



**dr. Eva Boh**

# Angleščina- zbirka vaj za utrjevanje slovnice in bralnega razumevanja 1

- ✓ Razlaga slovnice s primeri rabe
- ✓ Strukturirane slovnične vaje
- ✓ Slovnica skozi bralno razumevanje

## **KOLOFON**

Angleščina – zbirka vaj za utrjevanje slovnice in bralnega razumevanja 1

Avtor: dr. Eva Boh

Format: PDF

Naslov URL: <https://alfabet.si/anglescina-zbirka-1.pdf>

Kraj in leto izdaje: Celje, 2025

Izdal: Alfabet, d.o.o, Celje

---

Katalogni zapis o publikaciji (CIP) pripravili v Narodni in univerzitetni  
knjižnici v Ljubljani

COBISS.SI-ID 234107651

ISBN 978-961-96999-0-4(PDF)

---

## **KAZALO**

KOLOFON .....	2
KAZALO .....	3
UVOD .....	6
PRESENT TENSES .....	7
PRESENT SIMPLE .....	7
PRESENT CONTINUOUS .....	8
EXERCISES – Present tenses:.....	9
Beginner - Present Simple 1 - Sentences.....	9
Beginner - Present Simple - DANCING LESSONS (story) .....	9
Beginner - Present Continuous 1 (sentences) .....	10
Beginner - Present Continuous - AUDITION (story).....	11
Beginner - Present Simple & Continuous - MY FRIEND SARAH (story) .....	12
Beginner - Present Simple & Continuous - COOKING (story) .....	12
Beginner - Present Simple & Continuous - JOB (story).....	13
Intermediate - Present Simple & Continuous - TEACHER MARY (story) .....	14
PAST TENSES.....	15
PAST SIMPLE .....	15
PAST CONTINUOUS.....	16
PAST PERFECT .....	17
EXERCISES – Past tenses: .....	18
Beginner - Past Simple 1 (sentences) .....	18
Beginner - Past Simple - STRANGE DAY (story) .....	18
Beginner - Past Continuous 1 (sentences).....	19
Beginner - Past Continuous - HOLIDAYS (story) .....	20
Intermediate - Past Simple & Continuous - BEST FRIEND (story).....	20
Intermediate - Past Simple & Continuous & Perfect - HOLIDAY (story).....	21
Intermediate - Past Simple & Continuous & Perfect - GOING ON HOLIDAYS HOME (story).....	22
FUTURE TENSES.....	23
WILL FUTURE .....	23
GOING TO FUTURE.....	24
EXERCISES – Future tenses .....	25

Beginner - Will Future 1 (sentences) .....	25
Beginner - Going to Future 1 (sentences) .....	25
Beginner - Will Future & Going to Future 1 (sentences) .....	26
Intermediate - Will Future & Going to Future - SCHOOL TRIP .....	27
Intermediate - Will Future & Going to Future - LET'S MAKE A CAKE (story).....	28
PERFECT TENSES.....	29
PRESENT PERFECT SIMPLE .....	29
PRESENT PERFECT CONTINUOUS .....	30
EXERCISES – Perfect tenses .....	31
Beginner - Present Perfect & Past Simple 1 (sentences).....	31
Beginner - Present Perfect & Past Simple 2 (sentences).....	31
Beginner - Present Perfect & Past Simple 3 (sentences).....	32
Beginner - Present Perfect Simple & Continuous 1 (sentences) .....	33
Intermediate - Present Perfect & Past Simple - FARM LIFE (story).....	33
Intermediate - Present Perfect & Past Tense - SKIING (story) .....	34
Intermediate - Present Perfect & Past Tense - WHERE ARE YOU? (story) .....	35
PASSIVE VOICE.....	36
EXERCISES – Beginner - Passive 1 (sentences) .....	39
Beginner - Passive 2 (sentences) .....	40
Beginner - Passive 3 (sentences) .....	41
Beginner - Passive 4 (sentences) .....	42
Beginner - Passive 5 (sentences) .....	43
Intermediate - Passive 1 (sentences) .....	44
Intermediate - Passive only - Tenses mixed - NEW JOB (story).....	45
Intermediate - Passive only - Tenses mixed - QUESTIONS 1 (sentences) .....	46
Intermediate - Passive only - Tenses mixed - QUESTIONS 2 (sentences) .....	47
Intermediate - Passive only - Tenses mixed - QUESTIONS 3 (sentences) .....	48
Intermediate - Passive - modal verbs (sentences) .....	49
Advanced - Passive only - Tenses mixed - QUESTIONS 1 (sentences).....	50
Advanced - Passive only - QUESTIONS 2 (sentences).....	51
Advanced - Passive - two clauses (sentences).....	52
Advanced - Passive - Transitive verbs (sentences) .....	53
READING COMPREHENSION .....	54

Reading – Present tenses 1. ....	54
Reading – Present tenses 2. ....	55
Reading – Past tenses 1. ....	58
Reading – Past and perfect tenses 1. ....	60
Reading – Past and perfect tenses 2. ....	61
Reading – Future tenses 1. ....	63
Reading – Future tenses 2. ....	64
Reading – All tenses 1.....	66
OTHER ENGLISH TENSES AND GRAMMATICAL STRUCTURES .....	69
ALL FUTURE EXPRESSIONS.....	69
CONDITIONALS .....	71
WISHES.....	72
TIME CLAUSES for Future – Časovni odvisniki.....	73
CAUSATIVE HAVE .....	74
RELATIVE CLAUSES.....	75
PARTICIPIAL CLAUSES .....	77
REPORTED SPEECH.....	79
IMPERSONAL PASSIVE .....	82
PASSIVE INFINITIVE.....	82
STATIVE VERBS.....	83
GERUND vs. INFINITIVE.....	85
MODAL VERBS .....	87
AGREEING .....	92
HAVE vs. HAVE GOT .....	93
EXPRESSION “IT IS TIME” .....	93
ENDING -S .....	94
USED TO & WOULD .....	95
QUESTIONS WITH LIKE.....	96
COMPARISON OF ADJECTIVES .....	98
IRREGULAR VERBS .....	99

## UVOD

Učitelji imamo pogosto dilemo o tem, ali naj uporabljamo lastna interna gradiva za poučevanje svojega predmeta, ali pa naj poučujemo s pomočjo učbenikov priznanih mednarodnih založb. Založniška gradiva so dovršeno grafično oblikovana in podkrepljena z interaktivnimi vsebinami in multimedijo, a velikokrat v njih vsebina ne zajema popolnoma snovi našega predmeta. Na srednješolskem tehniškem in poklicnem izobraževalnem področju je diskrepanca med predpisanimi učnimi cilji in obstoječimi učnimi gradivi toliko večja, ker ne vključujejo specifik posameznega izobraževalnega programa. Ta problem je še posebej pereč pri strokovnih modulih, ki jih vsaka šola oblikuje sama glede na potrebe lokalnega gospodarstva, zato je pri teh predmetih oblikovanje lastnih gradiv nujno, vendar je za udeležence izobraževalnih programov kup fotokopiranih učnih listov, ki se tako radi pomešajo in pogubijo, nevhvaležna rešitev, zato sem se odločila, da bom moje učne liste in druge didaktične pripomočke, ki jih uporabljam za poučevanje angleščine, uredila in izdala v obliki knjižice.

Ta zbirka je namenjena ponovitvi angleške slovnice in bo pripomoček študentom višjih strokovnih šol, ki obravnavajo pri tujem jeziku predvsem strokovno terminologijo s svojega strokovnega področja, za učinkovito sporazumevanje v tujem jeziku pa je nujna tudi ponovitev stavčnih struktur in slovničnih pravil, ki so del srednješolskega izobraževanja. Vaje bodo uporabne tudi za udeležence izobraževanja odraslih na srednješolskem tehniškem in poklicnem izobraževalnem področju, saj so v tej knjižici na enem mestu zbrana vsa pravila za tvorbo slovničnih časov v angleškem jeziku, za utrjevanje pa so pripravljene slovnične vaje, ki so razdeljene po težavnosti. Knjižica je razdeljena po poglavjih tako, da vsako poglavje obravnava en sklop slovničnih struktur. Vsako poglavje na začetku z razlago predstavi tvorbo in pravila rabe posamezne slovnične strukture in jih primerja med sabo ter podkrepi s primeri rabe te jezikovne strukture. Nato sledijo vaje, ki so razdeljene po težavnosti. Najprej so vaje z oznako »beginner«, namen katerih je s pomočjo posameznih povedi utrditi tvorbo slovnični struktur, povedi pa so kratke in za lažje razumevanje vsebujejo osnovno besedišče. Nato sledijo vaje z oznako »intermediate«, s pomočjo katerih v obliki posameznih povedi ali krajših sestavkov uporabljamo več slovničnih struktur istočasno. Najtežje vaje so tiste z oznako »advanced«, ki z besediščem na višjem nivoju in rabo več različnih slovničnih struktur, ki se med sabo prepletajo v zgodbi, zahtevajo poglobljeno razumevanje angleške slovnice. Na koncu knjižice so zbrani še povzetki drugih jezikovnih struktur in izjem, ki se pogosto pojavljajo v strokovnih besedilih, kot so na primer nekatere oblike pasiva in neosebne glagolske oblike ter druge jezikovne strukture, ki se uporabljajo v strokovni in znanstveni literaturi. Ker pa samo urjenje slovničnih struktur v jeziku ni dovolj, pa vsebuje ta zbirka vaj še naloge bralnega razumevanja, ki bodo pomagale osmisliti utrjene jezikovne strukture s pomočjo sobesedila. Knjižica bo zato v pomoč tistim s šibkejšim znanjem angleščine, saj jih bo sistematično vodila od razlage k jeziku v rabi, težje naloge in izpostavljeni primeri bolj zapletenih jezikovnih struktur pa bodo služili kot utrjevanje in poglobljanje za tiste z več jezikovnimi spretnostmi.

# PRESENT TENSES

## PRESENT SIMPLE

### 1) RULES:

1. **habits:** I smoke.
2. **repeated actions:** I watch TV every day.
3. **general truths:** The Earth rotates.
4. **timetables:** Bus leaves at 5 o'clock.

### 2) ADVERBS: every day, every week, every Sunday, always, often, usually, ...

### 3) FORM:

+ I like cake.

- I don't like cake.

? Do I like cake? Why do I like cake?

## PRESENT CONTINUOUS

### 1) RULES:

1. an action, which is going on at the moment of speaking: I am reading at the moment.
2. **time limited actions:** She is staying with me until she finds a place to live.
3. **future arrangements:** We are having lunch at 2 pm.

! always + Present Continuous: SPEAKER'S ANNOYANCE:

He's always leaving his things on the floor.

2) ADVERBS: now, at the moment, right now, this week, this month, this year, tomorrow

### 3) FORM:

I am speaking right now

I am not speaking right now.

Am I speaking?



## EXERCISES – Present tenses:

### Beginner - Present Simple 1 - Sentences

Put the verb in the brackets into the correct present form by using Present Simple.

1. I  (go) shopping every Monday.
2. My sister  (not like) people who are loud.
3. Bus  (leave) at 8pm.
4. My favourite hobby  (be) collecting stamps.
5.  (you have) a favourite book or film?
6. When  (you, do, usually) your homework?
7. My friend  (come) to visit me every day.
8. Why  (you, not call) me more often?

### Beginner - Present Simple - DANCING LESSONS (story)

Put the verb in the brackets into the correct present form by using Present Simple.

I like dancing. Dancing  (be) my hobby. I  (dance) everyday and I also  (attend) dancing lessons every Thursday. I  (go) there by bus. If I  (not want) to be late I have to go on the bus one hour earlier, because it  (leave) the station at 5 o'clock and  (arrive) there at 6pm. My lessons  (start) at 6.30 and my teacher really  (hate) people who  (come) late.

At school I  (have) a friend who  (dance) ballet. She  (say) it is very difficult to learn how to stand on your toes.

I  (want) to learn that as well, but my mother  (not like) that idea very much, because she  (say) I already  (have) too many hobbies.

## Beginner - Present Continuous 1 (sentences)

Put the verb in the brackets into the correct present form by using Present Continuous.

1. I  (read) a very interesting book.
2. She  (stay) with me this month.
3. Karen  (not sing) at the moment.
4. My brother  (watch) TV and I  (clean) my room.
5.  (you, go) home now?
6. Father  (water) the flowers in the garden.
7. Jim  (sleep).
8. Sally  (leave) her clothes everywhere.

## Beginner - Present Continuous - AUDITION (story)

Put the verb in the brackets into the correct present form by using Present Continuous.

Dear, Monika.

Today I have a great day. I  (prepare) myself for an audition for acting class.

This month our school  (organise) an audition for a school play.

I  (hope) to get the leading part. I am very nervous, but I know everything will be ok, because my parents  (come) to watch me perform at the audition today.

They  (support) me very much in this project and my

mother  (make) a special dress to wear on stage. This is very exciting, but also

stressful. I  (try) to concentrate on learning the text by hard the whole day.

Mother says I  (not focus) on the right aspect of my speech and says that I am much better actor when I  (improvise).

At the moment my mother and father  (practice) singing with me, so that I will also show my other skills, not just acting. Although all this stress  (make) my very tired I  (still, read) the text in order to remember all the lines correctly.

We  (all, keep) our fingers crossed that everything goes well today and that is also why I  (invite) you to join us at 6 o'clock today and see me perform on stage.

I  (look) forward to seeing you!

Love, Sam

## Beginner - Present Simple & Continuous - MY FRIEND SARAH (story)

Put the verb in the brackets into the correct present form.

Today I  (meet) my school mate Sarah. We  (meet) every Friday and we  (go) to lunch together. After that we  (always go) to coffee and there we  (talk) about the past week and the things that happened to us.

Sarah's favourite hobby  (be) swimming and I  (like) that as well. Sometimes we go to swimming together, because I  (not like)  (go) alone. I  (think) it  (be) more fun this way. She also  (like)  (paint). She  (live) near the forest and often  (go) there and  (paint) trees. But I  (dislike) that and I usually  (stay) at home, because I  (think) forests  (be) a bit boring and I  (not wish)  (be) there all day.

## Beginner - Present Simple & Continuous - COOKING (story)

Put the verb in the brackets into the correct present form.

Cooking  (be) my favourite hobby now. A lot of people  (not know) that this  (can be) a hobby, because they  (think) this  (be) an everyday obligation. But for me this  (be) the most pleasant activity. Every day I start  (cook) at 2pm and I  (cook) for 2 hours.

Today I  (cook) something very special. I always  (make) soup first and today I  (make) it from vegetables. This week my sister and I  (eat) according to a new diet. The latest book about health  (say) that vegetables and pasta  (be) a better combination than pasta and sauce and that  (be) why we  (follow) this method. Along with this I  (also prepare)

salad today and for desert we  (have) a strawberry cake, because my children  (adore) it.

At 5 o'clock my sister and I  (drink) tea. This  (be) a very healthy habit as well, according to that book. But my husband  (like)  (drink) coffee. He  (always complain) about the tea. It  (be) never sweet enough for him. Usually my sister  (make) him a cup of coffee instead.

## Beginner - Present Simple & Continuous - JOB (story)

Put the verb in the brackets into the correct present form.

Peter usually works all day and sometimes also in the evenings, every day, without exception. He  (work) for a multinational company as a marketing manager. His job  (be) very stressful and he  a lot of responsibilities. Usually he  (come) to work at 6.30 and starts by reading all the emails and post. After that he calls his customers which  around 2 hours. On Mondays he always  a meeting at 12 o'clock. and at 1pm he  about lunch, but cannot go from the office early, because his boss  (be) very strict. Finally, at 2pm he  a well deserved lunch. After having a meal he  (go) back to the office and works until 7pm. sometimes he also takes some documents home and  (continue) to work there. He  that of course, but his boss  perfection and in order not to make a mistake he must double-check the papers and that  (take) a lot of time. This  (be) absolutely necessary. Because his boss  every single detail and even one mistake may  (cost) him his job.

Otherwise he is happy with his job. it  (be) well paid and very interesting. for example, this week they  some people from France coming over to have a meeting and they  on various business dinners, which  (sound) great. this year Peter is also very luck, because he was chosen for many business trips. So this month he  (travel) to Italy to meet one client and hopefully make a new business deal.

## Intermediate - Present Simple & Continuous - TEACHER MARY (story)

Put the verb in the brackets into the correct present form.

Mary  (be) a good friend of mine. We are best friends, because she  (be) very reliable. She never  (let) me down and always  (do) the right thing. I also like the fact that she  (not tell) lies, because I hate  (lie).

Mary  (work) as a teacher, but right now she  (not work) because school  (have) summer holidays. She  (say) that she  (like)  (work) with small children. The only thing she  (hate) about her job is that it  (start) at 7 o'clock, which  (be) really early, especially if you  (like)  (sleep) long in the mornings.

I can't  (imagine) waking up so early, because I  (work) as a secretary and my job  (start) at 9, so I  (have) plenty of time in the morning to get ready. Otherwise I  (think) that the job of a teacher  (be) very good. It  (not be) as stressful as my job, because I  (have to) answer many phone calls and it is very difficult to work with my boss, because he  (always scream) and that is why I  (think about) finding a new job, that will be more like Mary's profession.

# PAST TENSES

## PAST SIMPLE

### 1) RULES:

1. an action happened in the past:

Yesterday I saw Peter.

2. action which followed each other in a story:

I came home, ate dinner and went to bed.

3. habits in the past:

I used to smoke.

### 2) FORM:

Regular verbs	Irregular verbs
+ I liked cake.	+ I saw Peter.
- I didn't like cake.	- I didn't see Peter
? Did I like cake?	? Did I see Peter?

## PAST CONTINUOUS

### 1) RULES:

1. an action was going on in the past:

I was watching TV yesterday.

2. an action which was interrupted:

While I was having a shower, the phone rang.

3. to describe:

We were having fun, the sun was shining, the birds were singing, ...

### 2) FORM:

+ I was watching TV yesterday.

- I wasn't watching TV yesterday.

? Was I watching TV yesterday?



## PAST PERFECT

### 1) RULES:

1. an action which happened before another action in the past:

BEFORE, AFTER

- When I came home I saw that someone had broken into my flat.
- After I had come home I called my friend.
- Before I came home I had called my friend.

2. WHEN, WHILE, AND: it happened in the same time

### 2) FORM:

PAST PERFECT SIMPLE:

	EXAMPLE:
+ had + 3 <sup>rd</sup> form of the verb - hadn't + 3 <sup>rd</sup> form of the verb ? Had + person + 3 <sup>rd</sup> form of the verb	+ I had lost my keys. - I hadn't lost my keys. ? Had I lost my keys?

PAST PERFECT CONTINUOUS:

	EXAMPLE:
+ had + been + verb +ing - hadn't + been + verb +ing ? Had + person + been + verb +ing	+ I had been waiting for you. - I hadn't been waiting for you. ? Had I been waiting for you?

## EXERCISES – Past tenses:

### Beginner - Past Simple 1 (sentences)

Put the verb in the brackets into the correct past form by using Past Simple.

1. I  (get) a letter from my friend yesterday.
2. Monika  (not forget) to close the window.
3. Where  (you, lose) your ring?
4. I  (wake up) at 3am last night.
5.  (she, know) about the news last week?
6. My brother  (teach) me many things.
7. Kim  (be) surprised to see Mike at home, because she  (think) he was at work.
8. Why  (you, not inform) me about the accident?

### Beginner - Past Simple - STRANGE DAY (story)

Put the verb in the brackets into the correct past form by using Past Simple.

Today was a very unusual day. I  (not wake up) until 9am and I  (be) late for work. My boss  (be) very angry at me and  (say) I mustn't be late again. I  (not feel) fine, because I  (forget) to eat breakfast in the morning. Luckily my boss  (understand) that and let me go buy a sandwich.

After work I  (drive) straight home and  (not remember) to pick up my kids at school. My wife  (scream) at me, but when I  (explain) what I terrible day this was she  (apologised) and  (go) to get them herself.

But the day  (get) worse in the afternoon. First of all I  (have) a terrible headache. I  (take) 2 pills and after that I  (sleep) for 2 hours. My wife  (wake) me up and  (say) we needed to go to her parents on a visit, because her mother  (call) and  (invite) us to dinner.

I guess the old saying it true and because I  (get) up on the wrong side of the bed the whole day  (go) wrong.

## Beginner - Past Continuous 1 (sentences)

Put the verb in the brackets into the correct past form by using Past Continuous.

1. Yesterday I  (talk) to my mother the whole afternoon.

2. We  (study) biology.

3. Last week I  (play) football with my friends.

4.  (you, still, work) late last night?

5. Mike  (work) in the garden for 3 hours.

6. He  (not sleep) at home last night.

7.  (my wife, prepare) a cake?

8. Maya  (cook) and her husband was  (clean) the garage.

## Beginner - Past Continuous - HOLIDAYS (story)

Put the verb in the brackets into the correct past form by using Past Continuous.

Last week I was on holidays. My friend Sam and I  (stay) in a small cottage near a lake. It was great. We  (enjoy) there a lot.

We  (hike) and we  (swim) in the lake the whole week. Besides all the other activities we  (also, talk) a lot. Sam told me many things about how he  (study) hard for his exams for the past few months. I  (also, work) hard last month and that is why we  (both, look) forward to this week to relax a bit.

We were there for 7 days and fortunately it  (not rain) that week. The owner of the cottage told us that at that time of the year it usually rained.

In the morning we took time and  (prepare) breakfast for 2 hours. After that we  (clean) the kitchen for half an hour. After that we went to the lake. Sam  (jump) into the water all the time, which was a bit annoying, but I didn't mind, because I  (read) most of the time while he . Afterwards we  (have) lunch. In the afternoon we  (do) different things. One day we  (play) football with the locals, another day Sam went on a trip to mountains and I  (take) photos. In general it was very enjoyable and we must definitely do it again soon.

## Intermediate - Past Simple & Continuous - BEST FRIEND (story)

Put the verb in the brackets into the correct past form.

In my childhood Sarah  (be) my best friend since we  (be) four years old. We  (go) to primary school together and she also attended the same dancing lessons as I  (do). We were good friends until one day we  (fight). I remember that day we  (watch) TV together in my room and  (eat) popcorn and outside the sun  (shine). It  (be) a documentary about cats and dogs and

she  (say) dogs were really smart and that she found cats stupid. That month time we  (have) three cats and 5 kittens at home and we really  (like) them, so I was  (shock). Because we  (be) children we  (argue) two weeks about this. The whole month she  (think) about this problem and at the end she  (admit) she was wrong, but she  (apologise) properly. I  (be) very angry with her and I  (not want) to speak to her again and that is how we  (stop) being friends

## Intermediate - Past Simple & Continuous & Perfect - HOLIDAY (story)

Put the verb in the brackets into the correct past form.

Last week I  (be) on holidays. It  (be) great because I finally  (have) some time  (relax) and  (enjoy). I  (rent) a small house near by the lake. It  (not be) so expensive as I  (expected) before, so I  (have) some extra money to spend on food and I  (eat) in the restaurants all week. Surprisingly, I  (not gain) any weight. This is probably so, because I  (jog) every morning and after breakfast I  (take) long walks. I  (also swim) in the lake a lot of times. One day when it  (rain) all day and I  (have to)  (stay) inside the house, but it  (not be) so bad because I  (read) an interesting book and I  (watch) TV. In the evening I  (go) to bed early, because I  (want)  (listen) to the rain.

## Intermediate - Past Simple & Continuous & Perfect - GOING ON HOLIDAYS HOME (story)

Put the verb in the brackets into the correct past form.

Last week we wanted to go on a family trip. It was a crazy morning.

Everything  (start) with the alarm clock which  (not wake us up).

Then the children  (run) around half naked after I  (tell) them to get dressed. When they finally  (put on) their clothes

I  (start)  (prepare) breakfast. When everything  (cook), the table sat, and the children at the table, my husband  (get) a call from work. They asked him  (do) something urgently, as one of their clients  (cancel) the contract. We  (wait) for him for an hour when we were finally ready to go.

Surprisingly, there  (leave) the house.

My husband  (ask) me all the way if we  (forget) something. This

time I  (double-check) that all the windows  (close), the

oven  (turn off) and all doors  (lock). All this questioning made my younger daughter realise that she  (forget)  (take) her favourite doll

with her. She  (scream) for half an hour when we finally  (arrive) to

the patrol station to buy her a new toy. Of course, we  (have to) buy something new

also for my twin sons. They  (stand) in the shop for 5 minutes arguing which toy to

pick, when I  (grab) the first two and  (buy) them. Luckily, my older

daughter  (not complicate) as much and took the first magazine. When we

all  (go) back to the car my husband  (realise) that we  (not have)

enough gas. Meanwhile my daughter  (notice) the sign for toilet and wanted to go.

So everybody  (have to) go out of the car again and go to the toilet. Finally,

we  (sit) in the car, happy and quiet. When we  (drive) towards the

border my husband  (start) to look for the passports. He  (search) for 5

minutes when he  (announce) that we  (forget) them at home.

There  (be) nothing left for us  (do) but to go back home.

# FUTURE TENSES

## WILL FUTURE

will + verb (inf.)     /    will not = won't
--

### 1) RULES:

1. a decision made at the moment of speaking:

I will have some tea.

2. **future prediction:** I THINK, I SUPPOSE, I'M SURE,...

I think the goverment will win the election.

### 2) FORM:

+ I will help you.

- I won't help you.

? Will I help you?

## GOING TO FUTURE

be (am/is/are) + going to future + verb (inf.)

### 1) RULES:

1. a decision is made before the moment of speaking - plan:

I'm going to become a doctor.

2. an action which is going to happen because we have evidence now:

Look at the clouds, it's going to rain.

! With verbs GO and COME we use Present Continuous:

I'm coming at 5 o'clock.

He's going on holiday.

### 2) FORM:

+ He is going to visit his grandmother.

- He isn't going to visit his grandmother.

? Is he going to visit his grandmother?



## EXERCISES - Future tenses

### Beginner - Will Future 1 (sentences)

Put the verb in the brackets into the correct future form by using Will future.

1. I  (call) you tomorrow.
2. My daughter  (not like) this dress.
3. This party  (win) the elections.
4. I am sure your boyfriend  (be) late again.
5. Why  (not, do) your homework?
6. Dean and Mary  (probably, come) to the party tonight.
7.  (have) some tea?
8. Carry  (know) how to help you.
9. A: What would you like to drink? B: I  (have) some tea and my wife  (have) a cup of coffee.

### Beginner - Going to Future 1 (sentences)

Put the verb in the brackets into the correct future form by using Going to Future.

1. Next week my best friend  (visit) Spain.
2. We  (surprise) our grandmother and give her a present.
3. Look at the clouds, it  (rain).
4. Ken  (not come) to the party.
5. I didn't study for my exams that is why I  (write) to my teacher a letter and cancel it.

6.  (send) me the postcard?
7. Lana  (perform) on the stage because she has broken her leg.
8. Why  (call) my teacher?
9. Look at that truck! He's speeding. He  (hit) that other car.

## Beginner - Will Future & Going to Future 1 (sentences)

Put the verb in the brackets into the correct future form by using Will future.

1. Today it is such a great day for hiking. I think I  (go) on a trip to mountains in the afternoon.
2. Look at the sunny weather, it  (not rain) today.
3. You have promised to take me swimming. When  (take, you) me to the pool?
4. Have you cut your finger with a knife? There is a lot of blood, so you  (need) a plaster.
5.  (you, have) some tea? – Oh yeas, please.
6. I know you your grandmother likes cakes, that is why I  (make) one for her when she comes for visit next week.
7. It is so cold outside. I  (turn on) the heat tonight.
8. Every year it is very cold in December, that is why we  (turn on) the heat in the house next week.
9. I have a lot of homework to do. – Don't worry, I  (help) you write it.
10. I  (not help) you write your homework, because you know I don't like children who don't write their homework alone.

## Intermediate - Will Future & Going to Future - SCHOOL TRIP

Put the verb in the brackets into the correct future form.

John: Have you applied for the school trip on the nearby castle?

Sarah: No, I didn't even know there was one organised.

John: Well, I bet if you hurry up, there  (be) some spots available.

Sarah: That is great news, I  (call) them right away. Oh, but guess what. I can't go with you, because my mother doesn't have the car to drive me to school on Saturday.

John: That's not a problem at all. My mum  (pick up, you).

Sarah: Are you sure she . Because I don't want her to drive all the way to my house to pick me up; she  (be) late for work.

John: No, we  the house early anyway and I am sure we  (have) plenty of time.

Sarah: ok, great, thank you very much. I am so happy that I  (go) on this trip.

It  (be) so much fun. We had such a great time on the last trip.

I  some sandwiches if you want, so that we  (not starve).

John: Oh, you don't have to, because my mother  (prepare) them, as she has already bought the bread and everything. But you can bring some soda.

Sarah: Perfect, OK. So I  (get) something to drink and

you  (take) care of the food. I am so happy that

we  (visit) the castles, because I am sure we  (have) a wonderful time.

## Intermediate - Will Future & Going to Future - LET'S MAKE A CAKE (story)

Put the verb in the brackets into the correct future form.

Ana: This week we have time to cook. How about making a cake?

Maria: Sure. I want to have some cake.  (buy) the ingredients?

Ana: Well, I don't know. I  (run out) of money this week, because I have only 5eur left. My boss  (probably pay) me at the end of the month, not before.

Maria: OK, no problem, I  (get) everything. Look, we  (need) some flour, because we just ran out of it.

Ana: Yes, and we  (need) some eggs as well. Oh,  (use) the recipe of my grandmother?

Maria: Sure, why not. I  (get) more eggs, because according to her recipe 6 eggs are needed, not just 4.

Ana: You know what, we could have a party on Saturday! Let's invite some people over to try our cake.

Maria: OK, I  (invite) Mary.  Sam?

Ana: No, I  him, because I  (meet) him for lunch today and I  (ask) him to come then.

Maria: Great, so now we have everything planned and we  (have) a party on Saturday.

## PERFECT TENSES

### PRESENT PERFECT SIMPLE

1) FORM: have/has + 3<sup>rd</sup> from: Past Participle: - ed/- irregular

2) RULES:

1. an action which happened in the past and it still goes on in the present:

He has lived here since 1990.

I have worked here for 20 years.

2. a result of a past action:

I have broken my leg

3. experience:

I have been to Spain.

! Historic facts → PAST TENSE:

The Chinese invented printing.

Prešeren wrote Zdravljica.

Agatha Christie wrote detective stories.

This author has written poems. (še živi, še ustvarja)

! Questions:

**When?** → PAST TENSE

**How long?** → PRESENT PERFECT

! Sentences with “**since**”:

I have lived in Lj since 1995. – ensotavčna poved

I have lived in Lj since we sold the flat in Ce. – dvostavčna poved

3) ADVERBS: since, for, just, already, lately, recently, never, ever, yet, today

## PRESENT PERFECT CONTINUOUS

### 1) FORM:

**have/has + been + verb-ing**

+ They have been living here for 20 years.

- They haven't been living here for 20 years.

? Have they been living here for 20 years?

### 2) RULES:

1. an action which happened in the past and it is still going on in the present:

- I have been living here for 10 years. = I have lived here...
- He has been working here since 1990 = He has worked here since...

! I have read the book. – Prebrala sem knjigo.

I have been reading the book. – Berem knjigo.

! They have painted the room. – Prepleskali so sobo.

They have been painting the room. – Pleskajo sobo.

! I have been running. – Tekel sem.

I have run 10 miles. – Pretekel sem...

! What have you been doing? - Kaj si počel?

What have you done? – Kaj si storil?

## EXERCISES – Perfect tenses

### Beginner - Present Perfect & Past Simple 1 (sentences)

Put the verb in the brackets into the correct form.

1. I  a dream that I  (send) on a deserted island.
2. I  a nightmare and I am still shaking.
3.  (you, eat) the cake I  (make) yesterday?
4. Where  (Mary, put) my keys. I  (look) everywhere and I still  (not find) them.
5. What  (do) with the kitchen? It's a mess.
6. When  (Jack, return)?
7.  (arrive) from holidays yet?

### Beginner - Present Perfect & Past Simple 2 (sentences)

Put the verb in the brackets into the correct form.

1. Prešeren  (write) many famous poems.
2. Desa Muck  (write) many books.
3. I  (work) as a secretary in 2005.
4. I  (work) as a teacher my whole life.
5. Last year I  (read) 10 books.

6. I  (read) 7 books this year.
7. I  (read) all the books from this author.
8. When I was a child I  (read) 6 fairy tales.

### **Beginner - Present Perfect & Past Simple 3 (sentences)**

Put the verb in the brackets into the correct form.

1. You  (go) pale; is everything alright with you?
2. When I was little I often  (go) pale, because of the lack of iron in my blood.
3. She  (be) in Rome last year, but since then she  (not be) abroad.
4.  (you, lose) weight? You look amazing.
5. While I was on that strict diet I  (lose) a lot of weight.
6. Do you know how long  (it, be) since we first  (meet)?
7. Do you know when we first  (meet).
8. I  (live) in Maribor for 5 years. Before that I  (live) in Ljubljana.



## Beginner - Present Perfect Simple & Continuous 1 (sentences)

Put the verb in the brackets into the correct form.

1. I  (look for) this book the whole week. I  (find) it under your bed and here it is.
2. Carry  (think about) moving away from her parents for years, but she  (think of) any good excuse for leaving them yet.
3. Where  (you, be)?
4. We  (search for) the perfect hair shampoo for years and recently scientists  (finally, develop) a new formula for thin hair.
5. Why  (not call) me? I  (call) you all morning, but your phone was switched off.
6. I  (see) this show. I won't go and see it again.

## Intermediate - Present Perfect & Past Simple - FARM LIFE (story)

Put the verb in the brackets into the correct form.

Samantha  (live) in this city since she  (be) a little girl. And since she  (move) she  (not be) the same person.

When she was 3 years old, she  (live) on the country side with her parents. They  (have) a big farm and some farm animals. She  (learn) a lot about farming there and since then she  (love) such a life-style. When she  (celebrate) her 4<sup>th</sup> birthday her father  (announce) that they were moving to the city. In order to get a job, father  (want) to move in the city.

Although she  (spend) very little time on the farm this  (influence) her life a lot. Since then she  (want) to live a simple life like before when she  (be) on the farm. Especially recently, she  (behave) in a very strange way. Probably, because she  (not figure out) what to do about this wish.

She  (think) of moving back to the farm, but this is not possible, because here she  (have) a job since 2005 and all this time she  (work) very hard in order to get a promotion and to get the reputation she enjoys now.

Maybe in the future she will have the opportunity to work from home, and then the wish she  (dream of) for so long will finally come true.

## Intermediate - Present Perfect & Past Tense - SKIING (story)

Put the verb in the brackets into the correct form.

Kaja  (ski) last week when all of a sudden she  (hit) by something. She  (wake up) a few days later in hospital. Her friends  (tell) her another skier ran her over.

She  (be) in hospital for 3 days now. All  (seem) to be fine with her, but doctors  (want) to keep her in for a few more days, just to make sure everything  (be) OK with her. After the fourth days she  (start) to feel great pain in her back. It is really funny how she  (not feel) anything by now and doctors are suspecting some serious problems.

It is really a pity that she  (have) such problems since the accident . She loves skiing and she  (train) Alpine skiing since she was 11 years old. She  (also, win) the first place on many competition and ski events. Last year

she  (win) at a very important event and since that she  (be) in excellent shape. It is really sad to see how something you  (work for) so many years can just finish in a split second.

## Intermediate - Present Perfect & Past Tense - WHERE ARE YOU? (story)

Put the verb in the brackets into the correct form.

Where  (you, be)? We  (look for) you the whole day. When it  (get) dark I really  (become) worried. I hope you  (come up with) a good excuse, otherwise I  (prepare) a speech for you and it begins with "You are grounded!"

Do you know you it is dangerous to walk around alone. You know you  (never be) so late before. What  (you, think) coming home 3 hours late? I  (be) so frustrated that my knees are still shaking. When I  (see) what the time was I immediately  (get) worried. And I  (be) worried all until now. Can you imagine how difficult it  (be) for me to wait at home for you to return.

(you, ask, ever) yourself how I  (feel) when I  (realise) you  (not be) at home in your bed.

I hope this  (be) the last time you  (do) something so foolish and that this experience  (teach) you something – that it, never to be late again...ever!

## PASSIVE VOICE

### **1. Passive of PRESENT SIMPLE:** am/is/are + 3<sup>rd</sup> form of a verb

ACTIVE: ~~Mary~~ writes a letter.

PASSIVE: A letter is written (~~by Mary~~).

### **2. PRESENT CONTINUOUS:** am/is/are + being + 3<sup>rd</sup> form

ACTIVE: Mary is writing a letter.

PASSIVE: A letter is being written.

### **3. PAST SIMPLE:** was/were + 3<sup>rd</sup> form

ACTIVE: Mary wrote a letter.

PASSIVE: A letter was written.

### **4. PAST CONTINUOUS:** was/were + being + 3<sup>rd</sup> form

ACTIVE: Mary was writing a letter.

PASSIVE: A letter was being written.

### **5. PRESENT PERFECT:** has/have + been + 3<sup>rd</sup> form

ACTIVE: Mary has written a letter.

PASSIVE: A letter has been written.

**6. PAST PERFECT:** had + been + 3<sup>rd</sup> form

ACTIVE: Mary had written a letter.

PASSIVE: A letter had been written.

**7. WILL FUTURE:** will + be + 3<sup>rd</sup> form

ACTIVE: Mary will write a letter.

PASSIVE: A letter will be written.

**8. GOING TO FUTURE:** am/is/are going to + be + 3<sup>rd</sup> form

ACTIVE: Mary is going to write a letter.

PASSIVE: A letter is going to be written.

**9. Passive of MODAL VERBS:** modal verb + be + 3<sup>rd</sup> form

ACTIVE: Mary can write a letter.

PASSIVE: A letter can be written.

Examples:

Study the examples below. Underline the verb and the object of the sentence.

- I am cooking dinner. → Dinner is being cooked.
- You called me. → I was called.
- We have to clean the windows. → The windows have to be cleaned.
- The guests brought these gifts. → These gifts were brought.
- The boss will sign the papers. → The papers will be signed.
- I don't clean the dishes. → The dishes aren't cleaned.
- Sarah isn't reading a book. → A book isn't being read.
- Are you going to introduce him? → Is he going to be introduced?

## IMPORTANT!!!!

1. The subject influences on the agreement with the auxiliary verb.

ACTIVE: ~~They~~ are writing a letter.

PASSIVE: A letter is being written.

2. Object may consist of more words.

ACTIVE: **Mary is writing** a letter to her grandmother to wish a happy birthday.

PASSIVE: A letter to her grandmother... birthday **is being written**.

3. Two objects:

ACTIVE: Mary will give you some advice.

PASSIVE: You will be given some advice. / Some advice will be given to you.

### REVISION:

STEP 1: Time:	+	STEP 2: Tense (be)	+	STEP 3: Passive voice
Present: am /is /are		Simple: /		+ glagol v 3. obl./+ed
Past: was /were		Continuous: being		
Perfect: have /has		Perfect: been		
Future: will / am /is /are going to		Future: be		

## EXERCISES – Beginner - Passive 1 (sentences)

Rewrite the sentences in the passive voice.

1. My sister is doing her homework.

2. Why will Mary bath her dog tomorrow?

3. The milkman brings the milk every morning.

4. My mother has watered the flowers in my room.

5. Can you please clean my room?

6. I gave the present to my boyfriend.

7. I had lost my keys before I bought the groceries.

8. No, they didn't deliver the letter.

9. Are your parents watching TV right now?

## Beginner - Passive 2 (sentences)

Rewrite the questions in the passive voice.

1. For whom did you write the letter?

2. Where will you leave my book?

3. Have you baked that cake yet?

4. Can you send me the instructions?

5. Why is she going to give you the present?

6. Where can I find Mr. Smith?

7. Do a lot of people attend yoga classes?

8. Is she still wrapping those boxes?

9. Are they going to close this store?



## Beginner - Passive 3 (sentences)

Rewrite the sentences in the passive voice.

1. My best friend is watching TV at the moment.

2. Last summer I was reading a very interesting book.

3. How many times do you take your dog for a walk?

4. May we leave the hall during the concert?

5. I don't know her address.

6. Jerry had already introduced us before.

7. I will sue you.

8. I have never visited our neighbour.

## Beginner - Passive 4 (sentences)

Rewrite the sentences in the passive voice.

1. I am preparing a delicious supper.

2. John closed the window.

3. The waiter is serving dinner.

4. We will announce the winner tomorrow.

5. Mary was writing a long letter.

6. You didn't clean your room.

7. Her friend brought some books.

8. My grandmother has just watered the flowers on the window.

## Beginner - Passive 5 (sentences)

Rewrite the sentences in the passive voice.

1. The technician is repairing my computer.

2. You will write your report on time.

3. I gladly accepted her invitation to the meeting.

4. My grandfather is going to build a dog house.

5. Kimberly has been working on this project for months.

6. Kerry had lost the mail.

7. We play football every week.

8. I have cooked dinner for 4 hours.

## Intermediate - Passive 1 (sentences)

Rewrite the sentences in the passive voice.

1. He is going to visit the museum.

2. You must give me those files.

3. We will probably hold a meeting next week.

4. I can't trust this man.

5. Mimi doesn't know how to answer this question.

6. When can I see you again?

7. She didn't tell me if that was true.

8. How long have you lived in this house?

## Intermediate - Passive only - Tenses mixed - NEW JOB (story)

Put the verb in the brackets into the correct form.

I have a new job. At first I really liked it, but now it is terrible. Every day I  (give) a new task to do. There is a paper on which it  (write) what I need to do that day. There are many things I need to do, for which I  (not trained). For example, type writing. My boss is horrible, because he doesn't understand that computer programs  (write) in such a strange way that I don't know how to work with them.

Although I  (tell) at the beginning that only basic computer skills are needed. I  (say) that my co-workers are very pleasant to work with, but this is not true. They are very punctual and I  (tell) to my boss every time I arrive late to work. They also like to gossip a lot. One of my co-workers tells a lot of lies. She said that my report  (not write) on time. This is not true, because it  (write) even before the dead-line and my boss  (also tell) that. It is also very difficult to work here, because of so much noise. There are many telephone calls which  (not answer) and they ring all the time. When letters  (bring) by a mailman, all the secretaries like to chat with him. I simply can't concentrate on my work and this is why sometimes mistakes  (make).

Also the salary  (not pay) regularly. Sometimes I get the money at the beginning of the month as it  (agree) when I started working here, but sometimes I  (pay) weeks later. Besides that, I also don't have a lot of free days. It  (often require) that the work  (do) during the weekend and I simply have no other choice but to go to work. This is also not very convenient, when holidays  (plan). It  (not know) in advance, when there will be a lot of work and that is why I can't go away for more than a few days.

Now I am looking for a new job. I  (already offer) one position, but unfortunately the salary is too low for me. I hope I  (give) an opportunity in the future to show that I am capable to do a lot of work.

## Intermediate - Passive only - Tenses mixed - QUESTIONS 1 (sentences)

Rewrite the questions in the passive voice.

1. Did you take the dog for a walk?

2. When can you meet me?

3. How much must I pay for these roses?

4. Are you lying to your parents?

5. Is Mary going to lend you her car?

6. Will you bring those boxes over here?

7. Where can I borrow books?

8. Does your mother iron your shirts?

9. Are you playing this game for fun or to get money?

## Intermediate - Passive only - Tenses mixed - QUESTIONS 2 (sentences)

Rewrite the questions in the passive voice.

1. How do you work with this computer?

2. What have you offered to your guests at the party?

3. How long had you baked this cake before you served it?

4. Do I understand this correctly?

5. When can I meet Mr. Smith?

6. Am I getting my birthday present today or tomorrow?

7. Is she watching TV or is she reading a book?

8. What is that boy doing over there?

9. Had Mary given you the report?

## Intermediate - Passive only - Tenses mixed - QUESTIONS 3 (sentences)

Rewrite the questions in the passive voice.

1. Where are you going to put this box?

2. Is your mother cooking lunch?

3. When will you hold a meeting?

4. Do you permit me to go home?

5. Do you read this book very slowly as I have told you?

6. Had she found the keys before dark?

7. How long have you been reading this book?

8. Did you get my e-mail?

9. Were you studying this article at the library yesterday?



## Intermediate - Passive - modal verbs (sentences)

Rewrite the sentences in the passive voice.

1. My mother must finish the report until Wednesday.

2. The postman can deliver the letters by noon.

3. You have to repeat every word I say.

4. Can you buy some bread?

5. Jerry needs to fill in the form.

6. I mustn't forget about the meeting.

7. My parents should redecorate their house.

8. I needn't do my housework today.

10. Have you decided where you will make a party?

## Advanced - Passive only - Tenses mixed - QUESTIONS 1 (sentences)

Rewrite the sentences in the passive voice.

2. When did they take that photo?

3. Who will solve this problem?

4. Who is going to take the dog to the vet?

5. Will you buy me the new painting that we were looking at yesterday?

6. Do you see your home from this mountain?

7. Did the mechanic repair the car?

8. Where are you reading books?

9. Did they call me or did they send me an email?

10. How much did you pay for those English books?

## Advanced - Passive only - QUESTIONS 2 (sentences)

Rewrite the sentences in the passive voice.

1. Who has broken the vase?

2. Why didn't John call me?

3. How can you fix this car?

4. Where can I buy stamps?

5. Is this mushroom going to poison me?

6. How long must they drive us to the next petrol station?

7. Did Ann give you the present?

8. When can I see George tomorrow?

9. Will you do me a favour?

## Advanced - Passive - two clauses (sentences)

Rewrite the sentences so that you transform both clauses in the passive voice.

1. Mary will write homework before she watches TV.

2. John had lost the new book, before he read it.

3. I bought some stamps and wrote a letter to Sam.

4. If we don't buy milk I will can't bake a pie.

5. I have bought this magazine since they first printed it in 1990.

6. My best friend gave me some flowers and I have to water them every day.

7. I reminded my sister that I was organising a party that day.

8. Many people disliked the film and the fact that they played it on Friday as well.

9. Can somebody tell me the news and give me the report?

## Advanced - Passive - Transitive verbs (sentences)

There are two objects in each sentence. Rewrite the sentences in the passive voice in two different ways.

1. She will give you the phone number.

2. Kim said a lie to me.

3. Allen allowed me to this.

4. Miles is going to offer Sam a job.

5. Mother had lent me some money.

6. I buy groceries for my grandmother.

7. John was showing Mary his new book.

8. My brother has bought a new computer for my sister.

## **READING COMPREHENSION**

### **Reading – Present tenses 1.**

Read the text and answer the questions.

#### **The Busy Day at the Park**

Today is a beautiful day. The sun is shining, and the birds are singing. People are enjoying their time at the park. Some are walking their dogs, while others are jogging along the paths. Children are playing on the playground, and their laughter fills the air.

In one corner of the park, a group of friends is having a picnic. They are sitting on a blanket and eating sandwiches. They are talking and laughing, enjoying each other's company. Nearby, a couple is sitting on a bench. They are watching the people pass by and holding hands. They are smiling and seem very happy.

Under a large tree, an artist is painting a picture. He is concentrating on his work and mixing colors on his palette. His canvas shows a beautiful landscape of the park. People are stopping to admire his painting and some are taking pictures.

Near the lake, a family is feeding the ducks. The children are throwing bread crumbs into the water, and the ducks are swimming towards them. The parents are watching and taking photos of their kids. Everyone is having a great time.

At the park's entrance, a gardener is planting flowers. He is digging holes and placing the plants carefully into the soil. He is watering them and making sure they are well taken care of. The flowers are blooming and adding color to the park.

In the middle of the park, a group of teenagers is playing soccer. They are running and kicking the ball, trying to score goals. Their friends are cheering them on from the sidelines. The game is exciting, and everyone is having fun.

A woman is sitting on a bench, reading a book. She is turning the pages and seems very absorbed in her story. Occasionally, she looks up and watches the activities around her. She is enjoying the peaceful atmosphere of the park.

Near the playground, a man is flying a kite. He is running and pulling the string, making the kite soar high in the sky. Children are watching him and clapping their hands. The kite is colorful and dances in the wind.

Throughout the park, people are enjoying different activities. Some are riding bicycles, while others are simply relaxing on the grass. The park is full of life and energy. Everyone is making the most of this beautiful day.

Questions:

1. What is the weather like today?
2. What are the children doing on the playground?
3. What is the artist painting?

4. How is the family near the lake spending their time?
5. What is the gardener doing at the park's entrance?
6. Describe the activities of the teenagers in the middle of the park.
7. What is the woman on the bench doing?
8. How are the children reacting to the man flying the kite?
9. What are some of the activities people are enjoying in the park?

## **Reading – Present tenses 2.**

Read the text and answer the questions.

### **The Mysterious Garden**

Every morning, Mrs. Thompson walks to her garden. She loves her garden because it is full of beautiful flowers and plants. She waters the flowers and trims the bushes. She talks to her plants and believes they grow better when she speaks to them. Her garden is her pride and joy.

Today, Mrs. Thompson notices something unusual. There is a strange plant in the corner of her garden. She does not remember planting it. The plant has large, purple leaves and bright red flowers. She is curious and decides to examine it closely.

As she approaches the plant, she hears a faint humming sound. She looks around but sees nothing unusual. She touches the plant's leaves, and they feel warm. Suddenly, the plant starts to glow. Mrs. Thompson steps back, surprised and a little scared.

She watches the plant carefully. The humming sound grows louder, and the plant's glow intensifies. Mrs. Thompson wonders if she should call someone for help. She decides to wait and see what happens next.

The plant begins to change. Its leaves move and twist, forming shapes. Mrs. Thompson cannot believe her eyes. The plant is transforming into something else. She watches in amazement as the plant turns into a small, glowing creature. The creature looks like a tiny fairy with wings and a bright smile.

"Hello, Mrs. Thompson," the fairy says. "Thank you for taking care of me."

Mrs. Thompson is speechless. She never imagined that her garden would hold such a magical secret. She asks the fairy how she came to be in her garden.

The fairy explains, "I am a guardian of the garden. I protect the plants and flowers. When you talk to your plants, you help me grow stronger. Today, I reveal myself to you because you have shown great care and love for your garden."

Mrs. Thompson feels honored. She asks the fairy what she can do to help her further. The fairy smiles and says, "Continue to care for your garden as you always do. Your love and attention make it a special place."

From that day on, Mrs. Thompson's garden becomes even more magical. She sees the fairy every morning, and they talk about the plants and flowers. The fairy helps Mrs. Thompson with her gardening tasks, and together they make the garden flourish.

One day, Mrs. Thompson notices that the fairy looks sad. She asks the fairy what is wrong. The fairy explains, "I must leave soon. My time here is ending, and I need to return to my world."

Mrs. Thompson feels a pang of sadness. She does not want to lose her new friend. She asks the fairy if there is anything she can do to keep her in the garden.

The fairy shakes her head. "It is my destiny to return. But I will always be with you in spirit. Your garden will continue to thrive because of the love you have for it."

Mrs. Thompson understands. She thanks the fairy for all her help and promises to keep caring for the garden. The fairy smiles and says goodbye. She transforms back into the glowing plant and slowly fades away.

Mrs. Thompson feels a sense of loss but also gratitude. She knows that her garden is special and that the fairy's spirit will always be there. She continues to care for her garden with even more love and dedication.

Multiple Choice Questions:

What does Mrs. Thompson do every morning?

- a) She reads a book.
- b) She walks to her garden.
- c) She goes shopping.
- d) She visits her friends.

What does Mrs. Thompson notice in her garden today?

- a) A new tree.
- b) A strange plant.
- c) A bird's nest.
- d) A broken fence.

What happens when Mrs. Thompson touches the plant's leaves?

- a) The plant wilts.
- b) The plant starts to glow.
- c) The plant grows taller.
- d) The plant changes color.

What does the plant transform into?



- a) A butterfly.
- b) A fairy.
- c) A bird.
- d) A cat.

Why does the fairy reveal herself to Mrs. Thompson?

- a) Because Mrs. Thompson waters the plants.
- b) Because Mrs. Thompson talks to the plants.
- c) Because Mrs. Thompson trims the bushes.
- d) Because Mrs. Thompson plants new flowers.

What does the fairy ask Mrs. Thompson to do?

- a) To call for help.
- b) To continue caring for the garden.
- c) To plant more trees.
- d) To build a fence.

Why does the fairy look sad one day?

- a) She is hungry.
- b) She is tired.
- c) She must leave soon.
- d) She is sick.

How does Mrs. Thompson feel when the fairy leaves?

- a) Angry.
- b) Happy.
- c) Sad but grateful.
- d) Confused.

What does Mrs. Thompson promise to do after the fairy leaves?

- a) To stop gardening.
- b) To keep caring for the garden.
- c) To move to a new house.
- d) To plant new flowers.

## Reading – Past tenses 1.

Read the text and answer the questions.

### The Great Museum Heist

The city of Riverton was known for its rich history and beautiful museums. One of the most famous museums in the city was the Riverton Art Museum. It housed priceless artifacts and stunning works of art. People from all over the world visited the museum to admire its collections.

One quiet evening, the museum was preparing to close. The security guards were making their rounds, ensuring everything was in order. The head of security, Mr. Johnson, was checking the surveillance cameras. He noticed something strange on one of the screens. A shadowy figure was moving through the gallery.

Mr. Johnson alerted his team. They started searching the museum, but they found nothing unusual. The figure had disappeared. The guards assumed it was a glitch in the camera and continued their routine.

The next morning, the museum staff arrived to find chaos. One of the most valuable paintings, "The Starry Night," was missing. The frame was empty, and the glass case was shattered. The police were called immediately.

Detective Sarah Miller was assigned to the case. She arrived at the museum and began her investigation. She interviewed the staff and reviewed the security footage. The footage showed the shadowy figure moving quickly and skillfully. The thief knew exactly what they were doing.

Detective Miller noticed that the thief had disabled the alarm system. She realized this was not an amateur. The thief had planned the heist carefully. She also found a small piece of fabric near the broken glass. It looked like it came from a black glove.

The detective and her team worked tirelessly. They followed every lead and questioned everyone who had access to the museum. They discovered that a former employee, Mark Thompson, had been acting suspiciously. He had been fired a few months earlier for stealing small items from the gift shop.

Detective Miller decided to pay Mark a visit. She found him living in a small apartment on the outskirts of the city. Mark seemed nervous when he saw the detective. He denied any involvement in the theft, but his alibi was weak.

The detective noticed a black glove on Mark's table. It matched the fabric found at the crime scene. She also saw a blueprint of the museum on his desk. Mark was arrested and taken to the police station for further questioning.

While Mark was in custody, Detective Miller continued her investigation. She discovered that Mark had a partner, a notorious art thief named Lisa Carter. Lisa was known for her daring heists and had been on the run for years.

The detective tracked Lisa to an abandoned warehouse. She and her team surrounded the building and moved in. They found Lisa packing the stolen painting, ready to sell it to a buyer. Lisa was arrested, and the painting was recovered.

The museum staff was overjoyed when "The Starry Night" was returned. The painting was restored to its rightful place, and the museum increased its security measures. Detective Miller received a commendation for her excellent work.

The city of Riverton breathed a sigh of relief. The museum continued to attract visitors, and the story of the great museum heist became a legend. People marveled at the bravery and skill of Detective Miller and her team.

#### Reading Comprehension Exercise:

##### 1) Sequence of Events: Put the following events in the correct order:

- Detective Miller discovered Mark had a partner.
- The museum staff found "The Starry Night" missing.
- The thief disabled the alarm system.
- Detective Miller found a piece of fabric near the broken glass.
- Lisa was arrested in an abandoned warehouse.
- Mr. Johnson noticed a shadowy figure on the surveillance cameras.
- Mark was arrested and taken to the police station.
- The museum increased its security measures.

##### 2) Character Actions: Match the character with their actions:

- Mr. Johnson
- Detective Miller
- Mark Thompson
- Lisa Carter

a. Disabled the alarm system. b. Noticed a shadowy figure on the surveillance cameras. c. Was known for daring heists. d. Found a piece of fabric near the broken glass.

##### 3) Cause and Effect: Identify the cause and effect relationships:

The thief disabled the alarm system. → The museum's security was compromised.

Detective Miller found a piece of fabric. → She linked it to Mark's glove.

Mark had a blueprint of the museum. → He was suspected of planning the heist.

Lisa was packing the stolen painting. → She was arrested by the police.

## Reading – Past and perfect tenses 1.

Read the text and answer the questions.

The Rise of Tech Innovators Inc.

Tech Innovators Inc. started as a small startup in a garage. In 2005, three college friends, Alex, Maria, and John, had a vision to create innovative technology solutions. They had just graduated from university and were eager to make their mark on the tech industry. They pooled their savings and invested in some basic equipment. Their first office was modest, but their dreams were big.

In the early days, they worked tirelessly. They developed their first product, a software application designed to streamline business operations. They called it "BizStream." The initial version of BizStream had several bugs, but they were determined to improve it. They spent countless nights coding, testing, and refining their product.

By 2007, they had launched BizStream 2.0. This version was more stable and user-friendly. They began to attract small businesses as clients. Word of mouth spread, and their client base grew steadily. They hired their first employee, a talented programmer named Lisa, to help with the increasing workload.

In 2010, Tech Innovators Inc. moved to a larger office space. They had outgrown the garage and needed more room for their expanding team. The new office was a significant upgrade, with modern amenities and a professional atmosphere. The company had grown to ten employees, and they were all passionate about their work.

Over the next few years, Tech Innovators Inc. continued to innovate. They developed new products and improved existing ones. They launched a cloud-based version of BizStream, which allowed clients to access their data from anywhere. This move proved to be a game-changer. The company started to attract larger clients, including some well-known corporations.

In 2015, Tech Innovators Inc. received its first major investment. A venture capital firm saw the potential in their products and provided significant funding. This investment allowed them to expand their operations further. They hired more staff, including marketing and sales teams, to help promote their products.

The company also began to focus on research and development. They wanted to stay ahead of the competition by constantly innovating. They invested in cutting-edge technology and hired top talent from around the world. Their efforts paid off, and they launched several groundbreaking products over the next few years.

By 2020, Tech Innovators Inc. had become a well-known name in the tech industry. They had offices in multiple cities and a global client base. Their team had grown to over 200 employees, and they were still expanding. They had also received numerous awards for their innovative products and contributions to the industry.

In recent years, Tech Innovators Inc. has continued to thrive. They have adapted to changing market conditions and embraced new technologies. They have also focused on sustainability

and social responsibility. They have implemented eco-friendly practices in their operations and supported various charitable initiatives.

The company has faced challenges along the way, but they have always persevered. They have learned from their mistakes and used them as opportunities for growth. Their success has been a result of hard work, dedication, and a commitment to innovation.

Today, Tech Innovators Inc. is a leader in the tech industry. They have come a long way from their humble beginnings in a garage. They have achieved their vision of creating innovative technology solutions that make a difference in the world. Their journey has been an inspiring story of growth and success.

Reading Comprehension Exercise:

1) Timeline Creation: Create a timeline of the major events in the development of Tech Innovators Inc. Include at least ten key milestones.

2) Character and Event Matching: Match the following characters with the events they were involved in:

- Alex, Maria, and John
- Lisa
- Venture capital firm

a. Developed the first product, BizStream. b. Hired as the first employee. c. Provided significant funding in 2015.

3) Cause and Effect Analysis: Identify the cause and effect relationships in the story. For example, explain how the launch of the cloud-based version of BizStream affected the company's growth.

## **Reading – Past and perfect tenses 2.**

Read the text and answer the questions.

### **The Journey of the Lost Necklace**

In the small town of Willow Creek, there was a quaint antique shop called "Timeless Treasures." The shop had been there for decades, and it was known for its unique collection of vintage items. Mrs. Harper, the owner, had inherited the shop from her grandmother. She had always loved antiques and enjoyed sharing their stories with her customers.

One rainy afternoon, a young woman named Emily entered the shop. She was looking for a special gift for her mother's birthday. As she browsed through the shelves, she noticed a beautiful necklace. It had a delicate gold chain and a pendant with a sparkling blue gemstone. Emily felt drawn to the necklace and decided to buy it.

Mrs. Harper wrapped the necklace carefully and handed it to Emily. She mentioned that the necklace had a fascinating history. It had belonged to a famous actress in the 1920s and had

been passed down through generations. Emily was intrigued and couldn't wait to give it to her mother.

The next day, Emily visited her mother's house. She presented the necklace with a big smile. Her mother, Mrs. Bennett, was delighted and immediately put it on. She admired the pendant and thanked Emily for the thoughtful gift. They spent the afternoon reminiscing about old times and enjoying each other's company.

A week later, Mrs. Bennett attended a charity gala. She wore the necklace proudly and received many compliments. However, as the evening progressed, she realized the necklace was missing. She searched everywhere but couldn't find it. She felt devastated and called Emily to tell her the news.

Emily was heartbroken. She had hoped the necklace would bring joy to her mother, but now it was lost. She decided to visit the antique shop to see if Mrs. Harper could help. When she arrived, Mrs. Harper listened to the story and offered to assist in the search. She suggested checking with the gala organizers and local pawn shops.

Emily and Mrs. Harper spent the next few days searching for the necklace. They visited the gala venue, spoke to staff, and checked lost and found. They also visited several pawn shops, but there was no sign of the necklace. Emily began to lose hope.

One evening, Mrs. Harper received a call from a friend who owned a jewelry store. He mentioned that someone had brought in a necklace matching the description. Mrs. Harper and Emily rushed to the store. They were relieved to find the necklace. The store owner explained that a man had found it on the street and decided to sell it.

Emily thanked the store owner and paid for the necklace. She felt a sense of relief and joy. She couldn't wait to return it to her mother. The next day, she visited Mrs. Bennett and presented the necklace once again. Mrs. Bennett was overjoyed and hugged Emily tightly. She promised to be more careful with it in the future.

The story of the lost necklace spread through Willow Creek. People admired Emily's determination and Mrs. Harper's kindness. The antique shop became even more popular, and Mrs. Harper continued to share the stories behind her treasures.

Emily and her mother cherished the necklace even more after the ordeal. It had become a symbol of their bond and the kindness of the community. They often visited "Timeless Treasures" to browse and chat with Mrs. Harper. The shop had become a special place for them, filled with memories and stories.

Questions:

1. Where did Emily buy the necklace?
2. Who did the necklace originally belong to?
3. How did Mrs. Bennett feel when she received the necklace from Emily?
4. What event did Mrs. Bennett attend when she lost the necklace?
5. Who helped Emily search for the necklace?
6. Where did Mrs. Harper and Emily eventually find the necklace?

7. How did the community of Willow Creek react to the story of the lost necklace?
8. What did the necklace symbolize for Emily and her mother after it was found?

## **Reading – Future tenses 1.**

Read the text and answer the questions.

### **The Adventure to the Hidden Island**

Next summer, Jake and his friends are going to embark on an exciting adventure. They will travel to a hidden island that they have heard about from an old sailor. The island is going to be a place of mystery and wonder, and they will explore its secrets.

Jake will gather his friends, Sarah, Tom, and Emily, and they will plan their journey. They are going to meet at Jake's house to discuss the details. They will decide what supplies they need and how they will reach the island. They will pack their bags with food, water, and camping gear. They are going to be prepared for anything.

On the day of their departure, they will wake up early and head to the harbor. They will rent a boat and set sail towards the hidden island. The weather will be perfect, and the sea will be calm. They are going to enjoy the beautiful scenery as they sail. They will see dolphins swimming alongside their boat, and they will feel the excitement building.

After a few hours, they will spot the island in the distance. It will look like a paradise with lush greenery and sandy beaches. They will anchor their boat and step onto the shore. They are going to feel the soft sand beneath their feet and hear the waves crashing gently.

Jake and his friends will start exploring the island. They will find a path that leads into the dense forest. They are going to follow the path and discover hidden waterfalls and exotic plants. They will take pictures and marvel at the beauty around them.

As they venture deeper into the forest, they will come across an ancient temple. The temple will be covered in vines and moss, and it will look like it has been untouched for centuries. They are going to be amazed by the sight. They will decide to enter the temple and see what secrets it holds.

Inside the temple, they will find intricate carvings and statues. They are going to feel like they have stepped back in time. They will explore the chambers and find a hidden room. In the room, they will discover a treasure chest. They are going to open the chest and find gold coins and precious gems. They will be thrilled by their discovery.

Jake and his friends will decide to camp near the temple for the night. They will set up their tents and build a campfire. They are going to cook dinner and share stories about their adventure. They will feel a sense of camaraderie and excitement.

The next morning, they will continue their exploration. They are going to find more hidden spots and enjoy the beauty of the island. They will swim in the crystal-clear waters and relax on the beach. They will feel like they are in a dream.

As their adventure comes to an end, they will pack their bags and head back to their boat. They are going to sail back to the mainland with memories that will last a lifetime. They will promise to return to the hidden island someday.

Jake and his friends will cherish their adventure and the bond they have formed. They are going to tell their families and friends about the hidden island and the treasures they found. They will inspire others to seek out their own adventures and explore the unknown.

Reading Comprehension Exercise:

1) True or False Statements:

1. Jake and his friends are going to travel to a hidden island next summer.
2. They will meet at Sarah's house to plan their journey.
3. They are going to rent a boat at the harbor.
4. The weather will be stormy on the day of their departure.
5. They will see dolphins swimming alongside their boat.
6. The island will have lush greenery and sandy beaches.
7. They are going to find an ancient temple covered in vines and moss.
8. Inside the temple, they will discover a treasure chest with gold coins and precious gems.
9. They will camp near the temple for the night.
10. They are going to promise to return to the hidden island someday.

2) Fill in the Blanks:

1. Jake and his friends are going to \_\_\_\_\_ their bags with food, water, and camping gear.
2. They will \_\_\_\_\_ a boat and set sail towards the hidden island.
3. They are going to \_\_\_\_\_ the path and discover hidden waterfalls and exotic plants.
4. Inside the temple, they will find intricate \_\_\_\_\_ and statues.
5. They are going to \_\_\_\_\_ dinner and share stories about their adventure.
6. They will \_\_\_\_\_ in the crystal-clear waters and relax on the beach.
7. Jake and his friends will \_\_\_\_\_ their adventure and the bond they have formed.
8. They are going to \_\_\_\_\_ their families and friends about the hidden island.

## Reading – Future tenses 2.

Read the text and answer the questions.

### The Future of Space Exploration

In the year 2035, humanity will embark on a new era of space exploration. Scientists and engineers from around the world are going to collaborate on an ambitious mission to Mars. This mission will be the culmination of years of research and development, and it will mark a significant milestone in human history.



The mission will begin with the launch of the spacecraft, "Odyssey," from Earth. The spacecraft is going to carry a team of astronauts, advanced scientific equipment, and supplies for the journey. The launch will be broadcast live, and millions of people around the world will watch in anticipation.

As the spacecraft travels through space, the astronauts will conduct various experiments and collect data. They are going to study the effects of long-duration space travel on the human body and test new technologies designed for future missions. The journey to Mars will take several months, and the crew will need to work together to ensure the success of the mission.

Upon reaching Mars, the spacecraft will enter orbit around the planet. The astronauts are going to prepare for their descent to the surface. They will use a specially designed landing module to make a safe landing. Once on the surface, they will set up a base camp and begin their exploration.

The astronauts will conduct a series of experiments to study the Martian environment. They are going to analyze soil samples, search for signs of past or present life, and test new technologies for sustainable living on Mars. They will also explore the planet's geography, including its mountains, valleys, and ancient riverbeds.

One of the key objectives of the mission will be to find resources that could support future human settlements on Mars. The astronauts are going to search for water, minerals, and other essential materials. They will use advanced equipment to extract and analyze these resources.

Throughout the mission, the astronauts will communicate with mission control on Earth. They are going to send back data, images, and updates on their progress. The information they gather will be invaluable for planning future missions and understanding the challenges of living on Mars.

After several months on the surface, the astronauts will prepare for their return journey. They are going to pack up their equipment and samples and return to the landing module. The spacecraft will then launch from the Martian surface and rendezvous with the orbiting Odyssey.

The journey back to Earth will be filled with anticipation and excitement. The astronauts will reflect on their experiences and the significance of their mission. They are going to share their findings with the world and inspire a new generation of explorers.

When the spacecraft finally returns to Earth, the astronauts will be greeted as heroes. They will undergo a period of recovery and debriefing, during which they will share their insights and experiences. The data they collected will be analyzed, and the results will be published in scientific journals.

The mission to Mars will be a turning point in human history. It will demonstrate the potential for human exploration beyond Earth and pave the way for future missions to other

planets. The success of the mission will inspire new technologies, innovations, and a renewed sense of curiosity about the universe.

Reading Comprehension Exercise:

1) Word Bank: Fill in the blanks with the correct words from the word bank.

- Odyssey
  - Mars
  - astronauts
  - experiments
  - mission control
  - resources
  - journey
  - surface
1. The spacecraft, \_\_\_\_\_, will carry a team of astronauts to Mars.
  2. The \_\_\_\_\_ will conduct various experiments during their journey.
  3. The mission will begin with the launch of the spacecraft from Earth to \_\_\_\_\_.
  4. The astronauts will set up a base camp on the \_\_\_\_\_ of Mars.
  5. They are going to search for \_\_\_\_\_ that could support future human settlements.
  6. Throughout the mission, the astronauts will communicate with \_\_\_\_\_ on Earth.
  7. The \_\_\_\_\_ to Mars will take several months.
  8. The astronauts will conduct \_\_\_\_\_ to study the Martian environment.

2) Sentence Completion: Complete the sentences with the appropriate information from the story.

1. The mission to Mars will mark a significant milestone in \_\_\_\_\_.
2. The astronauts are going to study the effects of long-duration space travel on \_\_\_\_\_.
3. One of the key objectives of the mission will be to find resources that could support \_\_\_\_\_.
4. The journey back to Earth will be filled with \_\_\_\_\_.
5. The success of the mission will inspire new technologies, innovations, and a renewed sense of \_\_\_\_\_.

## Reading – All tenses 1.

Read the text and answer the questions.

### The Evolution of Computers

In the early 1940s, the world witnessed the birth of the first electronic computers. These machines were massive, occupying entire rooms, and they were primarily used for military and scientific purposes. The ENIAC, one of the earliest computers, was developed during this

time. It had thousands of vacuum tubes and required a team of operators to function. Despite its size and complexity, the ENIAC could perform calculations much faster than any human.

As the years passed, technology advanced rapidly. In the 1950s and 1960s, transistors replaced vacuum tubes, making computers smaller, more reliable, and more efficient. This period saw the development of the first commercial computers, which businesses used for tasks like payroll and inventory management. The IBM 1401, introduced in 1959, became one of the most popular computers of its time.

By the 1970s, integrated circuits had revolutionized the computer industry. These tiny chips allowed for even more compact and powerful machines. Personal computers (PCs) began to emerge, bringing computing power to homes and small businesses. The Apple II, released in 1977, was one of the first successful personal computers. It had a user-friendly interface and could run various applications, making it accessible to a broader audience.

In the 1980s, the computer industry experienced a boom. Companies like IBM, Apple, and Microsoft became household names. The IBM PC, launched in 1981, set the standard for personal computing. It used an open architecture, allowing other manufacturers to create compatible hardware and software. This openness led to a thriving ecosystem of PC-compatible products.

The 1990s brought the internet into the mainstream. Computers connected people across the globe, enabling instant communication and access to vast amounts of information. The World Wide Web, invented by Tim Berners-Lee, transformed how people used computers. Websites, email, and online services became integral parts of daily life. Companies like Netscape and AOL played significant roles in popularizing the internet.

As we entered the 21st century, computers continued to evolve at an astonishing pace. Laptops, tablets, and smartphones became ubiquitous, offering powerful computing capabilities in portable forms. Cloud computing emerged, allowing users to store and access data over the internet. Companies like Google, Amazon, and Microsoft developed cloud services that revolutionized how businesses and individuals managed their information.

Today, computers are an essential part of our lives. They are used in almost every industry, from healthcare to entertainment. Artificial intelligence (AI) and machine learning have advanced significantly, enabling computers to perform tasks that once required human intelligence. Virtual assistants like Siri and Alexa can understand and respond to voice commands, making technology more accessible and convenient.

In the future, computers will continue to shape our world in ways we can only imagine. Quantum computing, which uses the principles of quantum mechanics, promises to solve complex problems that are currently beyond the reach of classical computers. Researchers are also exploring the potential of brain-computer interfaces, which could allow direct communication between the human brain and computers.

As we look back on the history of computers, we see a story of relentless innovation and progress. From the massive machines of the 1940s to the sleek devices of today, computers

have transformed our world. They have made us more connected, more efficient, and more informed. The journey of computers is far from over, and the future holds exciting possibilities.

Reading Comprehension Exercise:

1) Timeline Creation: Create a timeline of the major milestones in the evolution of computers mentioned in the story. Include at least ten key events.

2) Character and Event Matching: Match the following key figures and companies with their contributions to the development of computers:

- ENIAC
- IBM 1401
- Apple II
- Tim Berners-Lee
- IBM PC
- Netscape
- Google

a. Developed one of the earliest electronic computers. b. Introduced a popular commercial computer in 1959. c. Released one of the first successful personal computers in 1977. d. Invented the World Wide Web. e. Launched a personal computer that set the standard for PCs in 1981. f. Played a significant role in popularizing the internet. g. Developed cloud services that revolutionized data management.

## OTHER ENGLISH TENSES AND GRAMMATICAL STRUCTURES

### ALL FUTURE EXPRESSIONS

#### 1. Will future: will + Infinitive

- a decision made at the moment of speaking [I will have some tea.]
- future prediction: I THINK, I SUPPOSE, I'M SURE... [I think the government will win the election.]

#### 2. Going to future: be + going to future + Infinitive

- a decision is made before the moment of speaking – plan
- an action which is going to happen because we have evidence now

#### 3. Present Simple:

- time table [Bus leaves at 5 o'clock.]
- time clause [Before he comes, he will call.]

#### 4. Present Continuous:

- future arrangements [We are having lunch at 2 pm.]

#### 5. Future Perfect Simple: will + have + 3<sup>rd</sup> form

- an action, which is going to happen at a definite point in the future:  
(dejanje, ki se bo zgodilo do določene točke v prihodnjosti)  
**By the next** September I will have known if I am going to study in LJ.
- an action, which is going to happen before another action – as a TIME CLAUSE: : (dejanje, ki bo zgodilo pred nekim drugim dejanjem v prihodnjosti)  
By the time I write the test paper, I will have learned it all.

TIME CLAUSE

**Before** ...

**6. Future Perfect Continuous:** **will + have +been + -ING**

- an action, which is going to last long till at a definite point in the future (dejanje, ki bo trajalo do določene točke v prihodnjosti)  
**By the next** September I will have been living in this house for 5 years.
- an action, which is going to last long till before another action: (dejanje, ki bo trajalo pred nekim drugim dejanjem v prihodnjosti)  
**By the time** I write the test paper, I will have been learning all day and night.

**7. Future Continuous:**

- an action that is going to last in the future: (dejanje, ki bo trajalo v prihodnjosti)  
**This time next year** I will be living in LJ.

**EXERCISE:**

Put the verb in the brackets into the correct future form.

1. When he  (come), I  (call) you.
2. I think this candidate  (win) the elections.
3. As soon as I  (do) my homework I  (watch) TV.
4. I  (meet) my old friend tomorrow for lunch.
5. The train  (leave) the station at 18.53 tomorrow.
6. He  (go) to the store.
7.  (you come) to Anna's party this Saturday?
8. Next year I  (visit) Madrid. I've already booked the tickets.

## CONDITIONALS

### TYPE 1: for FUTURE

- If it rains tomorrow, we will stay home.

**Present Simple**

**Will Future**

### TYPE 2:

A little possibility:

- If I won the lottery, I would buy a villa.

**Past Simple**

**would+infinitiv**

No possibility:

- If I were you, I would study more.

**Past Simple**

**would+infinitiv**

! If I **were** ... !

### TYPE 3: for the PAST

- If I had studied, I would have passed the exam.

**Past Prefect**

**would+have+Past Participle**

### TYPE 0: for the PRESENT or PAST – general truth/fact

- If you don't water flowers, they die.

**Present Simple**

**Present Simple**

- If you didn't water the flowers, they died.

**Past Simple**

**Past Simple**

## WISHES

### 1. **Present → Past:**

I am short. → I wish I was TALLER.

I live in the city. → I wish I lived in the country.

I wish I didn't live in the city.

I am going to the dentist. → I wish I wasn't going to the dentist.

### 2. **Past → Past Perfect:**

I didn't have money. → I wish I had had money.

I didn't obey her. → I wish I had obeyed her.

I ate too much. → I wish I hadn't eaten that much.

### 3. **Future → WOULD:**

I will get up early. → I wish I wouldn't get up early.

I will lose my job. → I wish I wouldn't lose my job.

He will probably go on a long journey. → I wish he wouldn't go on a long journey.

! **WISH = IF ONLY** !

If only I was taller.

If only I had had money.

If only he wouldn't go ...



## TIME CLAUSES for Future – Časovni odvisniki

before, after, when, as soon as, until + PRESENT SIMPLE:

- Before he comes, he **will** call.

Present Simple   Will Future

- When he comes, we'll call
- As soon as they leave, we'll call.

! when, after, until, as soon as + **PRESENT PERFECT**: !

- When he has come, we'll call.
- I won't go out until I have finished my homework.
- After I have emptied the washing mashine i'll go watch TV.

## CAUSATIVE HAVE

"have" + object + 3<sup>rd</sup> form

ACTIVE: They are repairing our roof.

PASSIVE: Our roof is being repaired. /We are having our roof repaired.

- They were repairing our roof.  
I had my roof repaired.
- They were repairing our roof.  
We were having our roof repaired.
- They have repaired our roof.  
We have had our roof repaired.

### Modals:

ACTIVE: You have to repair the roof.

PASSIVE: I have to have my roof repaired.

What should you do?

- You should have a plug installed. (PRESENT)
- You should have had a plug installed. (PAST)

### Other verbs:

- I like having my nails manicured.

## RELATIVE CLAUSES

1. Definition: clauses that contain relative pronouns



WHO, WHICH, THAT, WHOSE, OF WHICH, WHERE/WHEN...

2. Example: The man<sub>(,)</sub> who I am talking to is my friend.

The book<sub>(,)</sub> which is very famous now<sub>(,)</sub> was sold out immediately.

3. Types:

DEFINING RELATIVE CLAUSES:	NON-DEFINING:
<ul style="list-style-type: none"><li>essential information</li><li>NO comma</li></ul>	<ul style="list-style-type: none"><li>additional information</li><li>comma</li><li>→ NO "that" because it doesn't take comma</li></ul>
This is the woman. I was talking about her. → This is the woman <b>who</b> I was talking about.	This is Maria. I was talking about her. → This is Maria, <b>who</b> I was talking about.

4. Relative pronouns:

DEFINING:

→ WHO (for people), WHICH (for animals and objects), THAT (for all):

- The man who is standing over there is my father.
- The book which is lying on the bed is very interesting.
- My homework that must be done until tomorrow is boring.

EXPRESSING POSSESSION:

→ WHOSE (for people), OF WHICH/WHOSE (for objects)

- Mary, whose mother is a famous writer, is my friend.
- The house of which/whose walls are red is for sale.

PREPOSITION:

→ Preposition + WHOM (for people), Preposition + WHICH (for objects)

- My friend, with whom I went on holidays last year, is a writer.
- The book, for which I paid 20\$, is about economy.

5. Okrnjeni relativni stavki:

### SIMPLE TENSE:

- The man who was seen is a doctor.  
The man seen is a doctor.

### CONTINUOUS TENSE:

- The woman who is sitting next to John is my friend.  
The woman sitting next to John is my friend.

### PASSIVE:

- The parcel which was delivered on Friday got lost.  
The parcel being delivered on Friday got lost.
- The woman who we were talking about went missing.  
→ The woman who was talked about...  
→ The woman talked about went missing !!!

## PARTICIPIAL CLAUSES

### **RABA:**

Uporabljamo ko želimo skrajšati stavke:

- Relative clauses (who/which)
- Time clauses (when, before, after...)
- Clauses of reason (because)

### **OBLIKA:**

Glavni glagol spremenimo v particip:

- -ing = present participal
- having + 3.obl.gl = perfect participal
- 3.obl.gl = past participal

### **PRAVILA:**

#### 1. Relative clauses:

**Active:** present participle (-ing)

People who live next door are very friendly.

People living next door are very friendly.

**Passive:** past participle (3.obl.gl)

The book which was published in May was sold out.

The book published in May was sold out.

#### 2. Time clauses:

**Istočasno:** present participle (-ing)

When she heard the news she fainted.

(When) hearing the news she fainted.

**Predčasno:** perfect participial (having + 3.obl.gl)

After she had heard the news she fainted.

After having heard the news she fainted.

3. Clauses of reason:

**Istočasno:** present participle (-ing)

Because she was tired, she lay down.

Being tired, she lay down.

**Predčasno:** perfect participial (having + 3.obl.gl)

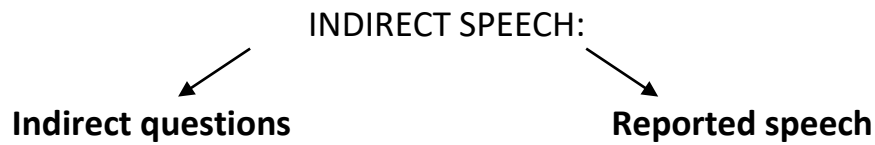
Because she had seen the accident, she was shocked.

Having seen the accident, she was shocked.

## INFINITIVAL CLAUSES

- Izpustimo osebek in glavni glagol postavimo v nedoločnik

## REPORTED SPEECH



### 1.Statements:

- “I like chocolate.” she said.  
She said (that) she liked chocolate.
- “I had a lovely time.” she told me.  
She told me (that) she had had a lovely time.
- “I’m going to the dentist.” he explained to her.  
He explained to her (that) he was going to the dentist.

**TENSE SHIFT**: one tense back

### Tenses:

- Present Simple → Past Simple
- Present Continuous → Past Continuous
- Past Simple → Past Perfect Simple
- Past Continuous → Past Perfect Continuous
- Present Perfect → Past Perfect
- Past Perfect
- Will Future → would
- Going to Future → was/were going to future

### Modal verbs:

- must → had to, must
- can → could
- shall → should
- may → might

### Adverbs:

- here → there
- this → that
- these → those
- tonight → that night
- today → that day
- yesterday → the day before / the previous day
- tomorrow → the day after
- now → then

## 2. Questions:

- “Where have you been?” she asked me.  
She asked me where I had been.
- “Where is he going?” mum wanted to know.  
She wanted to know where he was going.
- “Where did you go?” she asked.  
She asked where he had gone.
- “What does she do for a living?” the neighbor asked.  
The neighbor asked what she did for a living.

## 3. Commands:

+ “Be quiet!” the teacher told us.

The teacher told us to be quiet. → to Infinitive

- “Don’t speak!” she told him.

She told him not to speak. → not to Infinitive

## Commands with verbs:



- “I won’t do it again.” He said.  
He said he wouldn’t do it again. /He promised not to do it again
- “Can you give me a lift.” She asked.  
She asked me if I could give her a lift. /She asked me to give her a lift.
- I didn’t steal the painting. He said.  
He said he hadn’t stolen the painting. /He denied stealing the painting.

Verbs with Infinitive:	Verbs with –ing:
<ul style="list-style-type: none"> <li>○ advise + to inf.</li> <li>○ beg + to inf.</li> <li>○ offer + to inf.</li> <li>○ refuse + to inf.</li> <li>○ threaten + to inf.</li> <li>○ warn + to inf.</li> <li>○ promise + to inf.</li> </ul>	<ul style="list-style-type: none"> <li>○ complain about +ing</li> <li>○ deny +ing</li> <li>○ insist on +ing</li> <li>○ apologize for +ing</li> <li>○ suggest +ing</li> <li>○ accuse of +ing</li> <li>○ prefer +ing</li> </ul> <p>(I prefer reading <u>to</u> watching TV.)</p> <ul style="list-style-type: none"> <li>○ confess +ing</li> <li>○ lie about +ing</li> </ul>

### INDIRECT QUESTIONS:

- “What’s the time?” she wanted to know.  
She wants to know what the time is.
- “What time does the train leave?”  
Could you tell me what time the train leaves.

Beginnings of the indirect questions:

- She wants to know...
- Can/Could you tell me...
- Would you mind telling me...
- Can I ask...

## IMPERSONAL PASSIVE

PRESENT: +to Infinitive

- People think he is a great artist. → He is thought to be a great artist.
- People think he is a robber.  
He is thought to be a robber.
- They think she treats them well.  
She is thought to treat them well.

PAST: to have + 3<sup>rd</sup> form

- People think he was a great artist. → He is thought to have been a great artist.
- People consider he stole the painting.  
He is considered to have stolen the painting.
- The media report she caused the accident.  
She is reported to have caused the accident.

## PASSIVE INFINITIVE

- He went there in order to buy followers.
- He went there in order to have his hair cut.
- He went to the barber in order to be shaven.
  
- He called his friend to invite him to the party.
- He called to school to be informed about the results.

## STATIVE VERBS

= verbs not used in continuous (verb) tenses; they express states

### 1. **verbs of thinking and opinion:**

- think
- mind
- believe
- agree
- consider
- feel
- understand
- know

! **think:** I think she's pretty. (misliti)

I am thinking of moving. (razmišljati o nečem)

### 2. **verbs of feelings:**

- love
- hate
- adore
- like
- prefer
- want
- wish

### 3. **verbs of senses perception:**

SEE: I see that man. (videti)

I am seeing him tomorrow. (imeti dogovor)

HEAR: I hear him. (slišati)

The police is hearing the witness. (zasliševati)

SMELL: This perfume smells nice. (imeti vonj)

I'm smelling this perfume. (vonjati)

TASTE: This soup taste awful. (imeti okus)

The cook is tasting the soup. (okušati)

LOOK: It looks delicious. (izgledati)

I am looking at you. (gledati)

#### 4. **verbs of possession(lastnina) and being(stanja):**

- have
- own        I own this dog.
- seem       He seems nice.
- possess
- belong
- appear
- contain (vsebovati)
- cost
- consist

I have: I have a dog. (imeti)

I'm having lunch. (kositi)

I'm having a shower. (prhati)

## GERUND vs. INFINITIVE

(glagolnik)

(nedoločnik)



### 1. verb + ing:

- like                      I like eating apples.
- prefer
- love
- hate
- adore
- enjoy
- look forward to
- finish
- can't stand
- don't mind

### 2. verb + to-infinitive:

- mean                    I didn't mean to tell you.
- promise
- decide
- offer
- invite

would + verb + to-infinitive
------------------------------

I would like to have a piece of cake.

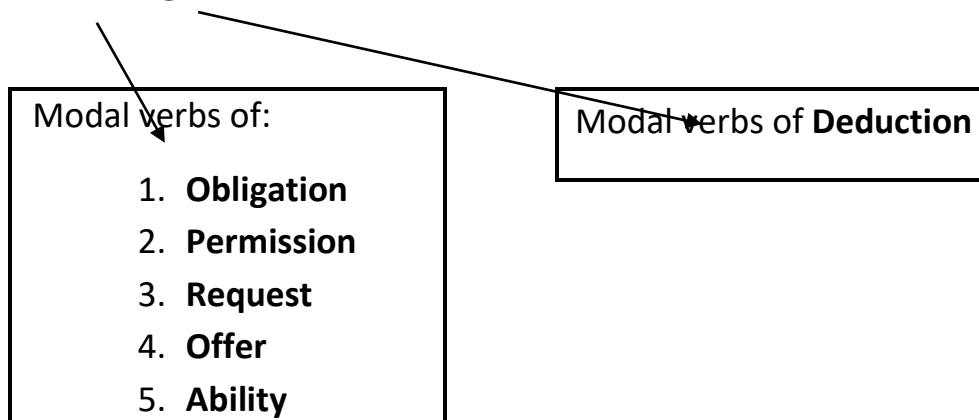
### 3. verb + bare infinitive:

- make                    She made me read.
- let
- help
- modal verbs

### 4. verb + gerund or infinitive:



## MODAL VERBS



### ❖ MODAL VERBS:

#### 1. Modal verbs of OBLIGATION:

- Strong obligation:

+ POSITIVE+:

**Must**:

- Obligation comes from a speaker: I must remember to buy bread.
- Order: Jan, you must clean your room!
- Public warning: Dogs must be kept on the leash.

**Have to**:

- Order from others: Doctor told me, I have to stop smoking.
- Duty: I have to feed my cat.

-NEGATIVE-:

- Prohibition: You **mustn't** touch the painting.
- Not obligatory: I **don't have to** learn on Sundays.

?QUESTIONS?:

Must I water the plants every day?

Do I have to eat this soup.

→TENSES→:

Tense	MUST	HAVE TO
Present Simple:	I must do my homework.	You have to do your homework.
	We can use must only in present tense. In other tenses we use in stead of must have to.	
Will Future:	I will have to do my homework.	
Past Simple:	I had to do my homework.	
Past Perfect:	I had had to do my homework.	

• Mild obligation:

**Should**:

- Suggestion: You should eat more vegetables and fruit.
- Dissuasion: You shouldn't tell others my secret.

2. Modal verbs of PERMISSION:

**Can**: You can go home, if you want to.

**Can't**: You can't borrow my car. It's too dangerous.

**May**: She may go to the cinema.

**Be allowed to**:

- Formal rule: You are not allowed to park your car here.



### 3. Modal verbs of REQUEST:

**Can**: Can you water my flowers while I'm on holiday, please?

**Could**: Could you water my flowers while I'm on holidays, please? (polite)

**Will**: Will you water my flowers while I'm on holidays, please?

**Would**: Would you water my flowers while I'm on holidays, please? (polite)

### 4. Modal verbs of OFFER:

**Will**: We offer to do something: I will help you.

**Shall, Should**: An offer, used only in question forms:

Shall I make some tea?

What should we buy her for her birthday?

**Can**: We offer to do something, by using can in positive and question forms:

Can I help you?

I can help you, if you want.

### 5. Modal verbs of ABILITY:

**Can**: Expresses general ability: I can swim.

**Could**: Expresses general ability in the past:

I could understand German when I was young, but now I have forgotten the vocabulary.

**Be able to**: Expresses concrete ability in a certain situation:

Last season I was able to run a 42km-marathon.

**Manage to**: Expresses something that was very hard for us to achieve:

He was training so hard and now he finally manage to break the world record in swimming.

❖ MODAL VERBS of Deduction:

1. Modal verbs of CERTAINTY: (I'm sure/I'm positive/...)

<ul style="list-style-type: none"> <li>• Present Simple: <b>MODAL+Infinitive</b></li> </ul>	<p>+ I'm <u>sure</u> he works hard. He <b>must</b> work hard.</p> <p>- I'm sure he doesn't work hard. He <b>can't</b> work hard.</p>	PRESENT
<ul style="list-style-type: none"> <li>• Present Continuous: <b>MODAL+be+ing</b></li> </ul>	<p>+ I'm <u>positive</u> he is working very hard now. He <b>must be</b> working very hard now.</p> <p>- I'm positive he isn't working very hard now. He <b>can't be</b> working very hard now.</p>	
<ul style="list-style-type: none"> <li>• Past Simple: <b>MODAL+HAVE+3<sup>RD</sup> form</b></li> </ul>	<p>+ I'm <u>curtain</u> he worked very hard last year. He <b>must have</b> worked very hard last year.</p> <p>- I'm curtain he didn't work very hard last year. He <b>can't/couldn't have</b> worked very hard last year.</p>	PAST
<ul style="list-style-type: none"> <li>• Past Continuous: <b>MODAL+have been+3<sup>rd</sup> form</b></li> </ul>	<p>+ I'm <u>convinced</u> he was working very hard all summer. He <b>must have been</b> working very hard last summer.</p> <p>- I'm convinced he wasn't working very hard all summer. He <b>can't/couldn't have been</b> working very hard last summer.</p>	

## 2. Modal verbs of POSSIBILITY: (I'm not sure/I don't know exactly/...)

<ul style="list-style-type: none"> <li>• Present Simple: <b>MODAL+Infinitive</b></li> </ul>	+ He <b>may/might/can/could</b> work hard. - He <b>may/might not</b> work hard.	PRESENT
<ul style="list-style-type: none"> <li>• Present Continuous: <b>MODAL+be+ing</b></li> </ul>	+ He <b>may/might/can/could be</b> working very hard now. - He <b>may/might not be</b> working very hard now.	
<ul style="list-style-type: none"> <li>• Past Simple: <b>MODAL+HAVE+3<sup>RD</sup> form</b></li> </ul>	+ He <b>may/might/can/could have</b> worked very hard last year. - He <b>may/might not have</b> worked very hard last year.	PAST
<ul style="list-style-type: none"> <li>• Past Continuous: <b>MODAL+have been+3<sup>rd</sup> form</b></li> </ul>	+ He <b>may/might/can/could have been</b> working very hard last summer. - He <b>may/might not have been</b> working very hard last summer.	

## AGREEING

### + So do I:

- I like chocolate. So do I.
- I am playing tennis. So am I.
- He enjoyed the show. So did I.
- I can swim. So can I.
- She has visited the museum. So have I.
- I had learnt a lot. So had I.

### - Neither do I:

- I don't like chocolate. Neither do I.
- I am not playing tennis. Neither am I.
- He didn't enjoy the show. Neither did I.
- I can't swim. Neither can I.
- She hasn't visited the museum. Neither have I.
- I hadn't learnt a lot. Neither had I.

### Dual:

They both don't speak Spanish:

+ Either of them don't speak Spanish.

- Neither of them speak Spanish.

## HAVE vs. HAVE GOT

### PRESENT:

American English:	British English:
+ I have a brother. - I don't have a brother. ? Do I have a brother?	+ I have got a brother. - I haven't got a brother. ? Have I got a brother?

### PAST:

American English & British English:
+ I had a brother. - I didn't have a brother. ? Did I have a brother?

## EXPRESSION "IT IS TIME"

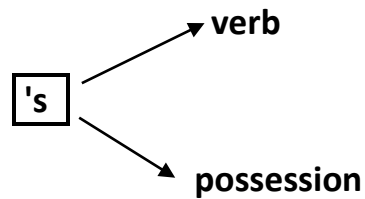
### 1. +Infinitive:

- It is time to go. (1.oseba) → **to Infinitive**
- It is time **he** went. (osebek) → **subject + Past tense**

### 2. Rather:

- I would rather go. (1.oseba) → **bare Infinitive**
- I'd rather **he** went. (osebek) → **subject + Past tense**

## ENDING -S



### 1. VERB:

- Jack is at home. = Jack's at home. (PRESENT SIMPLE)  
He is ... → He's
- He has been running. = He's been running. (PRESENT PERFECT CONTINUOUS)
- He is running. = He's running. (PRESENT CONTINUOUS)

### 2. POSSESSION:

- Jack's bag → his bag
- Mother's dress → her dress
- Children's toys

### 3. Singular in Present Simple:

- He walks to the school every morning.
- She cooks every day.



## USED TO & WOULD

### 1. Used to + infinitive:

RULES:

- habits or repeated actions in the past
- states in the past which are no longer true
- !!! we do NOT do it in the present

EXAMPLE:

- I used to have long hair (but now I have short hair).
- He used to smoke (but now he doesn't smoke).
- They used to live in India (but now they live in Germany).

USE: the negative and the question it's 'use' and not 'used'

- Did he use to study French?
- She didn't use to like chocolate, but she does now

### 2. Would + infinitive

- a habit or repeated action in the past
- when telling a story about the past
- !!! NOT for states in the past

EXAMPLE: When I was a student, we would often have a drink after class on a Friday.

### 3. be used to + verb-ing

- things which feel normal for us and we are accustomed to
- used in all tenses

EXAMPLE:

- I'm used to getting up early, so I don't mind doing it (= getting up early is normal for me, it's what I usually do)
- It was difficult when I first started university, because I wasn't used to working so much.
- amount of work we had to do.
- Soon I'll be used to driving in London and I won't be so frightened!

USE: the negative or the question with the verb 'be'

- Lucy isn't used to staying up late, so she's very tired today.
- Are your children used to walking a lot?

## QUESTIONS WITH LIKE

1. To ask about someone's **personality** or **characteristics of a thing**:

(We don't use 'like' in the answer.)

What is she like? - She is friendly/grumpy/serious/fun...

What is this book like? – It is very good/boring...

2. To ask about the **weather**:

(We don't use 'like' in the answer.)

What is the weather like today? – It is nice and sunny.

3. To ask about someone's or something's **physical appearance**:

(We don't use 'like' in the answer.)

What does he look like? – He is tall and good looking./He's got green eyes...

What does that hotel look like? – It is very well redecorated.

4. To ask about someone's **hobbies**:

(You can use 'like' in the answer.)

What does she like (doing)? – She likes sports/computer games/ travelling...

5. To **offer** someone something such as a drink:

(You can use 'like' in the answer.)

What would you like (to drink)? – I would like to have some tea, please.

6. To ask about someone's **suggestion**:

(You can use 'like' in the answer.)

What would you like to do? – I would like to play football.

7. To ask about **different sorts of things**:

(You can use 'like' in the answer.)

What kind of (music) do you like? – I like classical music.



**REVISION:**

<b>Personality, characteristics, weather</b>	What	am/is/are	osebek	like?	
<b>Physical appearance</b>	What	does /do	osebek	look	like?
<b>Hobbies</b>	What	does/do	osebek	like	(doing)?
<b>Different sorts</b>	What kind of*	does/do	osebek	like?	
<b>Offers</b>	What	would	osebek	like?	
<b>Suggestions</b>	What	would	osebek	like	to do?

## COMPARISON OF ADJECTIVES

POSITIVE (1 <sup>st</sup> stage)	COMPARATIVE (2 <sup>nd</sup> s.)	SUPERLATIVE (3 <sup>rd</sup> s.)
small	smaller	<b>the smallest</b>
nice	nicer	the nicest
big	bigger	the biggest
expensive	<b>more</b> expensive	<b>the most</b> expensive
	<b>less</b> expensive	<b>the least</b> expensive
good	better	the best
bad	worse	the worst
late	later	the latest (news,fashion)
	latter	the last
old	older	the oldest
	elder	the eldest
far	farther [dlje]	the farthest
	further [nadaljna (navodila)]	the furthest

### 1. AS... AS:

She is **as** tall **as** me.

### 2. THAN:

He is taller **than** me.

### 3. ENOUGH:

It wasn't warm **enough** to go swimming.

I didn't have **enough** money to buy it.

# IRREGULAR VERBS

Base Form	Simple Past	Past Participle	Base Form	Simple Past	Past Participle
be	was, were	been	read	read	read
beat	beat	beaten	ride	rode	ridden
become	became	become	ring	rang	rung
begin	began	begun	run	ran	run
bite	bit	bitten	say	said	said
blow	blew	blown	see	saw	seen
break	broke	broken	sell	sold	sold
bring	brought	brought	send	sent	sent
build	built	built	shoot	shot	shot
buy	bought	bought	shut	shut	shut
catch	caught	caught	sing	sang	sung
choose	chose	chosen	sit	sat	sat
come	came	come	sleep	slept	slept
cost	cost	cost	speak	spoke	spoken
cut	cut	cut	spend	spent	spent
do	did	done	stand	stood	stood
draw	drew	drawn	steal	stole	stolen
drink	drank	drunk	swim	swam	swum
drive	drove	driven	take	took	taken
eat	ate	eaten	teach	taught	taught
fall	fell	fallen	tell	told	told
feed	fed	fed	think	thought	thought
feel	felt	felt	throw	threw	thrown
fight	fought	fought	understand	understood	understood
find	found	found	wear	wore	worn
fly	flew	flown	win	won	won
forget	forgot	forgotten	write	wrote	written
get	got	got / gotten			
give	gave	given			
go	went	gone			
grow	grew	grown			
have	had	had			
hear	heard	heard			
hide	hid	hidden			
hit	hit	hit			
hold	held	held			
hurt	hurt	hurt			
keep	kept	kept			
know	knew	known			
lead	led	led			
leave	left	left			
let	let	let			
lie	lay	lain			
lose	lost	lost			
make	made	made			
meet	met	met			
pay	paid	paid			
put	put	put			
read	read	read			
ride	rode	ridden			
ring	rang	rung			
run	ran	run			