

Учреждение образования  
«Брестский государственный университет имени А.С. Пушкина»

**Д. В. Архипов**

# **Практическая грамматика английского языка (Ч. 1)**

Учебно-методический комплекс  
для студентов факультета иностранных языков  
(специальности 1-02 03 06 Иностранные языки (английский, немецкий) и  
1-21 06 01-01 Современные иностранные (английский, немецкий) языки  
(преподавание) со специализацией 1-21 06 01-01-03 Компьютерная  
лингвистика

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Данное пособие направлено на формирование у студентов грамматической компетенции, развитие умений и навыков грамотного оформления речи, а также развитие умений анализировать лексико-грамматические и синтаксические сочетаемости единиц языка, что будет способствовать развитию у студентов чувства языка, основанного на точном, выверенном знании его системно-структурных, синтаксических и морфологических особенностей.

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## ПРЕДИСЛОВИЕ

Учебно-методический комплекс по практической грамматике английского языка предназначен для студентов специальностей 1-02 03 06 «Иностранные языки (английский, немецкий)» и 1-21 06 01-01 «Современные иностранные (английский, немецкий) языки (преподавание)» со специализацией 1-21 06 01-01-03 «Компьютерная лингвистика» первого и второго года обучения.

Учебно-методический комплекс составлен в соответствии с требованиями образовательных стандартов высшего образования ОСВО 1-02 03 06 – 2013, 1-21 06 01-01 – 2013 и учебными планами.

Курс практической грамматики английского языка является обязательным компонентом практического курса английского языка в цикле общепрофессиональных и специальных дисциплин при подготовке выпускников факультета иностранных языков, преподавателей и лингвистов.

**Научно-теоретической основой** содержания курса практической грамматики английского языка является функционально-системный подход к грамматическому строю языка, и поэтому он охватывает не только системные, парадигматические свойства, но и функционально-коммуникативные особенности грамматических единиц. Из разнообразных грамматических трактовок, которые могут получать языковые явления в лингвистической литературе, в процессе обучения выбирается вариант, лучше отвечающий практическим целям преподавания грамматики. Оптимальное сочетание функционально-системного и коммуникативного подходов в обучении грамматике способствует успешности формирования грамматических умений и навыков и их эффективному переносу на новые ситуации в процессе активной речевой деятельности, как устной, так и письменной.

**Цель учебно-методического комплекса** состоит в овладении студентами практическими знаниями грамматического строя английского языка, в осознании его вариативной сущности, предполагающей использование определенных грамматических структур в зависимости от условий и целей коммуникации, а также от коммуникативного намерения говорящего; в формировании и развитии у студентов научного представления о формальной и смысловой структуре единиц и средств, образующих грамматический строй английского языка, их функционировании. В процессе изучения практической грамматики создаются благоприятные условия для развития и совершенствования речевых, когнитивных и творческих способностей, необходимых для формирования коммуникативной компетенции.

Достижение этой цели предполагает решение следующих **задач**:

- глубокое проникновение в грамматическую систему английского языка за счет сопоставления трактовок и подходов к грамматическим явлениям в двух лингвистических школах – белорусской и английской;
- выработка умений анализировать и объяснять грамматические явления, самостоятельно формулировать правила употребления конкретного грамматического явления, иллюстрировать правила примерами;
- формирование умений дифференцировать изучаемые единицы с точки зрения их принадлежности к устной и письменной речи, формальной и неформальной ситуации общения;
- развитие и полная автоматизация навыков контекстуального употребления и изменения каждого конкретного грамматического явления;
- развитие механизма самоконтроля и самокоррекции при употреблении грамматических явлений.

Вышеуказанные цель и задачи и обусловили структуру УМК: он представляет собой тематический теоретический материал по темам, предусмотренным программой дисциплины с многочисленными практическими заданиями для закрепления знаний, формирования умений и навыков. Материал располагается внутри тем по принципу нарастания трудности. В конце каждой темы приводятся задания для проверки усвоения пройденного материала. УМК также содержит материалы для текущей и итоговой аттестации, образцы тестовых заданий, тесты итогового контроля. Обучающиеся могут воспользоваться глоссарием при изучении определенных тем и самостоятельной подготовке к занятиям.

Студенты должны **знать**:

- грамматическую терминологию;
- морфологические формы частей речи английского языка;
- особенности синтаксической организации предложения;
- порядок слов в предложении, виды и функции инверсии;
- особенности использования грамматических единиц в зависимости от типа ситуации речи (устная/письменная, формальная/неформальная) и варианта английского языка.

Студенты должны **уметь**:

- идентифицировать и комментировать использование изученных грамматических явлений в связном письменном тексте и устной речи;
- правильно использовать изученные грамматические структуры адекватно ситуациям речевого общения в соответствии с заданным функционально-стилистическим регистром;
- определять и передавать соответствующими языковыми средствами коммуникативный центр предложения и его эмфатический характер;

- уметь осуществлять перевод с родного языка на английский язык и с английского языка на родной с соблюдением грамматических норм обоих языков.

Студенты должны *владеть*:

- грамматическими нормами английского языка;
- навыками и умениями доступно объяснять грамматические явления на английском языке, иллюстрируя их примерами;
- умениями употребления грамматических единиц в устной и письменной английской речи.

Основными видами деятельности при изучении практической грамматики являются следующие: конспектирование и сопоставительный анализ теоретического материала, выполнение тематических лабораторных работ, грамматических тестов текущего и итогового контроля, выполнение домашних и аудиторных упражнений, использование изученных грамматических явлений в условиях реального общения для решения коммуникативных задач. Содержание учебного материала способствует реализации образовательных задач и профессиональной подготовке современного специалиста.

Обучение практической грамматике осуществляется на основании современного состояния лингвистической науки в целом и теоретической грамматики в частности, а также современной методики преподавания иностранных языков. Изучение практической грамматики осуществляется в течение двух лет обучения.

В соответствии с учебным планом на курс «Практическая грамматика английского языка» всего отводится: по специальности 1-02 03 06 «Иностранные языки (английский, немецкий)» 554 часа, из них аудиторных – 248 (только практические). Учебным планом предусмотрено следующее распределение аудиторных часов практических занятий:

**Первый год обучения** – 236 часов, из них аудиторных – 104 часа;

1-й семестр – 64 часа, из них аудиторных – 36 часов;

2-й семестр – 172 часа, из них аудиторных – 68 часов.

**Второй год обучения** – 318 часов, из них аудиторных – 144 часа;

3-й семестр – 144 часа, из них аудиторных – 72 часа;

4-й семестр – 174 часа, из них аудиторных – 72 часа.

**Формой контроля** по специальности 1-02 03 06 «Иностранные языки (английский, немецкий)» во втором и четвертом семестрах является экзамен, в первом и третьем семестрах – зачет.

В соответствии с учебным планом на курс «Практическая грамматика английского языка» всего отводится: по специальности 1-21 06 01-01 «Современные иностранные (английский, немецкий) языки (преподавание)» со специализацией 1-21 06 01-01-03 «Компьютерная лингвистика» 564 часа, из

них аудиторных – 272 (только практические). Учебным планом предусмотрено следующее распределение аудиторных часов практических занятий:

***Первый год обучения*** – 264 часов, из них аудиторных – 136 часов;

1-й семестр – 132 часа, из них аудиторных – 68 часов;

2-й семестр – 132 часа, из них аудиторных – 68 часов.

***Второй год обучения*** – 300 часов, из них аудиторных – 136 часов;

3-й семестр – 132 часа, из них аудиторных – 68 часов;

4-й семестр – 168 часов, из них аудиторных – 68 часов.

**Формой контроля** по специальности 1-21 06 01-01 «Современные иностранные (английский, немецкий) языки (преподавание)» со специализацией 1-21 06 01-01-03 «Компьютерная лингвистика» во втором и третьем семестрах является зачет, в четвертом семестре – экзамен.

УМК состоит из двух частей. Первая часть предназначена для студентов первого года обучения; вторая часть – для студентов второго года обучения.

## СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

### 1 курс

#### Тема 1. Имя существительное

Семантические, морфологические, синтаксические характеристики имени существительного. Имена существительные собственные и нарицательные. Исчисляемые и неисчисляемые нарицательные существительные. Вещественные и абстрактные имена существительные.

Число. Образование множественного числа. Правила правописания множественного числа существительных. Исключения из правил образования множественного числа существительных. Особенности употребления неисчисляемых существительных.

Падеж. Общий и притяжательный падежи. Образование притяжательного падежа существительных, обозначающих одушевленные предметы в единственном и множественном числе. Значение притяжательного падежа и его употребление.

#### Тема 2. Артикль

Формы артикля. Происхождение определенного артикля от указательного местоимения *this* и неопределенного артикля от числительного *one*. Значение единственности и определенности. Общие случаи употребления артикля с именами нарицательными, именами собственными (именами, фамилиями), с именами вещественными.

Преимущественное употребление исчисляемых существительных в единственном числе с неопределенным артиклем и неисчисляемых (вещественных) существительных без артикля в функции предикатива, дополнения, подлежащего в предложениях с вводным *there*.

Общие сведения об употреблении артикля с географическими названиями, названиями частей света, с названиями театров, музеев, газет. Употребление артикля с названиями времен года, частей суток, приемов пищи, языков. Случаи употребления артикля в устойчивых словосочетаниях.

#### Тема 3. Имя числительное

Количественные числительные, порядковые числительные. Числительные *hundred, thousand, million*. Отсутствие артикля перед количественным числительным при общей референции и употребление определенного артикля при отождествляющей референции. Обязательное отсутствие артикля перед сочетанием типа *Room 20, chapter 5*.

#### Тема 4. Местоимение

Классификация. Личные местоимения. Падежные формы личных местоимений. Соответствие местоимения *you* русским местоимениям *ты* и *вы*. Объектный падеж местоимений в функции прямого и косвенного (предложного) дополнения.



Притяжательные местоимения. Притяжательные местоимения, употребляющиеся с существительным (*my, his, etc.*); абсолютные формы притяжательных местоимений (*mine, hers, ours, etc.*).

Указательные местоимения. Их значение и употребление.

Возвратные местоимения. Их соответствия в русском языке. Употребление возвратных местоимений в предложении.

Преимущественное употребление *some* в утвердительных и *any* в отрицательных и вопросительных предложениях. Местоимения: *somebody, anybody, nobody, neither, none, no*; их значение и употребление.

Местоимения *all, both*. Местоимение *one* как слово-заместитель исчисляемых существительных. Местоимения *other, another*. Местоимения *many, much, (a)few, (a)little, a lot of, plenty of, a great deal of*. Вопросительные местоимения. Особенности употребления вопросительных местоимений *who, what, which, how many, how much*. Вводные *it* и *there*.

### **Тема 5. Имя прилагательное**

Семантические, морфологические, синтаксические характеристики имени прилагательного. Степени сравнения прилагательных – положительная, сравнительная, превосходная. Способы образования степеней сравнения: синтетический, суффиксальный (*-er, -est*) для односложных и некоторых двусложных прилагательных; аналитический с помощью *more, most* для многосложных прилагательных. Правописание прилагательных в сравнительной и превосходной степени. Супплетивный способ образования степеней сравнения прилагательных. Прилагательные, имеющие два ряда степеней сравнения. Различия в значении.

### **Тема 6. Наречие**

Морфологические, синтаксические характеристики. Образование степеней сравнения наречий. Место наречий в предложении и их функции. Наречия с суффиксом *-ly* и соответствующие им бессуффиксальные наречия, их семантические различия.

### **Тема 7. Предлоги**

Семантические, морфологические, синтаксические характеристики предлогов. Сочетание предлогов с существительными, прилагательными и глаголами. Фразовые глаголы.

### **Тема 8. Видовременные формы глагола (действительный залог)**

Глагол. Семантические, морфологические, синтаксические характеристики. Личные формы глагола, выражающие время, аспект (вид), временную соотношенность, наклонение, лицо, число.

*Present Indefinite*. Образование простой и аналитической формы. Употребление для выражения обычных, повторяющихся действий; для выражения конкретных действий, относящихся к моменту речи (с глаголами,

не употребляющимися в Present Continuous), для выражения будущего действия в придаточных предложениях времени и условия.

**Present Continuous.** Образование. Употребление для выражения действия, происходящего в момент речи; действия, происходящего в течение некоторого периода времени; запланированного или заведомо обусловленного действия в будущем.

**Present Perfect.** Образование. Основное значение – действие в прошлом, связанное с настоящим. Сопоставление употребления Present Perfect и Past Simple (Indefinite).

**Present Perfect Continuous.** Образование. Основное значение – действие, начавшееся в прошлом и находящееся в развитии до момента речи.

**Past Indefinite.** Образование. Правильные и неправильные глаголы. Основное значение – действие, отнесенное к некоторому времени в прошлом вне связи с настоящим. Отграничение плана прошлого от плана настоящего в английском языке. Употребление для выражения последовательных прошедших действий.

**Past Continuous.** Образование. Основное значение – действие, совершавшееся в определенный момент в прошлом. обстоятельственные сочетания и придаточные предложения времени, вводимые союзами *when*, *while* как указатели определенного момента в прошлом.

**Past Perfect.** Образование. Основное значение – действие, совершившееся или совершавшееся до определенного момента в прошлом.

**Past Perfect Continuous.** Образование. Значение – действие в развитии, совершившееся или совершавшееся до определенного момента в прошлом.

**Future Indefinite.** Образование. Основное значение – действие в будущем. Сочетание *to be going* с инфинитивом для выражения будущего действия с оттенком намерения или уверенности.

**Future Continuous.** Образование. Основное значение – действие, которое будет находиться в развитии в определенный момент в будущем; употребление для выражения предполагаемого действия в будущем.

**Future Perfect. Future Perfect Continuous.** Образование. Основное значение – действие, которое совершится до определенного момента в будущем. Формы Future-in-the-Past как формы согласования времен при обозначении будущего, рассматриваемого из прошлого.

### **Тема 9. Видо-временные формы глагола (страдательный залог)**

Категория залога в английском языке. Значение активного залога. Значение пассивного залога. Образование пассивного залога в системе индефинитных, длительных и перфектных форм. Особенности употребления пассивного залога. Пассивные конструкции с переходными и непереходными глаголами, с глагольными фразеологическими единицами *to take care of*, *to make fun of*, *to lose sight of* etc.

### Тема 10. Согласование времен. Косвенная речь

Правила согласования времен и правила их применения в прямой и косвенной речи. Косвенная речь.

**Тема 11. Придаточные предложения условия (реального и нереального).** Условное наклонение (*Conditional Mood*) и его формы. Вариант формы первого лица с вспомогательным глаголом *should*. Основное значение условного наклонения – нереальное действие как следствие нереального условия; относительный характер времени, выражаемого формами условного наклонения. Употребление условного наклонения в главной части сложного предложения с придаточным нереального условия.

### ПРИМЕРНЫЙ ТЕМАТИЧЕСКИЙ ПЛАН

Наименование темы	Количество часов	
	1-02 03 06 «Иностранные языки (английский, немецкий)»	1-21 06 01-01 «Современные иностранные (английский, немецкий) языки (преподавание)» со специализацией 1-21 06 01-01 03 «Компьютерная лингвистика»
	Практ. занятия	Практ. занятия
Имя существительное	8	12
Артикль	16	22
Имя числительное	4	4
Местоимение	8	10
Имя прилагательное	8	10
Наречие	6	10
Предлоги	12	14
Видо-временные формы глагола (действительный залог)	18	22
Видо-временные формы глагола (страдательный залог)	10	12
Согласование времен. Косвенная речь	6	10
Придаточные предложения условия (реального и нереального)	8	10
<b>Всего часов за 1-й год обучения:</b>	<b>104</b>	<b>136</b>

## THE NOUN

Nouns are parts of speech which refer to: people (Robert), actions (reading), objects (apple), qualities (virtue), places (Athens), jobs (teacher).

English nouns are divided into **proper nouns** (*George Leech, Alaska, April*) and **common nouns** (*a dog, a book, an idea, milk, equipment, kindness*). Common nouns are divided into **countable nouns** (*a boy, a book, an idea*), **uncountable nouns** (*milk, equipment, kindness*) and **collective nouns** (*family, team*). Countable nouns are divided into **concrete nouns** (*a boy, a book*) and **abstract nouns** (*an idea*). Uncountable nouns are divided into **concrete nouns** (*milk, equipment*), **abstract nouns** (*kindness*) and **nouns of material** (*cotton*).

According to their morphological composition nouns can be divided into **simple** (consist of only the root: *room, glass, wife, bear*), **derivative** (have affixes: *worker, brotherhood, spoonful*) and **compound** (consist of at least two stems: *snowball, dining-room, blackout*).

## GENDER OF NOUNS

Morphologically nouns are characterized by the grammatical categories of **number** and **case**. Gender does not find regular morphological expression. (Only the personal pronouns “he, she, it” and their forms show gender.) There are a few nouns with the feminine suffix “-ess”: *hostess, stewardess, actress, waitress, princess*, etc. But on the whole, gender in English is connected only to the meaning of nouns.

**masculine:** men and boys (he)

**feminine:** women, girls, cars, ships (she)

**neuter:** babies, animals, things (it)

The distinction may be also expressed by word-formation of different types: *woman-doctor, maid-servant, boyfriend, he-goat, she-wolf*, etc.

### Notes:

- Babies and animals are referred to as male or female when we know their sex: *The Browns have got a baby. She is so cute.*

- Cars and ships are sometimes referred to as female but the neuter is more common in modern English: *Do you like this car? – Yes, she/it is terrific.*

- Most common nouns referring to people have the same form whether male or female: *teacher* (man or woman), *doctor*, etc.

- Names of countries, if the country is **not** considered as a mere geographical territory, are referred to as feminine: *France is proud of her poets.*

Some common nouns referring to people have different forms for male and female: *barman – barmaid, bachelor – spinster, bridegroom – bride, duke – duchess, emperor – empress, gentleman – lady, host – hostess, king – queen, monk – nun, nephew – niece, policeman – policewoman, heir – heiress, husband – wife, hero – heroine, widower – widow*, etc.

Some common nouns referring to animals have different forms for male and female: bull – cow, drake – duck, clog – bitch, cock – hen, gander – goose, lion – lioness, tiger – tigress, stag – doe, stallion – mare, etc.

### NUMBER OF NOUNS

Countable nouns have the category of number: *one chair – two chairs; a house – three houses; a boy – boys*. Countable nouns generally form the plural by adding the ending -s/es: *a ball – balls; a table – tables; a play – plays; a city – cities; a cow – cows; a bridge – bridges; a class – classes; a tax – taxes; a knife – knives*. Nouns ending in -f/fe are made plural by adding -ves: *a leaf – leaves, a thief – thieves* (**but**: *chiefs, proofs, roofs, cliffs, handkerchiefs*).

Some nouns form their plural **irregularly**:

a child – children	a man – men
a foot – feet	an ox – oxen
a goose – geese	a person – people
a louse – lice	a tooth – teeth
a mouse – mice	a woman – women

Some nouns **remain unchanged** in the plural:

a craft – craft	a Japanese – Japanese	a sheep – sheep	a spacecraft – spacecraft
a cod – cod	a means – means	a squid – squid	spacecraft
a deer – deer	a plaice – plaice	a species – species	a trout – trout,
a fish – fish	a salmon – salmon	a series – series	etc.

Some nouns are **only plural**. These are:

a) *arms (weapons), belongings, cattle, clothes, congratulations, earnings, goods, greens (vegetables), lodgings, oats, odds (chances), outskirts, people, police, premises (building), regards, remains, riches, savings, surroundings, thanks, etc.*

b) *garments, tools and instruments consisting of two parts: binoculars, compasses, glasses, jeans, pants, pliers, pyjamas, scales, scissors, spectacles, trousers, etc.*

**Note:** The word “people” has several meanings. The first meaning is simply the plural of “person”: *My neighbours are nice people*.

Another meaning of “people” is “a group of people who belong to the same culture, ethnicity, nation, or race”. In this case “people” becomes “peoples”. Moreover, “a people” can be used with modification of “people”.

*In 1991, Australia began a formal process of reconciliation with indigenous peoples. The Jews are a people known for their intelligence.*

Note, however, that “people” always takes a plural verb.

**Collective nouns** can take either a singular or plural verb, according to the meaning: *The staff were not in agreement with the new rules* (we refer to the individual members). *The staff of the school consists of fifty people* (we refer to the group as a unit).

Some **nouns of Latin or Greek origin** have kept their Latin or Greek plural endings. The English plural ending -s/es is also used with some of these nouns; in such cases, two variants are possible. Generally (but not always), English variants of plural forms are more common in ordinary speech and writing, and Latin and Greek variants are more common in scientific and academic texts.

*analysis – analyses; axis – axes; basis – bases; crisis – crises; diagnosis – diagnoses; automaton – automatons, automata; cactus – cactuses, cacti; focus – focuses, foci, etc.*

Some nouns can have **different meanings when turned into plural:**

*air* (atmosphere) – *airs* (behaviour); *cloth* (a piece of material) – *clothes* (garments); *content* (what is written or spoken about in a piece of writing, speech, etc.) – *contents* (the things contained in a box, place, etc.); *custom* (a traditional event) – *customs* (the government department which collects taxes on imported goods); *damage* (harm done to something) – *damages* (monetary compensation); *experience* (knowledge or skill gained over a period) – *experiences* (activities/events one has done/lived through); *fund* (a sum of money saved for a purpose) – *funds* (money); *glass* (a drinking vessel) – *glasses* (spectacles); *hair* (the hairy part of the head) – *hairs* (fine strands growing from the skin); *look* (a style; an expression) – *looks* (a person's appearance); *manner* (a way in which something is done) – *manners* (social behaviour; customs); *relation* (a connection between two or more things) – *relations* (members of the same family); *scale* (the relative size, extent, etc. of something) – *scales* (an instrument for weighing); *spectacle* (an impressive sight; an object of attention) – *spectacles* (glasses); *spirit* (a person's soul or mind; a magical creature) – *spirits* (a person's feelings; a strong alcoholic drink); *wood* (the hard material trees are made of) – *woods* (small forest).

### UNCOUNTABLE NOUNS

Countable nouns are those which can be counted, **uncountable nouns** are those which cannot be counted. Uncountable nouns take a **singular** verb and are **not** used with *a/an*. The words *some, any, no, a little, much, plenty of*, etc. can be used with them: *Is there any bread left?*

To the group of uncountable nouns belong:

- nouns of substance or quantity      *oil, water, juice, rice, etc.*
- nouns ending in -ics                      *politics, physics, athletics, etc.*
- some abstract nouns                      *courage, information, etc.*
- games ending in -s                        *billiards, darts, dominoes, etc.*
- diseases ending in -s                      *mumps, rickets, etc.*

**Note:** “politics” and “statistics” can also have plural forms: *What are your politics? The statistics are annoying.*

The most common uncountable nouns are:

*accommodation, advice, applause, baggage, behaviour, business, chaos, chess, chewing gum, china, courage, difficulty, equipment, evidence, fruit, fun, gossip,*

*homework, information, knowledge, leisure, lightning, linen, money, moonlight, news, permission, progress, research, scenery, seaside, shopping, spaghetti, stuff, sunshine, thunder, traffic, underwear, etc.*

Many uncountable nouns can be made countable by means of partitives: *a piece of cake / information / baggage / advice / furniture; a glass of water / beer / wine; a jar of jam, etc.*

**Compound nouns** form their plural by adding -s/-es:

a) to the noun if the compound has only one noun:

*passer-by – passers-by; hanger-on – hangers-on;*

b) to the second noun if the compound consists of two nouns:

*cupboard – cupboards;*

c) to the first noun if the compound consists of two nouns connected with a preposition: *mother-in-law – mothers-in-law;*

d) at the end of the compound if it does not contain any nouns:

*breakdown – breakdowns.*

### CASE OF NOUNS

The category of case expresses relations between objects and phenomena denoted by nouns in a sentence. In English nouns have two cases: the **Common case** and the **Possessive (Genitive) case**. Note that not all English nouns possess the category of case; there are certain nouns, mainly nouns denoting inanimate objects, which cannot be used in the genitive case.

The Common case is unmarked, it has no inflexion and its meaning is very general. The Possessive case is marked by the apostrophe, or apostrophe and -s ('s). The Possessive case is used to express a variety of ideas: possession, relationship, physical features and characteristics, non-physical qualities and measurements.

The Possessive (Genitive) case is formed by means of the inflection -'s which is added to singular nouns and to irregular plural nouns (*student's notebook, Mary's new dress, children's toys*). The apostrophe only is added to regular plural nouns (*boys' room, soldiers' things*) and to Greek names in -s of more than one syllable (*Archimedes' Law, Sophocles' tragedies*).

With **compounds**, the inflection -'s is added to the **final** element (*my brother-in-law's children, my brothers-in-law's children*).

The Possessive (Genitive) case mainly occurs with animate nouns denoting personal names (*Jane's brother, George Washington's statue*), personal nouns (*the student's answer, the girl's bag*) and animals with personal gender characteristics mostly domestic (*the dog's tail, the cat's paw, the elephant's trunk*).

The Possessive (Genitive) case is not normally used with inanimate nouns. Instead, the noun is modified by **an of-phrase** (*the colour of the wall, the leg of the table, etc.*).

The Possessive (Genitive) case tends to be obligatory with temporal nouns that refer to the length of duration of an event, and some substantivized adverbs: *a moment's thought, a week's holiday, a day's rest, yesterday's news*, etc.

It is optional with collective nouns that refer to a group of people: *the government's policy, the team's victory*, etc.; with geographical and institutional names: *Africa's future, the school's history*, etc.

The Possessive case is also common: with nouns denoting distance and measure: *a mile's distance, a penny's worth*, etc.; when we talk about parts of people's or animals' bodies: *a man's hand, a cat's tail*, etc.; it is also used for products from living animals: *cow's milk, lamb's wool*, etc.

**Read more:** 1. [4, c. 19–31]. 2. [3, c. 166–181]. 3. [8, c. 136–141, 156–163].

### EXERCISES

Ex. 1. *Put the following words into the plural.*

story	child	bus	potato	woman	German
monkey	trout	wish	roof	box	match
foot	knife	man	photo	lady	way
safe	kilo	thief	mouse	goose	Frenchman
calf	fly	journey	leaf	half	studio
tomato	hero	life	piano	glass	wife
essay	radio	cherry	cliff	pony	Scotsman
class	wolf	month	copy	donkey	Norman
holiday	chief	bridge	play	loaf	lorry
noise	family	party	country	city	house

Ex. 2. *Underline the correct form of the verb.*

1. The landscape **is/are** spectacular here. 2. The police **has/have** been following the criminal for three hours. 3. The weights shown were inaccurate because the scales **was/were** unbalanced. 4. Politics **is/are** not exactly my thing. 5. Detectives agree that the evidence **is/are** overwhelming. 6. There **was/were** more fruit in the vase. Who came into the kitchen? 7. Mounting hostilities in the province **is/are** worrying. 8. The news **were/was** so good that she recovered her spirits. 9. Rubbish **is/are** accumulating outside the entrance to the shop. 10. Athletics **was/were** well represented in the magazine's sports section. 11. Dominoes **is/are** a game lots of people like to play. 12. Good advice **was/were** hard to come by among competitive colleagues. 13. The woods **is/are** home to hundreds of plant species. 14. The funeral **was/were** a painful experience for the family. 15. **Is/Are** the designer spectacles really worth getting? 16. The information **were/was** passed on to another department. 17. Argument **is/are** widespread on the global warming issue. 18. The money



spent on those books **were/was** my father's. 19. Your theory is sound but your calculations **is/are** wrong. 20. Where **is/are** your pyjamas, little boy?

**Ex. 3. Fill the gaps with the correct nouns in the plural form.**

aquarium	cactus	curriculum	formula
forum	handkerchief	medium	virtuoso

1. "What have you got in your handbag, madam?" "Nothing special. Just my documents, a lipstick, my keys and some ..... for my runny nose."

2. My grandfather has kept exotic fish for years. Now, he's got ten large ..... in his house.

3. There's a number of mathematical ..... that you have to apply if you want to solve this intricate problem.

4. The most renowned piano ..... from all over the world are expected to take part in the great concert of classical music.

5. I've compared the ..... of the three colleges and I cannot see any big difference between the courses they offer.

6. This month, we have already organized four ..... to confer about the criteria of granting overseas scholarships.

7. The heartrending news of the death of Princess Diana was broadcast in all the ..... all over the world.

8. .... do not require much care and so they can be easily grown even by an inexperienced gardener.

**Ex. 4. Use the correct form of the words in brackets.**

1. The Chinese are a hard-working (*people*). 2. There (*be*) some (*people*) waiting at the bus stop. 3. The Americans, the Australians and a lot of others (*be*) English-speaking (*people*). 4. Who (*be*) the (*people*) over there? 5. The English have been a seafaring (*people*) for centuries. 6. A lot of African (*people*) (*have*) got their independence in our century. 7. He doesn't care what other (*people*) think about him. 8. Some (*people*) of Far North are nomads. 9. The (*people*) of Venezuela are a sturdy (*people*), a hard-working (*people*) – a (*people*) devoted to family, to hamlet, to village, to country. 10. This organization represents aboriginal (*people*) of Canada.

**Ex. 5. Choose between a singular or a plural form of the verb.**

1. The average American family (have) three children. 2. The committee (have) different opinions on the issue. 3. The reading public (be) dissatisfied with his latest novel. 4. At that time the bourgeoisie (be) mostly excluded from active political life. 5. The crew of a submarine (consist) of over 120 members. 6. The cattle (be) in the field since morning. 7. My family still (discuss) this

problem. 8. His staff (be) very small. I don't know how he managed to do any business at all. 9. When I came the football team (practise) on the field. 10. The clergy (be) generally dressed in black. 11. This company (be) founded in 2005. 12. The Government (decide) to pass the bill. 12. The class (be) unanimous in its choice of a president. 13. Our faculty (meet) after lunch today. 14. Ethics (be) a difficult study. 15. The board (be) extraordinarily kind to you.

**Ex. 6. Complete the phrases using the correct words from the box:**

a) Foods & Substances

barrel bar bale bottle carton can cube gallon jar joint keg  
loaf lump ounce goblet quarter roll sheet slice tub

- |                         |                          |
|-------------------------|--------------------------|
| 1. a ..... of butter    | 11. a ..... of ham/bread |
| 2. a ..... of wine      | 12. a ..... of sugar     |
| 3. a ..... of bread     | 13. a ..... of chocolate |
| 4. a ..... of meat      | 14. a ..... of paper     |
| 5. a ..... of Coca-Cola | 15. a ..... of cloth     |
| 6. an ..... of gold     | 16. a ..... of yoghurt   |
| 7. a ..... of petrol    | 17. a ..... of crude oil |
| 8. a ..... of marmalade | 18. a ..... of champagne |
| 9. a ..... of hay       | 19. a ..... of cheese    |
| 10. a ..... of beer     | 20. a ..... of ice       |

b) Abstract Nouns

act bout branch fit flurry pack pang pangs  
piece shred spell spot state stream stroke wave

- |                              |                               |
|------------------------------|-------------------------------|
| 1. a ..... of anger/coughing | 9. a ..... of advice          |
| 2. an ..... of courage       | 10. a ..... of excitement     |
| 3. a ..... of trouble/bother | 11. a ..... of bad weather    |
| 4. a ..... of science        | 12. a ..... of panic/heat     |
| 5. .... of conscience        | 13. a ..... of regret/anxiety |
| 6. a ..... of evidence       | 14. a ..... of emergency      |
| 7. a ..... of good/bad luck  | 15. a ..... of flu/drinking   |
| 8. a ..... of abuse          | 16. a ..... of lies           |

**Ex. 7. Put the nouns in the correct categories.**

acoustics arrears athletics ballistics billiards binoculars bowls braces  
castanets compasses congratulations darts diabetes dominoes draughts  
dynamics economics ethics gymnastics headphones hysterics linguistics  
measles mumps pants phonetics physics pincers pliers politics pyjamas  
scales scissors shingles sideboards spectacles statistics tights trousers

SCIENTIFIC STUDIES	
TOOLS & UTENSILS	
GAMES & SPORTS	
DISEASES	
CLOTHES	
OTHERS	

Ex. 8. *Underline the correct plural form (In some cases both may be correct).*

son-in-laws / sons-in-law

checks-up / check-ups

bys-stander / by-standers

runner-ups / runners-up

heros / heroes

doctor-to-bes / doctors-to-be

courts-martial / court-martials

off-shots / offs-shot

higher-ups / highers-up

go-getters / goes-getter

lily of the valleys / lilies of the valley

man-of-wars / men-of-war

bones of contention / bone of contentions

rounds-up / round-ups

roofs / rooves

commander-in-chiefs / commanders-in-chief

hang-ups / hangs-up

goings-on / going-ons

kimonoes / kimonos

cover-ups / covers-up

Ex. 9. *Translate into English.*

1. Советы, как правило, дают те, кто им никогда не следует. 2. Олени довольно редки в этих местах. 3. Моя бабушка считает, что современная одежда некрасива и неудобна. 4. Ваш сын делает большие успехи в физике. 5. Рыжие волосы – наша семейная черта. 6. Мы должны что-то предпринять: в этот раз исчезли три овцы! 7. Где деньги? Я обыскал всю квартиру, но не могу найти их. 8. Все самолеты готовы к полету. 9. Эту

одежду нужно постирать. 10. Зовите всех сюда! Я принес много хороших новостей! 11. Мне неприятно это говорить, но все улики против вас. 12. После спектакля были продолжительные аплодисменты. 13. Благодарю вас, эти сведения чрезвычайно важны для нашей компании. 14. Он изучает политику. Каковы его политические взгляды? 15. Корь – очень опасная и заразная болезнь. 16. Он потерял все свои сбережения за одну ночь. 17. Эти джинсы слишком длинные для меня. Надо их укоротить. 18. Сегодня на обед рыба; мама купила форель и двух лососей. 19. Штаб-квартира ООН находится в Нью-Йорке. 20. Акустические свойства этого концертного зала просто превосходные! 21. Я опоздал, потому что мои часы опять отстали. 22. Мои знания в этой области оставляют желать лучшего. 23. Фрукты в этом саду еще не созрели. 24. Чьи это ножницы? 25. Олени – такие грациозные животные!

Ex. 10. *Irregular feminine form.*

a) *Write in the correct feminine or masculine form.*

PEOPLE & PROFESSIONS

masculine	feminine
.....	heroine
bachelor	.....
.....	niece
salesman	.....
.....	bride
prince	.....
.....	conductress
confidant	.....
.....	hostess
widower	.....
.....	empress
viscount	.....
.....	actress
manager	.....

b) *Match the correct feminine and masculine forms.*

ANIMALS

masculine	feminine
1) cock/rooster	a) duck
2) leopard	b) goose
3) bull	c) ewe

4) drake	d) mare
5) (dog-) fox	e) sow
6) tiger	f) lioness
7) boar	g) hen
8) dog	h) vixen
9) stallion	i) bitch
10) lion	j) cow
11) ram	k) leopardess
12) stag	l) tigress
13) gander	m) doe/hind

**Ex. 11. Use the correct form of the Possessive Case.**

1. my brothers – bicycles 2. the children – toys 3. a woman – dress 4. the soldiers – uniforms 5. Dickens – novels 6. my sister – car 7. Mr. Jones – garden 8. women – rights 9. my parents – boat 10. the child – bed 11. the workers – interests 12. the men – hats 13. the employees – meeting 14. the company – policy 15. the planet – gravitation 16. our boss – instructions 17. my cousin – garage 18. the girl – doll 19. father – role 20. the local doctor – house.

**Ex. 12. Use the Possessive Case (whenever possible or necessary) or the of-phrase.**

1. The (*speech, headmaster*) was not too long. 2. Do you know (*author, that book*)? 3. Please go to the (*baker*) and buy some bread. 4. A mouse should not play with (*tail, lion*). 5. The (*windows, house*) were all open. 6. I cannot find (*newspaper, yesterday*). 7. (*car, Mr. Burns*) is faster than ours. 8. Today we are having dinner at my (*aunt*). 9. One of the (*legs, table*) was broken. 10. I don't like (*dog, our neighbours*). 11. Do you know (*the first wife, Mr. Brown*)? 12. Then I walked down (*street, St. James*) looking for a hotel. 13. The collected (*edition, his works*) is in thirty-seven volumes. 14. There was a (*moment, awkwardness*). 15. I have never been very fond of interfering in (*affairs, other people*).

**Ex. 13. Replace the nouns in the Possessive Case by the of-phrase if possible.**

1. The only thing he dreamed of was to rebuild his parents' house. 2. When my sister was twelve, she wrote a children's book and drew all the pictures. 3. This is John's car, and that is Peter's. 4. I heard a woman's voice crying for help. 5. No one could explain the child's behaviour at yesterday's dinner. 6. He always laughed so merrily at other people's jokes that no one could help liking him. 7. My daughter doesn't like cow's milk. 8. I was puzzled by your friend's visit. 9. Let's drop in at the grocer's and buy some food. 10. After an hour's break we carried on sewing the logs. 11. Half our little town visited last Sunday's football match. 12. Crime is a product of a country's social order. 13. When that day came, he was at his wit's end. 14. Her great dark eyes were round as a lemur's. 15. My mother was the only person who could soften my father's rudeness.

Ex. 14. *Put in “of” whenever necessary.*

1. The month \_\_\_ August is usually very hot in Italy. 2. Please go and buy two bottles \_\_\_ milk and five pounds \_\_\_ potatoes. 3. The river \_\_\_ Nile is one of the longest in the world. 4. The Houses \_\_\_ Parliament are not in the City \_\_\_ London. 5. In the year \_\_\_ 2009 we spent our holidays near Lake \_\_\_ Windermere. 6. A river \_\_\_ lava came down Mount \_\_\_ Vesuvius. 7. The town \_\_\_ Stratford-upon-Avon is a lovely place. 8. He studied at the University \_\_\_ California. 9. The Isle \_\_\_ Skye is one of the top locations in Scotland to visit. 10. I’m young enough to believe all kinds \_\_\_ things.

Ex. 15. *Translate into English.*

1. Я никогда не забуду предательство лучшего друга. 2. Я не смог узнать, как зовут человека, который звонил утром. 3. Кто-нибудь знает, где здесь обувной отдел? 4. Если ты не поторопишься, мы опоздаем к Смитам. 5. Я хочу прочитать сегодняшнюю утреннюю газету. 6. Он ласково улыбался, тон его голоса был очень добрым. 7. Вторым мужем моей сестры – полицейский. 8. Хозяин дома не живет в нем, но он иногда приезжает сюда на день или два. 9. Я не знаю новый номер телефона Пола. 10. Это было решение человека, которому уже исполнилось тридцать лет. 11. Мне очень нравятся пьесы Шекспира и Мольера. 12. Показания свидетеля помогли найти преступников. 13. Система безопасности этой машины разработана известными инженерами со всего мира. 14. Я достал интересную детскую книгу. 15. Она очень удивилась, когда услышала в трубке мужской голос. 16. Трудно найти парное коровье молоко в городе. 17. Это старая фотография моего дедушки. На ней он на мотоцикле своего друга. 18. Я помогаю ему только ради старого знакомства. 19. Эта девочка – дочка женщины, которая живет по соседству со мной. 20. Начало фильма было многообещающим, но конец фильма разочаровал.

## THE ARTICLE

**The Article** is a structural word specifying the noun. Articles in English are the most common noun determiners. English articles include the indefinite article “**a**” (**an**) and the definite article “**the**”. The choice of an article depends on the type of noun and its meaning and also on the context.

The indefinite article is used with **countable nouns in the singular**, when we do not define which one we talk about. It is **not** used with *uncountable* nouns. (Though there are special cases in which uncountable nouns are used as countable nouns.) The **main function** of the indefinite article is to name *one item belonging to a class of similar items*. The indefinite article has the following meanings: “*one, some, any; one item out of the group of many similar items, first time mentioned, etc.*”

*She is eating **an** apple. I have **a** question. London is **a** large city.*

The definite article can be used with countable nouns in the singular and plural as well as with uncountable nouns. It is omitted before nouns in the plural, uncountable or abstract nouns, when we talk about them in general.

***The** woman standing over there is my aunt. Money never brings happiness.*

The main **function** of the definite article is *to point out a noun and to make it definite and specific*. The definite article has the following meanings: “*this, that; the only one; the one that we are speaking about; the one that has already been mentioned*”. The meaning of the definite article with a plural noun is close to “*these, those*”.

***The** book that you gave me is not interesting. **The** questions you asked are difficult.*

If it is necessary to point out an uncountable noun, usually, some additional information is needed in the sentence in order to use the definite article, for example, *the of-phrase* or a *subordinate clause*. The context can also make the noun definite. The definite article in such cases is close in meaning to “this, that”. *He is studying **the** history of Greece. **The** water in **this** river is very dirty.*

### USE OF ARTICLES

The definite article “the” is used before:

- names of objects considered **unique**: *the Earth, the equator, the horizon*;
- names of **cinemas and theatres**: *the Odeon*; **ships**: *the Titanic*; **hotels**: *the Metropole*; **institutions**: *the World Trade Institute (WTI)*; **documents**: *the Constitution*; **public bodies**: *the government*; **newspapers**: *The Financial Times*; **historical events**: *the Second World War*; **museums**: *the British Museum*; **jobs**: *the dentist*; **collective nouns**: *the clergy, the police*;

**Note:** Restaurants, cafes, shops, banks or hotels which have the name of their founder and end in -s or -’s do not take “the”.

- names of **seas, oceans, rivers**: *the Black Sea, the Atlantic, the Thames*; **gulfs** and **canals**: *the Persian Gulf, the Panama Canal*; **groups of islands**: *the Bahamas*; **mountain ranges**: *the Alps*; **groups of states**: *the USA*;

- names of **people/families in the plural** and **nationality/ethnic** nouns: *the Browns, the Americans*;

- **adjectives** used as nouns to describe groups of people: *the rich, the unemployed, the young*;

- **adjectives** denoting an abstract quality: *He enjoyed the mystical in literature*.

- **titles** without names: *the President, the Queen*;

- **musical instruments**: *She plays the guitar well*;

- **inventions**: *the telephone, the word processor*;

- **the superlative degree** of adjectives/adverbs: *the last, the strongest*;

- **only, last, first** (used as adjectives): *the only friend*.

The definite article “the” is omitted before:

- **proper nouns:** *John, Smith;*
- names of **meals:** *Breakfast is served.* BUT: ***The** breakfast we had was excellent* (a specific breakfast);
- names of **substances:** *Oil is produced in the Middle East;*
- names of **countries:** *Germany* (BUT: *the Netherlands*); **cities:** *Glasgow* (BUT: *the Hague*); **streets:** *Oxford Street;* **parks:** *Hyde Park;* **addresses:** *3 McMillan St.;* **buildings:** *Westminster Abbey;* **continents:** *Asia;* **mountains:** *Everest;* **islands:** *Cyprus;* **lakes:** *Lake Ontario* (BUT: *the Ontario*);
- **bed, school, college, university, church, hospital, prison, market, sea, court,** when referring to them for the reason they exist: *She goes to school every day. He was put in prison for two days and then was released.* BUT: *Did you go to **the** hospital to visit him?* (building);
- **work** when it means “place of work”: *My father is at work;*
- **home** when it means “place of living”: *She’s at home already;*
- **titles** with proper names: *Queen Elisabeth;* (BUT: ***the** Prince of Wales*);
- **Mother/Father** when we refer to **our** mother/father: *Mother is sleeping;*
- names of **sports, activities, colours:** *He likes playing football. She hates pink;*
- names of **days, months, seasons:** *They met in spring;*
- **parallel phrases:** *They stood face to face.*

### Notes:

a) Normally, the names of illnesses do not take “**the**”: *pneumonia, appendicitis, toothache,* etc. Some common illnesses though, can take “the”: ***the** measles, **the** flu, **the** mumps.* Also: ***a** cold, **a** headache.*

b) “**a/an**” can also be used with:

**money:** *a/one pound;* **fractions:** *a/one quarter;* **measurements:** *a/one foot;* **weight:** *a/one kilo;* **whole numbers:** *a/one thousand;* **price/weight:** *40 p a kilo;* **frequency:** *three times a day;* **distance/fuel:** *40 kilometres a litre;* **distance/speed:** *100 km an hour.*

**Read more:** 1. [4, c. 32–60]. 2. [3, c. 182–208]. 3. [8, c. 140–155].

## EXERCISES

Ex. 1. *Put in “a (an)” where necessary.*

1. As ... boy Larry wanted to be ... cosmonaut. 2. It’s ... pity that you’ve got ... headache. 3. That was ... good advice. 4. The old man shouted in ... loud voice that the tomatoes on his cart were only 30 p ... pound. 5. Though there was ... plenty of time and no need to be in ... hurry, Tom ignored the fact that it was forbidden to drive faster than 60 miles ... hour. 6. It was such ... bad weather that we decided to stay at home. 7. I’ve never heard such ... nonsense; I don’t believe



... word he said. 8. Henry got ... new bicycle as ... birthday present. 9. What ... heavy traffic there is at our street today! 10. My uncle is known as ... good doctor. 11. This was ... sentence that made ... sense, but no meaning. 12. It was not ... job that he liked. 13. Sorry, but I have ... impression that you don't trust me. 14. It was ... great fun to play football with your brothers. 15. My friend is ... man of culture and wide reading. 16. "Please, come back in half ... hour, I'll give you ... bottle of medicine", said the doctor. 17. This machinery drills holes to ... depth of two miles or even more. 18. Is your friend ... Englishman? – No, he is ... Scot. 19. In ... crate there were boxes of cigars. 20. For ... minute or two we were all silent. Then Richard struck ... match and lit ... cigarette.

**Ex. 2. Put in "the" where necessary.**

1. ... lamplight made his skin ... colour of red brick. 2. I'd like to talk to ... Mr. Brown. – Do you mean ... Mr. Brown who works in the credit department? 3. ... Smiths came to see us in ... evening. 4. I don't want to go into ... reasons why they have divorced. 5. Do you know ... time? – Yes, ... clock in ... hall has just struck ten. 6. ... family hotels are ... hotels which welcome ... parents and ... children. 7. His eyes were really like ... searchlights, picking out ... things that no one saw. 8. He began to climb ... stairs which were dark and smelt of ... cats. 9. Her husband made her ... presents of ... books she did not read. 10. From ... kitchen came ... singing of ... kettle on ... gas-stove. 11. On ... Sundays my brother stays in ... bed till ten o'clock, watching ... TV. 12. You should never have accepted ... valuable presents from him and allowed him to lend you ... money. 13. My grandmother goes to ... church in ... morning, and in ... afternoon goes to visit ... friends. 14. Do you remember ... Sunday we were fishing with John? 15. He always took ... line of least resistance. 16. ... power tends to corrupt and ... absolute power corrupts absolutely. 17. Did you come by ... air? – No, I came by ... sea. 18. She got ... pneumonia and was taken to ... hospital. I hope they'll send her home at ... end of ... next week. 19. Has ... postman come today? 20. Just then ... latch of ... front door clicked, and ... father came in.

**Ex. 3. Choose the right article. A dash (–) means that no article is needed.**

- a) Pat is the/– ideal for a/the job. She has a/– wealth of the/– experience.
- b) The/– safety at the/– work is a/– major concern for us.
- c) The/– poorest people in the/– country live in this city.
- d) Have you seen a/the new "Hamlet" at the/– National Theatre?
- e) There is a/– beautiful countryside within an/– easy reach of a/the hotel.
- f) I have a/– terrible cold and am staying in the/– bed today.
- g) I earn £3 an/the hour as a/– supermarket cashier on the/– Saturdays.
- h) The/– charge for an/– excess luggage is £10 a/the kilo.
- i) The/– most of the/– life is a/– matter of getting on with the/– others.
- j) This country is officially called The/– United Arab Emirates.

Ex. 4. *Names of species, materials, abstract nouns. Put the articles where necessary.*

1. ... horses are noble animals. 2. ... giraffe is the tallest living animal. 3. ... milk we bought yesterday was sour. 4. ... strong must help ... weak. 5. ... times have changed. 6. Have you ever been ill and in ... hospital? 7. He goes to ... church every Sunday. 8. ... light travels faster than ... sound. 9. My friend Bernard calls ... tea ... water of life. 10. ... coffee without ... milk is Dad's. 11. ... most people try to enjoy ... life. 12. She spoke with ... decision. 13. In 1848, ... gold was found in California. 14. ... business is very bad at the moment, you know. 15. ... poverty and ... beauty certainly made up ... affecting combination. 16. ... cat has nine lives. 17. ... nature provides ... animals with weapons of defence; ... snake, ... scorpion, ... bee have their sting. 18. ... crown of ... literature is ... poetry. 19. At first I found it difficult to understand ... English money. 20. He came up to ... table, removed ... stopper from ... whiskey and smelt and tasted it. Then he tasted ... soda water.

Ex. 5. *Put in the correct article:*

\_\_\_ soil is \_\_\_ invaluable natural resource. It provides \_\_\_ raw materials for the plants on which we depend for \_\_\_ food. \_\_\_ soil and \_\_\_ living organisms of a region are interdependent. On \_\_\_ one hand, \_\_\_ soil is affected by \_\_\_ flora and fauna of the region. On \_\_\_ other hand, \_\_\_ type of soil determines \_\_\_ flora and fauna of the region.

Ex. 6. *Translate into English.*

1. Вы слышали последние новости? 2. Пока вы разговаривали, мороженое растаяло! 3. После чая он вышел из-за стола и закурил сигарету. 4. Эти страны богаты нефтью. 5. Они пили кофе и разговаривали о погоде. 6. Разочарование в ее глазах поразило меня. 7. Ваш сын достиг больших успехов в спорте в последнее время. 8. Его родители бедные и не могут дать ему хорошее образование. 9. В тот вечер на ней было белое платье из дорогого шелка. 10. Он робко попросил воды. 11. А вот и школа, в которую ходят мои дети. А ваш сын уже ходит в школу? 12. Многие англичане любят чай с молоком или сливками, но я предпочитаю кофе с лимоном. 13. Вода в канистре была очень грязной и пахла бензином. 14. На Рождество бабушка связала мне носки из толстой серой шерсти. 15. Портфель был меньше, чем я хотел, но кожа была превосходная.

Ex. 7. *Put the articles "a (an)", "the" or " – " in the gaps.*

... (1) 21<sup>st</sup> century is going to be ... (2) century of digital technologies. The unstoppable development of computers and the availability of ... (3) Internet will dramatically change the face of ... (4) most popular home

entertainment – television. Not ... (5) long time ago, Bill Gates claimed that all ... (6) communities will finally switch to so called “Web lifestyle”. Soon, in our homes we will have to find ... (7) place for electronic TV devices that will enable us to settle ... (8) numerous matters via ... (9) Internet. We will not have to leave ... (10) home and stand in ... (11) queue to do ... (12) shopping, pay ... (13) bills, mail ... (14) post or book ... (15) tickets for ... (16) plane. High-tech TV sets will make it possible for us to design our own TV framework.

In ... (17) future, people will spend even more time in ... (18) front of TV taking advantage of ... (19) unimaginable possibilities that digital television creates. ... (20) business people will not waste time on ... (21) tiring trips. At ... (22) touch of ... (23) finger, they will be able to carry out their conferences and business meetings on ... (24) screens of their laptops. ... (25) film stores will soon become ... (26) matter of ... (27) past, too. Our favourite series, comedies or ... (28) thrillers will be provided by interactive TV sets at ... (29) click of ... (30) button. Sport fans will benefit from multi-camera systems providing ... (31) best vision from ... (32) camera that they will select at ... (33) home. And lovers of ... (34) cultural events will have their theatre or cinema tickets delivered at their door minutes after ordering them on ... (35) Internet.

Very soon, we will also witness ... (36) integration of ... (37) computers and other electronic home devices into ... (38) one. A TV set, a video recorder, a hi-fi set, a telephone and ... (39) many more will soon be framed into ... (40) one “intelligent” box.

**Ex. 8. *Put the required articles, paying attention to geographical and proper names.***

1. In ... summer of 2012 we were in ... Switzerland; the year before we had spent two weeks on ... Bahamas. 2. ... National Gallery is in ... Trafalgar Square. 3. You live in ... Wales, but have you ever been on ... Snowdon? 4. London passed before me. ... Piccadilly, Shaftsbury Avenue, ... New Oxford Street. 5. We went along ... Broadway until we came to ... Times Square. 6. ... Hudson River flows into ... Atlantic. 7. I rented ... flat overlooking ... Hyde Park. 8. In this picture you can see ... Westminster Bridge, ... Houses of Parliament and ... 1000-year-old Westminster Abbey church. 9. In which part of ... France does your uncle live? – In ... Normandy. 10. ... Danube rises in ... Black Forest and flows onto ... Black Sea. 11. ... Buckingham Palace is ... Queen’s residence in London. 12. There are lots of lakes and mountains in ... Lake District; ... Lake Windermere is the largest lake, ... Scafell is the highest mountain. 13. We drove along ... 14<sup>th</sup> Street and 6<sup>th</sup> Avenue across ... Broadway right up to ... 42<sup>nd</sup> Street. 14. His idea was to ship on some vessel bound for ... Australia or ... New Zealand, and from there make his way to ... Samoa or ... Tahiti. 15. ... Hague is ... seat of ... Government

of ... Netherlands. 16. ... University of St. Andrews in ... Scotland has four colleges. 17. They dined at ... Savoy as usual. 18. In ... morning we set off in ... direction of ... General Post Office. 19. ... Argentina is ... second largest country in ... South America. 20. I will never forget ... panorama of ... Sahara Desert.

**Ex. 9. Choose the correct item.**

1. Well, what can I say? ... life is complicated.  
a) a                      b) an                      c) the                      d) –
2. I've joined ... local Dramatic Society recently. And you?  
a) a                      b) an                      c) the                      d) –
3. Have you ever had ... appendicitis?  
a) a                      b) an                      c) the                      d) –
4. Learning always comes much easier to ... young.  
a) a                      b) an                      c) the                      d) –
5. ... pizza isn't enough. He normally eats two.  
a) a                      b) one                      c) the                      d) –
6. My mother is looking forward to being ... grandmother.  
a) a                      b) an                      c) the                      d) –
7. Don't come to my place tomorrow, I'll be at ... work.  
a) a                      b) an                      c) the                      d) –
8. There is a good film at ... Regal Cinema this week.  
a) a                      b) an                      c) the                      d) –
9. Tell them ... story about John and Alice.  
a) a                      b) an                      c) the                      d) –
10. Do you know the functions of ... government?  
a) a                      b) an                      c) the                      d) –
11. We need ... environment free of pollution.  
a) a                      b) an                      c) the                      d) –
12. Less than three quarters of ... hour later Tom was at home.  
a) a                      b) an                      c) the                      d) –
13. I wouldn't allow ... child of mine to be treated in that way.  
a) a                      b) an                      c) the                      d) –
14. Look! There is ... police car outside. What's happened?  
a) a                      b) an                      c) the                      d) –
15. Life would be quieter without ... telephone.  
a) a                      b) an                      c) the                      d) –

**Ex. 10. Insert the articles where necessary.**

There was ... knock on ... door. I opened it and found ... small dark man in ... blue overcoat and ... woolen cap. He said he was ... employee of ... gas company and had come to read ... meter. But I had ... suspicion that he wasn't

speaking ... truth because ... meter readers usually wear ... peaked caps. However, I took him to ... meter, which is in ... dark corner under ... stairs (... meters are usually in ... dark corners under ... stairs). I asked if he had ... torch; he said he disliked torches and always read ... meters by ... light of ... match. I remarked that if there was ... leak in ... gas pipe there might be ... explosion while he was reading ... meter. He said, "As ... matter of ... fact, there was ... explosion in ... last house I visited; and Mr. Smith, ... owner of ... house, was burnt in ... face. Mr. Smith was holding ... lighted match at ... time of ... explosion".

To prevent ... possible repetition of this accident, I lent him ... torch. He switched on ... torch, read ... meter and wrote ... reading down on ... back of ... envelope. I said in ... surprise that ... meter readers usually put ... readings down in ... book. He said that he had had ... book but that it had been burnt in ... fire in ... Mr. Smith's house. By this time I had come to ... conclusion that he wasn't ... genuine meter reader; and ... moment he left ... house I rang ... police.

**Ex. 11. *Insert the articles where necessary.***

1. There are only ... few seats left for ... tonight's musical at ... university.
2. Last night there was ... bird singing outside my house.
3. When you go to ... store, please buy ... bottle of ... chocolate milk and ... dozen oranges.
4. ... Mount Rushmore is the site of ... magnificent tribute to ... four great American presidents.
5. Don't be rude to her, she'll take ... offence.
6. He is ... fool enough to believe this.
7. It's ... most important issue and we need to discuss it in ... detail.
8. When mother finally brought in ... tea, ... boys had eaten all ... cake.
9. Scientists hoped to send ... expedition to ... Mars during ... 1990s.
10. It's ... long time since I met ... lovely person like you!
11. Diana has ... degree in ... engineering from ... University of London.
12. At ... present moment ... man seems to have ... uncertain future.
13. ... problem of ... today's students is how to survive financially.
14. Sue bought ... Picasso I was telling you about ... last week.
15. Have you got ... latest record by ... Prime Circle?
16. ... James Joyce I knew wasn't ... novelist and wasn't ... Irish either.
17. ... happiness of the majority depends on ... hard work from everyone.
18. Dick has ... sore throat and is taking ... medicine.
19. There is ... very difficult crossroad in ... Times.
20. Brenda is ... ideal for ... job. She has ... wealth of ... experience.
21. We arranged ... accommodation on ... outskirts of ... city.
22. I earn 3\$ ... hour as ... supermarket cashier on ... Saturdays.
23. ... most of ... life is ... matter of getting on with ... others.
24. You have to use at ... least ... pint and ... half of milk.
25. When I left ... station, I had to stand in ... queue for ... taxi for ... long time.

Ex. 12. *Put in the required articles, paying attention to nouns modified by “of-phrases” and clauses.*

1. You are ... sort of ... man we want. 2. On ... Christmas he sent me... box of cigars. 3. That’s ... poem I learnt in ... childhood, but I simply can’t remember how it goes on. 4. I can’t understand ... people who talk about their private lives. 5. When ... boy I lived at ... distance of three miles from ... school. 6. He had made ... mistake which caused him dear. 7. My sister said that she wasn’t going to wear ... dress I wore ... last summer. 8. She gave me ... glance of ... utter astonishment. 9. My neighbour always tells me ... gossip of ... town. 10. Excuse me; I have to see ... man who’s in trouble. 11. Her mind was preoccupied with ... excitements and ... discoveries of her wonderful first job. 12. There was ... party of twelve people arriving at ... hotel. 13. She could not bear ... thought of his wasting his life over her. 14. He chuckled at ... thought of... joke he was going to tell at the party. 15. She went back home with ... bitterness she had never known before.

Ex. 13. *Put in the required articles where necessary:*

#### A Visit to London

(*From a London Transport leaflet*) This is the fast way to get around ... city, from ... Trafalgar Square to ... Hyde Park, from ... Buckingham Palace to ... Tower of London. In ... summer you can ride along the banks of ... Thames in ... open-topped bus, and if you are in ... hurry, you can go by ... underground. ... time is ... money and ... life is short. Get there in ... half ... time by ... London Transport.

That leaflet was one which was collected by ... most of ... Germans who visited ... school I work at ... last year. I am ... teacher at... quite ... large school in ... United Kingdom. All ... boys and girls in my class brought their pen friends to ... school in ... mornings and they all had ... dinner together. ... time passed quickly and ... most of ... pupils enjoyed the trips through ... Southern England and ... time we spent in London. But what ... weather we had! Even though it was ... summer, several visitors had ... cough, which was ... pity. Still, most people agreed that ... such ... visit was ... good thing.

Ex. 14. *Correct the mistakes (if there are any).*

1. It was as a black house inside as outside. 2. He felt an admiration for his sons’ success. 3. All men must die. 4. You needn’t tell me about it in the detail. 5. How quickly the time always passes! 6. She is making a very good progress. 7. Snowy owl is white all year round. 8. Your refusal will only make the things worse. 9. Life they live here is hard. 10. What a relief to learn that she is out of the danger! 11. We’ll discuss your matter the next time. 12. England of the Queen Elizabeth was the golden age of the theatre. 13. You asked wrong people. 14. The telescope is an astronomical instrument. 15. The Tower Bridge

is near Tower. 16. He paid twice a price for it. 17. It was too much of a temptation for George to resist saying it. 18. He signed both papers. 19. It happened in spring of 1996. 20. He's been put in the jail again for his debts.

Ex. 15. *Translate into English.*

1. Была уже ночь, но улица была ярко освещена. 2. Он придет в ярость, если ему придется соблюдать постельный режим. Он уверен, что это просто простуда. 3. Собака – друг человека. 4. Не обижайся! Он взял твои ключи по ошибке. 5. Весна была холодной и дождливой. 6. Я не совсем уверен, хорошая это новость или плохая. 7. Они часами могли говорить о современной поэзии и древней скульптуре. 8. Какая прекрасная погода! 9. Вы как раз тот человек, который мне нужен. 10. Было раннее утро, когда он вышел из дома, чтобы купить свежий выпуск «Таймс». 11. Эрмитаж – один из лучших музеев мира. 12. Они сейчас у моря. Пишут, что прекрасно проводят время. 13. Последняя неделя месяца была полна событиями. 14. Я никогда не забуду тот день, когда я встретил тебя. 15. Он совсем еще молодой человек, но его назначили управляющим банка. 16. Мои друзья никогда не были ни в Южной Африке, ни в Северной Америке, но они дважды ездили на Дальний Восток в прошлом году. 17. Она надеялась, что сэкономит достаточно денег, чтобы купить новую мебель. 18. Внезапно мы услышали выстрел, затем второй и третий. 19. Он опять был тем Чарльзом, которого она знала много лет тому назад. 20. Интересно, почему она сразу прониклась к нему симпатией? 21. Ты знал, что совы живут на всех континентах, кроме Антарктиды? 22. Он написал несколько неплохих книг в восьмидесятые годы. 23. Этот человек всегда появляется в нужном месте в нужное время. 24. Земля окружена и защищена атмосферой. 25. Брауны имеют большой дом около озера. 26. В частной коллекции моего дедушки есть Рембрандт и Ван Гог. 27. Самюэль Доджсон – молодой скрипач, который был приглашён играть на приёме. 28. Бывший губернатор Калифорнии Рональд Рейган стал президентом Соединенных Штатов Америки в 1981 году. 29. Генеральный директор сейчас в отпуске. 30. Уголь, нефть и природный газ используются для производства электричества.

## THE NUMERAL

A **numeral** is a figure, a letter, a word (or their combinations) representing a number. Numerals fall into two subclasses, **cardinal numerals** (also termed “cardinal numbers” or “cardinals”), which indicate number, quantity or amount and are used in counting, and **ordinal numerals** (“ordinal numbers”, “ordinals”), which indicate the order of the element in a set. The ordinals have a one-to-one

relation with the cardinals: *seven – (the) seventh; two hundred and three – (the) two hundred and third*. The suffix of the ordinal number is often written solid after the digit: *19th*. Numerals can be written in figures or words (2 or *two*; 25 or *twenty-five*; 17th or *seventeenth*).

Numerals function as nouns and adjectives. In a sentence, a numeral can serve as a subject, attribute, object or adverbial modifier.

*Twenty cars were sold on **the first** day.*

*How old is your grandfather? – He is **79**. He was born in **1940**.*

**Notes:**

- Numbers at the beginning of the sentence should be written out in words. If you need to use figures, restructure your sentence.

- In numbers written as words in British English, the conjunction “and” is used before tens, or before ones if there are no tens, starting with hundreds: *one hundred and twenty-three* (123); *seventy-three thousand and five* (73,005). In American English, the conjunction “and” is generally not used before tens or ones: *one hundred twenty-three* (123); *four hundred seven* (407).

- **Zero** is used for 0 especially in mathematics and in referring to temperature: *It is twenty (degrees) below **zero***. It is normal in scientific contexts.

**Nought** (chiefly BrE; written *naught* in AmE) occurs mostly as the name of the figure 0, and so does *cipher* (or *cypher*): *The **nought/cypher** on the scale is red.*

**O** or **Oh** is used in giving telephone and fax numbers, in which digits are read out one by one: *Extension five **oh** four* (504).

**Nil** or **nothing** is common in football, hockey and similar games: *Russia won 6-0* (read *six **nil** or six (to) **nothing***). In AmE sports reporting we also find **zig**: *It's Washington over Connecticut, 5-0* (read *five **zig***).

**Love** is used in racket sports, such as tennis or squash: *Serena Williams leads by 40-0* (read *forty **love***). *Love all* (i. e. no score on either side).

**Hundred, thousand, million**

The words “hundred, thousand, million” can be used with “one” or “a” (if “one” is meant). But only “one” is used before these words if they are followed by numerals in order to express an exact number.

*I saw about a thousand people there. She wrote exactly one thousand words.*

The words “hundred, thousand, million” do **not** take the plural ending “s” when they are preceded by numerals in order to express an exact number. But they take the plural ending “s” when they are followed by “of” + *noun*, in which case they have the meaning “a great number, a lot of”.

*They sold two **thousand** cars. – There are **thousands** of stamps in his collection.*



### Fractions

The numerator of the fraction is expressed by a cardinal numeral, and the denominator is expressed by an ordinal numeral. The suffixes “rd, th, ths” are not written in the denominator of the fractions written in figures (1/3; 1/5; 3/7), but such fractions are pronounced in the same way as fractions written in words (one-third; one-fifth; three-sevenths).

Examples of spelling:

$1/2$  – one-half / a half;  $1/3$  – one-third;  $1/4$  – one-fourth / a quarter;  $1/32$  – one thirty-second;  $2/3$  – two-thirds;  $4/5$  – four-fifths;  $3 \frac{2}{5}$  – three and two-fifths;  $7/36$  – seven thirty-sixths.

### Decimal fractions

The decimal point (not a comma) separates the whole from the fraction in decimal fractions in English. Decimals are written in figures.

0.2 (pronounced “zero-point-two”); 0.001 (zero-point-zero-zero-one); 1.3 (one-point-three); 3.6 (three-point-six).

### Calculations

When calculations are said aloud, the verb is generally used in the singular, for example, “two plus two *is* four; two plus two *equals* four; two plus two *makes* four”. The verb “to equal” in this case is a little more formal than the verbs “to be, to make”. Here are some examples:

$2 + 4 = 6$  (pronounced “two **plus** four *is/equals/makes* six”)

$10 - 6 = 4$  (pronounced “ten **minus** six *is/equals/makes* four”)

$5 \times 4 = 20$  (pronounced “five **multiplied by** four *is/equals/makes* twenty”)

$40 \div 5 = 8$  (pronounced “forty **divided by** five *is/equals/makes* eight”)

**Read more:** [4, c. 86–88].

### EXERCISES

Ex. 1. *Fill the gaps with the correct forms of the zero number.*

love	nought	nil	oh	zero
------	--------	-----	----	------

1. Never before has temperature fallen before ..... in May in this part of Europe. 2. Here are the keys to your room, sir. It is number 703 – seven ..... three. Have a nice stay in our hotel. 3. Now that the company is on the verge of bankruptcy, its shares are of ..... value. 4. All our effort came to ..... somebody had informed the criminal of the trap we had set for him. 5. Neither team scored a goal, so the final result was a draw 0-0 – ..... to each. 6. “Who’s leading in the Wimbledon final?” “It’s 15-0 – fifteen ..... to Nadal” 7. If you want to go to the city centre, you should take the bus number 202 – two ..... two. 8. The hope of finding the two skiers alive shrank to ..... when another

avalanche went down and the rescuers had to stop their action. 9. When the ..... hour came, the infantry began their charge at the enemy positions. 10. Don't worry about the details. They are of ..... importance.

**Ex. 2. Write the numbers in words. Say them aloud.**

- |                                 |       |
|---------------------------------|-------|
| 1. In 1807                      | ..... |
| 2. 4.0507                       | ..... |
| 3. a phone number: 16024-40075  | ..... |
| 4. 120 kph                      | ..... |
| 5. $2\frac{1}{4}$               | ..... |
| 6. 9.405                        | ..... |
| 7. the price is 505,234 dollars | ..... |
| 8. $\frac{1}{8}$                | ..... |
| 9. it happened in 2002          | ..... |
| 10. 11,005                      | ..... |

**Ex. 3. Match the names with the correct calculations.**

- |                      |                          |
|----------------------|--------------------------|
| 1. $8 + 12 = 20$     | a) multiplying           |
| 2. $16 \div 4 = 4$   | b) deducting/subtracting |
| 3. $25 - 9 = 16$     | c) adding                |
| 4. $6 \times 8 = 48$ | d) dividing              |

**Ex. 4. Read out the following calculations.**

- |                                 |  |
|---------------------------------|--|
| 1. $11 - 6 = 5$                 | 6. $2\frac{1}{3} + 3\frac{1}{4} = 5\frac{7}{12}$ |
| 2. $22.05 \times 4.02 = 88.641$ | 7. $6 \times 4 = 24$                             |
| 3. $18 \div 4 = 4.5$            | 8. $15 \div 3 = 5$                               |
| 4. $12 + 9 = 21$                | 9. $10 - 3 = 7$                                  |
| 5. $5.502 - 1.004 = 4.498$      | 10. $11.203 \div 0.507 = 22.09665$               |

**Ex. 5. Use the correct form of the words in brackets.**

1. The men bought three (dozen) bottles of beer for the party. 2. (Thousand) of workers were on strike. 3. The bridge will cost 10 (million) dollars. – It will cost (million) of dollars. 4. I've been in England (dozen) of times. 5. Eight (hundred) passengers were on board the ship. 6. Three (million) five (hundred) (thousand) pounds was stolen in a bank robbery. 7. We need two (hundred) volunteers. 8. The new radio program attracted (million) of listeners. 9. They have sold ten (thousand) bikes this year. 10. She wrote (dozen) of books.

Ex. 6. *Use the correct form of the words in brackets.*

1. Please go and buy two (*pound*) of meat. Here's a *five-(pound)* note.  
 2. Seven-(*year*)-old children are normally four (*foot*) tall; Elsie is only three (*foot*) five.  
 3. These apples are 30 (*cent*) a pound. 4. The 'Queen Elizabeth II' is about 1,000 (*foot*) long.  
 5. About two (*third*) of the time was spent on repairing the car. 6. Mr. Gordon has a five-(*month*)-old son; he weighs eleven (*pound*).  
 7. The (*1960*) saw an upsurge of mass culture. 8. They bought a *three-(bedroom)* house in the country.  
 9. Ice melts at zero (*degree*) centigrade. 10. I weigh *eight (stone)* four.

Ex. 7. **a two hours' walk – a walk of two hours – a two-hour walk**

*Change the words in brackets into three different phrases.*

1. After a (*stay – three months*) he left London in October. 2. The boys attended a (*course – four weeks*) to brush up their English. 3. Several accidents might happen in a (*race – eight miles*). 4. After a (*rest – one hour*) we continued on our way. 5. A (*journey – four days*) proved much too tiresome.

## THE PRONOUN

A **pronoun** is a word that is used as a substitution for a noun or noun phrase. Pronouns can do everything that nouns can do and are one of the building blocks of a sentence. A pronoun can act as a *subject, direct object, indirect object, object of the preposition*, and more and takes the place of any person, place, animal or thing. Without pronouns, we would constantly have to repeat nouns, and that would make our speech and writing repetitive. As it has been mentioned, pronouns are usually used to replace *nouns*, however they can also stand in for certain *adverbs, adjectives*, and other *pronouns*.

English pronouns are a miscellaneous group. By type, pronouns are usually divided into the following groups:

- **Personal** pronouns: *I, he, she, it, we, you, they.*
- **Possessive** pronouns: *my, his, her, its, our, your, their.*
- **Reflexive** pronouns: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves; oneself.*
- **Intensive/Emphatic** pronouns: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.*
- **Demonstrative** pronouns: *this, that, these, those.*
- **Interrogative** pronouns: *who, whom, whose, what, which.*
- **Relative** pronouns: *who (whom, whose), what, which, that; whoever, whatever, whichever.*
- **Reciprocal** pronouns: *each other, one another.*

- **Indefinite** pronouns: *some, any, no; somebody, someone, anybody, anyone, nobody, no one; something, anything, nothing; one, none; each, every, other, another, both, either, neither; all, everybody, everyone, everything; same, such.*

Notes:

1. Possessive and reflexive pronouns are often regarded as subgroups of personal pronouns.
2. Intensive pronouns are often listed as a subgroup of reflexive pronouns.
3. Some linguists subdivide the group of indefinite pronouns; for example, the pronouns “*each, every, either, etc.*” are included in the group of **distributive** pronouns and “*nothing, none, nobody, etc.*” – in the group of **negative** pronouns.

### PERSONAL PRONOUNS

**Personal** pronouns are the only group of words that can show, more or less fully, person, number, gender, and case in their forms. Personal pronouns have two cases: the **Nominative case** (*I, he, she, it, we, you, they*) and the **Objective case** (*me, him, her, it, us, you, them*). The first group is used to replace the subject of the sentence. The second group replaces the object of the sentence.

*He (she, it) is here. He (she, it) works here. They received a letter from him yesterday. (from me/her/us, etc.)*

### POSSESSIVE PRONOUNS

Personal pronouns have two possessive forms: *my, mine; his, his; her, hers; its, its; our, ours; your, yours; their, theirs*. One form is used as an attribute before a noun (*his car, their house*), and the other form (the **Absolute form** / the **Independent form**) is used without a noun (*this car is his*). The Absolute form is used as a predicative adjective (after the linking verb “be”) and as a noun (the subject or object).

*This car is mine. Those bags are theirs. – Is this her bag? – No, hers is black. Is he a friend of yours? – Yes, he is a friend of mine.*

### REFLEXIVE PRONOUNS

**Reflexive** pronouns (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*) are used as **objects** (not as subjects). They indicate that the action is returned to the subject (to the performer of the action); the subject and the object are the same person: *She hurt herself. He blamed himself for that accident.*

Still there are many cases where reflexive pronouns are not used even though the subject and the object are the same person. Instead, personal pronouns in the objective case are used (or no pronoun is used at all).

*She looked at the wonderful view before her. I’ll take this book with me. I feel well. The children behaved well.*

The forms of the reflexive pronouns are also used as **Emphatic pronouns (Intensive pronouns)** and can stand immediately after the subject or at the end of the sentence: *He **himself** repaired the broken bicycle. Do it **yourself!***

#### DEMONSTRATIVE PRONOUNS

**Demonstrative** pronouns are used to point to something specific within a sentence. The pronouns “*this, that*” are used in the singular, and “*these, those*” in the plural. *I prefer **this**. Did you see **that**?*

The forms “*this, that, these, those*” can sometimes be used as **demonstrative adjectives**. The difference is that a demonstrative pronoun replaces the noun and a demonstrative adjective qualifies the noun.

*I prefer **this** car. Did you see **that** rainbow?*

A good trick for remembering the difference is that a demonstrative pronoun would still make sense if the word “*one (ones)*” followed it in the sentence.

#### INTERROGATIVE PRONOUNS

**Interrogative** pronouns (*who, whom, whose, what, which*) introduce a question. They often appear at the beginning of a question.

***What** do you think of that? **Whose** car is this? **Which** bag is yours?*

Mind, that the interrogative pronoun “whom” is often replaced by “who” in everyday speech and writing, but “who” is an object in this case, not the subject, i. e., it is not a question to the subject. Consequently, an auxiliary verb is required for the formation of special questions in which “who” is used instead of “whom”, and the word order in them is that of a question, not of a statement.

***Who/Whom** did you see there? **Who/Whom** did you tell about that?*

#### RELATIVE PRONOUNS

**Relative** pronouns (*who, whom, whose, what, which, that*) connect certain types of subordinate clauses, which are called *Relative clauses* in English, with the main clause. Relative pronouns refer to nouns mentioned previously. They will usually appear after a noun to help clarify the sentence or give extra information.

*The car **that** crashed into the wall was my neighbour’s. I know the people **who** live in this house. She gave no answer, **which** surprised me greatly.*

#### RECIPROCAL PRONOUNS

**Reciprocal** pronouns (*each other, one another*) express mutual actions or relationship. There are just two reciprocal pronouns in English. They are mainly used to stop unnecessary repetition in a sentence, but also to reinforce the idea that collective and reciprocal actions are happening to more than one person or thing. The main difference between “*each other*” and “*one another*” is that “*each other*” is used with **two** entities while “*one another*” is used when there are **more than two** entities.

*Richard and Martha gave **each other** gifts. The countries worked with **one another** on national security.*

## INDEFINITE PRONOUNS

**Indefinite** pronouns (*some, any, no; somebody, anybody, nobody, something, anything, etc.*) refer to one or more unspecified objects, beings, or places. Most of the indefinite pronouns can be used as nouns or adjectives. But some of them are used only as nouns (*somebody, anyone, nothing, none*), and some only as adjectives (*no, every*).

*Yesterday **somebody** stole my wallet. Do you know **anybody** in their class? I have **nothing** to add. This soup is very good. Do you want **some**?*

Indefinite pronouns can also be used to create sentences that are almost abstract: ***All** was not lost. **Such** is life. **Something** tells me this won't end well.*

**Note:** Generally, “some” is used in affirmative sentences and “any” is used instead of “some” in negative sentences and in interrogative sentences. But “some” is used in **requests** and **offers** in the form of questions.

*Could you lend me **some** of these books? Would you like **some** coffee?*

**Read more:** 1. [4, c. 65–85]. 2. [3, c. 209–234]. 3. [8, c. 164–191].

## EXERCISES

Ex. 1. **Choose the correct form of the pronouns in brackets.**

1. Unlike (*he/him*), she felt the loss of (*she/her*) parents deeply. 2. (*Him/He*) and (*I/me*) have been close friends for many years. 3. Wait for Robert and (*I/me*), please. 4. Look, the clock has stopped. Something may be wrong with (*it's/it/its*) spring. 5. The dog bit (*she/her*) on the leg. 6. The three of (*they/them/ theirs*) can work it out together round a table. 7. Is that Tom's car? – I am not sure. It is so far that I can't see (*it's/its/it*) colour. 8. Just between you and (*me/I*), I didn't like the food at the party. 9. I see (*she/her/hers*) at the Union every Friday. 10. These books are not (*my/ mine*). Give (*them/their/theirs*) to (*hers/her*). 11. She was as annoyed as (*we/us*), but she didn't show it. 12. John, Pete and (*she/her*) can be counted on to support our plan.

Ex. 2. **Translate the pronouns in the sentences below.**

1. **Мне** холодно. 2. Вы сообщили **им** о **вашем** решении? 3. Отдай **ему** **его** ручку. **Он** пишет только **ею**. **Она** всегда с **ним** в **его** кармане. 4. Помогите **им**, а не **нам**. 5. **Нас** пригласили пожить с **ними** на **их** даче. 6. **Ты** бывал у **неё**? 7. Это не **моя** машина. У меня нет **своей**. 8. Отправьте **их** в **их** комнату. 9. **Вам** долго пришлось ждать **нас**? 10. **Его** никогда нет дома. 11. Какой у **тебя** теперь адрес? 12. Позовите **его** к телефону, пожалуйста. 13. **Им** всегда хотелось побывать в Лондоне. 14. Посмотрите на **него**. Как **ему** идет борода! 15. Не **мне** давать **тебе** советы!

**Ex. 3. Use either a possessive pronoun or the definite article.**

1. Don't put \_\_\_ hands in \_\_\_ pockets all the time. 2. A dog wags \_\_\_ tail when it is happy. 3. The man was wounded in \_\_\_ arm. 4. He lost \_\_\_ life when he tried to climb a mountain. 5. I love her with all \_\_\_ heart. 6. In the battle of Hastings King Harold was shot through \_\_\_ eye. 7. I still keep a photograph of her beside \_\_\_ bed. 8. She was the only person who called him by \_\_\_ first name. 9. He was stabbed in \_\_\_ back with a knife. 10. The little girl pulled me by \_\_\_ sleeve. 11. The boy entered the room with \_\_\_ cap in \_\_\_ hand. 12. My brother has made up \_\_\_ mind to give up his job. 13. She combed \_\_\_ hair and went to the kitchen to cook breakfast. 14. When my little niece fell off \_\_\_ bike, she broke \_\_\_ arm. 15. He was running so fast that he almost lost \_\_\_ breath.

**Ex. 4. Put in the missing possessive pronouns.**

1. We've done our work; have they done \_\_\_? (Have you done \_\_\_? Has she done \_\_\_?) 2. An aunt of \_\_\_ has left them a lot of money and a house. 3. This is not my book; is it \_\_\_, Andrew? – Yes, it is \_\_\_. 4. I can't find my pen; can you lend me \_\_\_? 5. I'm afraid I can't help him; it's no business of \_\_\_. 6. Does this house belong to Johnsons? – Yes, it is \_\_\_. 7. She wants you to return a flash drive of \_\_\_ which you borrowed some time ago. 8. My car is being repaired, but my brother doesn't want to lend me \_\_\_. 9. Mark, there are some books of \_\_\_ lying on the table. 10. A friend of \_\_\_ has told us that Dave and Margaret are going to get married.

**Ex. 5. Put in the correct pronoun (reflexive or personal).**

1. They could see thousands of stars above \_\_\_. 2. She brought a lot of books with \_\_\_. 3. Your sister thinks only of \_\_\_, never of other people. 4. The old gentleman had a big black dog beside \_\_\_. 5. She was sitting on the terrace all by \_\_\_. 6. The children had to look after \_\_\_ while they were in the camp. 7. Suddenly we heard a strange noise behind \_\_\_. 8. John is old enough to go to the dentist's by \_\_\_. 9. You'd better take your umbrella with \_\_\_. 10. Are you enjoying \_\_\_ here? 11. At the table she found \_\_\_ next to the Director. 12. I've known him all my life; he has never been sure of \_\_\_.

**Ex. 6. Translate into English.**

1. Сюзен и Молли видят друг друга каждый день. 2. Вы понятия не имеете, как вести себя! 3. Я должен увидеть сам дом, а не его фотографию. 4. Этот автомобиль небольшой, но его двигатель очень мощный. 5. Он сможет обойтись без их помощи, но без нашей – никогда. 6. Почему вы ничего не едите? Угощайтесь! 7. Он был вне себя от ярости. 8. Если вы мне не верите, можете убедиться сами. 9. Вы говорили с самим менеджером или с его секретарем? 10. В следующем году здесь будет построен новый

мост. Его длина составит более 200 метров. 11. Сам по себе этот план неплох, но вряд ли он сработает в данной ситуации. 12. Через пять минут он пришел в себя. 13. Друзья должны помогать друг другу. 14. Если это не мой шарф и не твой, значит он Эрика. 15. Я чувствую себя превосходно! 16. Это не наш дом; наш – в конце улицы. 17. Мы с трудом могли видеть друг друга в густом тумане. 18. В выходные мы получили большое удовольствие, просто гуляя по парку. 19. Хватит жаловаться! Соберись и принимайся за работу! 20. Не думаю, что она сама приготовила это блюдо.

**Ex. 7. Fill in the correct relative pronoun (who, which, that); omit it if possible.**

1. The car \_\_\_ had been stolen was found by the police. 2. The little boy wanted to have everything \_\_\_ was in the shop window. 3. He said something \_\_\_ I didn't understand. 4. He is the man \_\_\_ has repaired my bike. 5. Today is one of the hottest days \_\_\_ I've ever known. 6. Is this the book \_\_\_ you were asking for? 7. Do you know the man \_\_\_ owns that big house over there? 8. All \_\_\_ could be done was to give the money he wanted. 9. Peggy is one of the girls \_\_\_ I'm going to invite to the party. 10. In that antique shop we found nothing \_\_\_ was of any value. 11. People \_\_\_ live in glass houses shouldn't throw stones. 12. Where's the watch \_\_\_ was on my bedside table? 13. You can take any fishing rod \_\_\_ you like. 14. I've said all \_\_\_ I wanted to say on the subject. 15. This is the most silly play \_\_\_ has ever been staged in our theatre.

**Ex. 8. Fill in the correct relative pronoun (who, whose, whom, which, that, what); omit it whenever possible.**

1. Lake Windermere, \_\_\_ is 10 miles long, is the longest lake in England. 2. The bag \_\_\_ he bought cost forty dollars. 3. This is \_\_\_ he had said to her before he left for good. 4. She had a long list of things \_\_\_ she wanted to buy. 5. \_\_\_ annoyed him so much was that he could not defend her. 6. The house \_\_\_ he lived in was too far from the centre of the city. 7. Shakespeare \_\_\_ father was a butcher, became the greatest English dramatist. 8. Sorry, I lost the flash drive \_\_\_ you gave me. 9. He is always late, \_\_\_ is a pity. 10. The war, \_\_\_ lasted nearly ten years, brought devastation and suffering to both countries. 11. Rugby is a game \_\_\_ I don't care for. 12. They spoke of \_\_\_ I knew already. 13. He is very pleased with \_\_\_ he has done and all \_\_\_ has been said about it. 14. She doesn't study hard, \_\_\_ worries her parents. 15. My friend Bernard, \_\_\_ you know very well, is seriously ill. 16. The man \_\_\_ she is speaking to is her doctor. 17. Have you forgotten all \_\_\_ I've done for you? 18. There are just few things \_\_\_ he can't do about the house. 19. I don't know \_\_\_ of these bags belongs to her. 20. She went to buy something \_\_\_ she needed for the party.



Ex. 9. *Put in "some", "any" or one of their compounds.*

1. There aren't \_\_\_ mistakes in her test. \_\_\_ must have helped her. 2. \_\_\_ fool parked his car in front of my garage. 3. I'd like to buy \_\_\_ donuts, but I haven't got \_\_\_ money. 4. Have you seen \_\_\_ new films lately? 5. Were your friends present at the meeting? – \_\_\_ were. 6. May I give you \_\_\_ to drink? \_\_\_ beer or lemonade perhaps? 7. The task is not difficult at all; \_\_\_ can do it. 8. \_\_\_ say that \_\_\_ work is better than no work at all. 9. You must come and see us \_\_\_ day. 10. We haven't unpacked \_\_\_ of our new furniture yet. 11. Can I have \_\_\_ more cake, please? It is very tasty! 12. If \_\_\_ has any questions, I'll be glad to answer them. 13. If these street maps are of \_\_\_ use to you, you can have \_\_\_. 14. \_\_\_ must be done at once. We must look for \_\_\_ to help us. 15. May I have \_\_\_ of these books? – Yes, sure; is there \_\_\_ else you want? 16. I asked him not to do it, but he did it \_\_\_. 17. Did you go \_\_\_ on Sunday? 18. I must do \_\_\_ very important this afternoon. If \_\_\_ calls, tell them I'm not at home. 19. He fell into the well, but managed to get out \_\_\_. 20. If there's \_\_\_ I can do for you, please let me know. – That's very kind of you but I think I don't need \_\_\_ help.

Ex. 10. *Translate into English.*

1. У моего брата нет машины. Это машина кого-то другого. 2. Дом, в котором он жил, был слишком далеко от центра города. 3. Любой может просто переписать статью из Интернета. 4. Вы не могли бы дать мне что-нибудь поесть? Я так голоден. 5. Мой кот спит (там), где захочет. 6. Его интересовало, знает ли кто-нибудь из них об этом. 7. Ты бы хотел поехать куда-нибудь этим летом? 8. Вот книга, о которой я говорил. 9. Я очень сомневаюсь, что хоть что-то из этого является правдой. 10. Выпейте с нами чаю, пожалуйста. 11. Я купил книгу, которую вы просили. 12. Почему ты ничего не предпринимаешь по этому поводу? 13. Что бы ни случилось, вы всегда должны помогать друг другу. 14. Я думаю, что они приедут где-то на следующей неделе. 15. Надо быть готовыми ко всему. Что угодно может случиться. 16. Я уверен, когда-нибудь она пожалеет о том, что произошло. 17. Ну что, кому-нибудь понравился новый фильм? – Некоторым да, некоторым нет. 18. Такое может случиться с каждым. 19. Она не говорит всей правды, и это меня расстраивает. 20. Единственное, что я мог сделать в этой ситуации, – это позвонить родителям.

Ex. 11. *"Nobody, nothing; none, neither". Put in the missing words.*

1. I saw two new films last week, but \_\_\_ of them really impressed me. 2. \_\_\_ of the people present was able to argue with him. 3. \_\_\_ knew who that man was. 4. "I'd like some more chocolate." – "I'm afraid there is \_\_\_ left." 5. After that accident I could use \_\_\_ of my hands. 6. \_\_\_ of these cars does more than 180 mph. 7. So, what did he find out? – \_\_\_. 8. Which way must we go? –

I'm afraid \_\_\_ is right. 9. Of all the people he asked \_\_\_ were able to tell him the way. 10. I wasn't sure what had happened so I asked \_\_\_\_. 11. How many books did you read this summer? – \_\_\_\_. 12. I knew that \_\_\_ I could do would save the situation.

Ex. 12. Use “*all*”, “*every*”, “*each*” or “*both*” in the following sentences:

1. They have \_\_\_ taken a friend with them. 2. He bought three books, \_\_\_ with decorative lettering on the cover. 3. They \_\_\_ say pretty the same thing. 4. He came home for lunch \_\_\_ day. 5. Why do \_\_\_ the work when you can always get somebody else to do it for you? 6. She smiled and he kissed him on \_\_\_ cheeks. 7. We have taken up jogging and persuaded \_\_\_ our friends to do the same. 8. He is waiting for the answer from that Company; he fears and hopes \_\_\_ at once. 9. Not \_\_\_ Bakewell residents liked the local theatre. 10. Luckily, it rains here \_\_\_ once in a while. 11. \_\_\_ of the three houses has a garage. 12. In a football match, \_\_\_ team has eleven players.

## THE ADJECTIVE

**The Adjective** is a notional part of speech denoting attribute of substance. Adjectives don't have any means to show gender, number, or case. Based on affixation, we can identify three structural subclasses of adjectives: **simple** adjectives (one stem words without prefixes or suffixes): *big, brown, light, nice*, etc.; **derivative** adjectives (derived from other words by means of suffixes, prefixes or both): *comfortable, intelligent, useful, troublesome*, etc. and **compound** adjectives (consist of two or more stems): *light-hearted, one-sided, man-eating*, etc.

Many adjectives express a condition or a quality of which there are degrees, in this case we may call them **Gradable**. For example, “good” is gradable: there are degrees of goodness. We can have a High degree (*very good*), an Excessive degree (*too good*), a Sufficient degree (*good enough*) or an Insufficient degree (*not good enough*). We can compare good: it has a Positive degree, a Comparative degree and a Superlative degree.

Adjectives like “*complete*” or “*unique*” are **Non-Gradable**; they are not normally compared nor modified by VERY, TOO or ENOUGH.

Here are some examples of Non-Gradable adjectives: *absent, absolute, chief, complete, contemporary, daily, dead, essential, eternal, excellent, empty, full, entire, fatal, final, honest, impossible, infinite, inevitable, ideal*, etc.

## DEGREES OF COMPARISON

Most descriptive adjectives can show degree of quality or quantity by forming two degrees of comparison: **the Comparative degree** and **the Superlative degree**. These degrees are formed from the Positive degree, which is the usual form of adjectives. The Comparative degree and the Superlative degree are formed **synthetically** – by adding the suffixes **-er** and **-est** to the

positive form of the adjective or **analytically** – by using “**more**” and “**most**” before the positive form of the adjective. The choice of **-er**, **-est** or “**more**”, “**most**” depends mostly on the number of syllables in the adjective.

One-syllable adjectives form the Comparative and Superlative degrees by adding the suffixes **-er**, **-est**: *black – blacker – (the) blackest*; *cheap – cheaper – (the) cheapest*; *clear – clearer – (the) clearest*; *cold – colder – (the) coldest*; etc.

Most two-syllable adjectives, including adjectives ending in the suffixes **-al**, **-ant**, **-ent**, **-ish**, **-ive**, **-ic**, **-ous**, **-ful**, **-less**, form the Comparative and Superlative degrees with the help of “more, most”: *active – more active – (the) most active*; *careless – more careless – (the) most careless*; *distant – more distant – (the) most distant*, etc. Two-syllable adjectives ending in **-y**, **-er**, **-ow** usually form the comparative and superlative degrees by adding **-er**, **-est**: *angry – angrier – (the) angriest*; *busy – busier – (the) busiest*; *crazy – crazier – (the) craziest*, etc.

Adjectives consisting of three or more syllables form the Comparative and Superlative degrees by using “more, most” before the adjective: *beautiful – more beautiful – (the) most beautiful*; *comfortable – more comfortable – (the) most comfortable*; *curious – more curious – (the) most curious*, etc.

Adjectives formed from participles form the Comparative and Superlative forms with the help of “more, most” irrespective of the number of the syllables: *annoying – more annoying – (the) most annoying*; *boring – more boring – (the) most boring*; *hurt – more hurt – most hurt*, etc.

As a rule, the definite article is required before the superlative form of the adjective: *the nearest hospital*; *the largest room*.

**Note:** “most” + adjective is **not** always the Superlative degree. It may have the meaning “*very, extremely, highly*”. In such cases, a singular noun is used with the indefinite article: *She is a most beautiful woman. I’m most pleased to see you here.*

Several adjectives form their comparatives and superlatives **irregularly**:

good	better	(the) best
bad	worse	(the) worst
far	farther	(the) farthest (= <i>distance</i> )
far	further	(the) furthest (= <i>time and distance</i> )
ill	worse	(the) worst
near	nearer	(the) nearest (= <i>distance</i> )
near	nearer	(the) next (= <i>order</i> )
late	later	(the) latest (= <i>time</i> )
late	the latter (= <i>the last of the two mentioned</i> )	(the) last (= <i>order</i> )
little	less	(the) least
old	older	(the) oldest (= <i>age</i> )
old	elder	(the) eldest (= <i>seniority in the family</i> )

### CONSTRUCTIONS OF COMPARISON

<b>as ... as – not as/so/such ... as</b>	<i>He is as stubborn as a mule.</i> <i>It's not such hard work as I thought.</i>
<b>the + comparative ... the + comparative</b>	<i>The older he gets, the weaker he becomes.</i>
<b>comparative + and + comparative</b>	<i>The lecture was becoming more and more boring.</i>
<b>such + ... as + noun/pronoun/clause</b>	<i>I've never seen such a big man as he.</i>
<b>less + positive degree + than</b>	<i>Mark is less helpful than John.</i>
<b>comparative + than + clause</b>	<i>She is more tired than she looks.</i>
<b>the least ... + positive degree + of/in</b>	<i>She was the least interested of all.</i>

### LIKE or AS

If something has similar qualities or features to something else or when we want to say that one thing resembles another, instead of using the “as ... as...” comparative structure we can say that the first thing is ‘**like**’ the second one. We do this by using a prepositional phrase beginning with “like” after the link verbs: *be, feel, look, seem, smell, sound, taste.*

*It was **like** a dream. He still feels **like** a child. You smell **like** a wild animal.*

“Like” may have the Comparative degree (“more like” and “less like”), and the Superlative degree (“most like” and “least like”):

*Of all his children she was the one **most like** me.*

Distinguish between the subordinating conjunction “as” introducing a clause, and the preposition “like”, governing a noun phrase:

*George writes **as/the way** his father **did**. George writes **like** his father.*

“As” and “the way” is typical of informal style.

### ONE (ONES)

“One” is often used as a prop-word, i.e. as a substitute for a previously mentioned noun. It helps to avoid the repetition of the same noun. If the prop-word “one” is preceded by an adjective, an article must be used with it.

There are certain **restrictions to the use** of the prop-word “one”:

- “One” is not used after “own”: *I won't go by your car, I'll use my own.*
- “One” is normally not used after a superlative adjective or a comparative adjective preceded by the definite article: *Of all the runners my brother was the swiftest. Of the two chairs I chose the harder.*
- “One” is not used after cardinal numerals:  
*I've got one friend but you have two.*
- “One” is to be avoided in formal or scientific English.

### ORDER of ADJECTIVES

Note that when more than one adjective is used, the order is important. It is not advisable to put more than three adjectives together. Here is the order of adjectives before a noun:

*Epithet – Size – Age – Shape – Colour – Origin – Material – Purpose – Noun*

**Read more:** 1. [4, c. 60–64]. 2. [3, c. 235–249]. 3. [8, c. 194–201, 208–215].

### EXERCISES

Ex. 1. *Use the correct suffixes to form adjectives from the given nouns and verbs:*

skill	fame	talk	history
danger	sympathy	mountain	attention
storm	success	flirt	recover
differ	admire	luxury	hope
demand	confuse	pig	fruit
nostalgia	person	forget	space
question	accident	revenge	habit
persuade	occasion	benefit	strike

Ex. 2. *Add a prefix that makes the following adjectives negative.*

natural	rational	essential
permissible	consistent	acceptable
reasonable	manageable	loyal
reliable	pardonable	accurate
moral	necessary	profitable
legitimate	ethical	sincere
active	responsible	legal

Ex. 3. *Give the comparative and superlative forms of the following adjectives.*

Pale, fine, harmful, skilled, polite, easy, famous, little, bad, quick, deep, noble, good, narrow, perfect, early, new, usual, remote, difficult, incredible, sincere, gentle, dear, fast, thin, probable, pleased, long, hollow, useful, lovely, far, clever, tall, hot, interesting, confused, severe, large, terrible, big, tender, independent, slow, heavy, beautiful, distant, ill, fertile, sober, wicked, hard-hearted, merry, gay, tiny, sad, awesome, creamy, strange, stingy, filthy.

Ex. 4. *Choose the correct form of the adjectives.*

1. The sick man was taken to the ..... hospital (*nearest/next*). 2. What's the ..... way to the station? – Take the ..... street on the right (*nearest/next*). 3. The ..... train leaves in ten minutes (*next/nearest*). 4. This is his ..... novel; we hope it won't be his (*last/latest*). 5. I've just read it in the .....

edition of the Times (*latest/last*). 6. Ours is the ..... house in the street (*latest/last*). 7. Rebecca is always well-dressed; she always follows the ..... fashion (*latest/last*). 8. Cricket and football are both English games, but the ..... is more popular (*later/latter*). 9. The postman came ..... than usual (*later/latter*). 10. It's the ..... one (*last/latest*). 11. I believe his grandfather must be ..... than mine (*elder/older*). 12. These are my two sons. Can you guess which is ..... the (*older/elder*)? 13. Antony is the ..... of three brothers (*oldest/eldest*). 14. .... information can be obtained at our office (*farther/further*). 15. His house is ..... down the street (*farther/further*).

**Ex. 5. Use the required form of the adjective in the following sentences.**

1. She was the (practical) of the family. 2. He's a far (intelligent) person than my brother. 3. I wanted to ask you both what you thought of my (late) films if you saw them. 4. He is (talkative) than his sister. He won't tire you so much. 5. Uncle Nick was the (old) son of the family. 6. The (near) item on the program is a piano sonata. 7. Today I'm no (wise) than yesterday. 8. I don't think it matters in the (little) which seat I choose. 9. He was the (late) man to come. 10. When they told me I was cured and could go, I can tell you I was (afraid) than glad. 11. She is (amusing) in a small company. 12. He waited until his silence became the (noticeable) thing in the room. 13. I have no (far) questions on this topic. 14. She felt like (happy) girl in the whole world. 15. This is unfair! She has (little) time of all of them. 16. There is nothing (irritating) than locking yourself out of your own house. 17. I like both of them, but I think Mary is (easy) to talk to. 18. Do you believe that the Mona Lisa is (valuable) painting in the world? 19. Mark is (tall) of the two boys. 20. The hotel was (good) than we had expected.

**Ex. 6. Use superlatives of the given words. Complete the sentences.**

1. (bad) "Saving Christmas" is the \_\_\_\_\_ movie I \_\_\_\_\_. 2. (popular) \_\_\_\_\_ is the \_\_\_\_\_ sport in \_\_\_\_\_. 3. (large) The \_\_\_\_\_ city in \_\_\_\_\_ is \_\_\_\_\_. 4. (good) \_\_\_\_\_ is the \_\_\_\_\_ restaurant in \_\_\_\_\_. 5. (good) One of the \_\_\_\_\_ places to eat in \_\_\_\_\_ is \_\_\_\_\_. 6. (famous) \_\_\_\_\_ is one of the \_\_\_\_\_ people in \_\_\_\_\_. 7. (hot) There are several hot months, but \_\_\_\_\_ is usually the \_\_\_\_\_ of all. 8. (valuable) The \_\_\_\_\_ thing I have is \_\_\_\_\_. 9. (important) The three \_\_\_\_\_ things in life are \_\_\_\_\_. 10. (serious) The \_\_\_\_\_ problems in \_\_\_\_\_ today are \_\_\_\_\_. 11. (friendly) My hometown is \_\_\_\_\_ place in \_\_\_\_\_. 12. (embarrassing) What is \_\_\_\_\_ experience \_\_\_\_\_? 13. (lazy) Margaret is one of \_\_\_\_\_ people \_\_\_\_\_. 14. (not ambitious) Ed is not lazy, but he is certainly one of \_\_\_\_\_ people \_\_\_\_\_. 15. (not expensive) I always look for \_\_\_\_\_ items \_\_\_\_\_ when shopping.

Ex. 7. *Comparison in the sentence. Use 'no longer (more/less) than, no sooner than, as long as, not as long as, not so long as', etc.*

1. His house is bigger \_\_\_\_\_ I thought, but not \_\_\_\_\_ big \_\_\_\_\_ you told me. 2. My car is \_\_\_\_\_ fast \_\_\_\_\_ yours. 3. Today my cold is worse \_\_\_\_\_ yesterday, I must see a doctor \_\_\_\_\_ soon \_\_\_\_\_ possible. 4. My mother is not \_\_\_\_\_ old \_\_\_\_\_ my father, but my father is younger \_\_\_\_\_ my uncle. 5. My grandma is \_\_\_\_\_ longer in hospital. 6. We went \_\_\_\_\_ farther \_\_\_\_\_ the river. 7. The doctor sent me away because he had \_\_\_\_\_ more time for me. 8. \_\_\_\_\_ sooner had we left the house \_\_\_\_\_ it began to rain. 9. I won't say a word \_\_\_\_\_ long \_\_\_\_\_ she stays here. 10. Now he does it even \_\_\_\_\_ often \_\_\_\_\_ he used to.

Ex. 8. *Use 'the same (as), similar (to), different (from), like and alike' in the following. There may be more than one possible response in some of the sentences.*

1. This city is ..... my hometown. Both are quiet and provincial. 2. You and I don't agree, your ideas are ..... mine. 3. Eric never wears ..... clothes two days in a row. 4. Ants are fascinating. An ant colony is ..... a well-disciplined army. 5. In terms of shape, cabbage looks ..... lettuce. But cabbage and lettuce don't taste ..... . 6. A male mosquito is not ..... size ..... a female mosquito. The female is larger. 7. I'm used to strong coffee. I think the coffee most North Americans drink tastes ..... dishwasher! 8. Trying to get through school without studying is ..... trying to go swimming without getting wet. 9. "Flower" has ..... pronunciation ..... "flour". 10. A crocodile and an alligator are ..... in appearance.

Ex. 9. *Combine the words into correct comparisons.*

a)			b)		
	angry			clean	a bell
	flat			firm	a daisy
	fleet			fresh	gold
	graceful			good	honey
	hairy			happy	a judge
<b>as</b>	industrious	<b>as</b>		pretty	<b>as</b> a picture
	poor			sober	a rock
	slippery			sound	a sandboy
	wilful			sweet	sin
	wise			ugly	a whistle

Ex. 10. *Combine the ideas into a double comparative.*

1. I met a man at a party last night. I tried to be interested in what he was saying, but the \_\_\_\_\_ (He talked. I became bored). 2. Mary told me that she'd

pick me up at the corner at 7 o'clock. By 7.30 she still hadn't come. The \_\_\_\_\_ (I waited long. I got angry). 3. There are many advantages to being young, but the \_\_\_\_\_ (You are old. You understand more). 4. She offered to take me to the airport, and I was grateful. But we got a late start, so on the way she stepped on the accelerator. I got more than a little uncomfortable. The \_\_\_\_\_ (She drove fast. I became nervous). 5. Tom tried to concentrate on his studying, but his mind would drift to his family and his home. The \_\_\_\_\_ (He thought about his family. He became homesick). 6. A storm was threatening. The \_\_\_\_\_ (We ran fast to reach the house. The sky grew dark). 7. At first I thought I had understood what she'd said, but then the \_\_\_\_\_ (I thought about it. I became confused). 8. Pollution poses many dangers. The \_\_\_\_\_ (The air is polluted. The chances of developing respiratory diseases are great). 9. We bought a dog some years ago. I took it home in my coat pocket – a tiny puppy. Since then we'd had no peace at home. But when it was over two years old, its character started to change. The \_\_\_\_\_ (It got old. It became quiet). 10. Should we ask Jenny and Jim to the party too? – Why not? The \_\_\_\_\_ (It's good to have many people at the party. It is merry).

**Ex. 11. *Decide if 'one(s)' must (or can) be added.***

1. Once upon a time there was a king who had four daughters; three ugly ..... and one beautiful ..... . 2. We've got two cats, a brown ..... and a black ..... . 3. My father prefers French wine to Italian ....., and he prefers a big glass to a small ..... . He drinks a glass every evening and sometimes even two ..... or three ..... . 4. There were two big bears and three little ..... in the bear pit. 5. Is there a difference between China tea and Indian .....? 6. Why do you always borrow my bike? Can't you use your own .....? 7. If you lose your watch, you won't get another ..... . 8. Which of the dictionaries is the best .....? – I think the big ..... is; the smaller ..... isn't up to date. 9. Is this my book or yours .....? 10. Mr. Brown has got two boats. The bigger ..... is for sailing and the other ..... for fishing.

**Ex. 12. *Translate into English.***

1. Они избавились от своего коричневого грязного старого ковра на прошлой неделе. 2. Он злостный курильщик. 3. Том пишет аккуратней, чем его сестра. 4. Они не только очень похожи, но и в характере у них много общего. 5. Чем интересней книга, тем быстрее она читается. 6. В конце концов он добрался домой целым и невредимым. 7. Твоя мама совсем не постарела: она такая же красивая, как и в молодости. 8. Это лучший слоеный торт, который я когда-либо ел. 9. Мне совсем не нравится, что его здоровье становится хуже. 10. Чем дальше мы шли, тем менее знакомым казался лес. 11. Путешествовать по железной дороге приятнее, чем на автомобиле. 12. Она больше боится его, чем его отца. 13. Кейти – самая внимательная ученица в своем классе. 14. Это происшествие привело к



еще более ужасному событию. 15. Это самый интересный фильм, который я когда-либо видел. 16. Она более вежлива, чем ее сестра. 17. Самый узкий из трех туннелей ведет в сокровищницу замка. 18. Любой более отдаленный предмет всегда кажется меньше по размерам, чем более близкий предмет. 19. Самая высокая вершина в Африке – гора Килиманджаро. 20. Продукты в этом магазине не такие дорогие, как в том.

## THE ADVERB

**The Adverb** is a part of speech which expresses some circumstances that attend an action or state, or point out some characteristic features of an action or a quality. The **function** of the adverb is that of an **adverbial modifier**. Adverbs may modify almost any kind of construction in English: nouns, adjectives, verbs, other adverbs, prepositions, single words, phrases or even whole sentences (when they function as parenthetical words).

An adverb may be a single word (*often, today, slowly, why*) or an adverbial phrase (*at first; every year; for a long time*). One-word adverbs are divided into **simple** (*fast, never, now, there, very*), **derivative** (*generously, noticeably, quickly, unexpectedly*), and **compound** (*anywhere, downstairs, outside, sometimes*).

**Degrees of comparison** of adverbs are formed **in the same way** as degrees of comparison of adjectives, that is, with the help of the suffixes *-er, -est* or the adverbs “*more, most*” depending on the number of syllables.

Derivative adverbs are formed from adjectives with the help of the suffix *-ly*: *poor – poorly; quick – quickly; slow – slowly; angry – angrily; temporary – temporarily, etc.*

A number of adverbs are in the same form as adjectives. They include:

- 1) some adjectives and adverbs with the suffix *-ly*: *early, daily, weekly, monthly, only*;
- 2) adjectives with the suffix *-ward* and adverbs with the suffix *-ward* or *-wards*: *forward, backward, westward, southward*;
- 3) miscellaneous adjectives and adverbs in the same form: *far, fast, hard, high, late, long, low, near, straight*.

**Note:** After the link verbs *be, become, seem, appear, look, feel, smell, taste* we use **an adjective** as predicative.

*She feels bad. The flowers smelled sweet. He looks sad.*

Some adverbs have two forms. One form is the same as the form of the corresponding adjective; the other form is with the suffix *-ly*. In some cases, the meanings of the two forms are the same: *bright, brightly; cheap, cheaply; easy, easily; loud, loudly; slow, slowly*. The short forms are used mostly in informal speech. The forms with the suffix *-ly* are preferable in standard and formal speech and writing.

In some other cases, the meanings of the two forms are different. For example: *hard* – *hardly*, *high* – *highly*, *late* – *lately*, *near* – *nearly*, *deep* – *deeply*, *dear* – *dearly*, *just* – *justly*, *low* – *lowly*, etc.

*He works **hard**.* – *He **hardly** works hard.* *She lives **near** us.* – *It's **nearly** 5 o'clock.* *He hung the picture too **high**.* – *He spoke **highly** of her.*

According to their meanings, adverbs are divided into the following main groups: adverbs of manner (*angrily, carefully, easily, happily, politely, reluctantly*, etc.); adverbs of time (*immediately, just, late, lately, now*, etc.); adverbs of frequency (*again, daily, ever, occasionally, often, regularly*, etc.); adverbs of place (*below, downstairs, everywhere, inside, near*, etc.); adverbs of degree (*fully, hardly, highly, little, much*, etc.).

### PLACE OF ADVERBS IN SENTENCES

Depending on their function and meaning, adverbs may stand before adjectives, before other adverbs, after verbs, at the end of sentences, at the beginning of sentences.

Adverbial modifiers of place, time, frequency, manner are placed at the end of the sentence after the main verb or after the object if there is an object.

*All the bedrooms are **upstairs**.* *I went to the headmaster's office **after class**.* *He ate the food **hungrily**.*

One-word adverbs of frequency “*often, frequently, rarely, regularly, sometimes*” are often placed between the subject and the main verb in the simple tenses but may also be placed after the main verb.

*He **frequently** visited them last year.* *He visited them **frequently** last year.*

Adverbs of frequency “*usually, always, never, seldom*” are placed between the subject and the main verb in the simple tenses but are usually placed after the verb “be”: *He **always** asks me this question.* *He is **always** late.*

Some one-word adverbs of time or frequency, for example, “*today, tomorrow, yesterday, sometimes, usually*”, are sometimes placed at the beginning of the sentence before the subject (usually for emphasis).

***Yesterday** I talked to my boss.* ***Tomorrow** they are leaving for good.*

Two-word adverbs and adverbial modifiers with prepositions are placed at the end of the sentence after the verb (or after the object, if any). If there are several adverbial modifiers, the adverbial modifier of place is usually placed before the adverbial modifier of time: *He arrived in Vienna **by train** at 7 a. m. **on Thursday**.*

**Note:** The adverb “*enough*” usually stands after the adjective or adverb that it modifies: *This is not good **enough**.* *He did it quickly **enough**.*

**Read more:** 1. [4, c. 245–247]. 2. [3, c. 250–270]. 3. [8, c. 198–207].

## EXERCISES

Ex. 1. **Adjective or Adverb? Put in the correct form of the words in brackets.**

1. The bullet went (*clean*) through the wall. 2. We all ran very (*fast*), but failed to catch the bus. 3. This is an (*easy*) but (*useful*) exercise. I hope you can (*easy*) fill in the (*correct*) forms. 4. Mark is not (*bad*) at German, but he does his homework very (*slow*). Sometimes, however, when he wants to go and play football, he is (*surprising, quick*). 5. Tom is rather (*intelligent*); it is (*real, surprising*) that he is such a (*careless*) driver. He should drive more (*careful*). 6. Do the girls dance (*good*)? – No, they all dance (*bad*). Only Mary is a (*good*) dancer and a (*remarkable, pretty*) girl at that. She is always (*good*) dressed. 7. Does your Dad smoke? – Yes, he (*general*) smokes cigarettes, (*occasional*) also a cigar, but that's rather (*unusual*). 8. Robert has attended classes (*regular*) and now he speaks English (*fluent*). Sometimes it is not (*easy*) to understand what he says because he speaks so (*terrible, fast*). His pronunciation is (*quite, correct*). 9. They are (*quiet*) at present. 10. That girl seems to be (*simple*) enough. 11. The only thing is to cut the knot for (*good*). 12. She talked to the children (*natural*), sang a little song to them.

Ex. 2. **Predicative Adjective or Adverb? Put in the correct form of the words in brackets in the following sentences.**

1. She drank the milk (*quick*) and said that it tasted (*good*). 2. The young lady looked (*beautiful*) in her new dress. 3. Does she feel (*happy*) at the university? – Of course she does; but she doesn't take her studies too (*serious*). 4. It's (*terrible*) (*hot*) today. The meat won't keep (*fresh*) for long in this weather. It doesn't smell (*good*) any longer. 5. He seemed to be (*angry*), for I heard him speaking (*excited*) to his son. 6. Their daughter died (*young*); she died (*peaceful*) in her sleep. 7. When the burglar heard the voice he turned round (*quick*) and looked (*furious*) at the policemen. He looked (*dangerous*) in his rage. 8. This cake looks (*delicious*) but it tastes (*awful*). 9. At first her story sounded (*strange*) to us, but in the end it came (*true*), which made us very (*happy*). 10. As (*usual*) the dog was lying (*quiet*) in the sun. His coat felt (*warm*) and (*soft*). 11. Kate seemed to me a bit (*strange*) today. 12. This music makes him feel (*good*).

Ex. 3. **Adverbs with or without -ly. Put in the correct form of the words in brackets.**

1. Sometimes he must work (*hard*), but at other times there's (*hard*) any work for him to do. 2. He tried (*hard*) to pass his exam. 3. She has eaten (*hard*) anything today. 4. Mary dresses very (*pretty*) and dances (*pretty*) well. 5. He got up (*late*) this morning. 6. Have you seen any good films (*late*)? 7. The teacher had to work (*late*) into the night. 8. My mother hasn't been very well (*late*). 9. The kite was flying (*high*) in the sky. 10. The children were (*high*) amused.

11. I'll come with you (*direct*). 12. Send the letter (*direct*) to the manager and not to his assistant. 13. The two men were standing (*close*) to the wall. 14. They were (*close*) watched by a detective. 15. He was (*wrong*) accused of cheating. 16. You've pronounced the word (*wrong*). 17. He was (*right*) blamed for the accident. 18. You haven't done these sums (*right*). 19. They dug (*deep*) but did not find anything. 20. I (*deep*) regret his death. 21. She can speak English (*fair*) well. 22. They did not play (*fair*). 23. The cat was (*near*) run over by a car. 24. He stood (*near*) the window, smoking a cigar. 25. She always comes (*pretty*) dressed. 26. Don't speak so (*loud*), I can hear you (*pretty*) well. 27. You should say it (*loud*) and in public. 28. They were walking along the lane (*slow*), saying (*hard*) anything. 29. She is (*just*) called his evil genius! 30. Gosh! I was (*just*) (*simple*) walking by, I didn't want to overhear anything or to spy on you!

**Ex. 4. Change the construction of the sentences using adverbs.**

1. He is a very *quick* thinker. 2. We had a very *pleasant* chat together. 3. He entered the room in a *quiet* way. 4. There was a *bright* fire in the sitting room. 5. He slammed the door in an *angry* way. 6. Her answers are always *correct*. 7. It's a pity you don't have *regular* working hours. 8. The *usual* beginning of the session is 2 p.m. 9. They will beat us with *ease* and *grace*. 10. This is a story about *real* life. 11. The letter was penned in a *clear* handwriting. 12. He is a *severe* boss. 13. The journey was too *long* and for this reason *terrible*. 14. He is rather *bad* at games. 15. His English has become very *fluent*.

**Ex. 5. Put the adverbs (or adverbial phrases) in suitable places.**

1. Aunt Emily stayed (*in October, with us*). 2. I met her (*last night, on the bus*). 3. We were with our friends (*at the seaside, yesterday*). 4. Shakespeare was born (*in 1564, in Stratford-upon-Avon*). 5. Cats drink milk (*usually*). 6. He opened the box (*carefully*). 7. The old lady crossed the street (*slowly*). 8. I've heard such nonsense (*never*). 9. He was hurt in an accident (*badly*). 10. Have you been to Scotland? (*ever*). 11. My sister will drink alcohol (*never*). 12. I have forgotten about it (*completely*). 13. He is at home (*seldom*). 14. John is thirsty (*always*). 15. The bus driver looked about him (*angrily*). 16. We were not at home when he came (*fortunately*). 17. She would have been able to do it herself (*never*). 18. Simon is tired in the evening (*often*). 19. The old lady chatted about her youth (*happily*). 20. The dog obeyed her commands (*promptly*). 21. I'm back home (*by five o'clock, usually*). 22. They have lunch (*generally, in this restaurant*). 23. Helen does her work (*generally, well*). 24. We are going (*this year, abroad*). 25. Mary reads French novels (*at night, in bed, sometimes*).

Ex. 6. **Show the difference between the following pairs of sentences by translating them or by using them in a situation.**

1. I can't *really* remember what he looked like. – I *really* can't remember what he looked like. 2. They spoke to us *kindly*. – They *kindly* spoke to us. 3. She began to cry very *foolishly*. – She very *foolishly* began to cry. 4. Coaches don't run *normally* on Sundays. – Coaches *normally* don't run on Sundays. 5. *Clearly*, he did not speak. – He didn't speak *clearly*. 6. *Naturally*, they were dancing. – They were dancing *naturally*. 7. *Frankly*, I didn't answer all their questions. – I answered all their questions *frankly*. 8. He's *still* in hospital. – She was incurably ill. *Still*, she was the most cheerful woman in the world. 9. *Honestly*, he never sells anything. – He never sells anything *honestly*. 10. I can't *simply* help his friend. – I *simply* can't help his friend.

Ex. 7. **Correct the mistakes if there are any.**

1. He was a goodly man. 2. A fast train travels fastly. 3. No one could find Howard and Barbara nowhere. 4. You must be able to speak fluently and correct. 5. They didn't play fairly in the match. 6. The most of these books have been published abroad. 7. He stood up slowly and difficultly. 8. When the snake strikes, its mouth opens widely. 9. Too few people nowadays are interested in Literature. 10. They all looked likely. 11. She was busy writing, poetry mostly. 12. We lived total separately lives. 13. He hung the picture too highly. 14. She is enough old to understand such things. 15. He spoke feelingly about his family.

Ex. 8. **Translate into English.**

1. Он почти никогда не принимает лекарств. 2. Джордж играл очень плохо вчера в матче. 3. Я приземлился в Америке 25 июня 2012 года утром в 6 часов. 4. Моя сестра пишет аккуратней, чем я. 5. Я люблю фильмы, которые хорошо кончаются. 6. Он говорил об этом вполне доброжелательно и разумно. 7. На этот раз у вас меньше ошибок. 8. Он говорит по-английски медленно, но красиво. 9. Эти два человека похожи. 10. За ними пристально наблюдал детектив. 11. Я не думаю, что это технически возможно. 12. Постарайтесь прийти пораньше, а то лучшие места будут заняты. 13. Я уверен, что ты легко справишься с этой задачей. 14. Пока тебя не было, мальчики вели себя очень плохо. 15. Он оставался там достаточно долго, чтобы понять, что произошло. 16. Она так скучает по своей семье! 17. Давайте посмотрим на вещи реалистично. 18. Это было совершенно не нужно. 19. Скоро начало, оставайтесь поблизости. 20. Не могли бы вы ехать помедленнее? 21. Я больше не коллекционирую монеты. 22. С нами разговаривали по-дружески, однако не предложили остаться подольше. 23. Она всегда одевается очень скромно. 24. Врач тщательно осмотрел пациента – тот тяжело дышал, температура у него была довольно высокая. 25. Он посмотрел на меня холодно и отвернулся.

## THE PREPOSITION

The preposition is a part of speech used to show a relationship between the two parts of a sentence. Most often prepositions show how the two parts are related in space (*in, on, etc.*) or in time (*during, etc.*). They can also show means (*by, with, etc.*), or some other relationship (for example, figurative relationships in phrases like *by part* or *on time*).

Morphologically English prepositions can be divided into:

- simple (*at, on, in, for, with, etc.*);
- derivative (*across, behind, below, etc.*);
- compound (*outside, without, alongside, etc.*);
- composite (*in front of, in addition to, with regard to, etc.*).

Prepositions express a variety of meanings:

**1. Place, position, location** (*at, (a)round, beside, by, on, in, above, below, in front of, after, between, behind, across, through, near, next to, off, over, etc.*).

“**In**” is used when a place is thought of as three-dimensional or as an area: *They are all **in** the kitchen. Do you like swimming **in** the river?*

“**In**” is also used with the words “*sky*” and “*tree*”.

Note:

### AT or IN

“**At**” is used when a place is thought of as a point or when the building is thought of as a place where something happens:

*I arrived **at** the station by the evening. Let’s meet **at** the bus stop.*

“**In**” should be used when we think of a building itself:

*There are seventy bedrooms **in** the Holiday Inn.*

“**At**” is used with cities, towns and villages when the place is thought of as a point: *Passenger trains rarely stop **at** Lawrence.*

“**At**” is used with addresses, when the house number is given:

*My friend lives **at** 723 Pennsylvania Avenue.*

Both “**at**” and “**in**” are used with buildings: *We decided to have dinner **at/in** a Chinese restaurant. She works **at/in** the post office.*

“**On**” is used when a place is thought of as a surface or a line:

*There are pictures **on** the walls and rugs **on** the floor of the room.*

“**On**” is also used with the number of the floor: *My flat is **on** the first floor.*

“**Above**” and “**over**” both mean “higher than”: *The sky is **over** our heads.*

“**Below**” and “**under**” both mean “lower than”:

*There was a night club **below** my hotel room. Children **under** sixteen are not recommended to watch this film.*

Both “**over**” and “**across**” are used to mean “*on/to the other side of*”:

*My house is just **across/over** the street.*

**2. Place, movement and direction** (*away from, into, onto, out of, along, up, down, past, (a)round, to, toward(s), from, from ... to, through, etc.*)

It should be noted that with the verb “arrive” “at” or “in” are used depending on the place of arrival. “In” is used when the destination is a country or town, while “at” is used with other places. (The verb “get” in this meaning is used with the preposition “to”).

*We arrived **in** New York on a cold windy day. I arrived **at** the hotel early in the morning. We got **to** New York on a cold windy day.*

**3. Time** (*in, on, at, during, following, throughout, until, till, before, since, after, for, between, by, etc.*).

Prepositions of time can either express some point of time (*at 5 o'clock, by next Monday, in August, on Monday*) or period of time (*for six weeks, during the weekend, until tomorrow*).

“At” is used to show a specific time of the day: *at 5 o'clock, at noon, at night, at midnight*; with the names of public holidays: *at Christmas, at Easter*; with the word “weekend(s)”: *at the weekend, at weekends*.

“In” is used when a particular part of the day is mentioned, except night: *in the morning, etc.* “In” is also used with longer periods: *in August, in the summer, in 1892, in the 16th century*; or to denote the period of time which is to elapse before something is going to happen: *I hope to see you **in** a week.*

“On” is used with the names of the days of the week or with phrases which include the word “day”: *on Monday, on the day of my arrival, etc.* Note that “on time” means “at exactly the right time” while “in time” means “early enough”: *In my school classes always start **on time**. They discovered the fire **in time** to stop it spreading.*

**4. Means** (*as, with, without, by, in, like, etc.*)

Such prepositions express such meanings as manner, instrument, and agency.

*To kill two birds **with** one stone. I can't translate this text **without** a good dictionary. Leave it **as** it is.*

Note that the preposition “by” is used to show how we travel: *by car/bus/bicycle/train/underground/ship/road/air/sea: I like to travel **by** air.*

“By” is **not** used with “my, a, the” before “bus, car, bicycle”, etc. :

*He usually goes to work **in** his car.*

“In” is used with cars and “on” – with bicycles, motorbikes and public transport: *She decided to go to Kansas **on** the train.*

Some linguists also single out other types of prepositions:

- cause and purpose (*because of, from, on account of, at, to, for, out of, etc.*);
- support and opposition (*for, against, with*);
- concession (*in spite of, despite, notwithstanding, for all, with all*);
- reference (*as for, as to, as far as, with reference to, with regard to, with respect to, in accordance with, according to, in terms of, considering, etc.*);
- exception and addition (*except for, with the exception of, but, apart from, besides, as well as, etc.*).

Prepositions can often be used figuratively: *in low waters, be wet behind the ears, be out of hand, pay through the nose*, etc. In such cases they should be learned individually as elements of idiomatic usage.

**Read more:** 1. [4, c. 251–253]. 2. [3, c. 345–349]. 3. [8, c. 240–271].

### EXERCISES

Ex. 1. *Nouns preceded by prepositions (expressions of place). Put in “at”, “in” or “on”. Make up suitable sentences.*

- |                      |                      |                                  |
|----------------------|----------------------|----------------------------------|
| 1. ___ a hill        | 13. ___ the meeting  | 25. ___ a small distance         |
| 2. ___ the country   | 14. ___ the sky      | 26. ___ Wentworth Street         |
| 3. ___ a party       | 15. ___ the coast    | 27. ___ the bottom of the pool   |
| 4. ___ the kitchen   | 16. ___ Manchester   | 28. ___ the corner of our street |
| 5. ___ the wall      | 17. ___ the seaside  | 29. ___ the corner of my room    |
| 6. ___ the butcher's | 18. ___ the field    | 30. ___ her way to school        |
| 7. ___ Essex         | 19. ___ the entrance | 31. ___ a small village          |
| 8. ___ the Thames    | 20. ___ the roof     | 32. ___ the left-hand side       |
| 9. ___ the picture   | 21. ___ the sea      | 33. ___ the end of the queue     |
| 10. ___ the floor    | 22. ___ the bus stop | 34. ___ the distance             |
| 11. ___ the world    | 23. ___ France       | 35. ___ Trafalgar Square         |
| 12. ___ school       | 24. ___ lunch        | 36. ___ the road                 |

Ex. 2. *Put in “at”, “in” or “on”.*

1. Please don't sit \_\_\_ the table. – We were \_\_\_ table when he came. – He was sitting \_\_\_ a big table which was full of books and papers. – There were a lot of books \_\_\_ the table. 2. We like rowing \_\_\_ the lake. – The town lies \_\_\_ a lake. We like to swim \_\_\_ the lake. 3. Her husband works \_\_\_ a bank. – He works \_\_\_ the Midland bank \_\_\_ London. – He works \_\_\_ London but lives \_\_\_ the country. – Two of her sons work \_\_\_ a farm, the third is \_\_\_ sea. – She is employed \_\_\_ the Town Hall. – She is employed \_\_\_ an office. 4. We spent our holidays \_\_\_ the coast; \_\_\_ the seaside; \_\_\_ a place \_\_\_ the sea. – We were \_\_\_ sea for three days. – We saw a lot of ships sailing \_\_\_ the sea. 5. We live \_\_\_ a small village. – Shakespeare was born \_\_\_ Stratford- \_\_\_ -Avon. – My aunt lives \_\_\_ New York. – She likes to live \_\_\_ bungalow. – We live \_\_\_ 15 Waterloo Road. – Her mother lives \_\_\_ a hotel. – Her sister lives \_\_\_ her uncle's.

Ex. 3. *Nouns preceded by prepositions (expressions of time). Put in “at”, “in” or “on”. Make up suitable sentences.*

- |                  |                        |                                     |
|------------------|------------------------|-------------------------------------|
| 1. ___ noon      | 12. ___ 2017           | 23. ___ the morning of Sept. 9th    |
| 2. ___ Wednesday | 13. ___ twelve o'clock | 24. ___ the afternoon               |
| 3. ___ July 24th | 14. ___ New Year's Day | 25. ___ a rainy day in June         |
| 4. ___ April     | 15. ___ a few days     | 26. ___ the 1st evening of our stay |



- |                    |                       |                               |
|--------------------|-----------------------|-------------------------------|
| 5. ___ that time   | 16. ___ my birthday   | 27. ___ the same time         |
| 6. ___ dinnertime  | 17. ___ the age of 60 | 28. ___ Sunday evening        |
| 7. ___ Christmas   | 18. ___ half past six | 29. ___ the first opportunity |
| 8. ___ Easter      | 19. ___ Monday        | 30. ___ the end               |
| 9. ___ autumn      | 20. ___ the morning   | 31. ___ that summer morning   |
| 10. ___ night      | 21. ___ September 9th | 32. ___ that occasion         |
| 11. ___ those days | 22. ___ the night     | 33. ___ the 18th century      |

**Ex. 4. Insert the prepositional phrases “in time” or “on time”.**

1. Mark didn't arrive \_\_\_ time to see her before she left. 2. The bus service is terrible; the buses are never \_\_\_\_. 3. I hope my car will be repaired \_\_\_ at the weekend. 4. Rita is very punctual; she always arrives \_\_\_\_. 5. I couldn't arrive \_\_\_ to say goodbye to her. 6. I don't think I'll be at home \_\_\_ to see my favourite show on TV this evening. 7. Did you turn in your paper \_\_\_\_. ? 8. We'll have to hurry to get to the club \_\_\_\_. 9. We reached the station just \_\_\_ time to catch the train. 10. Just wait, my dear. All is good \_\_\_\_. 11. I didn't go to Florida. I didn't get to the airport \_\_\_\_. 12. It happened \_\_\_ the wrong \_\_\_.

**Ex. 5. Put in “at”, “in” or “on” (time and place).**

1. I am Rachel Dodson. I live \_\_\_ 32 Springfield Road \_\_\_ Bexhill, a small town \_\_\_ the sea. Our house is \_\_\_ the foot of a hill. \_\_\_ the distance we can see the sea. My father works \_\_\_ the Cavendish Hotel; my mother is employed \_\_\_ a shop. 2. \_\_\_ weekdays I get up \_\_\_ half past seven \_\_\_ the morning. I help my mother put the cups and plates \_\_\_ the table. We have breakfast \_\_\_ eight. \_\_\_ summer I ride to school \_\_\_ my bike \_\_\_ fifteen minutes. \_\_\_ cold days \_\_\_ winter I take the bus to get to school \_\_\_ time. \_\_\_ the evening I am \_\_\_ home again \_\_\_ five o'clock. 3. There is no school \_\_\_ Saturdays and Sundays. We spend the weekends \_\_\_ our garden, \_\_\_ the seaside, \_\_\_ the country or sailing \_\_\_ a lake.

**Ex. 6. Put in the correct prepositions.**

1. Side \_\_\_ side they went back \_\_\_ the direction of the hotel. 2. \_\_\_ my opinion the metal will melt \_\_\_ a temperature of 2000 °C. 3. If they want to climb the mountain \_\_\_ this rainy weather, they'll do it \_\_\_ their own risk. 4. She paused \_\_\_ the sound of his voice \_\_\_ fear of annoying him. 5. The train travels \_\_\_ a speed of 90 mph. 6. I met him \_\_\_ chance yesterday, but I was \_\_\_ such a hurry that I couldn't have a talk with him. 7. \_\_\_ all probability we won't get home before midnight if we go on driving \_\_\_ this rate. 8. \_\_\_ this way he has been living for years \_\_\_ his brother's expense. 9. \_\_\_ my sake, say it \_\_\_ English. 10. He said \_\_\_ a loud voice that he had bought the flowers \_\_\_ 50p a dozen. 11. \_\_\_ my watch it is a quarter past six already. 12. He is a baker \_\_\_ trade.

Day \_\_\_ day he must get up at 5. 13. Is your partner \_\_\_ holiday? – No, he is in Glasgow \_\_\_ business. He had to go to Scotland \_\_\_ the request of some customers. 14. Are you going to do that \_\_\_ fun? – \_\_\_ the contrary, it's hard work and I'm doing it \_\_\_ one condition only: that I can make a nice profit out of it. 15. John is a good-humoured fellow; \_\_\_ the whole, he has been a good friend. 16. The burglars entered the house \_\_\_ means of a ladder. 17. As they had not enough money they bought the furniture \_\_\_ instalments. 18. \_\_\_ this purpose detailed instructions will be delivered to customers \_\_\_ request free of charge. 19. Some of the sailors are shopping in town; \_\_\_ order of the captain they are to be back on board by 3 p.m. 20. I know him only \_\_\_ name; \_\_\_ that reason I can't lend him any money. 21. The boy said to his mother that he had not broken the teapot \_\_\_ purpose.

**Ex. 7. Nouns followed by prepositions. Fill the gaps with the appropriate prepositions.**

1. This painting bears no resemblance \_\_\_ the one that has been stolen from the gallery. 2. Don't swear in my presence. I have a profound distaste \_\_\_ dirty language. 3. Mark's attitude \_\_\_ our proposals never changes. 4. The TV reporters were denied access \_\_\_ the bank files. 5. Doctor Manson is an authority \_\_\_ plastic surgery. 6. This case is not an exception \_\_\_ the rule. 7. The inhabitants of Sherwood take great pride \_\_\_ Robin Hood who, according to a legend, once lived in the place. 8. He could have told the whole story. But his love \_\_\_ the girl put a seal \_\_\_ his lips. 9. I have a craving \_\_\_ a hamburger with fries! 10. Amanda doesn't have a good taste \_\_\_ clothes. 11. The whole forest was chopped down to make room \_\_\_ the new airport. 12. After many disappointing failures, they made a new attack \_\_\_ the problem. 13. I don't know if she is a witch, but everyone swears by her remedy \_\_\_ a cold. 14. He still has a grudge \_\_\_ his father for not having been allowed to take up tennis in his early years. 15. I don't want to watch the thriller. I have a preference \_\_\_ the comedy.

**Ex. 8. Adjectives/adverbs followed by prepositions. Fill the gaps with the appropriate prepositions.**

1. There's no need to be so hard \_\_\_ the children. 2. You talk as though you aren't familiar \_\_\_ the latest goings-on in the politics. 3. This kind of behaviour is quite typical \_\_\_ children of his age. 4. I'm sorry I can't talk to you now. I'm pressed \_\_\_ time. 5. I've been engaged \_\_\_ a number of research projects led by Professor Brown. 6. Emily seems to be obsessed \_\_\_ the idea of getting a role in the new film. 7. Violence is foreign \_\_\_ her nature. 8. The supporters of the team are hopeful \_\_\_ another victory in the tournament. 9. Our boss is always too ready \_\_\_ his critical remarks! 10. He seemed to have become accustomed \_\_\_ my presence. 11. His mind seemed to have become incapable \_\_\_ any thought.

12. Such names were arbitrarily given and were not connected \_\_\_ any particular event. 13. He will never achieve anything in his life. He is lacking \_\_\_ character. 14. She is a talented girl and, to my mind, she is bent \_\_\_ becoming an actress. 15. This way of life is fraught \_\_\_ danger.

**Ex. 9. Verbs followed by prepositions. Fill the gaps with the appropriate prepositions.**

1. How will you account \_\_\_ your absence at the last lesson, Nick? 2. I don't quite get your point. What are you driving \_\_\_? 3. Why do you persist \_\_\_ criticizing everyone? 4. I was banned \_\_\_ playing with my friends for a week or two. 5. I'd rather you didn't concern yourself so much \_\_\_ your professional matters. 6. The National Geographic film crew were equipped \_\_\_ night vision cameras. 7. The head of the police is promising to do his best to rid the city \_\_\_ crime. 8. I'm not going to wait \_\_\_ you any longer. 9. For many years, the man concealed the truth about his past \_\_\_ his wife and friends. 10. The other day, I mistook some man \_\_\_ you. 11. We all sympathized \_\_\_ Jason when his father died. 12. When the news of the earthquake was broken, I feared \_\_\_ my brother and his family who were travelling somewhere in the region. 13. Nobody had warned the tourists \_\_\_ the risk of an avalanche and they got into serious trouble up in the mountains. 14. In spite of the period of losses, the team qualified \_\_\_ the finals. 15. Pirates boarded the vessels and robbed the crew \_\_\_ money and valuables.

**Ex. 10. Miscellaneous prepositions. Put in suitable prepositions.**

1. They agreed \_\_\_ his proposal independently \_\_\_ each other. 2. There is nothing more to worry \_\_\_\_. 3. He is always careful \_\_\_ himself. 4. Who was the first to speak \_\_\_ the meeting? 5. You've done nothing to be ashamed \_\_\_\_. 6. No one could help him \_\_\_ the circumstances. 7. You have a lot to be thankful \_\_\_\_. 8. He is now \_\_\_ a concert tour in Europe. 9. Everyone is conscious \_\_\_ the change in the man. 10. No one could account \_\_\_ his objection \_\_\_ our plan. 11. What conclusion did you come \_\_\_? 12. She was treated \_\_\_ diabetes. 13. The face \_\_\_ his visitor was so distasteful \_\_\_ him that he could scarcely bear to look \_\_\_ it. 14. She has a perfect feeling \_\_\_ languages. 15. \_\_\_ the root \_\_\_ English politeness and punctuality is an inbred respect \_\_\_ the law, \_\_\_ rules and instructions. 16. Will you join \_\_\_ us \_\_\_ lunch? 17. Are you free tonight \_\_\_ any chance? 18. Do you have differences \_\_\_ your colleagues \_\_\_ the matter? 19. They argued \_\_\_ different tastes \_\_\_ art. 20. Their customs differ \_\_\_ ours. 21. When he came, the orchestra was warming \_\_\_ the audience \_\_\_ some background. 22. He wished to be cured \_\_\_ his illness. 23. Today we're \_\_\_ the unique position \_\_\_ being able to take advantage \_\_\_ the best technological medical care. 24. You should always

identify yourself if you are calling \_\_\_ business. 25. Manhattan lies \_\_\_ the mouth \_\_\_ the Hudson river. 26. The football match was cancelled because \_\_\_ heavy rain. 27. I cannot follow you \_\_\_ all your views. 28. I object \_\_\_ his being \_\_\_ our team. He's terrible \_\_\_ games. 29. I blame myself \_\_\_ not paying attention \_\_\_ the matter. 30. He fired \_\_\_ me but fortunately missed. 31. You should go \_\_\_ church \_\_\_ Easter and Christmas. 32. She was quite aware \_\_\_ her current situation. 33. Mr. Jones took charge \_\_\_ this side \_\_\_ their education. 34. \_\_\_ now the moon was \_\_\_, and he hurried \_\_\_ his men. 35. I have always sympathized \_\_\_ them. 36. \_\_\_ the average, half the men and a quarter \_\_\_ the women \_\_\_ the world indulge \_\_\_ the harmful habit \_\_\_ smoking. 37. He couldn't make himself study and as a result he failed \_\_\_ mathematics. 38. What a mess he has got \_\_\_! 39. He's lecturing \_\_\_ new technologies \_\_\_ management. 40. We were received \_\_\_ the utmost courtesy. 41. A vicious mongrel was snapping \_\_\_ his ankles. 42. \_\_\_ account \_\_\_ his wide experience, he was made chairman. 43. What I'm convinced \_\_\_ is that the world's population will grow \_\_\_ an unforeseen extent. 44. How cruel life is! John's graduated \_\_\_ the University with honours, got married \_\_\_ a pretty girl, found a good job and now he's dying \_\_\_ AIDS. 45. Although there was an old castle \_\_\_ our left everybody were staring \_\_\_ a huge supermarket. 46. The people were singing \_\_\_ the bus. 47. Our plane refueled \_\_\_ London \_\_\_ its way \_\_\_ New York \_\_\_ Warsaw. 48. \_\_\_ reference \_\_\_ your letter \_\_\_ April 29<sup>th</sup>, I confirm that we expect your arrival \_\_\_ June 15th. 49. Why don't we discuss it \_\_\_ private? 50. Would you care \_\_\_ a glass of juice?

**Ex. 11. Fill the gaps with the correct prepositions.**

Dear Sir,

I'm writing to express my dissatisfaction \_\_\_ (1) reference \_\_\_ (2) the stereo I bought \_\_\_ (3) your shop just a week ago. Indeed, I am afraid that the equipment was faulty \_\_\_ (4) several counts, which I would really like to let you know.

Firstly, the turntable does not rotate as it should, so that I'm totally unable to play my records \_\_\_ (5) it. And considering that it was the main reason why I bought this particular stereo, I think that it is completely unacceptable.

\_\_\_ (6) the other hand, the tape deck is functional. However, the play button \_\_\_ (7) deck A came \_\_\_ (8), and in spite \_\_\_ (9) the fact that it continues to work effectively, I'm not willing to pay \_\_\_ (10) shoddy workmanship.

I've already been \_\_\_ (11) your shop to complain but I gained little satisfaction \_\_\_ (12) your sale staff; besides they were not polite at all \_\_\_ (13) me, which is a shame. Consequently, I'm writing this letter to you \_\_\_ (14) the hope that you will be able to take necessary measures \_\_\_ (15) either refunding my money or providing me \_\_\_ (16) other equipment \_\_\_ (17) the same or a different brand which, this time, would be fine.

If my desires are not fulfilled, I will be obliged to take further steps and even lead \_\_\_ (18) court action, which I would really like to avoid. I expect to hear \_\_\_ (19) you concerning these matters and take my complaint very seriously. I thank you \_\_\_ (20) anticipation,

Yours faithfully,

J. W. Gates

**Ex. 12. Fill the gaps with the correct prepositions.**

One afternoon just \_\_\_ (1) Christmas an old gentleman was wandering through the town centre. The gaily-illuminated shops were packed \_\_\_ (2) good things and crowded \_\_\_ (3) cheerful shoppers. The children were gazing \_\_\_ (4) wonder \_\_\_ (5) all the toys \_\_\_ (6) display in the windows. Suddenly the old gentleman spotted a dirty little boy sitting \_\_\_ (7) the pavement, weeping bitterly. When the kind old gentleman asked him why he was crying, the little boy told him that he had lost a tenpenny piece that his uncle had given him.

Thrusting his hand \_\_\_ (8) his pocket the old gentleman pulled \_\_\_ (9) a handful of coins. He picked \_\_\_ (10) a shiny, new tenpenny piece coin and handed it to the child. "Thank you very much", said the little boy, and, drying his eyes, he cheered \_\_\_ (11) at once.

An hour, or so later the old man was making his way back home \_\_\_ (12) the same route. \_\_\_ (13) his astonishment he saw the same dirty little boy \_\_\_ (14) precisely the same spot, crying just as bitterly as before. He went \_\_\_ (15) to the boy and asked him if he had lost the tenpenny he had given him as well. The little boy told him that actually he had not lost the second coin, but he still couldn't find his first tenpence. "If I could find my own tenpence", he said tearfully, "I'd have twenty pence now".

**Ex. 13. Fill the gaps with the correct prepositions.**

A boy arrived \_\_\_ (1) a cinema with his dog to see the film "Alice in wonderland." The dog sat \_\_\_ (2) the seat \_\_\_ (3) the boy. The cinema manager was shocked \_\_\_ (4) this and, trembling \_\_\_ (5) rage, decided that he would not just smile \_\_\_ (6) them. But when he saw that the dog was staring \_\_\_ (7) the film, he was no longer annoyed \_\_\_ (8) the boy, and decided to put up \_\_\_ (9) the dog. \_\_\_ (10) the end of the film the manager spoke \_\_\_ (11) the boy and asked him \_\_\_ (12) an explanation. "I was interested \_\_\_ (13) your dog," he said. "He seemed to be pleased \_\_\_ (14) the film." "Yes," replied the boy, "but he didn't like the book."

**Ex. 14. Fill the gaps with the correct prepositions.**

\_\_\_ (1) my opinion Mrs. Jones is not too old to look \_\_\_ (2) a job. When she married \_\_\_ (3) the age \_\_\_ (4) 25, she had given \_\_\_ (5) a good position

\_\_\_ (6) a department store. Now that the children were no longer \_\_\_ (7) home, she thought \_\_\_ (8) having a part-time job.

\_\_\_ (9) first her husband was not pleased \_\_\_ (10) the idea, but she insisted \_\_\_ (11) doing something and convinced him \_\_\_ (12) the advantages. So, \_\_\_ (13) last, he agreed \_\_\_ (14) her plan.

Some days later there was an advertisement in the paper; a home \_\_\_ (15) animals that took care \_\_\_ (16) dogs, cats, birds and other pets while their masters were \_\_\_ (17) holiday or \_\_\_ (18) work needed a helper. As Mrs. Jones was very fond \_\_\_ (19) animals, she applied \_\_\_ (20) the lady who was in charge \_\_\_ (21) the home. Yesterday she told me that she had succeeded \_\_\_ (22) getting the job.

**Ex. 15. Fill the gaps with the correct prepositions.**

When we were \_\_\_ (1) holiday last year, my friend and I wanted to dine \_\_\_ (2) a restaurant which was famous \_\_\_ (3) its big steaks. We had lived \_\_\_ (4) tinned food \_\_\_ (5) days. We had to look \_\_\_ (6) the restaurant and, when we arrived \_\_\_ (7) last, we were astonished \_\_\_ (8) the shabbiness \_\_\_ (9) the furniture. Eager \_\_\_ (10) a good steak as we were, we were ready to put up \_\_\_ (11) everything, though I was a little angry \_\_\_ (12) my friend \_\_\_ (13) having suggested going there.

When the waiter brought the steaks, we looked \_\_\_ (14) each other in surprise. The steaks were far \_\_\_ (15) being big; \_\_\_ (16) the contrary, they were the smallest we had ever seen and they were so tough that we were glad they were so small. But, worst \_\_\_ (17) all, the restaurant where we had wanted to dine was next door!

**Ex. 16. Match each group of verbs (a–j) with one of these dependent prepositions. Each preposition matches with two groups.**

**about against in over of**

<b>a</b>	boast brag rave protest enthuse	<b>b</b>	care bother forget brood dream	<b>c</b>	delight revel succeed exult bask	<b>d</b>	advise warn argue protest demonstrate
<b>e</b>	confide result culminate persist trust	<b>f</b>	rule prevail preside triumph argue	<b>g</b>	battle compete plot campaign win	<b>h</b>	cheat strip rid deprive starve

<b>i</b>	cure	<b>j</b>	skip
	convict		skate
	reassure		gloss
	persuade		haggle
	acquit		squabble

### Ex. 17. *Translate into English.*

1. Тебе придется извиниться перед всеми за свои поступки. 2. Наша страна не богата минералами. 3. Как прекрасно жить в таком месте! 4. Моя жена хочет поменять эти обои на другие, более современные. 5. Джон женат на дочери местного доктора. 6. Мы почти ничего не видели из-за густого тумана. 7. Нам надо торопиться, иначе мы опоздаем на фильм. 8. Никак не могу привыкнуть к этому грохоту под окном. 9. Магазин открыт с десяти до десяти часов вечера. 10. Здание почты располагается по соседству с банком. 11. О ком они говорят? 12. Я вел машину со скоростью восемьдесят миль в час. 13. Она не любит путешествовать автобусом. 14. Он так гордится своим сыном! 15. Похоже, что они перерезали веревку ножом. 16. Не расстраивайся из-за счета! Я думаю, нам стоит подождать до конца матча. 17. Твой брат очень сообразителен для ребенка. 18. Мы увидели наших друзей через окно; они шли на стадион. 19. Мы пересекли поле и увидели красивое озеро. 20. Никто не возражал против моего предложения. 21. Каково ваше первое впечатление от этого фильма? 22. Согласно моему плану, мы все должны успеть до их возвращения. 23. Эта девушка часто гуляет вдоль реки со своей собакой. 24. Тед работает по ночам, поэтому он всегда выглядит уставшим. 25. Мы пригласили гостей на шесть часов. 26. Несмотря на все усилия, он потерпел неудачу. 27. Ваши имена будут написаны на первой странице документа. 28. Перестаньте шутить, я сегодня не в настроении. 29. Я опустился на колени, чтобы поиграть с ребенком на полу. 30. В этом поезде есть бесплатный wi-fi?

## THE VERB

**The Verb** is one of the most significant parts of speech, which denotes an action continuing in time and space.

Traditionally, according to their lexical meaning verbs are divided into **terminative** and **non-terminative (durative)** verbs. Terminative verbs imply a certain limit beyond which the action cannot go on. To this group belong such verbs as *get, refuse, close, open, fall, die*, etc. Non-terminative verbs denote an action which does not imply such a limit and can go on indefinitely. To this group belong such verbs as *live, know, have, possess, hope*, etc. Most English

verbs may function as both terminative and non-terminative (durative). The actual meaning of the verb becomes clear only from the context.

The verb has the following grammatical categories: **person, number, tense, aspect, voice and mood.**

Verbs may be **transitive** and **intransitive**. Transitive verbs require a direct object: *She made coffee. Take a pen and write a letter.*

Intransitive verbs cannot take a direct object. They may be used without an object or may be followed by a prepositional object or by an adverbial modifier: *They have already arrived. He works slowly.*

Verbs have **finite forms** which can be used as the predicate of a sentence and **non-finite forms** which cannot be used as the predicate of a sentence. Non-finite verb forms (infinitive, gerund, participle) cannot show person, number, or tense, but they can show aspect and voice with the help of auxiliary verbs.

According to their syntactic function, verbs are divided into **notional** verbs, **auxiliary** verbs and **link** verbs.

*Notional verbs* are semantically self-sufficient, denoting a certain action or state, and can perform the function of the predicate in the sentence.

*Auxiliary verbs* are those which have lost their meaning and are used only as form words. They are used in analytical forms. Here belong such verbs as *to do, to have, to be, shall, will, should, would.*

A *link verb* connects the subject and the predicative complement and shows the relationship between them. The main linking verb is “be”. Other verbs that can function as link verbs are: *become, grow, get, look, seem, appear, feel.*

*Tom is a doctor. He is busy now. He became a writer. It grew dark.*

As has already been mentioned, the verb has the grammatical categories of *person, number, tense, aspect, voice and mood.*

The finite forms of the verb have the grammatical categories of **person** and **number**. They serve to show the connection between the subject and the predicate in the sentence. The predicate agrees with the subject in person and number. Finite verbs have three persons in English – the first, the second and the third, and two numbers – the singular and the plural.

**Tense** is a grammatical category that indicates the location of an event or situation in time. **Aspect** concerns the manner in which the situation denoted by a sentence is seen to develop in time. It shows, for example, that the action is still in progress or that it is completed. English distinguishes the *progressive (continuous)* aspect and the *perfect* aspect.

**Voice** is the category of the verb which indicates the relation of the predicate to the subject and the object in the sentence, and shows whether the subject is the doer of the action, or its semantic object. There are three voices in English: *the Active Voice, the Passive Voice and the Reflexive Voice* (the third category is not accepted unanimously by grammarians).



*The Active Voice* indicates that the person or thing denoted by the subject is the doer of the action expressed by the verb: *Bill is writing a letter. The old man smiled.*

*The Passive Voice* shows that the person or thing denoted by the subject is acted upon: *He was not allowed to leave the house.*

*The Reflexive voice* indicates that the action expressed by a verb “passes back” on to the doer of the action which is indicated by the subject: *The child cleaned his teeth and washed himself.*

**Mood** is a grammatical category which indicates the attitude of the speaker towards the action expressed by the verb from the point of view of its reality. There are three moods in English: the **Indicative** mood, the **Imperative** mood, and the **Subjunctive** mood.

**Read more:** [4, c. 91–98].

## TENSES IN THE ACTIVE VOICE

### PRESENT

#### The Present Indefinite

It is used to denote:

- habitual actions or permanent states (with the adverbials *always, usually, generally, occasionally, regularly, sometimes, often, every day, from time to time, seldom, rarely, every day, in the morning, on Mondays, etc.*

*He goes swimming every day. She works in a bank.*

- universal truths, laws of nature / scientific facts and instructions.

*Ice melts when heated. Every mother loves her child.*

- arranged future actions (timetables, programmes, etc.).

*The match begins at 8.30 in the evening.*

- a succession of actions (in dramatic or historic present as well).

*The lights go out and a figure tears out of the villa.*

- actions going on at the present moment (with verbs not used in Continuous forms: *like, know, see, agree, believe, hear, understand, want, wish, prefer, realize, depend, belong, etc.*).

*I feel very hungry now. I still don't understand what he wants from me.*

- a future action in adverbial clauses of time and condition (after the conjunctions *when, after, before, as soon as, until, if, in case, unless, while, provided/providing, as long as*).

*I won't go anywhere until you come back. I'll ask about your book when I see him.*

It is also used in stage directions, sports commentaries, instructions, plots of plays, headlines (generally used to refer to past events).

*Then the door **opens** and the stranger **appears**. He **passes** to Ronaldo and Ronaldo **shoots**! IS Bomber **Kills** 83 And **Injures** 176 Others In Two Separate Bomb Attacks In Baghdad.*

**Read more:** 1. [4, c. 99–101]. 2. [3, c. 18–20]. 3. [8, c. 4–5].

### The Present Continuous

It is used to denote:

- an action going on at the moment of speaking.

*Who **is knocking** at the door? Don't speak loudly, mother **is sleeping**.*

- an action in process while another is short or instant in comparison with the first (or habitual). *I never talk while **I'm eating**.*

- an action going on during the present period of time or around the present moment (with the adverbial modifiers *all day/night long, the whole day/night, from... till..., etc.*).

***It is raining** all day long. **I'm waiting** for her call the whole morning. He **is studying** in Germany now.*

- two simultaneous actions, which are in progress.

***I am cooking** dinner while my husband **is watching** football on TV.*

- fixed arrangements for the near future (the construction 'to be going to' is often used for the same purpose).

*My brother **is arriving** on Friday morning. They **are going** on excursion tomorrow.*

- current trends and developments. *Oil prices **are rising** at present.*
- a continual process.

*The Earth **is revolving** round the Sun. The rivers **are flowing** into the seas.*

- repeated actions with ***always, forever, constantly*** (often to show annoyance).

*You **are always leaving** the door unlocked!*

**Read more:** 1. [4, c. 106–109]. 2. [3, c. 27–34]. 3. [8, c. 6–9].

**Note:** Stative verbs that are sometimes used wrongly in continuous tenses are listed below. The list includes verbs of perception (e. g. *see, hear, taste*), verbs of thinking (e. g. *know, wonder, realize*), verbs which express likes and dislikes (e. g. *like, prefer, hate*), verbs which express relationships (e. g. *be, have, belong, own*).

*admire, adore, agree, appear, astonish, be, believe, belong, care, concern, consider, consist, contain, cost, depend, deserve, despise, detest, dislike, doubt, envy, exist, fear, feel, fit, forget, forgive, guess, hate, have, hear, hope, imagine, include, intend, involve, keep on, know, lack, like, look, love, matter, mean, measure, mind, need, notice, owe, own, please, possess, prefer, reach, realize, recognize, refuse, regret, remember, resemble, satisfy,*

*see, seem, smell, sound, stop, suit, suppose, suspect, survive, taste, think, understand, want, weigh, wish, wonder.*

Some of these verbs also have active meanings and therefore may also be used in continuous tenses:

<b>State</b>	<b>Action</b>
He <b>thinks</b> he's very smart. (= he believes)	I'm <b>thinking</b> about you. (= considering)
The soup <b>tastes</b> nice. (= it has the flavour)	He's <b>tasting</b> the soup. (= testing the flavour)
He <b>has</b> two cars. (= he owns; he possesses)	She's <b>having</b> lunch. (= is eating)
The fabric <b>feels</b> soft. (= it has a soft texture)	I'm <b>feeling</b> the rabbit's fur. (= is touching)
I don't <b>see</b> what you mean? (= understand)	I'm <b>seeing</b> him tonight. (= meeting)
This flower <b>smells</b> awful. (= it has the smell)	He's <b>smelling</b> the sauce. (= is sniffing)
I <b>love</b> good music. (= like in general)	I'm <b>loving</b> this song. (= like specifically)
It <b>looks</b> as if the baby is hungry. (= it appears)	He's <b>looking</b> angrily at me. (= is observing)
The box <b>weighs</b> too much. (= has the weight)	He's <b>weighing</b> himself. (= is measuring the weight of)

**Note:** 'Be' is used in continuous tenses to indicate someone's behaviour at a particular time: *You are being very silly.*

### **The Present Perfect**

It is used to denote:

- an action completed before a present moment.

*Jane has already posted the letter. We have just painted our room.*

- actions beginning in the past and continuing up to the present, focusing on the result. *He has written three books.*

- indefinite past actions or experiences.

*She has seen this film. (We don't know when.) I've been to London twice.*

- an action completed before a certain moment in the future in adverbial clauses of time. *I won't give you any money until you have paid your debt back.*

- an incomplete action which began in the past, has been going on up to the present moment and is still going on with emphasis on the result of the action (*Present Perfect Inclusive*). It is used with verbs not admitting of the Continuous form, in negative sentences, with verbs of a dynamic character *to live, to work, to study*, etc.

*I have known him all my life. It hasn't rained for more than a month.*

- a completed action in attributive clauses of a complex sentence with superlative constructions, ordinal numerals or "the only" in the principal clause.

*This is the worst movie I have ever seen. This is the first time (that) he has been away for so long.*

**Note:** Present Perfect is often used with *today, this morning, this week, this year*, etc. when these periods are not completed at the moment of speaking.

*They have sold all the tickets this morning.*

**Read more:** 1. [4, c. 116–121]. 2. [3, c. 42–47]. 3. [8, c. 14–17].

### The Present Perfect Continuous

It is used to denote:

- an action beginning in the past and continuing up to the present, focusing on the action especially with **for** or **since** (*Inclusive*).

*She has been waiting for two hours but there is still no sign of him.*

- an action which was recently in progress but is no longer going on at the present moment (with visible results in the present) (*Exclusive*).

*He has been painting his room. (It smells of paint) – Why are you out of breath? – I've been running.*

- action showing annoyance, irritation or surprise.

*What have you been doing to my computer?*

**Read more:** 1. [4, c. 127–131]. 2. [3, c. 60–66]. 3. [8, c. 18–25].

### EXERCISES

**Ex.1. Open the brackets and use the proper tense-form.**

1. Fishermen often (tell) tales about their catches. 2. In England the traffic (keep) to the left but on the Continent it (keep) to the right. 3. Now I (see) what you (mean). 4. I sometimes (help) her translate drug annotations as I (know) English fairly well. 5. We both (work) for a company, which (produce) bicycles. 6. Listen! There's a noise. – You (hear) it now? 7. We (eat) dinner at 7 o'clock every day. 8. You really (not think) I'll eat this soup! It (smell) awful! 9. Baseball reporter: He (hit) the ball and (drive) it out far into the field, now he (run) and (reach) the first base. 10. She often (arrange) meetings for her boss and other managers of the company. She also (do) common paperwork – (write) memos, (file) reports, (answer) letters. 11. My father (like) a lot of milk in his coffee but no sugar. 12. What time the museum (open)? 13. My sister (read) three or four books every month. 14. I (live) in Manchester which (be) my native town. 15. Where your family (come) from?

**Ex.2. Use either Present Indefinite or Present Continuous. Explain your choice and define the meaning of every verb.**

1. Do you hear? Somebody (scream) outside. I think we must call the police. 2. A vegetarian is a person who never (eat) any meat. 3. – What they (do) in the evenings? – Well, they (watch) TV, (read) books and (talk). Sometimes they (play) chess. 4. Dancers at the ballet school (rehearse) for the coming performance. 5. The sun (set) in the west. 6. The sun (set). It's time to put the children to bed. 7. The water (boil). You (want) another cup of tea? 8. Some big trees (stand) in front of our house. 9. Wood (float) on water. 10. I am awfully sorry, but I really must go right now. She (wait) for me downstairs. 11. You'd better call a priest. Granny (die). 12. One child (die) every four hours on

Britain's roads. 13. The baby never (cry) unless he is hungry. 14. The weather (change) extremely fast in this region. 15. My friend (live) in Chicago now. 16. How often you (go) to the theatre? 17. How you (get) to school? – In winter I (go) by bus, in summer I (walk). 18. – Why he (leave)? – Because he (play) football at 18:00 this evening. 19. They are still married, but they (live) apart. 20. I (feel) so giddy. The weather must (change). 21. What this book (cost)? – It (cost) five pounds. 22. Hurry up and get your suitcase. We (arrive) in Liverpool. 23. My father (do) all repairs in the house himself. At the moment he (repair) the heating installation. 24. I (wear) shorts because the sun (shine) today. 25. Why they always (ring) up so late?! I can't stand it!

**Ex. 3. Put the verbs in brackets into the Present Indefinite or Present Continuous.**

Terry Pool (1) ..... (be) an engineer who (2) ..... (work) for an international aid organization. Although he normally (3) ..... (work) in Indonesia, at present he (4) ..... (supervise) a project in Rwanda which (5) ..... (involve) the coordination of local people, aid workers and engineers like himself. Although he (6) ..... (enjoy) the experience, he (7) ..... (doubt) the project will be finished soon.

**Ex. 4. Write a verb from the box in the correct form, Present Indefinite or Present Continuous, in each gap. Use the words in brackets with the verb. Verbs can be used more than once.**

contact	do	drive	focus	go	happen	have	like	look
need	say	sound	take	think	try	work		

**S:** Hey, John! How are things? What (1) (you) .....

**J:** Hi, Sarah! Fine! (2) (I/just) ..... some research for that history project.

**S:** (3) (how/it) .....

**J:** Yeah, (4) (it/well) ....., thanks. The website (5) (I) ..... at now is very good. It's got loads of useful information.

**S:** Great! Listen, the reason (6) (I) ..... you is that my (7) (mum) ..... passed the library every morning on the way to work, and (8) (she) ..... She can give you a lift tomorrow morning, if you like.

**J:** Wow, that's really kind of her, but actually (9) (it/not) ..... long to walk there from here, so (10) (she/not) ..... to worry. Can you thank her for me, though?

**S:** Sure!

**J:** (11) (what) ..... with your project? (12) (you) ..... a title yet?

**S:** No! (13) (I/not/even) ..... a topic yet! (14) (I/not/really) ..... on it at the moment, though. (15) (I) ..... to finish my physics project first.

**J:** Why (16) (you/not) ..... something on the World War II?  
That's interesting.

**S:** No, (17) (I/not) ..... wars! I'd rather do something (18) (that) ..... more on social history.

**J:** Like what?

**S:** Like the role of women in the Industrial Revolution.

**J:** (19) (that) ..... good.

**S:** (20) (you) ..... so? Ok. Maybe I'll do that, then.

Ex. 5. **Correct the mistakes if there are any.**

1. It's only a quick call as I *ring* from my mobile. 2. We are glad to know that our uncle *is coming* home next week. 3. He believes in God and *is* always *going* to church on Sundays. 4. You *are* really *resembling* your father when you frown like that. 5. The last train *is leaving* the station at 10 p. m. 6. Their baby *is* constantly *crying*! I'm fed up with this! 7. Now I *am seeing* what you *are driving* at. 8. The number you have dialed *is not existing*. Please try again. 9. Look! Somebody *tries* to steal your bike. 10. The usually *drink* tea in the morning, but today they *drink* coffee. 11. He *is* always *laughing* at us when we meet. 12. He often *changes* his political views. Now he *is belonging* to the Conservative Party. 13. Why *don't* you *play* football, Mike? I thought you had a match this afternoon. 14. Pity, but I'm *forgetting* my English. 15. Now my job *is involving* a huge amount of foreign travel.

Ex. 6. **Paraphrase the following sentences:**

1. This matter is no concern of yours.

**This matter does not** .....

2. The dog keeps stealing my socks!

**The dog** .....

3. Is there such a place as Eldorado?

**Does** .....

4. Mr. Richardson is the owner of the villa.

**The villa** .....

5. That jacket is too small for Jane now.

**That jacket** ..... Jane any more.

6. I'm always nervous before job interviews.

**Job interviews** ..... nervous.

7. It is a three-hour flight from London to Athens.

**It** ..... from London to Athens.

8. Whose watch is this?

**Who** ..... to?

9. My dentist's appointment is for next Wednesday.

**I am** ..... next Wednesday.

10. Go to the international ticket desk immediately on arrival.

**As** .....

**Ex. 7. Translate into English using the Present Indefinite or the Present Continuous.**

1. Ты плохо выглядишь. Как ты себя чувствуешь? – У меня ужасно болит голова. 2. Я слышу шаги, кто-то идет сюда. 3. Кофе пахнет просто великолепно! Можно мне чашку? 4. Не отвлекайте его, когда он готовится к экзаменам. 5. Где ваши друзья? – Они все еще ремонтируют свою машину. 6. Сначала думай, потом говори. 7. Почему ты не хочешь слушать меня? Я говорю серьезно! 8. Том не ходит ни в кино, ни в театр. 9. Не понимаю, чего ты ждешь? 10. Что-то подсказывает мне, что она смотрит на меня так пристально не просто так. 11. Говори громче, он плохо слышит. 12. Она все время жалуется на зубную боль, но не хочет сходить к врачу. 13. Мне надо успеть на поезд, который отправляется в 10.20. 14. Никто из нас не знает, где он собирается работать. 15. Ее глаза сияют, когда она смотрит на него. 16. Она всегда любит повторять одно и то же дважды. 17. Чем он зарабатывает на жизнь? Он пишет исторические романы. – О, над чем он сейчас работает? 18. Каков он внешне, интересно знать? 19. Он всегда неожиданно появляется! Меня это раздражает. 20. Почему ты ничего не ешь и не пьешь? Угощайся, пожалуйста. 21. Меня очень интересует все, что происходит в нашем университете. 22. Я объясняю тебе ситуацию простым английским языком, а ты даже не хочешь попытаться понять, что я говорю. 23. Когда они улетают в Рим? – Через месяц. 24. Сегодня опять идет снег. Обычно здесь снег идет редко. 25. Знаешь, о чем я думаю?

**Ex. 8. Open the brackets and put the verb into the correct form, Present Indefinite, Present Continuous or Present Perfect.**

1. I (realize) what's different! You (change) your hair! 2. This is the house where I (live). I (live) here since childhood. 3. Can I see him now? – I'm afraid not. He (pass) his final examination right now. 4. She (look) so happy! She (pass) all her exams already. 5. As a rule, I (have) just some cookies for supper, but this evening I (order) a pizza. 6. So far we (not have) any reason to complain. 7. I just (look) at the barometer and (see) that it (fall) very quickly. 8. What (happen) to your car? – There (be) some long scratches on its right side and I (see) some more on the right door! 9. I (go) to the swimming pool once a week, but I (not go) there this week yet. 10. They (not work) for several days now. They (be) too ill. 11. There (be) Englishmen who never (be) on the Continent. 12. You (know) if the postman (be)? 13. Don't make so much noise. They (finish) their work and (sleep) now. 14. I never (play) rugby in my life. 15. Where you (be) all this time? Where you (go) to again?

Ex. 9. *Paraphrase the following sentences:*

- a) Ann got this painting ten years ago. **has**  
Ann ..... ten years.
- b) She doesn't see her friends any more. **touch**  
She ..... her friends.
- c) This is Greg's first visit to India. **visited**  
This is the ..... India.
- d) It's twenty years since Pat and John got married. **for**  
Pat and John ..... twenty years.
- e) The last time I was in Madrid was in 1996. **since**  
I .....
- f) Quite a few books are missing from the class library. **back**  
Several members of the class .....
- g) After taking the pills, I began to feel much better. **have**  
Since taking .....
- h) There are no tickets left for the concert so we can't go. **out**  
The concert ..... so we can't go.

Ex. 10. *Translate into English using the Present Indefinite, the Present Continuous or the Present Perfect:*

1. Он написал довольно много книг о Латинской Америке. Сейчас он пишет о Парагвае. 2. Почему ты разговариваешь со мною так грубо? Я уже и так все понял. 3. Мы часто ездим на море, но в этом году мы еще никуда не ездили. 4. Смотри, дождь закончился, и люди идут без зонтов. 5. Ты такой бледный. Ты был у врача? 6. Я очень благодарен вам за все, что вы для меня сделали. 7. В последнее время я посмотрел много хороших фильмов. 8. Не понимаю, что он здесь делает. Я уже просил его не приходить сюда. 9. Они много путешествуют. На следующей неделе они уезжают из Бреста. Они едут на юг. 10. – Кто-нибудь видел мою сумку? – Вечно ты теряешь свои вещи! Это просто смешно! 11. Мы рады, что вы приняли правильное решение. Добро пожаловать в команду! 12. Я впервые вижу такого рассеянного человека! Он всегда такой? 13. Я только что разговаривал с ними по телефону. Они уже проезжают Лутон. 14. Кто это сделал? Почему ты не отвечаешь? 15. Он не прочитал ни одной книги с лета.

Ex. 11. *Put the verbs in brackets in the correct form, Present Perfect or Present Perfect Continuous.*

- a) ..... (**the secretary / send off**) over 20 letters this morning so far.
- b) Is it the first time ..... (**you / ever / eat**) paella?
- c) ..... (**we / wait**) for you for the past three hours. Where ..... (**you / be**)?



- d) ..... (**I / stand**) up all day and my feet are killing me!  
 e) I'm afraid ..... (**we / not / get**) any scooters left. .... (**we / expect**) the delivery for two weeks already.  
 f) ..... (**we / think**) about where to go on holiday for weeks, but ..... (**we / decide**) yet.  
 g) ..... (**she / draw up**) a list of people to invite to the wedding but ..... (**she / not / get**) very far so far.  
 h) Oh, by the way, Tom, ..... (**mum / mean**) to ask you for a while. Would you like to come with us to our country house?

**Ex. 12. Open the brackets and put the verb into the correct form, Present Indefinite, Present Continuous, Present Perfect or Present Perfect Continuous.**

1. Don't shout, please. He (sleep) in the next room. He (work) hard since early morning. 2. We (be) here for three months now and still we (not know) anyone. 3. Since you (work) late this week you (to look) tired and worn out. 4. How long you (learn) English? 5. You look so tired, Becky! What (to happen)? – I (tidy up) in the garage. 6. You are the friend I (to look for) all my life. 7. We all know that they (to arrive) and (to go) to the theatre tonight. 8. You (to taste) ever English pudding? 9. The cold wind which (to blow) since the morning, (to stop), but it still (to drizzle). 10. They (not work) for several days now. They (be) too ill. 11. I (sit) here waiting for you for nearly an hour. I already (drink) four whiskies. 12. The pain already (go) but the baby still (cry). 13. He (read) a book for an hour and he (say) he (be) about to finish it as he (read) the last page. 14. It (not rain) for a month now. The grass is very dry. 15. I (go) to this pub every evening for the last ten years. 16. They still (discuss) that problem? But they (do) it since 10 o'clock in the morning! 17. Look, what you (do) to me! 18. They (live) in our village for half a year already, but they (not make) any friends yet. 19. I always (love) you. 20. I'm afraid we (not have) enough chairs – all my relatives (come) to the party.

**Ex. 13. Translate from Russian into English:**

1. Ты говоришь слишком быстро, он не понимает тебя. 2. Смотрите, кто пришел! 3. Я не видел его в последнее время, я знаю, что он усердно готовится к экзамену. 4. – Как долго ты живешь здесь? – Я живу здесь всю свою жизнь. 5. Не кричите на него, он еще ребенок! Что он сделал? 6. Я уверен, что он уже жалеет, что рассказал ей об этом. 7. Почему ты не отвечаешь мне? Я в третий раз задаю этот вопрос! О чем ты думаешь? 8. Они знают, что я возвращаюсь завтра? 9. Никто из нас не знает, где он собирается работать. 10. Я предупреждаю вас, в первый и последний раз, что вы не должны опаздывать. 11. Она всегда любит повторять одно и то же дважды. 12. Чем он зарабатывает на жизнь? 13. Разве мы не встречались

раньше? 14. – Что случилось с тобой? – Я упал и сломал руку. – Какая жалость! Ты был у врача? 15. Я работаю на этом заводе уже 10 лет. 16. Почему он не едет провожать ее? Они поссорились? 17. Он никогда не был за границей. 18. Не совсем ясно, *что* она здесь делает. 19. – Почему ты улыбаешься? – Я слушаю, что ты говоришь и понимаю, что ты ошибаешься. 20. Кто этот человек, с которым ты только что разговаривал? 21. Я обычно не отвечаю на телефонные звонки с работы, когда я дома. Но сегодня я сделал исключение. 22. Они до сих пор живут в этом старом доме. 23. Не смотри на меня так, я нервничаю! 24. Простите, я доставил вам столько беспокойства! 25. Она еще не решила, что лучше – здоровье или богатство.

## PAST

### The Past Indefinite

It is used to denote:

- actions completed in the past when there is direct or indirect time reference.

*He **left** an hour ago. She **phoned** before the boss came.*

- customary, habitual, repeated actions in the past.

*They **travelled** a lot when they were young.*

- past actions happening one after the other.

*He **stood up**, **picked up** his briefcase and **left** the office.*

- past actions which won't be repeated, stating facts.

*Tom Hanks **starred** in "Forrest Gump".*

- actions occupying a period of time in the past when the fact that the action took place is more important than its duration.

*They **lived** in Spain for three years and then **moved** to England.*

- actions going on at the definite moment of time in the past (with verbs not used in Continuous forms).

*The tea was good, I **liked** it. The situation was horrible, but I **hoped** for the best.*

#### Note:

#### Used to / Be used to / Would

**used to** + Infinitive = past habitual action/ state

*This building **used to be** a hospital. When I was a boy I **used to accompany** my father to the hunting.*

**would** + Infinitive = repeated past action and routine, but not states. It is more common for written speech and often occurs in reminiscences.

*When I was at my grandparents cottage, I **would wake up** early and go for a ride.*

**be / get used to** + **gerund / noun** = habitual action

*I haven't **got used to living** abroad yet.*

**Note: The Past Indefinite and the Present Perfect Compared**

The Present Perfect is used for actions that occurred in the past but have a connection to the present and the Past Indefinite is used for actions that began and ended in the past. The main difference between the two tenses is that while the Present Perfect has a connection to the present the Past Indefinite does not.

The Present Perfect is never used with such adverbial modifiers of the past time as *yesterday*, *the other day*, *last week*, etc. With such adverbial modifiers as *today*, *this week*, etc. both the Present Perfect and the Past Indefinite can be used.

With the adverb *just* the Present Perfect is used. With the expression *just now* the Past Indefinite is used.

**Read more:** 1. [4, c. 102–103]. 2. [3, c. 20–23]. 3. [8, c. 10–11, 26–29].

**The Past Continuous**

It is used to denote:

- an action which was going on at a certain moment of time in the past or during a certain period of time in the past.

*She **was still working** at eight o'clock yesterday evening. I **was sorting** out the books all day long yesterday.*

- past action in progress interrupted by another action.

*She **was leaving** the flat when the phone rang.*

- simultaneous past actions.

*While his wife **was getting** dressed, he **was enjoying** his drink.*

- an action thought of as a continual process to express annoyance, irritation or criticism (very often with adverbs *always*, *constantly*).

*She **was crying** all the time, she **was never talking** sense! When we lived together, he **was always leaving** his things everywhere!*

- polite inquiries. *I **was wondering** if you could help me.*

**Note:** The Past Continuous of the verbs *to expect*, *to intend*, *to hope*, *to plan*, *to mean* may be used to show that the planned action was not carried out.

*I **was meaning** to come and see you.*

**Read more:** 1. [4, c. 109–111]. 2. [3, c. 34–39]. 3. [8, c. 12–13].

**The Past Perfect**

It is used to denote:

- a past action completed before a certain moment of time in the past or before another past action.

*She thanked her father for what he **had done** for her. Hardly **had** he **touch**ed the pillow when he fell asleep.*

- an action which began before a definite moment in the past, continued up to that moment and was still going on at that moment (*the Past Perfect Inclusive*). It is used with verbs not admitting of the Continuous form, in negative sentences, with verbs of a dynamic character.

*Last summer it **hadn't rained** for two months.*

**Note:** Past Perfect is not used to denote a succession of actions. In this case the Past Indefinite is used. But when the completion of the action is emphasized the Past Perfect is used.

*He learned the poem by heart when he **had heard** it several times.*

On the other hand, when the idea of completion is of no importance, the Past Indefinite is used with the conjunctions *after, before*, etc.

*He had a glass of milk after he **ate** a roll.*

**Read more:** 1. [4, c. 121–124]. 2. [3, c. 52–57]. 3. [8, c. 30–31].

### The Past Perfect Continuous

It is used to denote:

- an action which began before a definite moment in the past, continued up to that moment and was still going on at that moment (*Inclusive*).

*She **had been cooking** all day long when her husband came home.*

- an action which began before a definite moment in the past, continued up to that moment, but was no longer going on at that moment (*Exclusive*).

*She was covered in paint because she **had been painting** her room.*

**Read more:** 1. [4, c. 131–133]. 2. [3, c. 67–70]. 3. [8, c. 32–33].

### EXERCISES

Ex. 1. *Open the brackets and give the proper forms of the Past Indefinite Tense.*

1. As soon as they (see) me, they (stop) talking. 2. My grandfather (play) tennis until he (be) sixty. 3. I (put) on my warm coat but I (catch) a cold all the same. 4. He (come) to see me whenever he (need) money. 5. I (meet) an old friend of mine the other day. We (talk) a lot. 6. We (go) on a hike yesterday but the weather (spoil) the pleasure. 7. He (come) back home late, (take) a shower, (have) some tea and (go) to bed. 8. You (play) football as a boy? 9. – How much you (pay) for your smartphone? – I (pay) 500 £. 10. The Queen last (visit) Canada in 1973. 11. Where you (spend) your holidays last year? What time of year you (go)? 12. He (get) this ring as a present, long ago from his Grandma when he (get married) for the first time. 13. When they (come) home at last I (go) to bed. 14. At college he (study) English and French for about four years and then in 1991 he (start) to learn Chinese. 15. My heart (leap) from joy when I (get) the news.

**Ex. 2. Choose between the two forms – Past Indefinite and Past Continuous, explain your choice and define the meaning of the appropriate tense-form.**

1. Oh, God! Were you (quarrel / quarreling) all evening? 2. – What's wrong with you? – Nothing. I just (think / am thinking) about what you (told / was telling) me in the pub. 3. My tooth (was breaking / broke) when I (ate / was eating) a nut. 4. While her friend (stayed / was staying) in Rome, she (wrote / was writing) to him twice a week. 5. – What you (did / were doing) at 9 o'clock last night? – Well I just (saw / was seeing) my girl off. 6. He was angry with her, he said she always (meddled / was meddling) in other people's lives. 7. We (played / were playing) football when the storm (was beginning / began). 8. The Pilgrim Fathers (were landing / landed) in New England in 1620. 9. When I (was leaving / left) the house it (rained / was raining). 10. I (had / was having) breakfast, when the telephone (was ringing / rang). 11. Who you (talked / were talking) to on the phone when I (was coming / came) in? 12. – The cook (eat / is eating) out of the saucepan? – No, she only (is tasting / taste) the sauce. 13. While she (knitted / was knitting) in her Dad's armchair, he (looked / was looking) through the bills at his writing desk. 14. I (am tasting / taste) garlic in the soup. 15. He (wore / was wearing) a mask when he (entered / was entering). 16. I (was swimming / swam) in the sea when the accident (happened / was happening). 17. Max still (was doing / did) his homework when we (were coming / came). His brother who always (worked / was working) quickly already (played / was playing) in the backyard. 18. He always (tell / is telling) me about his troubles. Honestly, it (is depressing / depress) me. 19. – Why you (did not stop / were not stopping) the man? – I (was thinking / thought) he was just drunk; I never (believed / was believing) the man (went / was going) crazy! 20. The next morning I (was having / had) a splitting headache and I still (was feeling / felt) giddy.

**Ex. 3. Open the brackets using the correct tense-form:**

Yesterday, as I (walk) down the street, I (meet) George, an old friend of mine. He (recognize) me at once, though I (wear) a scarf round my face. I (suffer) from toothache. He (tell) me how sorry he (be) to see me in such a poor way and (add): "I (come) to see you a fortnight ago but unfortunately we (prepare) the annual accounts and as one of my colleagues (be) ill, I (can, not) find time to get round to you". All the time he (say) this I (try) to remember something I (want) to tell him. Eventually I (remember) and (say) to him: "By the way, I (receive) a letter from Smith the other day, in which he (say) that he (hope) you would call on him soon. He last (see) you at Marion's birthday party but you (talk) so hard to one of the guests that he (dare, not) to interrupt!"

Just then I (see) another friend of mine, he (wave) to me from the other side of the road. I (say) good-bye to George and (start) to cross the road. While I (cross), a car (rush) out from nowhere and (knock) me down. Luckily, I (fall) into an open

crate of bananas, which a boy (sell), so I (sustain) no great injury though the bananas (do).

**Ex. 4. *Open the brackets and put the verb into the correct tense, either the Past Indefinite or the Present Perfect.***

1. Susan (finish) her homework half an hour ago. 2. Where you (meet) her for the first time? 3. You (find) the book which you (lose) the other day? – Yes, I (find) it in the laboratory room when I (come) there. 4. When I (be) a boy, we (live) in the country. 5. Up to now I never (hear) a bad word about him. 6. The rain (stop) but the sky is overcast. 7. Why you (take) my umbrella while I was out? You (break) it! 8. Her family (die) in a car accident when she (be) twelve. 9. Look, the clock (stop). 10. You (wear) your hair long when you (be) at school, Mum? 11. They (leave) for Spain many years ago and I (not see) them since. 12. You (know) if the postman (be)? 13. We (finish) painting the house yesterday but we (not finish) painting the fence. 14. Where you (buy) that coat? 15. The film already (begin). Why are you always late? 16. I (make) five mistakes in my dictation today. Yesterday I only (make) three mistakes. 17. This is the most interesting book I (read)! 18. – When he (return)? – He (return) very late at night. 19. Stuff manager to applicant: – You ever (work) as an insurance agent before? Applicant: – Yes, of course. I (work) for a car rental firm in Glasgow, then I (be) out of work for three months. Manager: – How long you (work) for that firm? Applicant: – I (work) for them for about five years, sir. 20. Where you (be) all these weeks? I hope you (not be) ill!

**Ex. 5. *Match the two halves of these sentences:***

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 1. They haven't spoken to each other | a) at school.                     |
| 2. I read this book                  | b) lately.                        |
| 3. They left the office              | c) since their quarrel last week! |
| 4. He hasn't seen the film           | d) when he lived in the village.  |
| 5. My son went in for sports         | e) up to now.                     |
| 6. I have not seen them at the club  | f) a moment ago.                  |
| 7. She often fell ill                | g) when I was at school.          |
| 8. He used to go fishing every day   | h) before                         |
| 9. He has worked very hard           | g) when he was 7.                 |
| 10. I've seen pretty much of him     | j) all day                        |

**Ex. 6. *Translate into English using the Past Indefinite or the Present Perfect:***

1. – Ты видел сегодня Марка? – Да, но он уже ушел. 2. Как давно вы знакомы? 3. Что вы сказали? Я не слышал вашего вопроса. 4. Они жили в Индии в течение 5 лет, а потом переехали в Англию. 5. Она никогда не любила его, просто делала вид. 6. На днях я встретил своего старого друга.

Я не видел его с тех пор, как мы окончили университет. 7. Я слышал, что Джон и Мэри поссорились. 8. Когда он услышал первую строчку стихотворения, он сразу узнал его. 9. Ты пригласил ее на вечеринку? 10. Я уже читал об этом в газете. Это ужасно! 11. Летом мы частенько собирались вокруг костра по вечерам и пели песни. 12. – Давайте сходим в кафе и перекусим. – С удовольствием, я еще не обедал. 13. Погода изменилась очень резко со вчерашнего дня. 14. Он начал писать этот роман сразу после войны. 15. О, кто-то забыл свои вещи в гардеробе. 16. Они познакомились лишь несколько дней назад. 17. Кто сказал тебе, что я собираюсь поменять работу? 18. Я никогда не верил тому, что он рассказывал. 19. Она так счастлива! Родители подарили ей новый телефон. 20. Когда вы были в театре в последний раз?

**Ex. 7. *Open the brackets and put the verb into the correct form, Past Indefinite or Past Perfect.***

1. He (remind) me that we (be) classmates at school. 2. He (manage) to pass his exam because he (studied) hard. 3. Mike hardly (enter) the flat when the telephone (ring). That was his old friend who (inform) him that he just (arrive) in the city and (want) to meet. 4. They (go) rather far from the city when they (notice) a storm coming. 5. She just (finish) the washing-up when the guests (arrive). 6. Mr. Brown (not see) his classmate for years when he (meet) him last week. 7. The boy (confess) to his teacher that his brother (help) him with the homework. 8. He (switch) on the light, (take) the newspaper and (sit) down in the armchair to look through it. 9. Polly (look) at her watch: one hour (pass) but Tom (not return) yet. 10. When I (meet) her yesterday quite by chance she (start) to complain of her husband who (not write) a single postcard to his relatives for years. 11. Hardly the exhausted child (touch) the pillow when he (fall) asleep. 12. She (read) in his eyes what he (want) to say before he (say) it. 13. The doctor (wonder) why I (not complain) of these pains earlier. 14. How long you (be) married when your son (be) born? 15. When the ambulance finally (arrive) the old man (be dead) for about an hour. 16. We (drive) about two hours and at last (see) a gas station. 17. No sooner I (reach) the corner of the building than I (hear) someone's steps behind my back. 18. I (feel) pleased with myself: I (find) the book I (need). 19. When they (come) to the station, they (find) out that their train (leave). 20. He (manage) to destroy some evidence before the police (arrive).

**Ex. 8. *Choose the correct item.***

1. – Where's Jane?

– I don't know. She ..... the office fifteen minutes ago.

**a** left

**b** had left

**c** was leaving

2. – Why didn't Mary show up at the party last night?  
– When I called her at 11:00, she .....  
**a** still studied      **b** was still studying      **c** had studied
3. Did you know that Oscar Wilde ..... in Paris during his final years?  
**a** had lived      **b** lived      **c** was living
4. – You look very upset. What's the matter?  
– I ..... on my thesis when my computer suddenly crashed.  
**a** used to work      **b** worked      **c** was working
5. – I do like your car!  
– Are you joking? We ..... a far better one before we bought this.  
**a** had      **b** were having      **c** had had
6. – What's wrong with Robert?  
– No idea. He ..... up, slammed the door and left the building!  
**a** had got      **b** used to get      **c** got
7. When I lived downtown, I ..... to the cinema almost every night.  
**a** was going      **b** had gone      **c** used to go
8. – Wasn't firing Mary rather harsh on her boss's part?  
– Not really. He ..... her several times in the past.  
**a** warned      **b** had warned      **c** was warning
9. She didn't start her homework until her brother ..... for school.  
**a** was leaving      **b** left      **c** had left
10. It was while I ..... the street that I saw Robert.  
**a** walk      **b** had walked      **c** was walking

**Ex. 9. Put the verbs in brackets into the appropriate past tense.**

Joan and Louis have a very interesting story of their acquaintance. That (1) ..... (happen) during Joan's trip to Paris. She (2) ..... (not/meet) Louis before, but she (3) ..... (be) certainly glad that she had by the end of her stay. The first thing that (4) ..... (happen) was that the hotel where she (5) ..... (plan) to stay (6) ..... (not/receive) her booking, so they had no room for her. Then, as she (7) ..... (try) to get a taxi to take her to another hotel, someone on a motorbike (8) ..... (snatch) her bag with all her tickets and credit cards in it. As her French (9) ..... (be) quite rusty, she (10) ..... (not/ know) how to explain what (11) ..... (happen). It was then that Louis (12) (approach) her and (13) ..... (introduce) himself.

**Ex. 10. Put the verbs in brackets into the appropriate past tense.**

**The Ass with a Sack of Salt**

An ass, who (carry) a large sack of salt which his master (place) on his back, (come) to a stream over which there (be) a bridge. As he (cross) the bridge he (slip) and (fall) into the stream. The salt (melt) in the water and the ass (be)



glad that his sack (to become) so light. The next day the ass (cross) the bridge with another bag of salt. He (remember) what (to happen) the day before, so he (fall) into the stream on purpose and (stay) there until the salt (melt). After he (do) the same thing a third time, his master (decide) to cure the lazy animal of his tricks. He (fill) the bag with sponges and (tie) it on the ass's back. When the animal (come) to the stream, he at once (plunge) into the water. He (be), however, greatly disappointed when a few minutes later he (find) that the bag (be) ten times heavier than it (be) before.

**Ex. 11. *Open the brackets and put the verb into the correct form, Past Indefinite, Past Continuous, Past Perfect or Past Perfect Continuous.***

1. Margaret (watch) TV for about an hour when there (be) a knock at the door. 2. The boys (give) a cry of fear: the figure that (lie) motionlessly on the ground, (begin) to move again. 3. My brother (learn) English for two years before he (go) to England. 4. When he (arrive), I (live) in Manchester for a week. 5. John (return) from the gym where he (train). 6. Laura (be tired) because she (study) hard all night long. 7. Her heart (beat) fast as if she (run). 8. We (wander) about the wood for about an hour when we (see) a small hut. 9. Derek (get) up from the armchair on which he (sit) and (come) up to the window. The rain (stop) but strong wind still (blow). 10. There (be) sheets of paper on the table on which the children (learn) to draw. 11. We (talking) about what we (do) since we last (meet). 12. From the expression of his face and the way he (talk) I (understand) that he (drink) all night. 13. He said that he (work) in the garden for two hours when it (begin) to rain cats and dogs. 14. I (not know) that he (go) in for judo since childhood. 15. He (tell) us what he (do) in our absence.

**Ex. 12. *Translate into English using the appropriate past tense:***

1. Где ты купила эту сумку? Я всегда хотела себе такую. 2. Когда мы вернулись домой, ужин был приготовлен, квартира убрана, а папа смотрел телевизор. 3. В моем купе был только один пожилой джентльмен, который читал газету. 4. Я был уверен, что он пожалел, что написал ей. 5. Едва они вернулись домой, как пошел дождь. 6. Он проснулся. Возле его кровати звонил телефон. 7. Они проговорили около двух часов, и затем он сказал, что ему надо повидать кое-кого из друзей. 8. В конце концов они продали свой дом и уехали навсегда. 9. Он знал, что в детстве она жила в Риме. 10. Я старался вспомнить его имя в течение целого дня, до того как увидел его. 11. Секретарь отослала письма к 5 часам. 12. Я был очень рад встретиться с ним, так как давно его не видел. 13. Мы вышли в ночь. Темнело, шёл дождь, становилось холодно. 14. Пароход отошёл от причала, когда они вбежали на пристань. 15. Когда я вошёл, он чинил велосипед, и я понял, что он чинил его долго, так как выглядел очень

усталым. 16. Его образование закончилось к тому времени, как ему исполнилось шестнадцать. 17. Когда учитель вошёл в класс, дети обсуждали фильм, который они видели накануне. 18. Я нашёл его в том же самом положении, в каком я его оставил. 19. Он был когда-то способным учеником. 20. Едва она произнесла это, как тут же пожалела об этом. 21. Я не писал ей с тех пор, как мы расстались. 22. Две недели шли дожди, пока, наконец, три дня назад не установилась хорошая погода. 23. Когда я пришел, он уже вернулся и сидел у камина. 24. Не успели мы проехать два километра, как у нас лопнула шина, и мы потратили около часа на ее починку. 25. Он почувствовал себя неловко, когда все посмотрели в его сторону.

## FUTURE

### The Future Indefinite

It is used to denote:

- predictions, offers, promises, requests, suggestions.  
*Will you help me with the dishes? They will regret of what they have done!*
- on-the-spot decisions. *There is no bread left. I will go and buy some.*
- opinions, hopes, fears, especially with *think, expect, suppose, fear*, etc.  
*I think he will pass the test brilliantly.*
- refusals, resistance, reluctance to do smth. (with *will* in the negative form).  
*I won't talk with you any more! After what you have done!*

**Note:** *Shall* is sometimes used in statements about the future, but only after a first-person subject: *I we shall be very pleased to see you.*

*Shall* is mostly used as a modal verb in orders and instructions: *Students shall remain seated until the end of the examination. No alterations shall be made to the property without the prior consent of the landlord.*

The imperative use of *shall* occurs only in very formal styles. In questions *shall* is used with a first-person subject when you are offering to do something for someone and are fairly confident that your offer will be accepted.

*Shall I open the window? Shall we wait for you, boss?*

**Note:** The construction “*to be going to*” is used to denote:

- intentions. *I'm going to finish painting the house tomorrow.*
- planned actions. *He's going to take his driving test next month.*
- possible action seen in the future as a result of something else.  
*He doesn't know how to light a fire. He's going to burn himself!*

**Read more:** 1. [4, с. 104–105]. 2. [3, с. 24–27]. 3. [8, с. 42–47].

### The Future Continuous

It is used to denote:

- an action which will be going on at a certain moment in the future. This moment can be indicated by another future action expressed by a verb in the Present Indefinite, by an adverbial phrase or is understood from the situation.

*I think I will be busy tomorrow night; I **will be packing up** my luggage. I **will be flying** to London this time tomorrow. They **will be sleeping** when you return.*

- logical assumptions about someone's actions in the present.

*He **will be sleeping** now. (It's already midnight.)*

- previously planned actions (instead of Present Continuous).

*I'll be seeing George tonight. Would you like me to tell him the news?*

**Read more:** 1. [4, c. 111–113]. 2. [3, c. 39–41]. 3. [8, c. 48–49].

### The Future Perfect

It is used to denote:

- an action completed before a definite moment in the future or before another future action.

*The workers **will have finished** painting the house by the end of the week. I'm afraid we **won't have drunk and eaten** all this by the time the restaurant closes.*

- logical assumptions about someone's actions.

*He **will have gone** to sleep by now.*

- an action lasting over a certain period of time up to the given future moment (*The Future Perfect Inclusive*). It is used with verbs not admitting of the Continuous form, in negative sentences, with verbs of a dynamic character.

*They **will have lived** for five years here by next June.*

**Note:** *by/before* are used with Future Perfect in affirmative sentences; *until* is used in negative sentences.

*They **will have cleaned** the house by 9 o'clock.*

*They **won't have cleaned** the house until 9 o'clock.*

**Read more:** 1. [4, c. 124–126]. 2. [3, c. 58–60]. 3. [8, c. 48–49].

### The Future Perfect Continuous

It is used to denote:

- an action which will begin before a definite moment in the future, will continue up to that moment and will be going on at that moment. The continuity is usually emphasized with **by... for**.

*By next Sunday, they **will have been living** here for two weeks.*

**Read more:** 1. [4, c. 133–135]. 2. [3, c. 71–72].

**Note:** When future actions are viewed from the past, it is usual to use **Future in the past** tenses. They are formed and used similarly to the corresponding future tenses. The only difference is the change of *will/shall* to *would/should*.

*Everybody hoped that he **would return** safe and sound. I knew that they **would be still quarrelling** when I came back.*

## EXERCISES

Ex. 1. **Open the brackets and put the verb into the correct form, Future Indefinite or Present Indefinite.**

1. They (punish) you unless you (return) the books. 2. I (give) you this book if you (promise) that you (return) it in two days. 3. I (not go) downstairs until they (leave). 4. As soon as she (return) to England, she (write) a letter to you. 5. I (not talk) with him if he (not apologize). 6. My grandfather (be) eighty next year. 7. Shut the window or you (catch) a cold. 8. I'm sure he (help) you if you (ask) him. 9. She (be) angry when she (see) what you've done. 10. Provided we (leave) now, we (miss) the rush hour. 11. I (not know) when they (come back). 12. She (talk) to him when he (come). 13. As soon as he (return) from work, we (have) dinner. 14. Jack (not tell) us anything if something (go) wrong. 15. I think you (like) him when you (know) him better. 16. I (want) to know when you (return) the money. 17. We (go) on a hike if the weather (keep) fine. 18. I (write) down my phone number in case you (forget) it. 19. It is raining. You (get) wet through unless you (take) an umbrella. 20. You may take my car as long as you (drive) carefully.

Ex. 2. **Translate into English:**

1. Если хочешь, сделай это завтра. Но помни, что, если ты не справишься, у тебя будут проблемы. 2. Когда я вернусь, я сразу же лягу спать. 3. Брат никогда не простит меня, если я позволю тебе уйти. 4. Я отпущу его с вами при условии, что вы будете за ним присматривать. 5. Мы позвоним в полицию, если вы не перестанете шуметь. 6. После того как сделаешь уроки, приходи ко мне. 7. Если мы немедленно не отправимся на вокзал, мы опоздаем на поезд. 8. Я не прощу его, пока я не увижу, что он все понял. 9. Никто не будет с ним общаться, пока он будет вести себя подобным образом. 10. Если он вернется поздно, он останется без ужина. 11. Когда он подойдет, мы сделаем вид, что его не знаем. 12. Если не принять жесткие меры, возникнут серьезные проблемы.

Ex. 3. **Fill in will or 'be going to'.**

a. A: I ..... start learning Italian.

B: Great! You ..... let me know what it's like as I'd like to have a go too?

- b. A: Caroline ..... have an operation next Tuesday.  
 B: If you tell me which hospital she ..... be in, I ..... go and visit her.
- c. A: I have to be at work by 8:30.  
 B: But it's nearly 8:00. You ..... be late.
- d. A: I'm sure I ..... pass the course this time.  
 B: I hope you ..... You've worked really hard this term.
- e. A: Look at the sky! It definitely ..... rain.  
 B: Oh, my! I ..... bring the chairs in from the garden, then.
- f. A: So, are you ready to go?  
 B: I've told you a thousand times! I ..... come.
- g. A: If you buy the flowers, I ..... get some chocolates then.  
 B: Ok, but get a move on or we ..... be late.

**Ex. 4. Choose between the two forms – Future Indefinite and Future Continuous, explain your choice and define the meaning of the appropriate tense-form.**

1. He *will wait* / *will be waiting* in the hotel when you arrive. 2. This time tomorrow they *will be crossing* / *will cross* the Atlantic. 3. Please, don't come at eight, we *will watch* / *will be watching* TV. 4. I'm leaving now, but I guess I *will see* / *will be seeing* you in the evening. 5. Do come and see us at five. We *will be having* / *will have* tea out in the garden. 6. Let's hope the repairs *won't be costing* / *won't cost* a lot. 7. The shops *will open* / *will be opening* at 9 tomorrow morning. 8. She knows that they *will still play* / *will still be playing* games when she returns. 9. Don't phone her at this time, she *will study* / *will be studying*. 10. Sorry but I can't go with you to the gallery. I *will work* / *will be working* this time next week. 11. Do you think our old teacher *will be recognizing* / *will recognize* us after such a long time? 12. Tom *will be sleeping* / *will sleep* when you come back. Don't wake him up, please. 13. *Will you miss* / *will you be missing* me when you are in London? 14. What *will you be doing* / *will you do* in the evening? 15. He won't go; he *will watch* / *will be watching* a football match.

**Ex. 5. Open the brackets using Present Indefinite, Future Indefinite, Future Continuous or 'be going to'.**

Erna Hart (swim) across the English Channel tomorrow. She (set out) from the French coast at five o'clock in the morning. Erna is only fourteen years old and she hopes to set up a new world record. She is a strong swimmer and many people feel that she is sure to succeed. Erna's father (set out) with her in a small boat. Mr. Hart has trained his daughter for years. Tomorrow he (watch) her anxiously as she (swim) the long distance to England. Erna (intend) to take short rests every two hours. She (have) something to drink but she (not eat) any solid food. Most of Erna's school friends (wait) for her on the English coast. Among them (be) Erna's mother, who swam the Channel herself when she was a girl.

**Ex. 6. *Open the brackets and put the verb into the correct form, Present Indefinite or Future Perfect.***

1. In three years' time we (complete) the bridge. 2. I hope that by the end of the month I (do) all the decorating. 3. By the time you (finish) getting ready, we (miss) the train! 4. I (not finish) my work by the end of the month. 5. I hope you (cook) dinner before I (get) home. 6. In 2022 Johnson (be) in prison for twelve years. 7. I believe that by the time we (get) to our country house the rain (stop). 8. In a year we (get married) for twenty five years. 9. I'm sure they (not discuss) all the questions by the time we (come). 10. If we (not hurry), they (sell) all the best seats. 11. The secretary (look through) all the papers by the time the director (to come). 12. I'm afraid that when my letter (reach) you, you (return) home from your trip. 13. Do you think you (decide) of whether to join us by the weekend? 14. Jane hopes she (learn) to swim by next summer. 15. Do you understand that we will be very tired when we (reach) the camp? We (walk) for three hours!

**Ex. 7. *Open the brackets and use the Future Perfect Continuous Tense.***

1. We (play) football for an hour when mother calls us home. 2. He (drive) for 8 hours before I replace him. 3. By 2025 you (live) in this country long enough to participate in the election. 4. I hear you are going to retire next week? For how many years you (work) here by that time? 5. How long I (drive) before the moment we reach Leeds? 6. When Jill comes there in November, they (stay) in Paris for half a year. 7. We (play) in this team for three months when he joins us. 8. Clay will get tired when he gets home because he (work) out at the gym for two hours. 9. For how many days she (take) part in the contest by that time? 10. Rachel (wait) for Mike in the hall of the hotel for three hours when he comes.

**Ex. 8. *Translate from Russian into English using the appropriate future tense:***

1. Я не думаю, что они пробудут с нами долго. 2. В июле уже будет год, как мы встречаемся. Как будем отмечать? 3. К сожалению, я не посмотрю вашу пьесу, я уже уеду из города. 4. Ты останешься на ночь, я не отпущу тебя в такой дождь. 5. Ты будешь ее ждать в аэропорту, когда она прилетит? 6. Ты думаешь, они все еще будут спать, когда ты вернешься? 7. Когда я увижу ее, я спрошу о тебе. 7. Не торопись. Я уже закончу красить пол к тому времени, как ты приедешь. 8. Томпсоны будут преподавать в этом колледже уже двадцать лет к первому сентября 2022 года. 9. Я пойду при условии, что и ты пойдешь. 10. Как ты думаешь, она будет вспоминать меня, пока будет учиться во Франции? 11. Будем надеяться, что завтра не будет дождя. 12. Что мы будем делать, если они не приедут? 13. Кто будет играть в субботнем матче вместо заболевшего форварда? 14. Передать ему что-нибудь? Я с ним завтра увижусь. 15. Он позвонит тебе вечером, часов в 7. 16. К концу месяца я проработаю в этой

кампании уже 10 лет. 17. Поторопись, к 6 часам станет совсем темно. 18 Если ты придешь слишком поздно, они все обсудят без тебя и просто скажут тебе, что делать. 19. Завтра они будут репетировать целый день. 20. Я не позволю тебе уйти, пока ты не скажешь, где он будет скрываться.

## REVISION

Ex. 1. *Use the required tense-aspect forms in the following sentences.*

1. All the family was on the beach. John who (swim), (rub) himself with a towel. Jane who (swim) with John, (dress) up and (walk) along the beach. Rex, the dog, (watch) them. 2. What was the reason they (to part)? 3. We (meet) your brother the other day. He (walk) his dog. 4. I (not go) downstairs until they all (leave). 5. We all know that they (arrive) and (go) to the theatre tonight. 6. When she (come out) of her room, she (see) Robert. He (stand) by the door of her father's room, and she (understand) that he (try) to listen to what her father (say). 7. – You (taste) ever English pudding? – Yes, I (taste) it when I (be) there. 8. Don't come at 5, I (take) a shower. 9. I (see off) my sister tonight. She (come) back to Manchester. You (go) with me? 10. Hardly he (arrive) home when he (feel) bad. 11. I wonder what she (look) for in my room yesterday? 12. Do you believe that he (go) in for sports for 10 years? 13. Since when you (know) about our wedding? 14. Who (do) daily shopping in your family? 15. Look! Somebody (steal) fruit from your garden! 16. Before I (start) my work for the new company last month, I (do) different jobs at the post office. 17. Who you (invite) to your birthday party next Sunday? 18. I'm hard up. I (lose) all my savings in the casino last night. 19. When Queen Victoria (die) she (reign) for over sixty years. 20. We (hear) angry voices in the room next to ours one day and we (think) that the man and the woman (quarrel) seriously. When we (hear) a cry for help, we (break) the door. There (be) nobody in the room, somebody (forget) to switch off the TV set. 21. As the policeman (walk) through the streets since midnight, he (be) very tired. 22. – You (book) your hotel room? – Well, I (write) the hotel some days ago but they (not answer) yet. 23. A husband to his wife on coming home in the evening: – There (be) any letters this morning? – No, I (think) there (not be) any. – I (wait) for this letter from this insurance company for more than two weeks! – Oh, but they (phone) from that company just before you (come) home now! 24. At college he (study) English for about four years and then in 2016 he (start) to learn Chinese. I believe he (study) it for three years now. 25. Since he (get married) he (have not) a drop of alcohol.

Ex. 2. *Choose the most appropriate word or a phrase.*

1. .... we get to the concert hall, the show will have started.  
**a)** As soon as      **b)** Until      **c)** By the time      **d)** Whenever
2. What's the matter? Haven't you finished .....?  
**a)** already      **b)** yet      **c)** just      **d)** soon

3. The problem with him is that he is ..... cracking jokes.  
 a) forever            b) often            c) still            d) each time
4. Can you remember what you were doing .....?  
 a) the time            b) usually            c) every day            d) at the time
5. The new opera house opens .....  
 a) now            b) at once            c) next week            d) day by day
6. Tom hasn't been feeling very well .....  
 a) of late            b) not long ago            c) currently            d) by now
7. .... we reach the camp, we'll be all right.  
 a) Eventually            b) Once            c) Now            d) At the time
8. It's ages ..... I last read a good detective story.  
 a) that            b) ago            c) since            d) when
9. We don't go fishing very much .....  
 a) nowadays            b) in those days            c) recently            d) now and again
10. .... we haven't managed to make friends with anyone here.  
 a) To now            b) On and off            c) Formerly            d) So far

Ex. 3. *Paraphrase the following sentences:*

- a) This building will take us two years to complete.  
**In two years' time we** .....
- b) Rebecca wasn't always so unfriendly.  
**Rebecca didn't** .....
- c) I haven't seen my old friend for years.  
**It's years** .....
- d) John left before we reached the park.  
**By the time** .....
- e) This will be the team's first match outside England.  
**This will be the first time** .....
- f) I didn't know about Harry's departure.  
**I didn't know that** .....
- g) I've had to wait all afternoon.  
**I have** .....
- h) How long have they been married?  
**When** .....?
- i) Everyone left as soon as she started singing.  
**No sooner** .....
- j) If they see your badge they will let you in.  
**Provided you** .....





12. We ..... everything by the time mother comes back from the shops.  
 a) will fix                                      b) will have fixed                                      c) fix
13. Roger was busy when I came. He ..... for his exams since morning.  
 a) was preparing                                      b) prepared                                      c) had been preparing
14. By May I ..... in the fire brigade for ten years.  
 a) am working                                      b) will have been working                                      c) will work
15. She always ..... about her neighbours. It's boring.  
 a) complains                                      b) complained                                      c) is complaining

**Ex. 6. Use the required tense-aspect forms in the following texts.**

a) Mr. Spencer, in hospital after a car accident, tells a new patient about it.

We (drive) down to Surrey for my cousin's wedding when it (happen). When we (set off), the sun (shine), but by the time we (get) to Hyde Park Corner it (rain) cats and dogs. It (not be) long before the children (fight) one another on the back seat and, of course, in the process, Johnny (hit) Lynda too hard and she (start) to cry. The traffic (be) rather heavy on account of the football match – perhaps you remember, Leeds United (play) West Ham – which was another reason I (hate) having to go to a wedding that day.

What with one thing and another I (get) more and more exasperated. I think that's why I (not see) the red light. Honestly, I just (not see) it. They (put up) temporary traffic lights where they (mend) the road. When the other chap (run) into us, we (do) about 50, I (suppose), not more.

I (wake up) in hospital. My wife (sit) beside me. Fortunately, she and the kids only (get) a shaking up. She (wear) her safety-belt when we (crash). I, like an idiot, (not bother). My head (go) through the windscreen, you can see the results. I (break) a couple of ribs too, but, all in all, it (not be) too bad.

I (think) of getting a new car, a bigger one, but it'll have to be a smaller one instead. The accident (be) entirely my fault, so I won't get anything for my car. My boss (come) to see me last week; (tell) me he wouldn't give me the sack. He (think) he (be) very magnanimous. Quite good of him really, though. After all I am his chauffeur. I (not bore) you? Tell me what (happen) to you.

b) We (enter) Port Said harbor when I (come) on deck. As soon as our ship (come) near enough, a large number of boats (set out) from the shore. We could see that they (bring) money-changers, guides and men selling all the wonderful things of the East. While I (leave) the ship I (notice) that the rest of the passengers (argue) about the prices in loud voices. I (walk) about for an hour and (watch) the gay street life: men (sell) strange fruits and vegetables and tradesmen (mend) shoes or (make) carpets in their little shops.

I (return) to my ship as the sun (set); the "market" on the ship still (continue). An old man, who (sit) on the deck (offer) me a beautiful Persian rug

for only ten pounds. I (talk) hard for ten minutes, and just as the ship (go) I (buy) it for one pound.

As I (go) to my cabin I (see) a sailor with a rug like mine. I (ask) him the price. “Five shillings,” he said, “but I (pay) too much for it. A man that I (talk) to just now only (pay) two shillings”.

As I (undress) that night, I (notice) a little piece of cloth which (hang) from one corner of my rug. On it were the words “Made in Manchester”.

**Ex. 7. Translate from Russian into English:**

1. Я вчера так устал, что спал целый день. 2. Он боялся, что не застанет никого дома, когда вернется. 3. Если вы позвоните ему в полночь, он не ответит. Он будет спать. 4. Что вы сказали? Я не слышал вашего вопроса. 5. Он будет знать стихотворение наизусть, когда дважды прослушает его. 6. Я забыл позвонить ей. Придется вернуться. 7. У вас покраснели глаза. Вы плакали? 8. Она сказала, что к 11 часам машины уедут далеко. 9. Я слышал, что вы не спали с той ночи. 10. Боюсь, вы его не застанете. К этому времени он уже уедет в аэропорт. 11. Что случилось? Почему вы не отвечаете? 12. – Что ты делаешь здесь в темноте? – Просто люблюсь луной, знаешь ли. 13. Я знал, что он рисовал картину уже неделю, до того как показал мне. 14. Я всегда вас любил. 15. После того как она поплакала, ей стало легче. 16. Я никогда не видел его до вчерашнего дня. 17. – Как долго ты женат? – Три года. 18. Только подумай, моя сестра болтала вчера по телефону три часа! 19. Анна просила, чтобы ты не приходил в 5, так как она в это время будет убирать квартиру. 20. Они перестали разговаривать, когда я вошел. Я понял, что они говорили обо мне. 21. Никто не знал, когда он придет. 22. Он будет спать, когда мы вернемся. Давай позвоним ему сначала. 23. Мистер Браун сломал ногу в январе. С тех пор он не может выходить на улицу. 24. Льюис никому не говорил о своей любви к Шейле. 25. Когда мой отец был студентом, он обычно ездил на занятия на велосипеде. 26. Я поеду туда при условии, что он поедет со мной. 27. Прости, я принимал ванну и не слышал, что ты стучал в дверь. 28. Твоя сестра очень изменилась, с тех пор как я ее впервые увидел ее. 29. Когда он обнаружил, что деньги исчезли, он очень рассердился. 30. Кто это сделал? Я накажу тебя, если ты не скажешь! 31. Сегодня к вечеру я буду работать над этой проблемой уже 7 часов. 32. Мне понравилось, как пьеса была поставлена. 33. Дети играли, в то время как их мать наблюдала за ними. 34. Я записал все, что видел. 35. После того как она поплакала, ей стало легче.

## THE PASSIVE VOICE

**Voice** is the category of the verb which indicates the relation of the predicate to the subject and the object.

The Passive Voice is used to show that the subject of the sentence is **not** the doer of the action expressed by the verb but is acted upon. The Passive Voice is formed by means of the auxiliary verb *be* in the required tense-aspect form and the Participle II of the notional verb.

The use of tenses in the Passive Voice is **the same as in the Active Voice**. Note, however, that the Future Continuous tense and the Perfect Continuous group of tenses are very uncommon for the Passive Voice as they are phonetically difficult, and, consequently, felt to be ugly. Either a corresponding Active Voice form or a non-continuous passive forms are used instead.

The Passive Voice is used:

- to give factual information:

*The book "The Adventures of Tom Sawyer" **was written** by Mark Twain.*

- when **what** is/was done is more important than **who** is doing/did the action:

*Wine from California **is exported** to France.*

- to introduce general opinions:

***It is now recognized** as one of the most successful operas of all time.*

- to express rules:

*Smoking **is not allowed** here.*

- to describe processes:

*Bread **is made** from flour.*

The Passive Voice can be used: a) without the doer of the action being mentioned (the usual case). In this case the doer is either unknown or unimportant (*The Earth **was formed** millions of years ago. Taxes **have been raised** again.*); b) with the doer of the action being mentioned, when the doer is to some extent emphasized (*A good job **was offered** to me **by a large logistics company.***)

Normally, the Passive Voice occurs only with transitive verbs, that is, the verbs that can be followed by an object.

As a general rule, it is the direct object of an active sentence that becomes the grammatical subject of the Passive Voice sentence.

*The family bought the house. → The house was bought by the family.*

If the active sentence has also an indirect object, it is more often the indirect object that becomes the grammatical subject in the Passive.

*They gave the winner a valuable prize. → The winner was given a valuable prize.*

The direct object may also be made the grammatical subject. In this case, the indirect object, if it is expressed, is in the form of a phrase with TO or FOR.

*They showed me the house. → The house was shown to me.*

Remember that the choice between the two above described passive sentences is determined by the fact that new/important information is usually placed at the end of the sentence.

**Note: GET and BE in the Passive Voice constructions**

BE is the only one that is normally used to form the Passive Voice in formal style. In informal style GET is often combined with a past participle to make a vivid expression with passive meaning that emphasizes the action involved.

*The criminal got caught.*

Sometimes GET is used to avoid the ambiguity of BE. The combination of GET and a past participle always expresses an action, while BE with a following past participle occasionally expresses the condition of the subject as the result of an action.

*John got married / John was married.*

BE can always replace GET but not the other way around.

**Note: Other types of Passive constructions**

When the source of the reported information is not known/important, or when it seems necessary to be cautious about disclosing it, we can use the construction **It + passive + that-clause**.

The following verbs are often used in this construction: agree, assume, believe, consider, decide, declare, discover, expect, fear, feel, find, hope, know, presume, report, say, suggest, suppose, think, understand, etc.

*It is said that he is rich. It is believed that the economic situation in the country will get better.*

Impersonal passive constructions in the form of impersonal sentences with the formal subject “It” in the main clause are often used in news reports.

*It is reported that four people were injured in the accident.*

**Note:** Do not use passive constructions unnecessarily. In many cases it is better to use active constructions if you know who performs the action.

**Read more:** 1. [4, c. 137–144]. 2. [3, c. 107–120]. 3. [8, c. 82–89, 156–163].

## EXERCISES

Ex. 1. *Change the following sentences into the Passive Voice, using the Indefinite Tenses (give two forms where possible).*

1. Tom told me a good story yesterday. 2. They usually water the flowers twice a day. 3. Our teacher explained the rule to us. 4. You can't speak lightly of such matters. 5. Nobody slept in the bed. 6. They will give me a leave in May if there are not many orders. 7. The audience always listened to him with admiration. 8. When he was in the army, his parents often send him parcels with sweets and cookies. 9. We will buy an expensive car one day. 10. They asked me a lot of interesting questions. 11. Why can't you tell them the truth? 12. We

will never forgive you your treason. 13. People play football all over the world. 14. Everybody speaks much about this book. 15. They didn't live in that house any more, but took care of the garden. 16. I must think the matter over. 17. We can always rely on him. 18. Listen, they request the passengers to register. 19. His granny taught him history. 20. People speak English all over the world.

**Ex. 2. *Put the verbs in brackets into an appropriate form.***

More cars and lorries (1) (drive) on our roads every year and, sadly, as a result of this, more and more wild animals (2) (kill) by vehicles. Roads often (3) (cross) the routes that (4) (take) by animals when they are migrating, breeding or feeding. Every spring many thousands of toads (5) (kill) as they (6) (make) their way to the traditional breeding ponds. All over the world, animals are victims of the road and their dead remains (7) can often (see) lying on the roadside. Many badgers and hedgehogs (8) (hit) by cars at night as they (9) (move) around in search of food. Rabbits sometimes (10) (hypnotize) by the headlights of cars and (11) (not move) quickly out of the way. Birds sometimes (12) (hit) too as they (13) (fly) low over roads.

(14) Can anything (do) to protect these animals from the dangers of the road? Well, in 1969 a road tunnel (15) (build) in Switzerland and was a great success. A few years later, other tunnels (16) (construct) elsewhere in Europe, not just for toads but for badgers and salamanders too. In Florida where the rare Florida panther (17) (live), panther tunnels (18) (build) under the highway and fencing (19) (put up) beside the highway to guide the animals safely into these underpasses. Road signs warning drivers to look out for particular animals (20) often (see) in the US and it must (21) (hope) that they (22) (become) a more common sight on the roads of Europe.

**Ex. 3. *Translate into English:***

1. В нашей стране много внимания уделяется спорту. 2. В результате бомбардировок храм был полностью разрушен. 3. Если она не приедет, этот вопрос не будут обсуждать. 4. Это красивый концертный зал был построен в прошлом году. 5. Не одевайся так, над тобой будут смеяться! 6. Экспедицию нельзя отправлять в такую погоду. 7. В комнате царил полный порядок, постель была пуста, в ней не спали. 8. Не понимаю, почему об этой книге так много говорят. 9. Не волнуйся, я уверен, что твой доклад будут слушать с большим вниманием. 10. После ужина был чай с тортом. 11. Когда столы были накрыты, гостей пригласили в столовую. 12. Она сможет прочитать эту статью, если ее переведут на русский. 13. После лекции профессору задали много вопросов. 14. Ему дали три дня, чтобы закончить работу. 15. Там будет так темно, что тебя совсем не будет видно.

Ex. 4. *Change the following sentences into the Passive Voice, using the Continuous Tenses.*

1. The nanny was reading a funny story to the children. 2. We have to hurry. They are waiting for us. 3. They are building a new supermarket down the street. 4. The pupils were listening to the teacher very attentively. 5. I hate that you are always making fun of me! 6. Everybody was looking at his new picture with admiration. 7. Look, I think that strange man is following us. 8. Can I take the documents? – No, the secretary is still typing them. 9. Don't enter. The doctor is examining him at the moment. 10. I couldn't come into my office yesterday because the workers were painting the floor. 11. They were testing the new program for errors the whole day yesterday. 12. The board are discussing the matter now.

Ex. 5. *Put the verbs in brackets into the correct form, Indefinite or Continuous.*

1. You can't see the lions now, the lion house (clean). It (clean) every morning at this time. 2. I had to wait while my car (repair). 3. The other day my neighbour (run) over a lorry in front of our house. He at once (take) to hospital. 4. You'll have to use the back door. The hall (paint) at the moment. 5. My sister's fur coat (steal) out of the doctor's waiting room while she (examine). 6. Such mistakes (make) even by best students. 7. This street (close) for some days; a few old houses (pull) down. 8. She can't dance when she (look) at. 9. Where is the contract? – It (type) now. It (bring) in a few minutes. 10. Don't enter the lab. The results of the experiment still (discuss). 11. Mr. Holt is a good lecture; he always attentively (listen) to. 12. When I (reach) the building I (stop) by a policeman who wanted to see my pass. 13. Don't be afraid. Everything (do) in time. 14. The meeting (postpone) for tomorrow. 15. I (tell) to wait a little in the hall.

Ex. 6. *Paraphrase the following sentences:*

1. People still speak Welsh in some parts of Wales.

**Welsh** .....

2. Nobody paid attention to my request.

**My request** .....

3. There are few sightings of whales at this time of year.

**Whales** .....

4. John was painting the house, when I came to see him.

**The house** .....

5. People say that Einstein was a genius.

**It** .....

6. What particularly shocked me was his treatment of his children.

**I** .....

7. Passengers must not smoke on the train.

**It** .....

8. They never discovered the reason for his death.

**The reason** .....

9. The wind was bending the young tree to the ground.

**The young tree** .....

10. Someone will deliver the tickets to your house next week.

**The tickets** .....

Ex. 7. *Change the sentences into the Passive Voice, using the Perfect Tenses.*

1. They have always listened to his stories with great interest. 2. We will have received all the necessary documents by tomorrow. 3. Mark has thrown away all his old notebooks. 4. When the fire brigade came, the fire had destroyed half of the building. 5. Have they offered you a good job? 6. John has never mentioned that incident to anybody. 7. I hope they will have delivered the tickets by the evening. 8. When we returned, they had already cleared the table and were watching TV. 9. They have papered my room lately. 10. The company had sent the cargo away before the agent arrived. 11. We will have tested this program by the time you arrive. 12. Our scientists have made many great discoveries.

Ex. 8. *Put the verbs in brackets into the correct form.*

1. The school (build) in 1867. It still (use), but I think it (pull down) soon. 2. When I arrived the family were in the sitting-room. Tea (clear away) and the curtains (draw). 3. We just (inform) about another accident at the plant. 4. When we returned the door already (to lock). 5. I want to call the police. – Why? – Because my watch (to steal). I hope it (to find) soon. 6. By the time I returned, the work on the project had been finished. 7. An injury much sooner (forget) than an insult. 8. Wait a minute. The table (lay). 9. His wallet, his passport, and his credit card (find) out yesterday on the bench in the park. 10. The secretary told us that the documents (not sign) yet. 11. This device is quite new. It never (use). 12. The article (to translate) by the time you return. 13. A new underground line (construct) now. They say one of its stations (build) in my street. 14. Dear clients! By this time tomorrow your telephone connection (restore) completely. 15. The award (give) to the best math student. 16. When I came to the hospital, Tom (examine) by the doctor. 17. Wisdom only (find) in truth. 18. So far, twenty employees (fire) by the new boss. 19. I don't believe that such a problem can (solve) right away. 20. Experts say that by 2050 the cure for cancer (find).



Ex. 9. *Paraphrase the following sentences:*

1. Do not drop litter in the car park.

**requested**

You ..... litter in the car park.

2. They weighed my luggage at the airport.

**was**

My ..... at the airport.

3. Who has unwrapped the parcel?

**by**

Who ..... ?

4. Pollution is measured by special instruments.

**used**

Special ..... pollution.

5. Tom's parents didn't let him out because he was ill.

**allowed**

Tom ..... out because he was ill.

6. They will have demolished the old library by next month.

**down**

The old library ..... next month.

7. They didn't accept his proposal in the end.

**turned**

His ..... in the end.

8. If we don't hear from you within a week, we will sell the house out.

**unless**

The house ..... within a week.

9. Is this the only way we can solve the problem?

**other**

Isn't ..... ?

10. Mushroom-gatherers usually work in the early morning.

**gathered**

Mushrooms .....

Ex. 10. *Correct the mistakes if there are any.*

1. A new song is listened now. 2. Where is Mike? His bed hasn't been slept. 3. John was awarded with the prize. 4. It had explained us how the accident happened. 5. We asked for that to be done. 6. All the expenditure has now accounted. 7. A good time was had by all. 8. A new car is had by him. 9. I had to wait. The secretary said that the documents were not signed still. 10. When Mr. Rot was crossing the street he had been stopped by a policeman. 11. The house looks quite new. It was painted. 12. The work will be finished before you come back. 13. The distance has never been run in under five minutes before. 14. The building

was collapsed during the earthquake. 15. The message had been left on my desk in the office two days ago. 16. He wanted to know when the final decision will be taken. 17. He has been seen in that house twice the previous week. 18. Dinner here is being served after seven. 19. His uncle was killed in the war before he had been born. 20. She is locked in her flat for three days already.

**Ex. 11. *Translate into English:***

1. Привет! А мне сказали, что ты болен. 2. На твои ошибки следует обратить внимание. 3. Договорились, что она подождет его у кинотеатра. 4. Ему велят читать громче. 5. Когда пошлют за доктором? Не видите, он умирает! 6. – Боб сказал, что ему предложили высокооплачиваемую работу. – Серьезно? И сколько ему платят? 7. Она чувствовала, что на нее смотрят, и ей это было приятно. 8. Приходите в 11, пожалуйста. Бумаги будут подписаны к этому времени. 9. У нее было странное ощущение, что над ней смеются. 10. Было замечено, что он никогда не заходит в дом с парадного входа. 11. Если вы придете поздно, парадная дверь будет закрыта, и вам придется входить через черный ход. 12. Когда мы присоединились к группе туристов, им как раз рассказывали об истории города. 13. Она позвонила, чтобы узнать, где будет проходить встреча. 14. Пол в этой комнате никогда не красили. 15. Подождите, ваше предложение еще обсуждается. 16. Ходят слухи, что они развелись. 17. Она была разочарована. Ей не прислали приглашение на вечер. 18. Тебе не позволят взять новые книги, если ты не вернешь старые. 19. Ожидалось, что он вернется как раз к свадьбе. 20. Не расстраивайся. Я думаю, тебя простят, если ты извинишься. 21. Вчера в полиции мне сказали, что мои деньги, наконец, нашли. 22. Все приглашения будут разосланы к концу недели. 23. Вас когда-нибудь учили, как вести себя прилично? 24. Я не совсем понял, что я должен делать, потому что мне не объяснили как следует. 25. За садом не ухаживали, с тех пор как его положили в больницу. 26. Что-нибудь делается, чтобы восстановить поврежденные данные? 27. Он знал, что за ним наблюдают уже несколько дней. 28. Было решено, что часть денег пойдет на строительство новой школы. 29. Не уходите, почту как раз сейчас просматривают. Там может быть что-нибудь и для вас. 30. В такой поздний час его никогда не было видно.

**Ex. 12. *Chose the proper verb from the box for each proverb and put it in the correct Passive form.***

take do pave give accuse know catch believe make hang
---

1. The road to hell ..... with good intentions.
2. A man ..... by the company he keeps.
3. A fox ..... twice in the same snare.

4. Old birds ..... with chaff.
5. Never ask pardon before you .....
6. A liar ..... when he tells the truth.
7. Marriages ..... in heaven.
8. A threatened blow ..... given.
9. Little thieves ....., but great ones escape.
10. What ..... cannot be undone.

### THE SEQUENCE OF TENSES

In certain types of subordinate clauses the tenses are used relatively, i. e. the tense form does not refer the action to the present, past or future but shows whether the action of the subordinate clause is *simultaneous* with the action of the principal clause, *precedes* it or *follows* it.

The choice of the tense form in the subordinate clause depends on the tense form used in the principal clause. This structurally dependent use of tenses in certain types of clauses is known as *the rules of the Sequence of Tenses*.

The Sequence of Tenses mainly concern **object clauses**, though some other subordinate clauses, such as *subject*, *predicative* and *appositive* are also involved. The rule is very simple: if the verb in the main clause is in the *present* or in the *future*, the verb in the subordinate clause may be in **any tense** that conveys the meaning correctly according to sense, logic, and general rules of the use of tenses; if the predicate verb of the main clause is in one of *the past tenses*, the predicate verb of the subordinate clause is also in one of the **past tenses**.

The Past Indefinite or the Past Continuous in the subordinate clause denotes an action **simultaneous** with that of the main clause:

*She felt that she **was being followed** by someone.*

*In the Middle Ages, people thought the world **was flat**.*

The Past Perfect and the Past Perfect Continuous in the subordinate clause refer to an action **prior** to that of the main clause:

*I didn't want to tell my father that I **had taken** his car.*

*She had a feeling that she **had done** something wrong.*

One of the Future-in-the Past tenses is used if an action denoted by the subordinate clause **follows** that of the principal clause:

*I really hoped that he **would be able** to help them.*

*I knew that they **would be waiting** for me by the entrance.*

In complex sentences containing more than two subordinate clauses the choice of the tense for each of them depends on the tense of the clause to which it is subordinated: *I suppose he **told** you what he **had done** and what he **was going** to do.*

**Note:** If the verb in the principal clause is in a past tense, alongside with the tense changes the following changes of adverbials and demonstrative pronouns take place:

now	→	then / at that time / right away/ at the moment / immediately
today, tonight	→	that day, that night
tomorrow	→	the following / the next day / the day after
the day after tomorrow	→	in two days' time
next week/month/year	→	the following / the next week / month/ year
here	→	there
this, these	→	that, those
yesterday	→	the day before / the previous day
the day before yesterday	→	two days before / previously
ago	→	before
last night, week, month	→	the night, week, month before / the previous night, week, month

The Sequence of Tenses rule **is not observed** in the following cases:

- when the subordinate clause describes a general truth or something that the speaker thinks to be one:

*Galileo proved that the Earth **revolves** around the Sun.*

- when the subordinate clause describes “historic events”:

*We all knew that the Norman Conquest **happened** in 1066.*

- if the action in the subordinate clause refers to what is/was believed to be a regular occurrence or existing fact:

*He failed to explain his Grandma how the computer **works**.*

- when the predicate verb phrase of the subordinate clause contains one of the modal verbs *could, might, should, must, or need*:

*He said they **must** do it at once.*

- if the statement is still up to date when we report it:

*I told them that I **am** thirty.*

**Note** that both variants *I told them that I **was** thirty* and *I told them that I **am** thirty* are acceptable if the speaker is still thirty. When the speaker is concentrating on the situation in the past (i. e. his telling them his age), a past tense is used in the reported clause. A present tense in the subordinate clause emphasizes that the situation still exists. It follows that even if the choice of tense in the subordinate clause does follow the rules of the Sequence of Tenses, the speaker is free to use a tense that is appropriate at the moment of speaking.

**Read more:** 1. [4, c. 352–356]. 2. [3, c. 91–98].

## EXERCISES

Ex.1. *Translate into Russian:*

1. I knew that he drew well. 2. I knew that Mark had drawn well in his childhood. 3. We didn't know where our friends had gone. 4. I didn't know where

he went every evening. 5. I heard you were ill. 6. I heard Mary had been ill. 7. When she learnt that her daughter had received an excellent mark at school, she was very pleased. 8. When she learnt that her daughter always received excellent marks at school, she was very pleased. 9. She said that her best friend was a racing driver. 10. She said that her best friend had been a racing driver in his youth. 11. I found out that he left the office at six o'clock every evening. 12. I found out that he had left the office at six o'clock that evening.

**Ex. 2. Use the required tense-aspect forms in the following sentences, observing the rules of the Sequence of Tenses:**

1. It was possible that they still (wait) for us. 2. I was sure that you (know) her address. 3. Did you know that Kate (leave) for Chicago? 4. They said that they (exercise) in the gym for a long time. 5. Mary telephoned us to say that her younger brother (to return) from abroad. 6. She knew what (go) on in their minds. 7. The other day my little niece (learn) that lions and tigers (belong) to the cat family. 8. I hoped that I (find) him at home. 9. He said that he (know) her for many years. 10. We informed the suppliers that we (prepare) to double the order if the price (reduce) by ten per cent. 11. When I came to Robert's place yesterday I learned that he (go) to the station to meet a friend of his who (come) by the 9 o'clock train. 12. Alice said that she (enjoy) her last trip about Spain and she (spend) her next holidays in one of the seaside towns in Portugal. 13. She felt that her father (not to want) to disturb her. 14. Newton discovered that the force of gravity (pull) all bodies to the Earth. 15. I met her at the club yesterday and she told me that I (dance) very well and I answered that it (be) no wonder because dancing (be) my hobby since childhood! 16. Some days ago I (offer) Rita a ticket for a new film but she refused. She (say) that she (have) a headache and (not want) to go anywhere. 17. He didn't know why he (invent) suddenly the story. 18. He said that he still (be) fond of collecting coins. 19. Mark was able to prove that the house (belong) to him. 20. I heard that Mr. Richardson (be going) to be our new director. 21. His cheek was cut and she understood that he (fight) again. 22. I knew they (wait) for me at the entrance of the stadium and decided to hurry. 23. I couldn't understand why people of the village (not want) to take water from that well. 24. A week ago I (go) to a cafe. I (take) a seat at one of the tables and (look) through the menu. Then a waitress (come) and asked me what I (chose). I said I (chose) an omelette, pancakes with strawberry jam and black coffee. I also said I (take) a glass of Pepsi. 25. When the train (stop) I (look) out of the window but (not see) any of my friends there. I (send) them a telegram and I (think) that they (meet) me. My friend Pol said that, perhaps, they (wait) for us in the waiting room. We (go) there but (not find) them there either. We (think) that something (happen). We (wait) for half an hour and then we

(understand) that they (not come). Later our friends told us they (receive) our telegram ten minutes before the train time and (not can) meet us.

**Ex. 3. Complete the sentences. Use the rules of the Sequence of Tenses.**

1. .... that his brother didn't go to school yet as he is very small.
2. .... that her friend had been fond of car-racing before .....
3. I found out the other day that ..... until .....
4. .... that his nephew ..... at that moment.
5. She was sure that her father ..... until he married.
6. Did you really think that the expedition ..... in a month?
7. My grandfather ..... that his ancestors .....
8. .... that his friends .....
9. I hoped that my brother ..... when I .....
10. She told that she ..... I was mistaken about her!

**Ex. 4. Choose the right adverbial.**

1. When Tom was at Jane's some days (*ago, before*) she showed him a new iPod. She was so happy she had bought (*this, that*) iPod in Berlin 2 weeks (*ago, before*). 2. I phoned John yesterday and found out that he is leaving (*tonight, that night*). 3. The soldiers received the instructions that they were to change their dislocation (*now, at the moment*). 4. We understood we didn't have to leave until (*the next day, tomorrow*). 5. She was sorry her friend wasn't present at the party. He had gone away on business (*yesterday, the day before*). 6. I hoped that they would have finished all the repairs by (*next, the next*) morning. 7. (*Last week, the week before*) I met Larry. He had returned from France (*last week, the previous week*). 8. The gas company informed us that we were allowed to pay our bills (*in two weeks, two weeks later*). 9. I learnt that they had parted about 2 months (*before, ago*). 10. I was sure that (*at that time, now*) he would have a splendid holiday! 11. My friend promised that he would return the money (*tomorrow, the next day*). 12. It was possible that they had bought (*this, that*) house (*long ago, long before*).

**Ex. 5. Use the required tense-aspect forms in the following text, observing the rules of the Sequence of Tenses:**

Six years ago, when I (be) a student, I (be) short of money. So once a week I used to go home to see my parents and get a decent meal. Although I (have) a good relation with my mother, I never (get) on well with my father. I (can) never live up to his high expectations of me.

One day I (do) a terrible thing. I (steal) some money from him. I first (start) off by asking him if he (can) lend me ten pounds. He (refuse) saying he already (give) me enough and it (be) time I (become) more responsible with

money. You know what it is like to be a student. I (run) out of money and (want) to take a girl out. When he (refuse), I (accuse) him of being mean and we (have) a terrible row. He (leave) the house and I (be) so angry that I (steal) a few pounds from his wallet.

When he (find) out that the money (go), he understood who (take) it and (ban) me from the house. Since then I (return) but he never really (forgive) me and still (look) down on me for what I (do). Now I understand that I (do) a dishonourable action.

#### Ex. 6. *Say it in English:*

В пятницу вечером девушки начали обсуждать, как провести два выходных дня. Марианна сказала, что она хочет поехать автобусом на Белое озеро позагорать и покупаться. Катя заявила, что она против такого пассивного отдыха. Она предлагала отправиться в турпоход куда-либо в окрестности озера Нарочь. Наташа согласилась, что в такую чудесную погоду невозможно усидеть дома. Она предложила добраться до ближайшего леса и провести время за сбором грибов, а потом где-нибудь искупаться и позагорать.

Они сообщили родителям, что рано утром они отправляются в лес. Они были уверены, что погода будет замечательная, и они получают массу впечатлений. Наташа забежала к Марианне, чтобы вместе отправиться на вокзал. Катя уже купила билеты и ждала их. Когда Наташа пришла к Марианне, она еще завтракала. Наташа предупредила ее, что они могут опоздать. Марианна заявила, что она готовилась к поездке уже несколько дней и, конечно, не собирается опаздывать. Наташа заметила, что они будут вынуждены взять такси. Марианна улыбнулась и сказала, что уже заказала такси к 6 часам.

Девушки отправились на вокзал, чтобы успеть на семичасовой поезд. День выдался солнечный, без единого облачка. Они были рады, что все сборы уже позади. Они были в пути уже около часа, когда Катя заметила, что, во-первых, на небе появилась страшная туча, а во-вторых, они сели не в тот поезд и едут в другую сторону. Но вскоре стало ясно всем, что сильного дождя не будет, а насчет поезда Катя просто ошиблась.

Они выбрали чудесное место в тени деревьев на берегу озера, переоделись в купальные костюмы и вошли в прохладную воду. Марианна и Наташа поплыли вдоль берега. Марианна отметила, что Наташа плавает значительно лучше, чем она. Вскоре она сказала, что поплывет к берегу, где Катя собирала грибы, так как стало холодно и она устала.

**Ex. 7. Use the required tense-aspect forms in the following text, observing the rules of the Sequence of Tenses:**

Once a tourist (arrive) in Paris. It (be) his first visit there. When he (arrive) at the railway station, he at once (ask) the porter to show him the way to the nearest post-office. There he (send) a telegram to his wife in which he (inform) her that he (arrive) safely. In this telegram he (tell) her the address of the hotel where he (intend) to stay.

Then he (go) to the hotel, (leave) his luggage there and (go) for a walk. As it (be) his first visit to the French capital, he (be) very much interested to see the streets, museums and shops of this beautiful city, and (spend) the greater part of the day in this way.

After he (take) his dinner at a small restaurant, he (go) to a theatre where he (see) an interesting play. He (be) pleased highly with his first day in Paris, but (feel) rather tired. When he (decide) to go back to his hotel, he (find) that he (forget) the name and the address of the hotel. Suddenly he (remember) that he (send) a telegram to his wife. Now he (be sure) she (help) him.

So at a late hour his wife (receive) his extraordinary telegram: "Please send me my address at once".

**Ex. 8. Translate into English, observing the rules of the Sequence of Tenses:**

1. Вчера вечером мне позвонил мой друг и спросил, не хочу ли я пойти в кино. Я согласился и не был разочарован. Фильм мне очень понравился.
2. Я надеялся, что я успею на последний поезд, но я опоздал.
3. Вчера по дороге домой я зашел к Джону. Он сказал, что только что получил телеграмму от отца и через час поедет в аэропорт встречать его.
4. Когда я увидел Джейн, я понял, что она чем-то расстроена. Она сказала, что заболела ее сестра.
5. На днях я встретил Тома. Он сказал, что купил автомобиль, о котором он давно мечтал.
6. Я был уверен, что он уже жалеет, что написал ей.
7. У меня было впечатление, что он находится там уже некоторое время.
8. Вчера я попросила Стива починить утюг. Он сказал, что его ждут друзья и он не может помочь мне. Он пообещал, что починит его сегодня. В прошлом месяце он обещал починить мой велосипед, но так и не сделал этого. Надеюсь, что на сей раз он сдержит свое обещание.
9. Я был удивлен, когда узнал, что Роберт не сдал экзамен. Он говорил, что долго к нему готовился.
10. У меня было подозрение, что она забыла упомянуть, что я жду.
11. Я знал, что он хорошо рисует, но я не думал, что я когда-нибудь увижу такую замечательную картину.
12. Мы думали, что он все еще в офисе, но он уже ушел домой.
13. Я знал, что он рисовал картину в течение месяца, до того как показал ее мне.
14. Никто не хотел верить, что это он сделал это.
15. Когда мать вернулась, дети уже спали, но свет никто не выключил.
16. Он сказал, что не хочет даже слышать об этом.
17. Мы не знали о том, что он давно



живет в другом городе. 18. Когда я разговаривал с ним, он еще не собирался принимать участие в этом проекте. 19. Я услышал, что кто-то стучит в дверь, и пошел открывать. 20. Стало ясно, что они все-таки пришли к определенному соглашению. 21. Я не имел понятия, знает ли она, что Марк будет здесь. 22. Я передумал, потому что я понял, что он ничего не сделает, чтобы помочь мне. 23. Он очень хорошо понимал, о чем она думает и как она собирается поступить. 24. Я подумал, что он устал, и спросил его, что он делал все это время. 25. Она еще не знала, что будет делать в такой ситуации.

### REPORTED SPEECH

*Reported (indirect) speech* means that someone's words (*direct speech*) are reported in the form of indirect speech. Sentences with reported speech are complex sentences with object subordinate clauses, and the rules of the sequence of tenses govern them in the same way as in other sentences of this type. Direct and indirect speech give us a great opportunity to understand how the rules of the sequence of tenses work.

If the verb in the principal clause is in the *present* or in the *future*, the tense in the subordinate clause **doesn't change**. But note that word order in subordinate clauses of reported questions (indirect questions) is that of a *statement*. The conjunctions "*if, whether*" are used in reported general questions, while reported special questions keep as conjunctions those interrogative words (what, who, when, where, why, how) which they had in questions in direct speech:

*He says, "I don't know this guy very well." – He says that he doesn't know this guy very well.*

*She says, "I have seen this film twice this week." – She says that she has seen this film twice this week.*

*Tom asks, "Do they often go to the theatre?" – Tom asks if/whether they often go to the theatre.*

*They ask, "When will he finish repairing his car?" – They ask when he will finish repairing his car.*

If the verb in the principal clause is used in the *past tense* (usually, the Past Indefinite), the verb in the subordinate clause in indirect speech should also be used in one of the **past tenses**.

*She said, "I live at the other side of the street." – She said that she lived at the other side of the street.*

*Robert said, "I have never been to New Zealand." – Robert said that he had never been to New Zealand.*

An *order* or *request* in reported Speech is expressed by the **Infinitive**.

*My father said to me, "Don't play football in the street!" – My father told me not to play football in the street.*

To report *suggestions*, we use the introductory verb **suggest** + **-ing form** or **that smb (should) + bare infinitive**.

*“Let’s go to the cinema tonight,” I said. – I suggested going to the cinema.  
He said, “How about taking the dog with us?” – He suggested that we (should) take the dog with us.*

**Note:** When you change sentences from direct speech to indirect speech, it is often necessary to replace some pronouns and adverbs in the subordinate clause (see *The Sequence of Tenses* chapter).

**Note:** In everyday speech, if the speaker feels that the action in the subordinate clause is still relevant to the present, the present tense may be used in the subordinate clause despite the fact that the past tense is used in the main clause.

*She said that she **feels** tired. We should go home. He repeated many times that he **needs** to talk to you tonight. Can you guess what it is about?*

Still, learners of English should follow the rules of the Sequence of Tenses strictly, especially in formal speech and writing and in oral and written tests.

**Read more:** 1. [4, c. 357–370]. 2. [3, c. 98–106]. 3. [8, c. 92–95].

## EXERCISES

Ex. 1. **Put into reported speech (Statements).**

1. I want to do this once. (He says \_\_\_\_\_) 2. I want to do this once. (He said \_\_\_\_\_). 3. I’ll go at once. (He said \_\_\_\_\_) 4. I haven’t seen the film. (Mr. Price says \_\_\_\_\_) 5. I can speak three languages. (The young man said that \_\_\_\_\_) 6. You can use my computer. (My sister replied that \_\_\_\_\_) 7. You can use my telephone, Tom. (Mrs. Derek said \_\_\_\_\_) 8. I saw her on Monday. (The boy admitted that \_\_\_\_\_) 9. I saw her on Monday. (The boy admits that \_\_\_\_\_) 10. I have never been to Australia. (My aunt complained that \_\_\_\_\_) 11. I shall be in hospital in October. (The old man said that \_\_\_\_\_) 12. We got home very late. (The girls admitted that \_\_\_\_\_) 13. I don’t like caviar. (Susan says \_\_\_\_\_) 14. I began my studies in 1995. (The young man said \_\_\_\_\_) 15. Our team will win. (The football fans keep shouting that \_\_\_\_\_) 16. Our team will win. (The fans shouted that \_\_\_\_\_) 17. You’ve been very quick, Jenifer. (The teacher said \_\_\_\_\_) 18. There were a lot of people at the concert. (The manager said that \_\_\_\_\_) 19. No dogs are allowed in the park. (The notice says \_\_\_\_\_) 20. I have written a letter to the Director. (He added that \_\_\_\_\_) 21. They will be disappointed when they learn that she has sold her house. (He admitted that \_\_\_\_\_) 22. We’re waiting for the bus. (The boys exclaimed that \_\_\_\_\_) 23. I was out of work for six months. (The worker complained that \_\_\_\_\_) 24. We have just called the police. (The old lady shouted that \_\_\_\_\_) 25. I must do all the work myself. (The shopkeeper said that \_\_\_\_\_)

**Ex. 2. Put into reported speech (Questions).**

1. When are you going to the concert? (My girl-friend asked me \_\_\_\_\_)
2. Are you going to the football match today? (He wanted to know \_\_\_\_\_)
3. Do you often play volleyball? (He asked \_\_\_\_\_)
4. Where's your brother, Ted? (He wants to know \_\_\_\_\_)
5. Why is the baby crying? (I wonder \_\_\_\_\_)
6. How long had you been married when your son was born? (The doctor asked \_\_\_\_\_)
7. Have you ever been out of work, Mr. Black? (The manager asked \_\_\_\_\_)
8. When did you start learning Italian? (My travelling companion asked me \_\_\_\_\_)
9. Have you read the book, Liz? (The teacher asked \_\_\_\_\_)
10. Are the boys still playing in the yard? (Can you tell me \_\_\_\_\_)
11. What is your favourite subject, Mary? (Aunt Rosalind asked \_\_\_\_\_)
12. Why doesn't Rita come with us? (I wonder \_\_\_\_\_)
13. Will you know the answer soon? (The patient asked the doctor \_\_\_\_\_)
14. What's the time? (The man asked me \_\_\_\_\_)
15. Did you write to Mr. Carter? (The boss wanted to know \_\_\_\_\_)
16. When will your father be sixty? (My neighbour asked me \_\_\_\_\_)
17. Do you think it'll rain? (She asked me \_\_\_\_\_)
18. How many English lessons do you have a week? (Uncle Jonathan has just asked me \_\_\_\_\_)
19. Will you have time to help me on Saturday? (My father asked me \_\_\_\_\_)
20. Has the postman been here? (Do you know \_\_\_\_\_)
21. Who told you that Emily was here? (Mr. Franklin asked his wife \_\_\_\_\_)
22. What did you do last month, Percy? (Mrs. Green asked \_\_\_\_\_)
23. Can you lend me some money? (Mr. Black asked my father \_\_\_\_\_)
24. Must you wear glasses? (The doctor wanted to know \_\_\_\_\_)
25. May I come in? (The visitor asked \_\_\_\_\_)

**Ex. 3. Put into reported speech (Commands and Requests).**

1. Take the letter to the Director. (The teacher told me \_\_\_\_\_)
2. Take the letter to the Director, Mike. (The teacher told \_\_\_\_\_)
3. Don't play football in the garden. (Aunt Mary asked \_\_\_\_\_)
4. Don't swim out too far. (Miss Bennett warned \_\_\_\_\_)
5. Please help me find the key, Tom. (Mrs. White asked \_\_\_\_\_)
6. Don't make so much noise. (The teacher told \_\_\_\_\_)
7. Wash your hands, boys. (Aunt Emily reminded \_\_\_\_\_)
8. Pass me the salt, please. (My neighbour at the table asked me \_\_\_\_\_)
9. Don't fall off the ladder, kids. (The shopkeeper warned \_\_\_\_\_)
10. Have a cup of tea first. (Mrs. Howard invited her guests \_\_\_\_\_)
11. Gentlemen, please wait till I come back. (The officer asked \_\_\_\_\_)
12. Please don't wake me before nine. (He asked the landlady \_\_\_\_\_)
13. Don't smoke in this room, boys (The headmaster told \_\_\_\_\_)
14. Go to bed and don't forget to brush your teeth. (Mrs. Henderson told her children \_\_\_\_\_)
15. Stay where you are! (The detective ordered \_\_\_\_\_)

**Ex. 4. Put into reported speech, paying attention to possible changes of demonstratives and adverbials.**

1. I'm going to see my friends in Northampton tomorrow. (Mr. Johnson said \_\_\_\_\_)
2. He wrote that novel a long time ago. (The author's wife said \_\_\_\_\_)
3. How many French lessons did you have last week? (Denis wanted to know \_\_\_\_\_)
4. I can't come today. (John said \_\_\_\_\_)
5. Who told you that Gwen was here yesterday? (Mark asked \_\_\_\_\_)
6. I was in Scotland last week. (Mr. Bowen added that \_\_\_\_\_)
7. Nothing will be done until next week. (The manager said \_\_\_\_\_)
8. Must we learn Latin next year? (The students wanted to know \_\_\_\_\_)
9. I saw this film some time ago. (Eric said \_\_\_\_\_)
10. Where were you last night, Jenny? (Rosalind asked \_\_\_\_\_)
11. I must go home now. (Polly said \_\_\_\_\_)
12. I shall be in hospital next month. (The old man whispered that \_\_\_\_\_)
13. Don't wait till tomorrow. (My father advised \_\_\_\_\_)
14. It isn't so foggy today as it was yesterday. (The reporter said \_\_\_\_\_)
15. She was fired last week. (My friend told \_\_\_\_\_)
16. Water freezes at 32 degrees Fahrenheit. (The teacher explained \_\_\_\_\_)
17. I will visit her tomorrow if I am free. (He promised \_\_\_\_\_)
18. Mary is coming back from her voyage the day after tomorrow. (I was told \_\_\_\_\_)
19. Why do you want me to go anywhere tonight? (My sister suspiciously asked \_\_\_\_\_)
20. Let's go to somewhere nice next weekend. (He suggested \_\_\_\_\_)

**Ex. 5. Make the sentences direct.**

1. Ted told Richard that he had rung him three times that evening.  
\_\_\_\_\_
2. My boss allowed me not to come the next day.  
\_\_\_\_\_
3. He asked her what she was going to do in such a situation.  
\_\_\_\_\_
4. My friends promised me that they would do all they could to help me.  
\_\_\_\_\_
5. She confessed that she hadn't done the home task the previous day.  
\_\_\_\_\_
6. Mother asked me if I would come back that day.  
\_\_\_\_\_
7. Tom complained they hadn't stayed in the hotel because it was expensive.  
\_\_\_\_\_
8. He said he would do something which he had intended to do long before.  
\_\_\_\_\_
9. I informed them that I was unwell and couldn't go hiking at the moment.  
\_\_\_\_\_
10. The instructor ordered the group not to stop and continue their training.  
\_\_\_\_\_

**Ex. 6. Correct the mistakes.**

1. We asked them whether they are able to come to the party earlier tonight. 2. He told me that the price would be reduced if I pay in cash. 3. Polly said she was very busy these days. 4. At the customs I was asked if I had had anything to declare. 5. He wanted to know when it happened and why nobody took any notice. 6. She asked me if these books were mine. 7. They told us to stay here and didn't go any farther. 8. I asked father why the tree was cut down. 9. The guide warned us to have minded the step. 10. She said that they had been planning to go out but then Anna started feeling bad and they stayed at home. 11. He said he didn't know the man they met yesterday. 12. She asked me who Kenny had been.

**Ex. 7. Report the following jokes:**

a) An old lady was going to take a taxi. "Driver, she said, "I want you to take me to the station." "Yes, madam," said the driver. "And you must drive slowly and carefully. Don't go until the policeman lowers his arm, and, please, don't rush round the corners as the road is very wet." The taxi-driver was getting angry. "All right, madam," he said. "But if we do have an accident, what hospital would you like to be taken to?"

b) Police officer talks to a driver: "Your tail light is broken, your tires must be exchanged and your bumper hangs halfway down. That will be 300 dollars." Driver: "Alright, go ahead. They want twice as much as that at the garage."

c) Husband: "Oh the weather is lovely today. Shall we go out for a quick jog?" Wife: "Hahaha, I always love the way you pronounce 'Shall we go out and have a burger'!"

d) A guest calls the waiter and complains, "How come there are no chairs at our table?!" The waiter shrugs, "I'm sorry, but you only booked one table..."

**Ex. 8. Translate into English:**

1. Вчера у меня был выходной день. Я предложил Дженнифер сходить в кино, но она отказалась, сказав, что готовится к экзамену по английскому языку. Мы договорились, что сходим в кино на следующей неделе. 2. Мы поинтересовались, что он будет делать, если не достанет билетов. 3. Мой преподаватель спросил меня, почему я пропустил так много занятий. Я ответил, что я уезжал на соревнования. 4. Босс просил вас не приходить на следующий день, так как его не будет. 5. Когда я собирался уходить, мой брат напомнил мне, чтобы в следующий раз я принес ему свой технический словарь. Он сказал, что ему нужно перевести статью по электронике. Я ответил, что приду к нему через два дня, и пообещал, что не забуду о его просьбе. 6. Когда я вернулся домой, мой сын уже спал.

Я хотел поговорить с ним, но жена сказала, чтобы я не будил его, потому что он очень устал, так как целый вечер чинил автомобиль. 7. Ему приказали закрыть дверь и подойти к столу. Затем его спросили, где и когда он видел своего брата последний раз. 8. Врач посоветовал мне, чтобы я проводил больше времени на свежем воздухе и не ложился спать поздно. 9. Все спрашивали меня, видел ли я новый фильм. 10. Майк поинтересовался, пойду ли я на вечер, и я ответил, что пойду. 11. Он вежливо напомнил нам, что мы не должны говорить об этом сейчас. 12. Я попросил маму, чтобы она не беспокоилась так обо мне. 13. Она сказала, что пишет эту статью уже три часа. 14. Я спросил клерка, где мне подписать. 15. Он сказал, что не хотел, чтобы я видел, как плохо он играет в баскетбол. 16. Мария спросила меня, знаю ли я, кто закрыл дверь на замок. 17. Мне сообщили, что мой дом будут сносить в следующем году. 18. Он кричал, что сестра никогда не простит его, если он позволит мне уйти. 19. Папа предложил поехать всей семьей на Корсику этим летом. 20. Он сказал, что он должен много денег местному банку и не знает, что ему делать.

## CONDITIONALS, WISHES

A **conditional sentence** is a complex sentence with a subordinate clause of condition that usually begins with the conjunction IF. The conditional clause (the if-clause) indicates the conditions under which the action in the main clause may be realized.

Conditional sentences are usually divided into three main types:

- 1) structures with real condition (the first type of conditional sentences);
- 2) structures with unreal condition referring to the present or future (the second type of conditional sentences);
- 3) structures with unreal condition referring to the past (the third type of conditional sentences).

### REAL CONDITION

Conditional sentences with **real condition** express real, true to fact conditions under which the action in the main clause can be realized. The tenses of *the Indicative Mood* are used. In most cases, conditions in the future are expressed, but other situations and tenses are also possible. Note that the future tense with the verb WILL is NOT allowed after IF in clauses of condition. The future idea is usually expressed by **the Present Indefinite**. The construction **will + infinitive (without "to")** is used in the main clause. Of all the conditionals, **the first type** expresses things that are most possible or likely to happen.

*If I have some time tonight, I will help you. He will bring your book if he finds it.*

## UNREAL CONDITION

Conditional sentences **with unreal condition** in the subordinate clause of condition express hypothetical, unlikely, improbable, unreal, conditions under which the action in the main clause might be realized or might have been realized.

### Unreal condition in the present or future (Second type of conditional sentences)

The situation refers to the **present** or **future**, and there still exists a hypothetical possibility of realizing the indicated action, but this possibility is unlikely or unreal because the condition of its realization is unlikely or unreal. To express unreal condition in the present or future, the verb in the subordinate clause is used in **the Past Indefinite**. The construction **would + infinitive (without “to”)** is used in the main clause.

It is often used to express advice or imaginary situation in the present or future; it also helps to use more polite language.

*If I had enough time tonight, I would help you. If John had friends, he would not feel so lonely. (But he doesn't have any friends.) What would you do if you won a million pounds in the lottery? If I were rich, I would travel around the world.*

#### Notes:

- The verb BE in the if-clauses with unreal condition referring to the present or future is used in the form WERE for all persons. The form WAS may be used in informal everyday speech for the first and third person in the singular, especially in British English.

- Future tense (will/would) with a future meaning is never used in if-clauses. However, will/would can be used to express polite requests or insistence.

*If you will wait for a moment, I'll wrap it for you. (= request)*

*If you will eat so much, you'll get fat. (= insistence)*

### Unreal condition in the past (Third type of conditional sentences)

The situation refers to the **past**, the time is gone, and there is no possibility of realizing the indicated condition and the action that depends on this condition because they are already in the past. Thus, the condition indicated in the if-clause is unrealizable and unreal and the action is impossible.

To express unreal condition in the past, the verb in the subordinate clause is used in **the Past Perfect**. The construction **would + perfect infinitive (i. e., would + have + past participle)** is used in the main clause.

The third type is often used to express imaginary situation in the past regrets, unrealized plans, wishes impossible to fulfil, criticism.

*If I had had enough time yesterday, I would have helped you. He would have been promoted if he had worked harder. Had Tom been on time, we wouldn't have missed the bus.*

**Notes:**

- The conjunction IF is sometimes omitted in the conditional sentences in which the if-clause contains WERE or HAD. In such cases, WERE or HAD is moved to the beginning of the sentence and stands before the subject of the if-clause.
- The if-clause can either precede or follow the main clause. When the if-clause precedes the main clause, a comma is put after it. When the main clause comes first, no comma is used to separate the two clauses.

**Mixed conditionals**

Generally, both parts of conditional sentences with unreal condition refer to the same time. But there may be cases in which one part refers to the present or future, and the other part refers to the past. Such constructions are called mixed conditionals.

The first type of mixed conditional refers to an unreal past condition and its probable result in the present. Such sentences express a situation which is contrary to reality both in the past and in the present. In these mixed conditional sentences, the time is the **past** in the if-clause and in the **present** in the main clause.

*If I had taken that medicine yesterday, I would feel much better today.*

The second type of mixed conditional sentences refers to an unreal present situation and its probable (but unreal) past result. In these mixed conditional sentences, the time in the if-clause is **now or always** and the time in the main clause is **before now**.

*I would have enjoyed the play more if it were not so long.*

**Notes:**

- Sometimes, the if-clause of unreal condition is replaced by the construction BUT FOR (or IF NOT FOR) + noun or pronoun. Such structures can be used in situations referring to the past or present.

*But for the traffic jams / If it were not for traffic jams, I'd like it here very much.*

*But for the doctors / If it hadn't been for the doctors, he would have died.*

- There are other expressions used in place of IF: *on condition that, provided (that), providing (that), suppose, supposing, unless*, etc. Remember that *unless* (=if not) is used in first type of conditional sentences:

*Unless he gets a promotion, he will resign.*

**Read more:** 1. [4, c. 172–177]. 2. [3, c. 122–131]. 3. [8, c. 74–75].

**Constructions with the Verb WISH**

Constructions with the verb WISH express hypothetical, unlikely, or unreal wishes, with additional emotions of regret or complaint about the existing situation. We can express wishes about the present, past and future.



To express wishes about the **present** the verb in the subordinate clause after WISH is used in the **Past Indefinite**. The existing situation is not the way the speaker would like it to be, but changing the situation is unreal or unlikely. The speaker expresses regret about the existing situation in the form of a wish that the situation were different.

I don't know his address. – *I wish I **knew** his address.*

She has to work on Sundays. – *She wishes she **didn't have to work** on Sundays.*

To express wishes about the **past** the verb in the subordinate clause after WISH is used in the **Past Perfect**. The speaker regrets that something happened (or didn't happen) in the past.

They didn't come to the party. – *I wish they **had come** to the party.*

It was very cold last night. – *I wish it **hadn't been** so cold last night.*

To express wishes about the **future**, we find **WOULD, COULD + infinitive without "to"** in the subordinate clause after WISH. The wish is usually a combination of a request to do something and a complaint about the existing situation or about someone's actions.

You interrupt me all the time! – *I wish you **wouldn't interrupt** me!*

Rebecca can't come to my birthday party tomorrow. – *I wish Rebecca **could come** to my birthday party tomorrow.*

Note that **COULD + infinitive** may also be used to express a simultaneous action.

*I wish I **could understand** you.*

**Read more:** 1. [4, c. 182–183]. 2. [3, c. 132–135]. 3. [8, c. 76–81].

## EXERCISES

Ex. 1. **Type I: Real Condition. Put the verbs in brackets into the correct form.**

1. Wait, the dog (bark) if you (knock) at the gate. 2. If I (find) the door key, I (let) you in. 3. We (go) to the concert if we (get) the tickets. 3. If we (not hurry), we (miss) the train. 4. If you (go) right away, I (come) with you. 5. Go away! I (call) the police if you (not leave) my house at once. 6. We (get) to the station earlier if you (drive) a little bit faster. 7. If he (not do) his home task, he (not play) his computer games! 8. We (go) for a walk if the weather (be) fine. 9. If you (go on) smoking that much, you (ruin) your health for sure. 10. If it (be) cold tomorrow, I (put) on my coat. 11. If Chris (not help) me, Mark (help) me by all means. 12. I (make) your favourite cherry pie for you if you (buy) sugar.

Ex. 2. **Type II: Unreal Condition. Put the verbs in brackets into the correct form.**

1. I (phone) him now if I (know) his telephone number. 2. If Alex (be) a gentleman, he (not say) things like that. 3. If I (have) more spare time, I (go) in for swimming. 4. If I (be) you, I (take) her advice. 5. If I (be) a millionaire, I (buy)

presents and sweets for all hungry children in the world. 6. I (ask) you to help me if you (not be) my friend. 7. David (not be) so fat if he (eat) less. 8. If he (have) a car, he (take) you to the station. 9. What you (do) if you (lose) your job? 10. If I (be) you, I (buy) her a present. 11. Mr. Talbot (buy) a new car if he (can) afford it. 12. I (accept) this offer if I (be) in your place. 13. If I (know) about that, I (tell) you. 14. What you (do) if she (be) your daughter. 15. He (can) work much harder if he (try).

**Ex. 3. Translate into English:**

1. Если встретишь его, дай мне знать. 2. Я бы побыл с вами подольше, если бы не был так занят. 3. Мой босс был бы вам очень обязан, если бы вы смогли перенести встречу. 4. На вашем месте я бы старался вести себя скромней. 5. Дженнифер будет участвовать в концерте, если поправится к тому времени. 6. Куда бы ты пошел, если бы не было так холодно? 7. Если бы я был художником, я бы написал твой портрет. 8. Я не был бы так откровенен с ним на вашем месте. 9. Если я не застаю его дома, я поеду к нему в офис. 10. Если бы у меня был гараж, я бы не оставлял машину во дворе. 11. Я ничего ей не скажу, если увижу ее. 12. Я думаю, он очень изменился. Ты бы узнал его сейчас, если бы он вошел? 13. На твоём месте я бы попросил у нее прощения. 14. Ты бы хотел поехать в Китай, если бы у тебя была такая возможность? 15. Он не придет, если его не пригласят.

**Ex. 4. Type III: Unreal Condition (Past). Put the verbs in brackets into the correct form.**

1. If she (want) to visit us yesterday, she (find) the time for it. 2. We (go) to the party if we (invite). 3. If Sarah (take) the umbrella, she (not get) wet to the skin. 4. If Martin (tell) me about it then, I (believe) him. 5. If she (not be) sick last week, she (take) part in the school concert. 6. Anna (can) go to Princeton if she (want). She had been offered a scholarship there. 7. I'm sure you (make) her stay if it (be) not so late. 8. I (buy) that car then if it (not be) so expensive. 9. I (not make) that mistake if I (know) about that. 10. If it (not be) so hot yesterday, we (work) in the garden the whole day. 11. I'm so glad that she turned this offer down. There (be) no turning back if she (accept) it. 12. We (go) on a hike yesterday if it (not rain) so hard. 13. If we (leave) at five, we (can catch) the six o'clock train. 14. If you (come) earlier, that never (happen). 15. We (lose) the match if he (not join) the game.

**Ex. 5. Make up three sentences with each of the pairs below, using different types of conditionals.**

1. I get the money. I buy new computer. 2. We go by plane. We arrive earlier. 3. He has time. He helps us. 4. The weather is fine. I go swimming.

5. He lends you the money. You ask him. 6. She is at home. She answers the telephone. 7. They tell us. Anything serious happens. 8. I have a bike. I ride every morning. 9. I see him. I talk to him. 10. You follow my advice. You don't get into trouble.

**Ex. 6. Finish off the following conditional sentences:**

1. The game wouldn't have lost if ... 2. Fred wouldn't have got into trouble if ... 3. Your house would look nicer if ... 4. She would have gone there if ... 5. I would help you if ... 6. They would have bought that yacht if ... 7. She would call you if ... 8. Mr. Woods would drive straight home if ... 9. I would take you with me if ... 10. It would be better for her if ... 11. If it hadn't been for his intervention ... 12. If it were not for my work ... 13. If they asked about me ... 14. If I were you ... 15. If I had known you heard the talk ...

**Ex.7. Translate into English (Types I, II, III, mixed):**

1. Как ты думаешь, что бы произошло, если бы я выпил это? 2. Если бы она предупредила нас о своем отъезде, мы бы так не переживали сейчас. 3. Если вы посмотрите еще раз, вы сможете найти ошибку. 4. Он бы сдал экзамен, если бы подготовился как следует. 5. Мне бы роман понравился больше, если бы он не был таким длинным. 6. На твоём месте я бы не послушал его тогда и сделал бы все по-своему. 7. Они бы не поступили так с нами, если бы были порядочными людьми! 8. Я бы расцеловал тебя за такие новости, если бы был рядом. 9. Он приедет, если его ничего не задержит на работе. 10. Она бы вышла за него замуж, если бы он был богаче. 11. Если бы они начали ремонтировать дом в прошлом месяце, они бы уже закончили ремонт. 12. Если бы не твой друг, я не знаю, как бы я добрался домой. 13. Я уверен, они бы все уже давно приехали, если бы захотели. 14. Если бы не его болезнь, семья переехала бы в город. 15. Если бы ты не была так занята, мы могли бы пойти куда-нибудь пообедать. 16. Если бы не его акцент, никто бы не догадался, что он иностранец. 17. Ты будешь опять встречаться с ней, если она вернется в город? 18. Я бы мог поговорить с твоим отцом, если хочешь. 19. Она бы никогда не простила его, если бы не дети. 20. Я не знал о твоей проблеме, иначе непременно помог бы тебе.

**Ex. 8. Change the sentences using "I wish".**

1. They didn't come to my birthday party. 2. My elder brother doesn't have enough time to play with me. 3. It's pity that they had left before I arrived. 4. You were absent when I needed your help so badly! 5. Our company spent a lot of money on attorneys last year. 6. Unfortunately I can't speak French. 7. My mother doesn't like my girlfriend. 8. I didn't go to the Tower

when I was in London. 9. Can't you stop talking all the time!? 10. You never spend your money wisely. 11. My parents are poor. 12. It is very hot now.

**Ex. 9. Put the verbs in brackets into the correct form.**

1. Oh, I wish I (send) him that letter. I (give) anything to take it back. 2. I wish I (know) it was your friend. 3. I wish they (part). I wanted to invite them both. 4. I wished he (not ask) that question. 5. The children are up to something. I wish I (know) what it is. 6. Ann wished she (know) earlier what Mary had just told her. 7. Robert wished he (eat) so much yesterday at the party. 8. She wishes her family (approve) of her decision now. 9. I wish I (can) travel round the world. 10. He wished that it all never (happen). 11. I wish you (go) up and (see) our friends. 12. Suzan wishes she (can) buy a coat like that. 13. He wishes it (stop) raining. 14. She wishes she (buy) such an expensive ring. 15. I wish my neighbours (stop) fighting and shouting in the evenings.

**Ex. 10. Translate into English:**

1. Как жаль, что она не сообщила, что приезжает. Я бы встретил ее на вокзале. 2. Мне бы хотелось, чтобы у нас был красивый и уютный дом. 3. Мы ждали их вчера. Жаль, что они не пришли. 4. Жаль, что вы не подождали меня. Мы могли бы поехать вместе на моей машине. 5. Жаль, что я не изучал немецкий язык в школе. 6. Я бы очень хотел, чтобы Элис изменила свое решение и не соглашалась на работу, которую ей предложили. 7. Жаль, что идет дождь, и мы не можем поехать на озеро. 8. Я сожалею, что он так и не смог осуществить свою мечту. 9. Я бы хотел, чтобы ты сейчас был здесь, со мной. 10. Как жаль, что ты не играл вчера в матче! Мы бы не проиграли. 11. Жаль, что они не смогут приехать на денек-другой. 12. Я хотел бы остаться, но не могу. 13. Моя сестра хотела бы петь как Бритни Спирс. 14. Я жалею, что не поговорил с отцом до отъезда. 15. Я бы хотел, чтобы в будущем ты тщательней выбирал слова.

**Ex. 11. Paraphrase the following sentences:**

a) I think you should complain to the manager.

**If** .....

b) If the baby is a girl, we shall call her Jane.

**Unless** .....

c) I've got too little time to finish assembling all of these sets today.

**Had** .....

d) It would be better if you leave now.

**If** .....

e) It's a pity I didn't think of that before.

**I wish** .....

f) The only reason I am late is that the traffic was so heavy.

**If** .....

g) It was wrong of Kate to have let the strangers in.

**We wish** .....

h) I couldn't have managed without your help.

**If** .....

i) Harriet was delayed so she missed the bus.

**Had** .....

j) It's a pity the weather is so hot!

**I wish** .....

Ex. 12. *Find and correct mistakes in the following sentences (if there are any).*

1. I would be grateful if you would answer my letter as soon as possible.
2. If you worked late last night, how come I didn't see your light on?
3. I wish you not speak so rudely to him. He didn't deserve that!
4. If you'll hold this end, I'll take the other one.
5. It's so cold ever since our honeymoon began. We wish we chose a hotter country.
6. If it were not his help, we'd have got stuck in the cave for good.
7. If you came to me before, I could help you.
8. I think you'd be mad if you would give up your job.
9. If I were to start again, my choice of career would have been the same.
10. If I hadn't bought a motor cycle instead of a car, I wouldn't have to spend so much on petrol now.
11. She wishes she had gone to India for holidays, as it was too hot for her there.
12. I'd feel happier if she talked so much.
13. If I were you I would have visited Ann yesterday.
14. I wish I didn't decide to work for that company.
15. If I know her well, I will visit her.

**МАТЕРИАЛЫ ДЛЯ КОНТРОЛЯ ЗНАНИЙ****REVISION TEST****I. Open the brackets and use the verb in necessary form:**

1. This is my new car. What \_\_\_ (you think) of it? 2. The second film \_\_\_ (we see) \_\_\_ (direct) by Howard Hughes. 3. I can't find the car keys. What \_\_\_ (you do) with them? 4. Sorry \_\_\_ (I not fix) the plug. I \_\_\_ (mean) to get round to it but \_\_\_ (I just not find) the time. 5. Hurry up, or all the new phones \_\_\_ (sell). 6. I \_\_\_ (support) you at the time because I \_\_\_ (feel) that you were right. 7. John couldn't understand what \_\_\_ (decide) because too many people \_\_\_ (talk) at once. 8. Jean, I'm so glad you've got here at last. I \_\_\_ (expect) you all day. 9. Please don't let me down this time! I \_\_\_ (depend) on you. 10. Sam \_\_\_ (not receive) the parcel the last time I \_\_\_ (speak) to him. 11. I \_\_\_ (consider) buying a house but now I \_\_\_ (change) my mind. 12. I \_\_\_ (find) it difficult to convince the ticket inspector that I \_\_\_ (lose) my ticket. 13. Sam! I \_\_\_ (not expect) to see you here! What \_\_\_ (you do) in Chicago? 14. By the time you \_\_\_ (finish) getting ready, we \_\_\_ (miss) the train! 15. I \_\_\_ (hope) to meet you ever since I \_\_\_ (read) your first novel. 16. Since I \_\_\_ (pay) for our lunch, I \_\_\_ (try) to attract the waiter's attention. 17. He \_\_\_ (sell) cars for five years, then he \_\_\_ (become) a writer. 18. Her children \_\_\_ (watch) TV while she \_\_\_ (cook) dinner. 19. So far, I \_\_\_ (read) fourteen novels by Stephen King. 20. It \_\_\_ (snow) hard, and our garden \_\_\_ (be) still full of snow.

**II. Put into the Reported Speech:**

1. He said: "I drew well in my childhood." 2. She insisted: "You must sign these papers today." 3. "Your train has already left", she said. 4. "Don't wake him up! He's been working much today! Let him rest!" the captain said. 5. I wondered: "Will they go with us when they have finished the work?" 6. She said: "I felt that something was being hidden from me." 7. "Will you please keep an eye on my bag?" she asked. 8. They said: "We don't want him to come until he has been prepared properly." 9. He said: "Don't go outside until you have finished your home task." 10. "Did you see her yesterday?" she asked.

**III. Use the proper articles:**

1. ... Tower Bridge is near ... Tower. 2. He went into ... bar and ordered ... coffee, then changed it to ... brandy because ... coffee wasn't enough after ... talk like this. 3. Sorry, boss, but ... Mr. Black wants to talk to you. 4. ... weather over ... Atlantic was getting worse. 5. ... friendly people lives on ... island. 6. What ... nice furniture you have! 7. Where is ... milk? – It is in ... refrigerator. But where is ... money? 8. He took ... potato and carefully put it back in ... place we had found

it. 9. ... dog is a friend of ... man. 10. They were hardly seen at ... small distance. 11. It was on ... Christmas morning. 12. ... atoms consist of ... particles.

**IV. Use a suitable preposition:**

1. I can rely ... being invited to the party. 2. Unfortunately our country is not rich ... minerals. 3. Has the doctor been sent ...? 4. What a nice place to live .... . 5. ... she had never heard of such things, she was surprised ... first. 6. We must hurry or we shall be late ... the film. 7. What books have you been referred ...? 8. Everything now depends ... the weather. 9. Everyone tried to blame me ... the mistake. 10. Have you accounted ... the wind speed in your calculations? 11. My grandfather is always confusing Madonna ... Maradona. 12. The bus was crowded ... people.

**V. Use suitable adverbs and adjectives:**

1. Mary dresses very (prettily, pretty) and dances (prettily, pretty) well. 2. He played very (bad, badly) in the match yesterday. 3. I (high, highly) appreciate your knowledge. 4. The soup smells (wonderfully, wonderful) and tastes even (better, more good). 5. The bullet went (cleanly, clean) through the wall. 6. He (near, nearly) got drowned but managed to swim ashore. 7. She is (happier, more happy) than her sister. 8. His jokes sounded (strange, strangely) to us. 9. She is no (good, well) as a pianist. 10. The dog was lying (quiet, quietly) in the sun. 11. Six of the (injured, injured people) were allowed to be taken home. 12. This time you've made (less, fewer, more few, more little) mistakes. 13. (The English, English people) love tea. 14. He is (the taller, the tallest, more tall) of the two. 15. Don't try my patience any (farther, further). 16. He was (the latest, latest, last, the last) man to come. 17. The poor girl died (peaceful, peacefully) in her sleep. 18. All these payments were (illegally, illegal). 19. He (just, justly) deserves the prize he received. 20. He (hard, hardly) works (hard, hardly).

**VI. Conditionals, wishes. Use the correct form of the verbs.**

1. But for the doctors he (would die, would have died, should die). 2. I wish I (did, should do, done, had done) it then. 3. If I (had, have, would have, had had) time, I (would, would have, will) come and see you. 4. As soon as I (have, will have, would have) a good look at the designs, I (send, would send, will send) them back to you. 5. I wish I (can, could, might) go around the world. 6. Whatever (happen, will happen, happens) I (will meet, would meet, meet) you here in a week. 7. If I (knew, had known, know) about that then, I (not do) such a silly thing. 8. If they (see, will see, would see) you, they (punish, would punish, will punish) you. 9. If we (took, would take, had taken) a

taxi instead of a bus, we (be, will be, would be, would have been) on time.  
10. She wishes she (will have, has, had, would have) blue eyes.

**VII. Choose the correct form of the given verb.**

1. That jacket you're wearing is really nice but those green jeans (be) horrible. 2. The police (investigate) a break-in at the National Bank last night. 3. Think carefully before you spend that amount of money. A thousand pounds (be) a lot! 4. Modern aircraft (be) powerful machines. 5. Where (be) my new pantyhose? 6. Billiards (be) an interesting game. 7. No news (be) good news. 8. Mathematics (be) his favourite subject. 9. The Government (decide) to pass the bill. 10. His advice always (be) useful to me.

**VIII. Translate from Russian into English:**

1. Если хочешь, можешь сделать это завтра. 2. Иногда она боится темноты. 3. Я не хотел, чтобы он видел, как я плохо отвечаю. 4. Когда мы вернулись домой, ужин был приготовлен, квартира убрана, а папа смотрел телевизор. 5. Давай сходим сегодня на концерт. – А билеты еще продаются? 6. Никогда никому ничего не говори! 7. Я бы никогда не сделал этого, если бы у меня был другой выход. 8. Наша команда уезжает на соревнования на следующей неделе. 9. Интерес людей к этому журналу легко объяснить. 10. Я был уверен, что он уже жалеет, что сделал это. 11. Если бы не его улыбка, я бы ничего не заподозрил. 12. Она ясно чувствовала, что он пристально наблюдает за ней.



**ВОПРОСЫ К ЗАЧЕТУ***для специальности 1-02 03 06**«Иностранные языки (английский, немецкий)»***I. Примерный список теоретических вопросов**

1. Classification of nouns: common, proper, abstract, collective nouns.  
The category of Gender.
2. The category of Number.
3. Countable and uncountable nouns.
4. The category of Case. Noun formation. Compound nouns.
5. The Article. General notion.
6. The use of articles with class nouns.
7. The use of articles with nouns of material.
8. The use of articles with abstract nouns.
9. The use of articles with class nouns modified by attributes.
10. The use of articles with names of people.
11. The use of articles with geographical names.
12. The use of articles with names of hotels, ships, newspapers and magazines.
13. The use of articles with the nouns *day, night, morning, evening*.
14. The use of articles with names of seasons.
15. The use of articles with the nouns *school, college, prison, bed, jail, church*.
16. The use of articles with names of meals and languages.
17. The use of articles with nouns modified by adjectives, pronouns and numerals.
18. Place of the article. Ways of expressing the meaning of the English articles in Russian.

## ВОПРОСЫ К ЗАЧЕТУ

*для специальности 1-21 06 01-01 «Современные иностранные  
(английский, немецкий) языки (преподавание)» со специализацией  
1-21 06 01-01-03 «Компьютерная лингвистика»*

### I. Примерный список теоретических вопросов

1. The Present Perfect Continuous and the Present Perfect Active Voice. Formation and Usage. Give examples. Point out similar and different meanings.
2. The Present Continuous and the Future Indefinite Active Voice. Formation and usage. Give examples.
3. The Past Indefinite and the Past Continuous, Active Voice. Formation and usage. Give examples.
4. The Present Perfect and the Past Indefinite, Active Voice. Formation and usage. Give examples.
5. The Present Indefinite and the Future Indefinite as means of expressing future actions, Active Voice. Formation and usage. Give examples.
6. The Present Indefinite and the Present Continuous, Active Voice. Formation and usage. Give examples.
7. The Past Perfect Continuous and the Past Perfect, Active Voice. Formation and usage. Give examples.
8. Nouns. Classification of Nouns. Countable and uncountable nouns. Formation of plurals. Nouns that are used only in plural and singular. Plural forms of compound nouns. Foreign plurals. Give examples.
9. Cases of nouns. Formation of the Possessive case. Possessive Case with compound nouns and group of words. Possessive case with lifeless nouns, with phrases denoting time, space, quantity, with nouns denoting countries, towns, ships. Possessive Case in set phrases.
10. The Article. Forms of the indefinite article. Cases of usage of the indefinite article. The use of the definite article. Articles with geographical names and names of persons.
11. The Passive Voice. Formation and usage. Give examples.
12. Articles with numerals. Articles with the words *next* and *last*, with names of historical events and epochs, with the names of meals.
13. Articles with the names of organizations, institutions, newspapers, magazines, ships, hotels.
14. Articles with the nouns *school, college, prison, court, market, town, church*.
15. Adjectives. Classification of adjectives (simple, derivative, compound). Degrees of comparison. State irregular forms of comparison. Give your examples.
16. Substantivization of adjectives. Name wholly substantivized and partially substantivized adjectives. Formation and usage of the construction of comparison “as... as”, “not so...as”, the...the”. Give examples.

17. Adverbs. Classification of adverbs (simple, derivative, compound). Name adverbs which have the same form with the adjectives. Adverbs with and without “ly”. Illustrate with examples.

18. Name the degrees of comparison of adverbs. The place of adverbs of time, frequency, manner, degree, etc. Give examples.

19. Prepositions. Classification of prepositions (simple, compound). Phrase prepositions. The place of the prepositions closely associated with a verb in a sentence.

20. Pronouns. Name the types of pronouns. Give examples of personal, possessive, reflexive, relative, demonstrative, interrogative, indefinite, negative pronouns. Point out their peculiarities. Give your example.

21. Different means of expressing future actions.

22. Classification of verbs: terminative/durative, transitive/intransitive, etc.

23. Numerals. Classification. Lexical functions.

24. Reported speech. The rule of the sequence of tenses. Transformation of the time indicators. Illustrate with examples.

25. Phrasal verbs. Give as many examples as possible.

26. Formulate the rules, illustrate with examples: *such – so, so am I – neither am I*.

27. Formulate the rules, illustrate with examples: *used to – be used to, have – have got*.

28. Formulate the rules, illustrate with examples: *much, many, little, few, a lot, plenty, a great deal of, a good many*.

29. Formulate the rules, illustrate with examples: *each – every, quite – rather*.

30. Formulate the rules, illustrate with examples: *who, that, which*.

31. Formulate the rules, illustrate with examples: *still, yet, already, enough, too*.

32. Formulate the rules, illustrate with examples: *like – as, for – during – while*.

33. Formulate the rules, illustrate with examples: *both (of), neither (of), either (of)*.

34. Formulate the rules, illustrate with examples: *another – (the) other – (the) others*.

35. Conditional sentences. Three basic patterns.

36. Formulate the rules, illustrate with examples: prepositions *at, on, in* (time).

37. Formulate the rules, illustrate with examples: prepositions *at, on, in* (position).

38. Formulate the rules, illustrate with examples: *all, every, whole*.

39. Conditional sentences of mixed types. Give examples.

40. Formulate the rules, illustrate with examples: *some, any, no, none*.

## GRAMMAR TEST

### **I. Choose the correct variant.**

1. I trained really *hard/hardly* for the marathon.
2. Throw it as *high/highly* as you can.
3. He was *just/justly* punished for his crimes.
4. You can speak *free/freely* – I won't tell anyone what you say.
5. They have *wide/widely* different opinions.
6. We need *so/as* many people as possible.
7. Could you talk *quietlier/more quietly*?
8. I don't think she is silly. – *So/Nor* do I.
9. It might rain. – I'll take an umbrella with *me/myself*.
10. Do you think the police *is/are* well-paid?

### **II. Use the required verb forms.**

1. How often you (to be) in love in your life?
2. I (to start) my new job tomorrow.
3. She is going to divorce Nick. – If she (to be) clever, she (not to marry) him.
4. You (to look) lovely when you (to smile).
5. When the boy (to come) home, his mother see easily that he (to smoke).
6. I had a sleepless night. – I (to make) coffee.
7. The results (to analyse) yet.
8. I wish you (to shut up). You constantly (to talk) nonsense.
9. The problem (to explain) to the child.
10. The phone (to ring) while I (to have) dinner.
11. Hush! He (to work) at his wonderful poem. An immortal work of art (to create).
12. The builders say the roof (to finish) by Thursday.
13. This time tomorrow I (to lie) on the beach.
14. We (dance) all night long.
15. This is the first time Emily (to play) billiards.
16. I (not to hear) your last remark.
17. I (to tell) you just now I never (to be) to Moscow.
18. After lunch we heard that Charles (to send) for.

### **III. Supply the required articles.**

1. It was a great treat to go to ... cinema when I was a child.
2. ... River Volga flows into ... Caspian Sea.
3. He wakes up at ... sunrise.
4. Gracie was ... student at ... London University.
5. Mother went to ... school yesterday to attend a parents' meeting.
6. Charley was distressed. This was not ... Simon he had known so long.

7. She has become ... important person in Norwegian politics.
8. Do you trust ... government?
9. Nothing can travel faster than ... light.
10. They appointed him ... Head Librarian.
11. It's better to stay at home in such ... weather.
12. Learning comes easier to ... young.
13. It's useful to read English authors in ... original.

#### **IV. Translate the sentences.**

1. Том зарабатывает в два раза больше, чем Джек. 2. Какой кофе ты предпочитаешь? – Чем крепче, тем лучше. 3. Прошлым летом Маша ездила на трехдневную экскурсию в Париж. 4. Давай пойдём в бар. – Об этом и речи быть не может, моя жена придет в ярость. 5. Дети Анны и Марты учатся в одном классе. 6. Становится все труднее и труднее найти работу. 7. В пятницу утром я буду дома. 8. В меню нет стейка с кровью, я закажу пиццу. 9. Она прибыла в Минск в 10.13. 10. Прости, я разбил твою любимую кружку. Я сделал это не специально. 11. Что ты делаешь под кроватью? Ты потерял что-то? – Я ищу ключ от офиса. 12. В школе над ним часто смеялись, и однажды он бросил камнем в одноклассника. 13. Я не могу вспомнить его имя. Он либо Джек, либо Джеймс. – Ни то, ни другое. 14. Ты когда-нибудь встречал такой вид птиц? 15. В доме не живут уже два года.

**ПРИМЕРНЫЙ СПИСОК ТЕОРЕТИЧЕСКИХ  
ВОПРОСОВ К ЭКЗАМЕНУ**

*для специальности 1-02 03 06*

*«Иностранные языки (английский, немецкий)»*

1. The Present Perfect Continuous and the Present Perfect. Active Voice. Formation and Usage. Give examples. Point out similar and different meanings.
2. The Present Continuous and the Future Indefinite, Active Voice. Formation and usage. Give examples.
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11. The Passive Voice. Formation. The usage of the Passive Voice.
12. Articles with numerals. Articles with the words *next* and *last*, with names of historical events and epochs, with the names of meals.
13. Articles with the names of organizations, institutions, newspapers, magazines, ships, hotels.
14. Articles with the nouns *school*, *college*, *prison*, *court*, *market*, *town*, *church*.
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21. Different means of expressing future actions.

22. Classification of verbs: terminative/durative, transitive/intransitive, stative/dynamic.

23. Numerals. Classification. Lexical functions.

24. Reported speech. The rule of the sequence of tenses. Transformation of the time indicators. Illustrate with examples.

25. Phrasal verbs. Give as many examples as possible.

26. *Such – so, so am I – neither am I*. Formulate the rules, illustrate with examples.

27. Formulate the rules, illustrate with examples: *used to – be used to, have – have got*.

28. Formulate the rules, illustrate with examples: *much, many, little, few, a lot, plenty, a great deal of, a good many*.

29. Formulate the rules, illustrate with examples: *each – every, quite – rather*.

30. Formulate the rules, illustrate with examples: *who, that, which*.

31. Formulate the rules, illustrate with examples: *still, yet, already, enough, too*.

32. Formulate the rules, illustrate with examples: *like – as, for – during – while*.

33. Formulate the rules, illustrate with examples: *both (of), neither (of), either (of)*.

34. Formulate the rules, illustrate with examples: *another – (the) other – (the) others*.

35. Conditional sentences. Three basic patterns.

36. Formulate the rules, illustrate with examples: prepositions *at, on, in* (time).

37. Formulate the rules, illustrate with examples: prepositions *at, on, in* (position).

38. Formulate the rules, illustrate with examples: *all, every, whole*.

39. Conditional sentences of mixed types. Give examples.

40. Formulate the rules, illustrate with examples: *some, any, no, none*.

**ОБРАЗЕЦ ЭКЗАМЕНАЦИОННОГО ПРАКТИЧЕСКОГО ЗАДАНИЯ**

***Open the brackets / Choose the correct variant / Fill in the gaps where necessary.***

1. I (to listen) to music and (not to hear) your phone call yesterday.
2. Having eaten a/the/– soup, Oliver asked for a/the/– second portion.
3. The mountain which/whose/what top was covered with snow seemed to be very high.
4. The (clever) you are the (much) respected you are.
5. The car was moving dead/deadly slow.
6. I think this job would suit \_\_ you. Why don't you apply \_\_ it.
7. There's hardly any toothpaste in the tube, \_\_ ? (put a question tag)

***Paraphrase 1) using the word given, 2) into the passive voice, 3) into indirect speech.***

1. We don't like cheese, so we don't buy it. **If ...**
2. Pupils must not leave bicycles in the hall.
3. "Helen, would you like to come to lunch on Sunday?" Mary said.

**Translate the sentences into English.**

1. Если бы не вы, я бы сразу уехала.
2. Все, что я знаю, я получил от своего отца.
3. Старый мост разберут, а на его месте построят новый.
4. Вчера мне рассказали интересную историю о том, как двое мотоциклистов столкнулись друг с другом, но ни один не пострадал.
5. Вы именно тот самый человек, которого я хочу видеть.

**ОБРАЗЕЦ ЭКЗАМЕНАЦИОННОГО БИЛЕТА**

Дисциплина Практическая грамматика английского языка (1 курс)

Летняя экзаменационная сессия

1. The Present Perfect Continuous and the Present Perfect. Active Voice. Formation and Usage. Give examples. Point out similar and different meanings.
2. Formulate the rules, illustrate with examples: such – so, so am I – neither am I.
3. Practical task.



## GLOSSARY

**abstract noun** An abstract noun is a noun that refers to a concept or feeling, e. g. *danger, hope, courage, luck, happiness, peace, strength, success.*

**active** See PASSIVE

**adjective** An adjective is a word that tells us what a person, thing, place, etc. is like: ‘a *tall* woman’, ‘a *blue* scarf’. ‘The questions were *difficult*.’

**adjective phrase** An adjective phrase is a group of words in which the main word is an adjective: ‘The floor was *very dirty*.’ ‘These shoes are *far too expensive*.’

**adverb** An adverb is a word which tells us ‘how’, ‘when’, ‘how often’, ‘where’, etc. something happens: ‘I closed the door *quietly*.’ ‘We saw her *yesterday*.’ ‘They *often* go *there*.’ Adverbs also tell us about the degree or extent of something: ‘*very* old’, ‘*too* quickly’, ‘*fairly* important’. See also LINKING ADVERB, DISJUNCT

**adverbial** An adverbial is a word, phrase or clause which tells us ‘how’, ‘when’, ‘where’, ‘why’, etc. something happens: ‘He arrived *yesterday*.’ ‘He arrived *about a week ago*.’ ‘He had arrived *before I reached the station*.’

**adverbial clause** An adverbial clause is a type of subordinate clause which tells us *how, when, where, why*, etc., something happens: ‘*While I was having breakfast*, the telephone rang.’ ‘I’ve come to England *to improve my English*.’

**adverbial phrase** An adverbial phrase is a group of words in which the main word is an adverb: ‘He should drive *more carefully*.’ ‘She’ll be back *fairly soon*.’

**affirmative** A statement which contains a word such as *not, never, rarely* is said to be ‘negative’: ‘I don’t like coffee.’ A statement which does not contain a negative word is said to be ‘affirmative’: ‘I like coffee.’

**agreement** When we say that two words in a sentence must ‘agree’, we mean that they must have the same grammatical features. For example, if the subject of a sentence is plural, the verb must also be plural: ‘The *girls* in my class *are* French.’ Similarly, if the subject of a sentence is third person singular, we have to use a third person singular pronoun to refer back to it: ‘*Mr Jones* is a good teacher, but *he* always arrives late.’ The pronoun *he* shares the same grammatical features as *Mr Jones*.

**antecedent** An antecedent is the word or phrase that a pronoun or determiner refers back to: ‘Tim likes *onions* but his wife hates *them*.’ In this sentence, the pronoun *them* refers back to (and agrees with) *onions*, which is the antecedent.

**apposition** To give more information about someone or something, we sometimes follow a noun phrase with a second noun phrase: ‘*Mr Williams, the headmaster*, used to play rugby for Wales.’ The two noun phrases are said to be ‘in apposition’.

**attributive** When we use the words ‘attributive’ and ‘predicative’, we are talking about adjectives and their positions in a sentence. An adjective that is

placed before a noun is said to be in attributive position: 'He gave me the *correct* answer'. An adjective that is placed after a linking verb such as *be* is said to be in predicative position: 'His answer *was correct*.'

**auxiliary verb** An auxiliary verb (e. g. *be, have, do, can, must, will*) is used before a main verb to make tenses, questions, passive forms, etc.: 'She *has lost* her passport.' '*Did* you go to the meeting?' 'The new furniture *will be delivered* tomorrow.' See also MAIN VERB, VERB PHRASE

**bare infinitive** See INFINITIVE

**clause** A clause is usually either a sentence ('*She arrived an hour late.*') or a major part of a sentence ('She arrived an hour late + *because her car broke down*') See also MAIN CLAUSE, SUBORDINATE CLAUSE

**collective noun** A collective noun is a word which refers to a group, e. g. *crowd, family, team*. When it is singular, a collective noun may normally be used with a singular or plural verb: 'The *committee has/have* finally reached a decision.'

**comparative** A comparative is the form of an adjective or adverb that ends in *-er* or that begins with *more/less*: 'My car is *older* than yours.' 'The leather bag is *more expensive* than the plastic one.' See also SUPERLATIVE

**complement** A complement (sometimes called a 'subject complement') is normally a word or phrase which describes the subject: '*This apple is delicious.*' '*His wife became a music teacher.*' '*Smoking is bad for your health.*' Similarly, an object complement describes the object: 'I found *his new book very interesting.*' 'The film made *her famous* almost overnight.'

**compound** A compound is a combination of two or more words that we use as a single word: 'a *teacup*', 'a *two-week* holiday', 'a *six-year-old* child'.

**conditional** A conditional clause (also called an 'if-clause') is a type of subordinate clause that begins with *if, unless*, etc.: '*If Mary had arrived on time*, we would have caught the train.' Less frequently, a conditional clause may begin with subject-verb inversion: '*Had I known that you were ill*, I would have come to see you.' A *conditional sentence* is one that contains a conditional clause.

**conjunction** A conjunction is a word such as *and, or, but, because, if, when, although* which joins two parts of a sentence, or shows how they are related: 'Would you like *tea or coffee*?' 'There are *two apples and three oranges.*' '*She likes you because you never get angry.*'

**context** When a word is used in speech or writing, there are normally words before it and words after it. These surrounding words are known as the 'context'. Context also means the social situation, in which language is used.

**contracted** A contracted form (or 'contraction') is the short form of a word that we use in everyday conversation. For example, instead of saying 'I *have* done it', we normally say 'I've done it'.

**coordinating conjunction** A coordinating conjunction (e. g. *and, or, but*) is used to link two equal parts of a sentence: ‘Would you like tea *or* coffee?’ ‘I invited him to come in *and* sit down.’ ‘Tom plays football *but* Peter prefers tennis.’

**coordination** Coordination is the linking of equal grammatical units, usually by means of *and, or, but*.

**countable noun** A countable noun (or count noun) is a noun with both singular and plural forms: e. g. ‘a *chair*’ – ‘two *chairs*’, ‘a *child*’ – ‘six *children*’.

**defining** See RELATIVE CLAUSE

**demonstrative** The demonstratives *this/these* and *that/those* tell us whether something is near the speaker or at a distance from the speaker. These words are used as both determiners and pronouns.

**determiner** A determiner is a word that is frequently used at the beginning of a noun phrase, e. g. *a/an, the, this, that, these, my, your, their, some, any, more, many, all, both, each, every*.

**direct object** See OBJECT

**direct speech** See INDIRECT SPEECH

**disjunct** A disjunct is a word or phrase that we use to express our attitude to what we are about to say, e. g. *unfortunately, luckily, of course, naturally, on the whole, in short, to be precise*.

**double genitive** A double genitive is a structure in which *of* is followed by a possessive form: ‘a friend *of my father’s*’, ‘a neighbour *of mine*’.

**finite** A finite verb is a verb which has a tense: ‘They *are* waiting for you.’ ‘She *sent* me a postcard.’ ‘*Have* you seen my keys?’ A finite clause is a clause that contains a finite verb.

A non-finite verb does not have a tense: ‘I heard someone *coming* in.’ ‘We went *to see* a film *called* “Forrest Gump”.’ A non-finite clause is a clause that contains a non-finite verb.

**fixed** A fixed expression is one whose form cannot be changed in any way: e. g. *on the whole, needless to say, could do with, a couple of*, etc.

**formal** Formal styles are those in which words and structures are carefully chosen. Such styles are used in business letters, academic textbooks, news broadcasts, public ceremonies, etc. Informal styles are those in which language is used spontaneously, as in everyday conversation.

**gender** In some languages, each noun has a grammatical gender. In French, for example, the word for ‘house’ is feminine whereas the word for ‘sky’ is masculine. In English, nouns do not have grammatical gender.

**genitive** The genitive (or ‘possessive’) form of a noun ends with *-’s* (apostrophe + s) or *-s’* (s + apostrophe): ‘*Tom’s* bicycle’, ‘a *girls’* school’. Genitive forms often express a relationship of possession (‘my wife’s car’), but they express a

number of other relationships as well. For example, they are commonly used with time words: ‘a month’s salary’, ‘today’s lesson’, ‘in three weeks’ time’.

We do not normally use the –‘s/-s’ genitive with inanimate nouns. Instead, we tend to use the *of*-genitive: ‘the end *of the road*’, ‘the back *of the house*’.

**gradable** A gradable adjective is one that can be used with *very*, *too*, etc. It also has comparative/superlative forms: ‘James is a *very tall boy*, much *taller* than Mark, but John is the *tallest*.’ Unlike *tall*, adjectives such as *medical* and *dead* are ungradable. We do not normally say ‘very dead’ or ‘more medical’.

**head** The head of a phrase is the word that is modified/qualified by all the other words in the phrase: ‘*The two books that you lent me were extremely interesting.*’

**if-clause** See CONDITIONAL

**imperative** The imperative form of a verb is the same as the bare infinitive: ‘*Come here.*’ ‘*Have a seat.*’ Imperative clauses begin with a verb in the imperative. We use them for commands, suggestions, invitations, etc.

**indefinite pronoun** Indefinite pronouns are words such as *somebody*, *something*, *anyone*, *nobody*, *everything*. They are ‘indefinite’ because they do not refer to a particular person or thing.

**indirect object** See OBJECT

**indirect speech** Direct speech is speech that is written down without changing the words of the speaker. These words are usually enclosed within inverted commas: ‘*Don’t be late.*’ Indirect speech (or ‘reported speech’) is speech that is reported in the words of the reporter: *She told him not to be late.*

**infinitive** The infinitive (sometimes called the ‘present infinitive’) is the base form of a verb: *(to) be*, *(to) go*, *(to) know*, etc. The base form is used sometimes with *to* (‘He wants *to stay* in bed’) and sometimes without *to* (‘He should *stay* in bed’). The form with *to* is called a ‘*to*-infinitive’; the form without *to* is called a ‘bare infinitive’. See also PERFECT INFINITIVE

**infinitive clause** An infinitive clause is a type of subordinate clause which begins with an infinitive: ‘I’ve come to England to *visit my sister.*’ ‘It was good to *see you again.*’ ‘All you can do is *ask for your money back.*’

**infinitive marker** The infinitive marker is *to*. We use it to make a *to*-infinitive.

**informal** See FORMAL

**-ing clause** An *-ing* clause is a type of subordinate clause in which the first verb is an *-ing* form: ‘*Playing the piano* can be very relaxing.’ ‘She hates *saying goodbye to anyone.*’ ‘The man *sitting next to me* started to laugh.’

**-ing form** An *-ing* form is the form of a verb that ends in *-ing*: ‘He’s *finishing* his dinner.’ ‘I like *listening* to the news.’ ‘*Sitting* behind me were two German girls.’

**intensifier** An intensifier is a type of adverb which ‘strengthens’ the meaning of the following word: ‘*very* strange’, ‘*extremely* disappointed’, ‘*absolutely* amazing’.

**interrogative** An interrogative clause is a clause that has the form of a question: ‘*Have you seen my umbrella anywhere?*’ ‘*Where does he live?*’ Note, however, that interrogative clauses are not always questions: ‘If you are going out, *would you post this letter for me?*’ (= a request)

**intransitive** See TRANSITIVE

**irregular** See REGULAR

**linking adverb** Linking adverbs are words such as *therefore*, *however*, *moreover*, *nevertheless*. We use these words to show the connection between what we are about to say and what we have just said. ‘Most criminals realize that they may be caught. *Nevertheless*, they are prepared to take the risk.’

**linking verb** A linking verb (e. g. *be*, *become*, *seem*, *look*) links the subject with one or more words which describe the subject: ‘My mother *is* a doctor.’ ‘The children *looked* tired and hungry.’

**main clause** A main clause is a clause that may be used on its own as a sentence: ‘Someone has taken my umbrella.’ ‘She arrived an hour late.’ For this reason, a main clause is sometimes called an ‘independent clause’.

**main verb** A main verb (e. g. *lose*, *go*, *deliver*, *forget*) is the last verb in a verb phrase: ‘She *has lost* her passport.’ ‘We *didn’t buy* anything.’ If there are no auxiliary verbs (e. g. *be*, *have*, *do*, *can*, *must*, *will*), the main verb is the only verb: ‘Then we *went* home.’ ‘She *has* a bad cold.’

**middle position** A middle position (or ‘mid-position’) adverb is an adverb that normally comes immediately before the main verb: ‘She *often* writes to me.’ ‘I had *almost* fallen asleep.’

**modal verb** A modal verb (e. g. *can*, *could*, *may*, *might*, *will*, *should*, *must*) is a type of auxiliary verb which expresses the speaker’s attitude. It comes right at the beginning of a verb phrase: ‘You *should* see a doctor.’ ‘They *must* have missed the train.’ ‘*Would* you like a drink?’

**modifier** in a phrase, a modifier is a word or group of words which makes the meaning of the main word (the head) more specific. For example, in the phrase ‘two silk ties from Italy’, the main word ‘ties’ has three modifiers: ‘two’, ‘silk’ and ‘from Italy’. A modifier which comes after the main word, such as ‘from Italy’, is sometimes called a ‘qualifier’. See also QUALIFIER

**negative** See AFFIRMATIVE

**non-defining** See RELATIVE CLAUSE

**noun** A noun is a word that refers to a person, place, thing, idea, etc.: ‘My *sister* is writing an *essay* about the *life* of *Caesar*.’ Most nouns can be used after a determiner.

**noun phrase** A noun phrase is a group of words in which the main word is a noun or pronoun: ‘*The shop assistant showed me several expensive watches and then some cheaper ones.*’ ‘*Our guide told us about the history of London.*’

**number** Number involves the contrast between words which are singular (e. g. *this, boy, he*) and words which are plural (e. g. *these, boys, they*). Two words are said to agree in number when they refer to the same thing and are both singular or both plural. See also AGREEMENT

**object** The object (also called the ‘direct object’) of a sentence is the person or thing that is affected by the action of the verb: ‘I took *George* to the airport.’ ‘She closed *the door* quietly.’ An indirect object is normally the person or thing that receives the direct object: ‘She gave *the boy* an apple.’ ‘I sent *him* a postcard.’

**participle** See PRESENT PARTICIPLE, PAST PARTICIPLE

**participle clause** A participle clause is a type of subordinate clause which begins with a participle. ‘*Dried in the sun*, the leaves had turned brown.’ ‘*Not wanting to disturb them*, I waited outside.’

**passive** The subject of a clause is usually the ‘doer’ of the action expressed by the verb: e. g. ‘Alex has typed the letter.’ In such cases, we say that the verb and the clause are ‘active’. Sometimes, however, the subject of a clause is the ‘receiver’ of the action: e. g. ‘The letter has been typed.’ When this is the case, we say that the verb and the clause are ‘passive’. Passive verb forms are made with *be* + past participle: ‘The car *has been repaired*.’ ‘More trees *are being planted*.’ Since a passive clause begins with the ‘receiver’ of the action, only transitive verbs (i. e. verbs which take an object) can be used in the passive.

**past participle** The past participle is the form of a verb that is used in perfect tenses (‘Someone *has/had broken* the window’), in passive structures (‘My computer *is being repaired*’), and in some non-finite clauses (‘*Driven carefully*, the car will last you a lifetime’). Past participles are also used as adjectives: ‘an *excited* audience’, ‘a *lost* child’.

**past perfect** The past perfect tense has two forms: the past perfect simple (‘She *had written* to him’) and the past perfect progressive (‘She *had been writing* to him’). When people talk about ‘the past perfect’, they normally mean the simple form.

**past perfect progressive** The past perfect progressive tense is made with *had* + *been* + *-ing*: ‘Previously, he *had been working* for a newspaper.’

**past perfect simple** The past perfect simple tense is made with *had* + *past participle*: ‘He told me that he *had left* his suitcases at the airport.’

**past progressive** The past progressive tense is made with *was/were* + *-ing*: ‘When I arrived, they *were sitting* in the garden.’

**past simple** The past simple tense of a regular verb ends in *-ed*: knocked on the door, and then opened it. For the past simple forms of irregular verbs, see the table.

**past tense** The past tense has two forms: the past simple ('She *laughed*') and the past progressive ('She *was laughing*'). When people talk about 'the past tense', they normally mean the past simple form.

**perfect infinitive** The perfect infinitive is made with (*to*) *have* + *past participle*: 'The train should *have arrived* by now.' 'She is known *to have been* a keen tennis player.'

**person** As a grammatical term, 'person' involves the contrast between words which show that we are talking about ourselves (e. g. *I, we* = 'first person'), words which show that we are talking about the listener (e. g. *you* = 'second person'), and words which show that we are talking about someone or something else (e. g. *he, she, it, the tree, they, the girls* = 'third person').

**personal pronoun** The personal pronouns are *I, me, you, he, him, she*, etc.

**phrasal verb** A phrasal verb is a verb which consists of two or three parts: 'If I come to London, I'll *look you up*.' (= verb + adverb); 'Who *looks after* the children?' (= verb + preposition); 'I *look forward to* seeing you.' (= verb + adverb + preposition).

**phrase** A phrase is a group of words, one of which is the 'head' (the main word): e. g. 'the best hotel in London', 'much too expensive', 'as quickly as possible'. See also NOUN PHRASE, VERB PHRASE, ADJECTIVE PHRASE, ADVERBIAL PHRASE, PREPOSITIONAL PHRASE

**plural** A plural form refers to two or more people or things: 'books', 'children', 'these', 'we', 'many'.

**plural count noun** A plural count noun is a countable noun that is used in the plural: 'two *tables*', 'several *books*'. See also PLURAL NOUN

**plural noun** A plural noun is a noun which is always plural and does not have a singular form, e. g. *trousers, clothes, scissors, sunglasses*.

**possessive** See GENITIVE

**possessive determiner** The possessive determiners are *my, your, his, her, its, our, their, whose*: 'Have you seen *their* new house?'

**possessive pronoun** The possessive pronouns are *mine, yours, his, hers, ours, theirs*.

**postdeterminer** A small group of adjectives used after a determiner and in front of other adjectives; e. g. *certain, remaining*.

**predeterminer** A word that comes in front of a determiner; e. g. *all the boys...*, *double the trouble...*, *such a mess*.

**predicative** See ATTRIBUTIVE

**preposition** A preposition is a word that comes at the beginning of a phrase telling us *when, where, why, how*, etc.: 'I'll meet you *on* Monday at six o'clock *outside* the cinema.' Prepositions are also used as linking words: 'I was given a

book *about* birds.’ ‘She refuses to talk *to* me.’ Note that some prepositions consist of more than one word, e.g. *because of, in spite of, as a result of*.

**prepositional phrase** A prepositional phrase is a group of words which begins with a preposition and ends with a noun or pronoun: ‘*In the afternoon* I went to the airport to meet a friend *of mine*.’

**present participle** The present participle is the *-ing* form of a verb. It is used in progressive tenses (‘She *was singing*’), in some non-finite clauses (‘*Feeling tired*, I went to bed’), and as an adjective (‘a *boring* lesson’).

**present perfect** The present perfect tense has two forms: the present perfect simple (‘She *has written* to him’) and the present perfect progressive (‘She *has been writing* to him’). It is used to refer to past events that exist in the present. When people talk about ‘the present perfect’, they normally mean the simple form.

**present perfect progressive** The present perfect progressive tense is made with *have/has + been + -ing*: ‘I’ve *been looking* for you everywhere.’

**present perfect simple** The present perfect simple tense is made with *have/has + past participle*: ‘They *have gone* on holiday.’ ‘Nobody *has applied* for the job.’

**present progressive** The present progressive tense is made with *am/are/is + -ing*: ‘They *are waiting* outside. ‘I *am doing* my homework.’

**present simple** With the exception of *be*, the present simple tense is the same as the base form of the verb: ‘My parents *live* in Rome.’ However, when the subject is third person singular, the verb takes an *-s* or *-es* ending: ‘I *like* football but my sister *hates* it.’

**present tense** The present tense has two forms: the present simple (‘She *plays* the guitar’) and the present progressive (‘She *is playing* the guitar’). When people talk about ‘the present tense’, they normally mean the present simple form.

**progressive** Each tense has two forms, a ‘progressive’ (or ‘continuous’) form and a ‘simple’ form. Progressive tenses are made with *be + -ing*: e. g. ‘is working’, ‘has been working’. They are used for actions and situations that are viewed by the speaker as incomplete or temporary: e. g. ‘The children *were digging* a hole in the sand.’ ‘She *is living* in London.’ Simple (or ‘non-progressive’) tenses are used for actions and situations that are viewed by the speaker as complete or permanent: e. g. ‘The children *dug* a hole in the sand.’ ‘She *lives* in London.’

**pronoun** A pronoun is a word that is used in place of a noun or noun phrase: ‘Did my wife tell you where *she* was going?’ ‘I’ve typed the letters but I haven’t posted *them*.’

**qualifier** In a phrase, a qualifier is a word or group of words which comes after the main word (the head) and makes its meaning more specific: ‘a book *about computers*’, ‘the oldest building *in France*’, ‘the best book *I have ever read*’.



**quantifier** A quantifier is a word or phrase which tells us ‘how many’ or ‘how much’: e. g. ‘*most* people’, ‘*several* of my friends’, ‘*a few* problems’.

**question tag** A question tag is a short question form that we sometimes add to the end of a statement: ‘They’ve gone on holiday, *haven’t they?*’ ‘He isn’t too old, *is he?*’ ‘She works for IBM, *doesn’t she?*’

**real subject** A real subject is the part of a sentence that is replaced by an empty subject. In the sentence ‘It’s a pity that you cannot stay longer’, the real or ‘logical’ subject is *that you cannot stay longer* and the grammatical subject is empty *it*.

**reflexive pronoun** The reflexive pronouns are *myself*, *himself*, *themselves*, etc.: ‘We all enjoyed *ourselves*.’ ‘She has bought *herself* a new computer.’

**reflexive verb** A reflexive verb is a verb that is used with a reflexive pronoun, e. g. *myself*, *himself*, *themselves*: ‘Be careful or you will *cut yourself*.’ ‘Just relax and *enjoy yourselves*.’

**regular/irregular** A regular form is one which follows the normal rules. For example, to make the past simple tense of a verb, we normally add *-ed/-d* to the base form: *kicked*, *jumped*, *danced*. However, the past simple tense of an irregular verb is not made in this way: e. g. *went*, *did*, *gave*, *wrote*. An irregular form does not follow the normal rules.

**relative adverb** The relative adverbs *where*, *when* and *why* are used at the beginning of a relative clause: ‘We spent two days in Bristol, **where** we stayed with my brother.’ ‘I shall never forget the day **when** I arrived in England.’

**relative clause** A relative clause is a type of subordinate clause that begins with *who*, *that*, *which*, etc. A ‘defining’ relative clause tells us which person or thing the speaker is talking about: ‘The man *who stole the money* has been caught.’ A ‘non-defining’ relative clause provides further information about someone or something: ‘My youngest child, *who is only three*, is learning to read.’

**relative pronoun** We use a relative pronoun (e. g. *who*, *which*, *that*) at the beginning of a relative clause: ‘Have you found the book **that** you were looking for?’ See also RELATIVE CLAUSE

**reported clause** A reported clause is a clause that is introduced by a reporting verb (e. g. *say*, *tell*, *ask*): ‘She said *that she had a headache*.’ ‘I told them *to wait outside*.’

**reported speech** See INDIRECT SPEECH

**reporting verb** A reporting verb is used to introduce indirect/reported speech: ‘She *said* that she wanted to see you.’ ‘They *asked* me where you were.’

**sentence** A sentence is the largest grammatical unit, containing at least one main clause. It begins with a capital letter and ends with a full stop.

**simple** See PROGRESSIVE

**singular** A singular form refers to just one person or thing: ‘book’, ‘child’, ‘this’, ‘she’, ‘is’.

**stative** A stative verb (e. g. *know, contain, own*) refers to a state (not an action). For this reason, stative verbs are not normally used in progressive tenses. For example, we can say 'I know the answer' but NOT 'I am knowing the answer.'

**subject** The subject of a sentence is the person or thing that the sentence is about: '*Those shoes* look too small for you'. 'Last week *the car* broke down three times.'

**subject complement** See COMPLEMENT

**subordinate clause** A subordinate clause provides part of a main clause, telling us 'why', 'when', 'where', 'how', 'what' etc.: 'She arrived an hour late *because her car broke down.*' '*While we were having dinner,* the doorbell rang.' 'I've come here *to ask your advice.*' A subordinate clause may also provide part of a phrase: 'The person *that I feel sorry for* is his brother.' 'Do you recognize the man *sitting in the back of the car?*' Unlike a main clause, a subordinate clause cannot be used on its own as a sentence. For this reason, it is sometimes called a 'dependent clause'.

**subordinating conjunction** A subordinating conjunction is a word such as *because, if, when, although* which joins a subordinate clause to a main clause: 'She went to bed *because* she was tired.' '*Although* he was ill, he insisted on helping me.'

**superlative** A superlative is the form of an adjective or adverb that ends in *-est* or that begins with *most/least*. 'This is the *tallest* building in the city.' 'The third question was by far the *most difficult.*' See also COMPARING

**tense** A tense is a form of the verb which indicates, for example, the time of an action, and whether it is complete or in progress.

**that-clause** A that-clause is a type of subordinate clause which begins (or which could begin) with the conjunction *that*: 'He said (*that*) *he wanted to see you.*' 'I'm surprised (*that*) *they didn't wait for you.*'

**to-clause** A to-clause is a type of subordinate clause that begins with a *to*-infinitive: 'He's gone out *to do some shopping.*' 'It's good *to see you again.*' 'It was too dark *to see where we were going.*'

**transitive/intransitive** Transitive verbs (e. g. *buy, find*) take an object: 'She *bought* some apples'. 'They *found* their passports.' Intransitive verbs (e. g. *laugh, come*) do not take an object: 'Everyone *laughed.*' 'The train *is coming.*' Some verbs have both transitive and intransitive uses: 'He was reading (a book).'

**uncountable noun** An uncountable noun (also called a 'mass noun') is a noun that does not have a plural form (e. g. *furniture, homework, advice, equipment, information*): 'We need more *information.*' 'There was very little *furniture* in the room.' Some nouns which are normally uncountable also have countable meanings: 'I never drink *coffee.*' (= uncountable) 'The waiter brought two *coffees* and a glass of water.' (= countable) See also COUNTABLE NOUN

**ungradable** See GRADABLE

**unit noun** A unit noun is a noun that we use to talk about a particular quantity of something: ‘a *piece* of furniture’, ‘two *sheets* of writing paper’, ‘one and a half *slices* of bread’.

**verb** A verb is a word which refers to an action or state, and which can show tense: ‘He *went* to Italy.’ ‘She *speaks* three languages.’ See also AUXILIARY VERB, MAIN VERB, VERB PHRASE

**verb phrase** A verb phrase consists of a main verb (e. g. *write, drink, think, go*) preceded by one or more auxiliary verbs (e. g. *be, have, do, can, must, will*): ‘He *has written* another book.’ ‘The car *is being repaired*.’ ‘She *must have gone home*.’

**wh-clause** A *wh*-clause is a type of subordinate clause that begins with a *wh*-word: ‘Do you know *what he wants*?’ ‘*Where she has gone* remains a mystery.’

**word classes** The term ‘word classes’ (sometimes called ‘parts of speech’) refers to the groups into which words are placed according to their grammatical functions. The major word classes are *nouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners*.

**yes/no question** A yes/no question is a question form which invites a ‘yes’ or ‘no’ answer: ‘Have you seen Alex today?’ ‘Did you remember to post the letters?’

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