has been completed on time. United have scored three goals, and there's still half an hour left.*

6. To describe a living person's experiences, what he or she has done in life so far. *She has painted some of the best portraits of recent years.*

7. To describe a state that lasts up to the present, with state verbs. *I've worked in this department for the past six months.*

8. To refer to a repeated action in a period of time up to the present. *I've cooked dinner every night for ten years!*

9. With some time expressions. *I've worked here since 2002. This is the first time i've eaten squid! We've already seen this film.*

10. Note that most time expressions can be used with various tenses. *I've lived here for ten years.* (present perfect simple: *i'm still here*). *I lived there for three years.* (past simple: *i'm not there now*).

Present perfect simple or past simple

1. Use present perfect simple for unfinished time and past simple for finished time. *She has painted some of the best portraits of recent years.* *She painted some of the best portraits of recent years.* In the first sentence the action has happened in a period up to the present, and may well continue. In the second sentence the action is finished. The artist may be dead. The events are in a period of time not connected to the present.

2. Use to show speaker attitude. Speakers may decide whether they see an event as connected to the present (present perfect simple) or not (past simple). This may be a matter of time or place. Tense use is here a matter of choice, rather than of grammatical "right" or "wrong". *I've left my books at home.* (The speaker feels the event is recent, or is still near home). *I left my books at home* (The speaker feels the event is distant in time and place).

3. Use with different time expressions. *I haven't been to the cinema for ages / a long time.* Present perfect refers to an action over a period of time and for describes how long the period is. *It's ages / a long time since i went to the cinema.* It's ages describes a period of time since an event and past simple describes when that event happened.

Present perfect continuous is used

1. For recent continuing activities, continuing up to the present. *I've been waiting here for half an hour! I haven't been taking lot of exercise lately.*

2. To explain a present situation. *I've been washing the dog - that's why my clothes are wet.*

3. To emphasize the length of a continuing activity. *I've been working on my project all morning.*

4. For a repeated activity, to emphasize the repetition of the activity. *He's been phoning me every day since the party.*

5. With *how long* questions. *How long have you been having these disturbing dreams?* (this is a continuing process, and isn't finished).

6. With *mean, think, consider*. *I've been thinking of changing my job. I've been meaning to get in touch with helen.*

7. With time words *lately, recently, all (day), every (morning), for, since*. *What have you been doing lately/recently? I've been working on these accounts all day / since 9.00 / for hours.*

Present perfect continuous or present perfect simple

1. With state verbs as *live, work*. *How long have you lived here? How long have you been living here?*

2. Verbs such as *sit, stay, wait* prefer the continuous form.

3. With event verbs, present perfect simple emphasizes completion. *I've written my letters (finished). I've been writing letters (describes my activity during a recent period).*

4.3 Presentation and practice

Ex. 1. Read the text and underline the correct form. What do you think about the fact that that intelligence is a matter of how much people have learned rather than some ability they are born with?

The nature of intelligence

For many years scientists tried/have been trying to define the nature of human intelligence. However, they were/have been unable to agree on whether there is one kind of intelligence, or several kinds. In the early 20th century, psychologist Charles Spearman came up/has come up with the concept of 'g' or 'general intelligence'. He gave/had given subjects a variety of different tests and found/has found that the people who performed/have performed well in the tests used/have used one part of the brain, which he called/has called 'g', for all the tests. More recently, research found/has found that this idea may well be true, as one part of the brain (the lateral

prefrontal cortex) shows increased blood flow during testing, However, some scientists believe that intelligence is a matter of how much people learned/have learned rather than some ability they are born with. They believe that environment also matters.

Ex. 2. Complete the text using the present perfect simple, present perfect continuous or past simple form of the verb in brackets. What do you think about ageing population in your country?

The ageing population

The number of men and women in the US aged 60 or over still in work... (rise) for more than a decade. Economists... (give) a number of reasons for this trend. First, since 1985 the US economy... (expand) so there... (be) an increased demand for labor. At the same time, the cost of some services, such as health care, ...(increase) so workers need to earn more money in later life. In addition, changes in social security benefits and rules... (have) a considerable effect on labor patterns. First, in 1977 and 1983 changes to the Social Security Act... (raise) the full-benefit age from 65 to 67 and... (introduce) other changes that make delaying retirement more attractive. Then, in 1986 the Age Discrimination Act... (end) retirement for all workers, allowing them to work later in life. Changes to pension laws... (also encourage) workers to stay in employment longer, as this gives them more chance of a larger pension when they retire.

Ex. 3. Read the letter from Sunita Soh about seminar presentation on Friday and choose the best option.

Dear Paul

I've just received/I've just been receiving your message to us all about the seminar on Friday. *I've worked/I've been working* on my presentation for the last week, and *have now finished/now finished* it, so I am happy to be one of the first to present it. However,

I've made/I made an appointment to see the university careers advisor immediately after the seminar, so I will need to leave on time.

I'd like some advice about my presentation. At last week's lecture *you've said/you said* that we should use visual aids as much as possible. *I haven't found/I didn't find* anything to use. Is it essential? *I've done/I did* lots of presentations before, and I feel OK about this one. In my last

presentation *I used/I have been using* the overhead projector, and I want to do this again – does this count as a visual aid?

One last question: *I've been/I went* to Professor Russell's lecture yesterday, and *have been learning/learnt* quite a lot that is relevant to this course. Is it okay to refer to another course in my presentation? *I've been wondering/I wondered* about this – maybe it is better to stick to the materials and references *you've given/you've been giving* us. I hope you can let me know. Thanks for your help.

Sunita

Ex. 4. Fill in the gaps with a verb from the box in the present perfect simple or present perfect continuous. You will need to use some verbs more than once: *be, do, feel, have, live, pass, study, start, take, travel, want, work*.

Interviewer: How long... you here?

Student: I... in London for the past three years. I come from Japan originally. I... at a college here since I arrived.

Interviewer: ...you any travelling over the past three years?

Student: Yes, I... really lucky, I have long holidays so I... all over Europe, I especially liked Spain.

Interviewer: What is the most interesting thing you... recently?

Student: Well, I... to play tennis, and I... singing lessons for a few months now too. But the thing that I am most proud of is that I... just my driving test. It's the first time... it so I'm really pleased but... never so nervous in all my life!

Interviewer: How do you think English will be useful in your life?

Student: I... a Hospitality and Tourism course over here, so I need English for my studies and my job. I... always to work in the tourist industry because I... always interested in history and cultural sites, and I... already as a tour guide in my home town.

Questions

1. How long have you been studying English?
2. Have you studied any other languages? (Which ones? For how long?)
3. Have you travelled very much? (Where have you been to?)
4. What have you been doing to prepare for this exam?
5. How has your life changed over the past ten years?

Ex. 5. Speak about yourself using Present Perfect, Present Perfect Continuous.

1. Something dangerous you have ever done.
2. Something important you have ever learnt.
3. The best/ the worst food you have ever eaten.
4. Sport you have never tried but you'd like to.
5. Something you have done this week.
6. Something you have done so many times.
7. Something that has made you smile/cry.
8. A beautiful place you have ever visited.
9. The best holiday you have ever had.
10. An important exam you have ever passed.
11. The best present you have ever received.
12. Something you have given up.

UNIT 5

PRESENT PERFECT SIMPLE AND PAST SIMPLE

5.1 Context reading

Ex. 1. You are going to hear two people called Mike and Lucy talking to each other. Before you listen, look at the picture 1. How do Mike and Lucy know each other? What is Lucy's problem?



Picture 1

Ex. 2. Listen again and answer the questions.

1. What does Mike say about finishing work? Mike says: I...
2. What does he say about this afternoon? He says...
3. What does Lucy say about finishing her essay? She says...
4. When does she say she started it? She says...
5. What does Mike say about studying history? He says...
6. How long has Lucy lived next door? She says...
7. How long has Mike lived there? He says...
8. Why is Mike surprised? He says...

5.2 Grammar focus

Table 2 – The use of Present Perfect Simple and Past Simple

Present Perfect Simple	Past Simple
1	2
with since or for, about a period of time which is still continuing: I've lived next door since June. (= and I still live next door now) I've lived there for four years. (= and I still live there)	with for, about a period of time which is finished: I lived there for four years. (but I don't live there now)
with questions asking how long: How long have you lived here? (I know you still live here) Sometimes we can use also use the present perfect continuous.	with questions asking when: When did you move here? (= the move is in the past)
for unfinished actions and events, often with still or yet: I still haven't finished in. I haven't finished it yet. <i>Still</i> and <i>yet</i> are always used with a negative in the present perfect. (Still goes before the verb and yet goes after it.)	for completed actions and events in the past, often with ago: I finished it half an hour ago.
for events repeated over a period of time until the present (they may continue): You're played the saxophone every night. (until now, and you will probably continue to play every night)	for events repeated over a period of time in the past (they are now finished): You played the saxophone every night. (= but you don't any more)
for events which happened in the past at a time which is unknown and/or irrelevant: I've started my essay: (= we don't know when) I've lost my new camera. (it's not important when or where)	

End of the table 2

1	2
for events that happened in the recent past (often with just): Flight 206 has landed. (in the last few minutes) She's just gone to the cinema. (and she's there now)	for events that happened at a particular time in the past: Flight 206 landed at one o'clock. or within a period of time in the past: She was at the cinema between midday and two o'clock. (= but she's not there now)
when the time stated is not finished: I've spent this morning writing an essay. (it's still morning) The builders have started working on the kitchen this week. (it's still this week)	when the time stated is finished: I spent this morning writing an essay. (= it's now afternoon so <i>this morning</i> is in the past) I started my essay last week. (= <i>last week</i> is definitely in the past) I lost my new camera in London. (= the place fixes it at a time in the past)
when we talk about a period of time up to the present: I've been to Los Angeles but not to New York. (in my life so far – I may go to New York in the future) The team has won several matches. (= and may win more)	when we talk about past events which are not connected to the present: I went to Los Angeles but not to New York. (= on a particular trip which is in the past) The Chinese invented printing.
when we talk about how many times something has happened: This is the first time anyone has complained.	
with adverbs like already, before, ever and never: Nobody's ever complained before. (until now) I've never tried Japanese food. (= but I might one day) I've already rung the restaurant. I've met her before somewhere. <i>Never, ever and already</i> go between the auxiliary and the main verb. Before goes after the verb.	
after a superlative: It's the best cup of coffee I've had here.	

5.3 Presentation and practice

Ex. 1. You have been asked to prepare a short biography of Bruce Willis for a movie magazine. Read the notes below and make one sentence only for each numbered set of notes. Use the past simple and present perfect (simple or continuous) of the verbs in brackets, and appropriate linking words or phrases. You may add words and change the form of the words given in the notes, but do not add any extra information. Do you really think that Bruce Willis has been the most famous star in the world?

Example: *Bruce Willis has been a major American film and television star for almost twenty years now.*

1. Bruce Willis – ... (be) major US film & TV star – almost 20 years.
2. ... (become) one of most highly paid Hollywood actors; ... (write) film scripts.
3. ... (be) born Germany 1955 – father in US army & mother German.
4. Family... (move) back to USA (New Jersey) 1957.
5. ... (go) Montclair State College New Jersey – ... (get) role in play 'Heaven and Earth'; ... (leave) school & ... (start) acting.
6. 1st main role = David Addison in 'Moonlighting' ... (hit TV show); ... (win) Emmys and Golden Globe awards for role.
7. 1st hit film – 'Die Hard', 1988; ... (make) two sequels since then.
8. ... (star) mainly violent action films since 'Die Hard'; also ... (make) different types of film – 'Twelve Monkeys' (1995), 'The Sixth Sense' (1999).
9. ... (make) 40+ films, many (be) commercial success.
10. ... (have) severe stutter ever since childhood; acting... (help) him subdue it – not a problem in front of audience.
11. ... (be) married – Demi Moore 10 years – separation 1993; ... (have) 3 children together.

Ex. 2. Read this biography from a movie magazine. Complete the text with the verbs in brackets in the past simple or present perfect (simple or continuous). Have you heard about this person? How do you find his movies?

Mel Gibson... (be) a major film star now for more than twenty years. In this Mel Gibson time he... (become) one of the most respected Hollywood actors and he... (now start) a successful career in film directing, as well. Gibson... (be born) in the United States in 1956 but his family... (move) to Australia in 1968. He... (complete) his school education in Sydney and...

(begin) his acting career there, in the National Institute of Dramatic Art. He... (appear) in several Australian TV series, but... (get) his big break in 1979, in a film called Mad Max. He... (since/make) two more 'Max' films. He... (go on) to make several other successful films in Australia, for example, Gallipoli, before he... (move) to Hollywood. Gibson... (make) more than thirty films, many of which... (be) great commercial successes. He... (never/be) afraid to take on challenging roles, such as Hamlet and The Man without a Face, which also... (mark) his directorial debut. He... (direct) films for the last few years. To date he... (direct) three successful films. Unusually for the turbulent world of Hollywood romance, Gibson... (live) with the same woman for over twenty years – his wife Robyn, whom he... (marry) in 1980. Up to the present time, they have seven children.

Ex. 3. Complete the following conversations with the correct form of the verb. 1. A:

1. A: Have you ever done anything dangerous?
 B: Yes, I...
 A: What was it?
 B: Last year I... bungee jumping over a canyon.
 A: Wow! I've never... (do) anything like that in my life. And I never will!
2. A: ...(fly) in a helicopter?
 B: No, I... (never). Have you?
 A: No, I..., but I'd like to.
3. A: ...(play) a dangerous sport?
 B: Yes, I...
 A: Oh, really? What sport is that?
 B: When I lived in Spain, I... (run) with the bulls. It's very popular in Spain.
 A: Oh, yes. I think I... (hear) of that.
4. A: ...(risk) money in business?
 B: Yes, I... . Ten years ago, I... (start) a business.
 A: How did this work out for you?
 B: Unfortunately, I... (lose) a lot of money.
5. A: ...(save) someone from a dangerous situation?
 B: No, I... . But my brother...
 A: Really? What did he do?
 B: A few years ago, he was passing a burning building. He... (run) in to save a child.

6. A: ...(lend) money to a friend?
B: No, I haven't. ...you?
A: Yes. One time... (lend) \$100 to my best friend.
B: Did he pay you back?
A: Yes. He... (pay) me back two months later.
7. A: ...(climb) a mountain?
B: No, I... never. ...you?
A: No, but my sister... (climb) McKinley last year.
B: I... never (hear of) McKinley. Where is it?
A: It's in Alaska. the highest mountain in North America.
8. A: ...(make) a big mistake in your life?
B: Of course. I... . I... (make) many mistakes in my life.
9. A: ...(have) a serious accident?
B: Yes, unfortunately. Three years ago, I... (go) skiing. I... (fall) and (break) my leg.
10. A: ...(run) in a marathon?
B: Yes. I... (run) in the New York marathon five years ago.

Ex. 4. *Test review.* Fill in the banks with the simple past, the present perfect or the present perfect continuous of the verb given. Fill in any other missing words. In some cases, more than one answer is possible.

A: I... (not, see) you a long time. Where... (be) for the past the few months?

B: Lately I... (have) a lot of work. And I have a new hobby. So I... (not, have) a lot of time for social activities lately.

A: What's your new hobby?

B: I... (take) skydiving lessons lately.

A: You are? Really? That sounds so interesting and scary! How long... (you, do) that?

B: I... (start) to take lessons about six months ago. So far, I... (jump) out of airplanes about 10 or 12 times.

A: You're so brave. I can't imagine doing that. In fact, I... (never, even, think) about it.

B: I... (always, want) to do it, ever... I was a little girl. Before I started, I... (talk) to some experienced jumpers. I... (have) to learn lot before doing it.

A: ...(you, ever, have) a scary experience?

B: No. I'm very careful.

A: I'm glad to hear that. Is this an expensive hobby?

B: Yes. It's very expensive. I... (have) to buy a lot of equipment over the past six months. And each jumps costs me \$150.

A: Wow. That's a lot of money.

B: That's why I... (work) overtime a lot lately. ...the past few months, I... (try) to convince my husband to do it with me, but he's not interested at all. What about you? What kind of hobbies do you have?

A: I'm not as brave as you are. My hobby is a very safe one. I knit. My grandmother... (teach) me how to knit when I... (be) ten yours old, and I... (knit) ever. I... (make) hundreds of scarves and sweaters over the years.

B: Would you like to try skydiving with me sometime?

A: No, thanks! Would you like to learn to knit?

No, thanks.

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