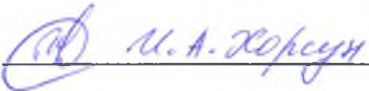


**Учреждение образования**  
**«Гомельский государственный университет имени Франциска Скорины»**

**Факультет иностранных языков**  
**Кафедра теории и практики английского языка**

**СОГЛАСОВАНО**

Заведующий кафедрой  
теории и практики английского языка  
И.А. Хорсун

  
7 апреля 2023 г.

**СОГЛАСОВАНО**

Декан факультета иностранных  
языков  
Е.В. Сажина

  
  
2023 г.

**ЭЛЕКТРОННЫЙ УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС**  
**ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

**«ПРАКТИЧЕСКАЯ ГРАММАТИКА»**

для специальностей:

- 1-02 03 06 Иностранные языки (английский, немецкий)
- 1-02 03 06 Иностранные языки (английский, французский)
- 1-02 03 08 Иностранные языки (английский)

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**Содержание**  
**электронного учебно-методического комплекса**  
**по учебной дисциплине «Практическая грамматика»**  
**для специальностей:**

**1-02 03 06 – Иностранные языки (английский, немецкий (французский));**

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## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

### К ЭЛЕКТРОННОМУ УЧЕБНО-МЕТОДИЧЕСКОМУ КОМПЛЕКСУ

по учебной дисциплине

«ПРАКТИЧЕСКАЯ ГРАММАТИКА» для специальностей:

1 - 02 03 06 – Иностранные языки (английский, немецкий (французский));

1 - 02 03 08 – Иностранные языки (английский)

Представленный электронный учебно-методический комплекс по учебной дисциплине «Практическая грамматика» для студентов 1-2 курсов специальностей:

1 - 02 03 06 – Иностранные языки (английский, немецкий (французский));

1 - 02 03 08 – Иностранные языки (английский)

разработан в соответствии с требованиями учебной программы по данной дисциплине.

Актуальность курса практической грамматики заключается в том, что позволяет студенту овладеть практическими знаниями грамматического строя английского языка, осознать его вариативную сущность, предполагающую использование определенных грамматических структур в зависимости от условий и целей коммуникации, а также от коммуникативного намерения говорящего.

Изучение дисциплины «Практическая грамматика» предусмотрено учебным планом и продиктовано актуальностью применения системы и структуры языка в его конкретном функциональном использовании, а также актуальностью восприятия и понимания аутентичной английской речи, продуцированием коммуникативно-правильной речи. Данная дисциплина является базовой при профессиональной подготовке преподавателей английского языка.

Предлагаемый электронный учебно-методический комплекс состоит из следующих разделов:

1. Теоретический раздел (включает перечень теоретического материала по практической грамматике английского языка);

2. Практический раздел (состоит из тематических практических упражнений и практических пособий кафедры для контролируемой самостоятельной работы студента);

3. Контроль знаний (включает тесты для промежуточного тематического контроля, а также материалы для итогового контроля знаний студента);

4. Вспомогательный раздел (содержит учебную программу дисциплины, учебно-методическую карту, а также перечень рекомендуемой основной и дополнительной литературы).

Целями ЭУМК по учебной дисциплине «Практическая грамматика» являются:

- знакомство с законами функционирования грамматической системы

английского языка;

- формирование понятия грамматической формы, значения, категории различных способов их выражения в английском языке;

- формирование продуктивных и рецептивных грамматических навыков и умений для адекватного порождения английской речи в культурном и социокультурном аспектах;

- усвоение студентами грамматического строя английского языка.

Достижение основных целей обучения предполагает решение следующих частных задач:

- формирование умения употреблять грамматические явления в соответствии с речевыми обстоятельствами без языковой подсказки;

- формирование способности интегрированного лексико-грамматического оформления определенного типа высказывания на иностранном языке;

- формирование умений грамматического анализа конкретного языкового материала;

- формирование способности объяснять форму, значение и употребление грамматических явлений с учетом конкретных условий обучения.

В результате изучения дисциплины «Практическая грамматика» студент должен:

■ **Знать**

- морфологические формы частей речи иностранного языка;

- особенности синтаксической сочетаемости слов в составе фразы и предложения;

- типы членов предложения и средства их выражения;

- особенности синтаксической организации предложения;

- порядок слов в предложении, виды и функции инверсии;

- структурные и коммуникативные типы предложений;

- типы сложных предложений, средства связи, виды придаточных предложений в составе сложноподчиненного;

- способы организации предложений в связном тексте;

- особенности использования грамматических единиц в зависимости от типа ситуаций речи (устная/письменная, формальная/неформальная) и варианта английского языка (британский/американский).

■ **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-высказывания и/или его эмфатический характер;



- строить связные тексты с соблюдением правил текстопостроения соответствующего типа дискурса (когезия, когерентность и др.);

- уметь переводить с русского/белорусского языка на иностранный язык и с иностранного языка на русский/белорусский с соблюдением грамматических норм обоих языков.

§ 1. Indirect speech does not reproduce the exact words of the speaker, but only reports them. The grammatical form in which the speaker's words are reported is a subordinate object clause (for statements and questions) or an infinitive object (for orders and requests) dependent on a verb of saying or a verb or expression implying the idea of saying. The most frequent verbs of saying are the verbs *to say* and *to tell* for reported statements, *to ask* for reported questions, *to tell* and *to ask* for reported orders and requests. The subordinate clauses are joined to their principal ones by means of conjunctions, conjunctive pronouns or adverbs, or *asyndetically*.

The word order in these clauses is always direct, irrespective of the communicative type of the sentence in direct speech, that is, whether it is a declarative or an interrogative sentence (imperative sentences are reported by means of an infinitive object).

He says *he has all the proof*.

He asks *what you are going to do*.

The chief told me *to do it at once*.

When direct speech is replaced by indirect speech, the forms of personal, possessive and reflexive pronouns may be changed or not, depending on the general sense, that is, on their actual correlation with the participants of the act of speaking and the situation described in that particular unit of speech, in the same way as in Russian.

"I don't know anything about *him*," says the girl.

«Я ничего о *нем* не знаю», - говорит девочка.

"I can do it *myself*," say I.

«Я вполне могу сделать это *сам*», - говорю я.

"What are *you* going to do about *my* picture?" she asks.

«Что *вы* собираетесь делать с *моей* картиной?" - спрашивает она.

The girl says that *she* does not know anything about *him*

Девочка говорит, что *она* ничего о *нем* не знает.

I say that *I* can do it *myself*.

Я говорю, что (*я*) вполне могу сделать это *сам*.

She asks what *I* am going to do about *her* picture.

Она спрашивает, что *я* собираюсь делать с *ее* картиной.

The tense form of the predicate of the object clause with reported speech is predetermined by the general rules of sequence of tenses.

If the predicate of the object clause in which direct speech is reported is to be changed into one of the past tenses, the change may affect the use of certain adverbs and demonstrative pronouns. That is, depending on the actual correlation between the place and time of the act of speaking and those of the content of the direct speech, there may arise the necessity to replace the adverbs and demonstrative pronouns implying *near reference* in time or space by those denoting *distant reference*. In such cases the following changes take place:

this → that  
 these → those  
 here → there  
 now → then, at that time  
 today → that day  
 tonight → that night  
 tomorrow → the following day, (the) next day  
 yesterday → the day before, the previous day  
 ago → before  
 last week (month, year) → the previous week (month, year)

“But I am really very busy *today*,”  
said Hans.

“Well, there’s no use in standing  
*here* arguing about it,” she said.

Hans said that he was really  
very

busy *that day*.

She said that there was no use  
in

standing *there* arguing about it.

§ 2. If the sentence in direct speech is declarative, the object clause reporting it in indirect speech is joined to the principal clause by means of the conjunction *that* or *asyndetically*. The predicate of the principal clause is usually expressed by the verbs *to say* or *to tell*; *to say* is used when the person to whom the direct speech is addressed is not mentioned in the sentence with indirect speech, whereas *to tell* is used when the person is mentioned.

Then she turned to Fanny:  
“We have been married for  
three years.”

a) Then she turned to Fanny and  
*said (that)* they had been married for three  
years.

b) Then she turned to Fanny and  
*told her (that)* they had been married for  
three years.

Looking at the doctor she said,  
“I don’t know what it was.”

a) Looking at the doctor she *said*  
*(that)* she did not know what it had been.

b) Looking at the doctor she *told him*  
*(that)* she did not know what it had been.

§ 3. If the direct speech is a pronominal question, the object clause reporting it in indirect speech is joined to the principal clause by the same pronominal word (pronoun or adverb) as used in direct speech. In this case it is treated as a conjunctive word. The word order in the object clause becomes direct. The predicate of the principal clause is the verb *to ask* or one of its synonyms *to want*

*to know, to wonder, etc.*

“Who is it?” she asked.

She **asked** *who it was*.

“Why didn’t he come?” said she.

She **wanted to know** *why he had not come*.

The person to whom the direct speech is addressed is usually mentioned either in the sentence itself, or in a broader context, or else is understood from the situation. In indirect speech it is expressed in the object to the verb introducing indirect speech.

“Where have you come from?” she asked the boy.

She asked *the boy* where he had come from.

She began to put on her gloves.

“What are you going to do?” he asked.

She began to put on her gloves.

He asked *her* what she was going to do.

§ 4. If the direct speech is a general question, the object clause reporting it in indirect speech is joined to the principal clause by means of the conjunctions *if* or *whether*. The word order in the object clause is direct. The predicate of the principal clause is the verb *to ask* or one of its synonyms.

“Did you tell Frank?” he asked me.

He asked me *if (whether) I had told Frank*.

“Won’t your husband forgive you?” he said after a while.

After a while he asked (her) *if (whether) her husband would not forgive her*.

§ 5. If direct speech is an imperative sentence, the following changes take place when reporting it in indirect speech: the predicate of the sentence takes the form of the infinitive and becomes an object to the verb introducing indirect speech; one more object, a noun or a pronoun denoting the person to whom the order or request is addressed, is supplied. Note that this object is an obligatory component of the sentence structure. If the person to whom the order or request is addressed is not indicated in direct speech, it is to be supplied from the previous context or from the speech situation.

Orders, requests, etc., in indirect speech are introduced by the verbs of inducement *to tell, to order, to ask, to beg*, etc.

I said, “Say hello to the family for me, Mr. Hunt.”

I **asked Mr. Hunt to say** hello to the family for me.

“Get me out of here, baby. Get me out of here. Please.”

He **begged me to get him** out of there.

The tall boy did not stop. “Shut up, you fool,” cried she.

The tall boy did not stop, and she **ordered him to shut up**.

One of the boys turned away.

One of the boys turned away,

“Look me full in the face,” said the

but the woman told him to look her full

woman.

in the face.

If the predicate of the imperative sentence is negative, the negation *not* is placed before the infinitive in indirect speech.

“Don’t go,” said he.

He asked her *not to go*.

“Don't stop!” cried he and ran after them.

He ordered them *not to stop* and ran after them.

## MODAL VERBS

§ 1. **Modal verbs** are used to show the speaker's attitude toward the action or state indicated by the infinitive, i. e. they show that the action indicated by the infinitive is considered as possible, impossible, probable, improbable, obligatory, necessary, advisable, doubtful or uncertain, etc. The modal verbs are: *can (could)*, *may (might)*, *must*, *should*, *ought*, *shall*, *will*, *would*, *need*, *dare*. The modal expressions *to be* + Infinitive and *to have* + Infinitive also belong here.

Modal verbs are called defective because all of them (except *dare* and *need*) lack verbals and analytical forms (i. e. compound tenses, analytical forms of the Subjunctive Mood, the Passive Voice). Besides they do not take -s in the third person singular. They also have the following peculiarities:

(1) All of them (except *ought* and sometimes *dare* and *need*) are followed by the infinitive without the particle *to*.

(2) All of them (except *dare* and *need*) form the negative and the interrogative form without the auxiliary *do*.

(3) All the modal verbs have two negative forms — a full one and a contracted one:

should not — shouldn't

may not — mayn't

must not — mustn't

need not — needn't

dare not — daren't

Note the peculiar contracted form of some modal verbs:

cannot — can't

shall not — shan't

will not — won't

### § 2. *Can*.

The verb *can* has two forms: *can* for the Present Tense and *could* for the Past Tense; the expression *to be able* which has the same meaning can be used to supply the missing forms of the verb *can*.

"I **can't** explain it," said Therese. "I **can't** explain anything I did today."  
(*Heym*)

He jumped as high as ever he **could**. (*Galsworthy*)

How weakened she was I **had not been able** to imagine until I saw her at the railway station in Chinkiatig. (*Buck*)

*Can* expresses ability or capability, possibility, incredulity or doubt, astonishment.

1. Physical or mental ability.

Cousin Val **can't** walk much, you know, but he **can** ride perfectly. He's going to show me the gallops. (*Galsworthy*)

I don't know what Captain Loomis was doing there, but you **can** guess — it was about Thorpe. (*Heym*)

In this meaning it can be used only with the Indefinite Infinitive.

2. Possibility.

(a) due to circumstances:

I **could** not go to the theatre yesterday because I was busy.

“**Can** I have a cup of tea, Miss?” she asked. But the waitress went on doing her hair. “Oh,” she sang, “we're not open yet.” (*Mansfield*)

(Here the speaker does not ask the waitress's permission to have a cup of tea but she merely wants to know whether the place is open and whether she can have a cup of tea.)

You **can** have the book when I have finished it.

“**Can** I see him?” Yates asked, not very hopefully. “I'm sorry, no,” the voice was hesitant. “We don't want him disturbed.” (*Heym*)

**Can** I have my photo taken?

In the last three sentences *can* comes close to *may* expressing permission, but it does not so much indicate possibility depending upon the will of the person addressed (which is the essence of permission) as possibility depending on circumstances.

“Well, I'll just wait a moment, if I **may**.” “You **can't** wait in the waiting-room, Miss. I haven't done it yet.” (*Mansfield*)

(b) due to the existing laws:

The more she studied, the less sure she became, till idly turning the pages, she came to Scotland. People **could** be married there without any of this nonsense. (*Galsworthy*)

Every Soviet citizen **can** get medical treatment free of charge. You **cannot** play football in the street (i. e. you have no right).

*Can* expressing possibility is used with the Indefinite Infinitive only.

N o t e. — *Could* is often used in polite requests.

**Could** you give us a consultation tomorrow?

3. Incredulity, doubt, astonishment (they are closely connected).

In these meanings *can* is used with all the forms of the Infinitive in interrogative and negative sentences, though astonishment is expressed only in interrogative sentences.

No wonder her father had hidden that photograph... But **could** he hate Jon's mother and yet keep her photograph? (*Galsworthy*)

Не удивительно, что ее отец спрятал эту фотографию... Но неужели он мог ненавидеть мать Джона и все-таки хранить ее фотографию?

"That is not true!" exclaimed Linton, rising in agitation. "It **cannot** be; it is incredible, it **cannot** be." (*E. Bronte*)

«Это неправда, — воскликнул Линтон, вскакивая в волнении. — Не может этого быть, это невероятно, не может этого быть».

**Can** she be waiting for us?

Может ли быть, что она нас ждет?

She **cannot** be waiting for us.

Не может быть, чтобы она нас ждала. Неужели она нас ждет?

**Can (could)** she have said that?

Да неужели она это сказала?

There **could** not have been such relentless unforgiveness. (*Galsworthy*)

Не может быть, чтобы человек мог так жестоко не прощать.

"Oh!" cried Fleur. "You **could** not have done it." (*Galsworthy*)

«О, — вскричала Флер, — не может быть, чтобы вы это сделали».

**Can** she have been waiting for us all the time?

Может ли быть, что она нас все это время ждет?

She **cannot** have been waiting for us all the time.

Не может быть, что она нас все это время ждет.

Confusion came on Jon's spirit. How **could** she say such things, just as they were going to part? (*Galsworthy*)

Джон был озадачен.. Как она может говорить так в тот момент, когда они собираются расстаться?

What **could** she have seen in that fellow Bosinney to send her mad?

(*Galsworthy*)

Что же она нашла в этом Босини, чтобы так сходить с ума по нем?

B r e t t. They saw us. I hope they didn't recognize us.

G e n e v r a. The car was going too fast. They **couldn't** have seen us. (*Gow and D'Usseau*)

In the last two examples we can easily replace *could* by *can* without any change of meaning.

*Could* with the Perfect Infinitive has almost the same meaning as *can* with the Perfect Infinitive, only the negation is not so categorical as with *can*.

If the action refers to the past, the Perfect Infinitive is mostly used. Other forms of the Infinitive are hardly ever used.

N o t e. — The Russian negative-interrogative sentences of the type

‘Неужели она не читала эту книгу?’ are rendered in English by complex



sentences:

**Can** it be that she has not read this book?

### § 3. *May*.

The verb *may* has two forms: *may* for the Present Tense and *might* for the Past Tense. The expressions *to be allowed* and *to be permitted*, which have the same meaning, can be used to supply the missing forms of the verb *may*.

“**May** I come along?” asked Karen. (*Heym*)

Jolyor thought he **might** not have the chance of saying it after. (*Galsworthy*)

You are to stay in bed until you **are allowed** to get up. (*Du Maurier*)

*May* expresses permission, uncertainty, possibility, reproach.

#### 1. Permission.

“**May** I use your phone?” (*Heym*)

At any rate she murmured something to the effect that he **might** stay if he wished. (*Hardy*)

As has been mentioned (see § 2), *can* also often expresses permission but of a different kind: e. g. *You may take the book* means that the speaker gives the permission; *You can take the book* means that there are no conditions that prevent the person from taking the book.

*May* expressing permission is used only with the Indefinite Infinitive. Here we must observe the difference in the expression of permission and prohibition.

Whereas the former is always expressed by *may*, the latter has other ways of expression besides *may not*. Very often the negative answer to the question containing a request for permission is *don't* or *must not*.

**May** I read the letter?

No, **don't**, please.

*Don't* is less strict than *may not*, it is rather asking somebody not to do something than actually prohibiting something, which is expressed by *may not*.

*Must not* means that it is not the person who prohibits the action, but that there are facts, rules, or circumstances prohibiting it.

You **must not** smoke so much.

(For the difference between *can* and *may* in this meaning see § 2, 2.)

2. Uncertainty as to the fulfilment of an action, state or occurrence, supposition implying doubt.

“You **may** think you're very old,” he said, “but you strike me as extremely

young.” (*Galsworthy*)

«Может быть, вы думаете, что вы очень старая, — сказал он, — но мне вы кажется совсем молодой».

She was and remains a riddle to me. She **may** and she **may not** prove to be a riddle to you. (*Dreiser*)

Она была и остается загадкой для меня. Может быть, она окажется загадкой и для вас, а может быть, и нет.

*Not* which follows *may* expressing uncertainty is always strongly stressed.

As is seen from the above examples this meaning of *may* is rendered in Russian by *может быть, возможно*.

Sometimes when Mr. de Winter is away, and you feel lonely, you **might** like to come up to these rooms and sit here. (*Du Maurier*)

Иногда, когда мистер де Винтер уедет и вы почувствуете себя одинокой, вам, может быть, захочется прийти посидеть в этих комнатах.

The last example shows that *might* denoting uncertainty has no temporal meaning, i. e. it does not express uncertainty referring to the past. Practically speaking there is hardly any difference between *may* and *might* in this meaning.

Sometimes *might* expresses greater reserve or uncertainty on the part of the speaker than *may*.

*Might* instead of *may* is often used because of the sequence of tenses.

That was like her — she had no foresight. Still — who knew? — she **might** be right. (*Galsworthy*)

Это похоже на нее — она не умела смотреть вперед. Все же — кто знает? — может быть, она и права.

Mrs. Page reflected that though Andrew looked hungry he **might not** be hard to feed. (*Cronin*)

Миссис Пейдж подумала, что хотя у Эндрю голодный вид, его, может быть, и не трудно будет прокормить.

*May* denoting uncertainty is used with all the forms of the infinitive.

A Forsyte **might** perhaps still *be living* in that house, to guard it jealously. (*Galsworthy*)

It was then that his voice grew tired and his speech impeded. The knowledge that he had entirely lost touch with his audience **may have been** the cause. (*Greene*)

Именно тогда в голосе его слышалось утомление и речь его стала прерывистой. Быть может, мысль, что он совершенно потерял контакт с аудиторией, была этому причиной.

How long the silence lasted the Gadfly could not tell; it **might have been** an instant, or an eternity. (*Voynich*)

For all I knew, she **may have been waiting** for hours.

When uncertainty is expressed the time of the action is indicated by the form of the infinitive and not by the form of the modal verb, as both *may* and *might* can refer to the present or to the past in accordance with the form of the infinitive. If the action refers to the past, the Perfect Infinitive is used.

3. Possibility due to circumstances.

*May* is used in this sense only in affirmative sentences. *Can* is also possible in this meaning.

In this museum you **may** see some interesting things.

You **may** see him every morning walking with his dog.

In this meaning it is generally used with the Indefinite Infinitive.

4. Reproach.

Only *might* is used in this meaning but not *may*.

You **might** lend me a razor. I was shaved this morning with a sort of bill-hook. (*Galsworthy*)

When *might* is used with the Indefinite Infinitive it is rather a request made in the tone of a reproach, as the above example shows. When it is used with the Perfect Infinitive, it expresses reproach.

I realize now how you spent your days and why you were so forgetful. Tennis lesson, my eye. You **might have told** me, you know. (*Du Maurier*)

#### § 4. Must.

The verb *must* has only one form. The expressions *have to* and *to be obliged to*, which have the same meaning, can be used to supply the missing tense forms of the verb *must*.

And now I **must** go back to my social duties. (*Voynich*)

I felt that I **had to** have the air. (*De la Roche*)

Baring, because of the type of work in which he was engaged, **had been obliged** to forego making friends. (*Wilson*)

*Must* expresses obligation, necessity, an urgent command or prohibition, and a supposition bordering on assurance.

1. Obligation, necessity.

(a) due to circumstances (in this meaning it is equivalent to *have to* and is used only with the Indefinite Infinitive in affirmative, negative and interrogative sentences):

He **must** write. He **must** earn money. (*London*)

This education is indispensable for whatever career you select, and it **must not** be slipshod or sketchy. (*London*)

The absence of necessity is expressed by *need not*:

**Must** I go there to-morrow?

Yes, you **must**.

No, you **needn't**.

(b) arising out of the nature of man and consequently inevitable:

All experience tended to show that man **must** die. (*Galsworthy*)

2. A command, an urgent (emphatic) request or a prohibition. In this meaning it is used only with the Indefinite Infinitive.

You **must** leave the room at once!

You **must** come to see me every vacation. (*Voynich*)

You **must not** speak to a prisoner in a foreign language, madam. (*Voynich*)

3. Probability or supposition.

Supposition bordering on assurance, almost a conviction. In this meaning *must* is used with all the forms of the Infinitive in affirmative sentences only. It corresponds to the Russian *должно быть*. If the action refers to the present the Indefinite Infinitive is used; if the action refers to the past the Perfect Infinitive is used.

Surely, they don't want me for myself. Then they **must want** me for something else. (*London*)

Безусловно, я не нужен им сам по себе. Тогда я, должно быть, нужен им для чего-то другого.

Oh, Mae, think how he **must be suffering**! Poor man! (*Webster*)

О, Мэй, подумай только, как он, должно быть, страдает (как он должен страдать)! Бедняга!

What a comfort you **must have been** to your blessed mother. (*Dickens*)

Каким утешением ты, должно быть, была для твоей дорогой матушки.

Is she still waiting? She **must have been waiting** for an hour.

Она все ждет? Должно быть, она ждет уже целый час.

In negative sentences supposition is expressed by means of the modal word *evidently*.

**Evidently**, she did not know my address.

Supposition referring to the future cannot be expressed by *must*. The modal word *probably* or the modal expression *to be likely* are to be used instead.

She **is not likely** to come so late.  
She will **probably** come to-morrow.

(For the use of *must* in subordinate clauses after the past tense of the verb in the principal clause see Chapter XIX, *Indirect Speech*, § 2, 8.)

### § 5. *Should*<sup>1</sup> and *ought*.

<sup>1</sup> *Should* was originally the past tense of *shall*, but in the course of its development it has acquired new shades of meaning.

The modal verbs *should* and *ought* are treated together here as there is hardly any difference between them. Very often they are interchangeable.

I ought to have married; yes, I should have married long ago. (*Poittsma*)

There is, however, a difference in construction. Whereas *should* is followed by the infinitive without the particle *to*, *ought* is always followed by the *to*-infinitive.

When reference is made to the present or future, the Indefinite Infinitive is used.

In wartime a man **should not part** with his rifle. (*Heym*)  
It's murder, and we **ought to stop** it. (*London*)

When reference is made to the past the Perfect Infinitive shows that the obligation was not carried out.

“You **should have been** here last night when they brought back the DP's to the mines,” said Yates. (*Heym*).  
She **ought to have known** that the whole subject was too dangerous to discuss at night. (*Galsworthy*)  
I know that I was weak in yielding to my mother's will. **I should not have done** so. (*London*)  
She had no nerves; he **ought never to have married** a woman eighteen years younger than himself. (*Galsworthy*)

*Should* and *ought* are sometimes used with the Continuous Infinitive and the Perfect Continuous Infinitive.

You **should be learning** your lessons, Jack, and not talking with Mary.  
You **ought to be helping** your mother with your salary and not *squandering*

your money.

He **should have been trying** to break through the isolation the hospital had set around Thorpe, he **should have been doing** many things other than walking along the Seine quay. (*Heym*)

Both *should* and *ought* express obligation, something which is advisable, proper or naturally expected.

1. Obligation, very often a moral obligation or. duty. In this meaning *ought* is more often used than *should*.

Martin's hand instinctively closed on the piece of gold. In the same instant he knew he **oughtn't** to accept. (*London*).

Рука Мартина инстинктивно сжала золотую монету. В то же мгновение он понял, что не должен принимать ее.

I promised her if ever the time came when she needed me, to be her friend.

Promises of that sort **should** never be broken. (*Meade*)

Я обещал ей, если когда-либо наступит момент, когда я буду нужен, быть ее другом. Такие обещания никогда не должны нарушаться.

2. Advisability.

In this meaning *should* is more common than *ought*, as it always shows some personal interest whereas *ought* is more matter-of-fact.

You **should** be more careful. (*London*)

Вам следует быть осторожнее.

You **ought** to have Warmson to sleep in the house. (*Galsworthy*)

Нужно было бы, чтобы Уормсон спал у вас в доме.

1. Something which can be naturally expected.

It's the last of the Madeira I had from Mr. Jolyon... it **ought** to be in prime-condition still. (*Galsworthy*)

Это последняя бутылка мадеры, которую я получил от мистера Джолиона... она должна быть еще в отличном состоянии.

If it's a story by Wodehouse it **should** be amusing.

Если это рассказ Вудхауса, он должен быть забавным.

## § 6. *To be* + Infinitive.

*To be* + Infinitive is a modal expression. Some of its meanings are close to those of modal verbs and expressions denoting obligation (*must, shall, should, ought, to have* + Infinitive).

This modal expression can be used in two tenses — the Present Indefinite and the Past Indefinite (*was, were*).

Dear Jim, I **am to be shot** at sunrise tomorrow. (*Voynich*)

They **were to go** to Spain for the honeymoon. (*Galsworthy*)

*To be* + Infinitive expresses a weakened order, an arrangement, possibility, something thought of as unavoidable. The ways of rendering this expression in Russian differ in accordance with its meaning.

1. An order which is generally the result of an arrangement made by one person for another, an arrangement which is not to be discussed.

In this case only the Indefinite Infinitive is used.

You **are to go** straight to your room. You **are to say** nothing of this to anyone. (*De la Roche*)

Ты должна идти прямо в свою комнату. Ты никому не должна ничего говорить об этом.

Schlaghammer frowned. It was not up to him to judge Pettinger... but it was in his province to interpret orders. He **was to blast** the entrances of the mine. (*Heym*).

Шлагхаммер нахмурился. Не ему судить Петтингера, но толковать приказы — это его право. Он должен взорвать все входы в шахту.

2. An arrangement, or agreement, part of a plan.

In this meaning both the Indefinite and the Perfect Infinitive can be used; the Perfect Infinitive shows that the action was not carried out.

I'm sorry, Major, we had an agreement — I **was to do** the questioning here. (*Heym*)

Простите, майор, мы условились, что допрос буду вести я.

We **were to meet** at the entrance of the theatre at a quarter to eight. (mutual arrangement)

Мы должны были встретиться у входа в театр без четверти восемь.

"Have you seen him?" Martini asked. "No, he **was to have met** me here the next morning." (*Voynich*)

«Вы его видели?» — спросил Мартини. «Нет, он должен был встретить меня здесь на следующее утро».

3. Possibility.

In this meaning the passive form of the Infinitive is used unless it is a question beginning with the interrogative adverb *how*. Here the meaning of the modal expression comes very close to that of the verb *can*.

For a long time neither **was to be seen** about their old haunts. (*Dreiser*)

В течение долгого времени их не видели в местах, где они обычно бывали.

How **are they to know** that you are well connected if you do not show it by your costume? (*Shaw*)

Как могут они знать, что у вас большие связи, если вы не показываете

этого своей манерой одеваться?

And he knew that higher intellects than those of the Morse circle **were to be found** in the world. (*London*)

И он знал, что можно найти людей с более высоким интеллектом, чем у тех, которые принадлежали к кругу Морзов.

4. Something thought of as unavoidable.

Sally wished Morris could be on the same terms of easy friendliness with her as he was with everybody else. But evidently, it **was not to be**. (*Prichard*)

Салли хотела, чтобы Моррис поддерживал с ней такие же простые дружеские отношения, как и со всеми остальными. Но, очевидно, этому не суждено было быть.

I went about brooding over my lot, wondering almost hourly what **was to become** of me. (*Dreiser*)

Я все время размышлял о своей судьбе, беспрестанно задавая себе вопрос, что со мной станет.

Note 1. — Sometimes when it is used after the conjunction *if* it has the same meaning as the verb *to want*.

If we **are to** remain friends you must tell me the truth.

Note 2.— It should be borne in mind that the Russian questions ‘Как мне быть?’, ‘Что мне делать?’ are rendered in English by the modal expression *What am I to do?*

### § 7. **To have + Infinitive.**

The modal expression *to have + Infinitive* is used in three tense forms: the Present Indefinite, the Past Indefinite and the Future Indefinite.

I **have to get up** at six every day.

When water was rushing through the tents and everybody **had to sleep** in wet blankets, it was treated as a joke. (*Prichard*)

I **shall have to take** the pupils into the hills, as usual, and see them settled there. (*Voynich*)

The negative and interrogative forms of this modal expression are formed with the help of the auxiliary *do*.

**Did** you **have to walk** all the way home?

I **did not have to walk**, I took a tram.

Only the Indefinite Infinitive Active and Passive can be used in this modal expression.



I had imagined we **should have to hold** a large house-party for the occasion.  
(*Du Maurier*)

I wouldn't look through the letters — disappointment **had to be postponed**,  
hope **kept alive** as long as possible. (*Greene*)

*To have* + Infinitive expresses an obligation or necessity arising out of circumstances. Its meaning is close to that of *to be obliged*. It is often rendered in Russian by *приходится, должен, вынужден*.

Bing knew that if Willoughby demanded it, he **had to give** the report. (*Heym*)

Бинг знал, что, если Уиллоуби этого требует, он должен дать отчет.

And if my father was fighting drunk sometimes he wouldn't let us into the house so that we **had to stay out** all night. (*Walsh*)

И если мой отец в пьяном виде дрался, он иногда не впускал нас в дом, так что нам приходилось ночевать на улице.

Though both the modal expressions *to be* + Infinitive and *to have* + Infinitive express a shade of obligation or necessity, there is, a great difference in their meaning.

C o m p a r e:

As I **was to be** there at 5 sharp (part of an arrangement), I **had to take** a taxi (necessity arising out of this arrangement).

Так как я должен был быть там ровно в пять, мне пришлось взять такси.

In colloquial English and especially in American English *have, got* + Infinitive is often used in the same meaning as *have* + Infinitive.

This modal expression is used in the Present Indefinite tense only.

Okay, we'll beat 'em to it. Dick, we've **got to keep awake**, we've **got to watch** things and **be** ready. (*Lindsay*)

The negative and interrogative forms are formed without any auxiliary.

**Have** you got **to do** all this work yourself?

No, I **have not got to work** so much.

There is a tendency in Modern English to use *got* + Infinitive in the same meaning.

You can smile away till you split your cheeks, but you still **got to do** a day's work to earn a day's wages, and apples don't grow on monkey-trees.  
(*Lindsay*)

N o t e. — Pay special attention to the difference between *I have something to*

*tell you* and *I have to tell you something*. In the latter case the speaker expresses the necessity of telling something to somebody, whereas in the former the verb *to have* preserves to a certain extent its meaning of possession and the speaker merely states that he has something which he either wants or must communicate to somebody. The difference in word order is caused by the difference in the meaning of the verb *to have*. In the first case it is not a modal verb, thus, *have* is a simple predicate, *something* is a direct object and the infinitive is an attribute. In the second sentence *have to tell* is a modal expression, so it is a compound verbal modal predicate and *something* is an object to the infinitive.

### § 8. *Shall*.

*Shall* is never a purely modal verb. It always combines its modal meaning with the function of an auxiliary expressing futurity.

It expresses determination on the part of the speaker, i. e. compulsion or order, threat or warning, promise.

As a rule *shall* as a modal verb is not translated into Russian, its meaning is rendered by emphatic intonation.

#### 1. Compulsion or strict order.

In this meaning it is always used with the second and third persons and has a strong stress.

Р а u l a. I've got to tell Mr. Tanqueray.

Н u g h. By God, you **shall** do nothing of the sort. (*Pinero*)

П а у л а. Я должна сказать мистеру Тэнкери.

Х ь ю. Клянусь богом, вы этого не сделаете.

"She **shall** go off tomorrow, the little artful creature," said Mrs. Sedley, with great energy. (*Thackeray*)

«Она уедет завтра же, эта маленькая интриганка», — энергично заявила миссис Седли.

In interrogative sentences *shall* is used in the first and third persons to inquire after the wish of the person addressed.

**Shall** I shut the door, madam? (*Dickens*)

(Do you want me to shut the door?)

Закреть дверь, сударыня?

**Shall** he go there?

(Do you want him to go there?)

Идти ему туда?

#### 2. Threat or warning.

In this meaning it is also used in the second and third persons and with a weak stress.

“That’s the last time!” she cried. “You **shall** never see me again!” (*Maugham*)  
«Это конец! — закричала она. — Вы никогда меня больше не увидите!»

You **shall** repent of this neglect of duty, Mr. Gummer. (*Dickens*)  
Вы еще раскаетесь в том, что пренебрегаете долгом, мистер Гаммер.

### 3. Promise.

It is also used with the second and third persons and with a weak stress.

Don’t be afraid, Jane, I saw it was an accident. You **shall not** be punished.  
(*Ch. Bronte*)

Не бойся, Джейн, я видела, что это произошло случайно. Тебя не накажут.

I shall make you happy, see if I don’t. You **shall** do what you like, spend what you like. (*Thackeray*)

Я сделаю вас счастливой, вот увидите. Вы будете делать что хотите и тратить сколько хотите.

## § 9. Will.

*Will* is hardly ever a purely modal verb. It generally combines its modal meaning with the function of an auxiliary expressing futurity.

The modal verb *will* expresses volition, intention on the part of the speaker, or insistence.

### 1. Volition, intention.

In most cases this meaning is rendered in Russian by emphatic intonation, but sometimes the verb *хотеть* is used. It is used with all persons but mostly with the first person.

“What is this? Who is this? Turn this man out. Clear the office!” cried Mr. Fang. “I **will** speak,” cried the man. “I **will not** be turned out...” (*Dickens*)  
«Что это? Кто это? Выставьте этого человека за дверь! Очистите помещение!» — закричал мистер Фанг. «Нет, я буду говорить! — крикнул человек. — Меня не выставят!»

Besides, since happiness is irrevocably denied me, I have a right to get pleasure out of life: and I **will** get it, cost what it may. (*E. Bronte*)

Кроме того, раз счастье для меня невозможно, я вправе получать от жизни удовольствия; и я буду получать их, чего бы это ни стоило.

Tell Mr. Osborne it is a cowardly letter, sir, a cowardly letter — I **will** not answer it. (*Thackeray*)

Скажите мистеру Осборну, что это трусливое письмо, сэр, трусливое; я на него не отвечу.

Very often *will* is used after the conjunction *if* in conditional clauses where it retains its modal meaning, that of volition.

You may laugh if you **will** but I was sure I should see her there. (*E. Bronte*)  
Можете смеяться, если хотите, но я был уверен, что встречу ее там.

The modal verb *will* is used in polite requests.

**Will** you have a cup of tea?

**Will** you give me a piece of bread, for I am very hungry? (*Ch. Bronte*)

**Note.** — The modal verb *will* should not be confused with the auxiliary *will* in American English where there is a marked tendency to use it with all the persons.

2. Persistence referring to the present or to the future.

“Don’t tell me.” “But I **will** tell you,” repeated Sikes. (*Dickens*)

«Не говорите мне про это». «А я все равно скажу», — повторил Сайкс. She begins to act very strangely. She **will** not speak, she **will** not eat; finally she dies. (*Maugham*)

Она начинает вести себя очень странно. Она не желает говорить, она не желает есть, наконец, она умирает.

It is also used in speaking about lifeless things when the speaker is annoyed at something and speaks about a thing or a phenomenon of nature as if it possessed a will of its own (there is an element of personification here).

It’s no use trying to open the door, it **will not** open.

Нечего стараться открыть эту дверь — она все равно не откроется.

### § 10. *Would*.

*Would* was originally the past tense of *will* in the same way as *should* was the past tense of *shall*. But while the latter has acquired new shades of meaning, *would* has preserved those of *will*. Thus it expresses volition, persistence referring to the past.

1. Volition.

In this meaning it is mostly used in negative sentences.

She was going away and **would not** say where she was going. (*Dreiser*)

Она уезжала и не хотела сказать, куда едет.

2. Persistence.

I asked him not to bang the door, but he **would** do it.

Я просил его не хлопнуть дверью, а он все продолжал хлопнуть.

Several times Eckerman tried to get away, but Goethe **would** not let him go. (*Maugham*)

Несколько раз Эккерман пытался уйти, но Гёте ни за что не отпускал

его.

It is also used in speaking about lifeless things in the same way as *will* (see § 9), but in this use *would* is more common than *will*.

...and that was all he could see, for the sedan doors **wouldn't** open and the blinds **wouldn't** pull up. (*Dickens*)

...и это было все, что ему было видно, ибо двери портшеза никак не открывались и занавеси никак не поднимались.

### § 11. *Dare*.

*Dare* means 'to have the courage (or impertinence) to do something'. In the negative it denotes the lack of courage to do something.

"How **dare** you ask the little Kelveys into the courtyard," said her cold, furious voice. (*Mansfield*)

The verb *dare* as well as *need* has some peculiarities which make it different from other modal verbs.

It is used both as a normal verb (taking the auxiliary *do* in the interrogative and negative forms, -s in the third person singular and the *to*-Infinitive) and as an anomalous verb (without any auxiliary in its interrogative and negative forms, without -s in the third person singular and without the particle *to* before the infinitive which follows it). *Dare* has two forms — *dare* for the Present and *dared* for the Past.

**Did** he **dare to strike** me when I was down? (*E. Bronte*)

He **did not dare to meet** his uncle. (*Kruisinga*)

How **dare** you **go out** by yourself after the orders I gave you? (*Shaw*)

You **dare address** me in that tone! (*Shaw*)

Sometimes *dare* takes the auxiliary but is followed by the bare infinitive.

You know you **didn't dare give** the order to charge the bridge until you saw us on the other side. (*Shaw*)

*Dare* is mostly used in interrogative and negative sentences. However, we often come across *I dare say* which has become a stock phrase and acquired a new meaning 'I suppose'. *Dare* is used only with the Indefinite Infinitive.

### § 12. *Need*.

*Need* expresses necessity. It is mostly used in negative and interrogative sentences.

You **needn't** be in such a fright. Take my arm. (*Shaw*)

Не надо так бояться. Возьмите меня, под руку.

**Note.** — When *need* is used in the meaning of ‘to be in want of’ it is treated as a normal verb.

He **needs** a new pair of shoes.

*Need* has only one tense form — the Present. In the same way as *dare*, *need* is used as a normal and as an anomalous verb; the latter is much more common in colloquial English.

One **need to be careful**. (*Zandvoort*)

He **did not need to be told** twice. (*Zandvoort*)

Why **need** he *bother* us? (*Knuslga*)

I am here. You **needn't be afraid**. (*Greene*)

I **need** hardly *say* I would do anything in the world to ensure Gwendolen's happiness. (*Wilde*)

*Need* is used both with the Indefinite and with the Perfect Infinitive.

I suppose I **needn't have made** that observation. (*Pinero*)

Пожалуй, не к чему мне было делать такое замечание.

# THE ADJECTIVE

## Semantic characteristics

§ 1. According to their way of nomination adjectives fall into two groups - **qualitative** and **relative**.

**Qualitative** adjectives denote properties of a substance directly (*great, cold, beautiful, etc.*).

**Relative** adjectives describe properties of a substance through relation to **materials** (*woollen, wooden, feathery, leathern, flaxen*), to **place** (*Northern, European, Bulgarian, Italian*), to **time** (*daily, monthly, weekly, yearly*), to some action (*defensive, rotatory, preparatory*), **or to relationship** (*fatherly, friendly*).

Qualitative adjectives in their turn may be differentiated according to their meaning into descriptive, denoting **a quality in a broad sense** (*wonderful, light, cold, etc.*) and limiting, denoting a specific category, a part of a whole, a sequence of order, a number (*the previous page, an equestrian statue, medical aid, the left hand*).

Limiting adjectives single out the object or substance, impart a concrete or unique meaning to it, specify it, and therefore can seldom be replaced by other adjectives of similar meaning.

Among limiting adjectives there is **a group of intensifiers**, which often form a phraseological unit with their head-word, for example: *an obvious failure, a definite loss, a sure sign, a complete fool, absolute nonsense, plain nonsense, the absolute limit*.

Relative adjectives are also limiting in their meaning.

Many adjectives may function either as descriptive or limiting, depending on the head-word and the context. Thus *a little finger* may denote either a small finger or the last finger of a hand. In the first case *little* is descriptive, in the second it is limiting. Likewise *musical in a musical voice* is descriptive, while it is limiting in *a musical instrument*.

Adjectives also differ as to their function. Some of them are used only **attributively** and cannot be used as **predicatives** (*a top boy in the class*, but not *\*the boy was top*): some are used only as predicatives and never as attributes (*He is well again*, but not *\*The well boy*).

The change in the position and, accordingly, of the syntactic status of the adjective may also result in the change in the meaning of the adjective. Thus in *a fast train* the adjective is limiting and denotes a specific kind of train (скорый поезд), whereas in *the train was fast* the adjective is descriptive, as it describes the way the train moved (поезд шел на большой скорости).

## Morphological composition

§ 2. According to their morphological composition adjectives can be subdivided into **simple, derived** and **compound**.

In the case of **simple adjectives** such as *kind, new, fresh*, we cannot always tell

whether a word is an adjective by looking at it in isolation, as the form does not always indicate its status.

**Derived adjectives** are recognizable morphologically. They consist of one root morpheme and one or more derivational morphemes - suffixes or prefixes. There are the following adjective-forming suffixes:

-able	understandable
-al	musical, governmental
-ary	documentary
-ed	beaded, barbed
-en	wooden, silken, shrunken
-que	picturesque
-fold	twofold, manifold
-ful	careful, sinful
-ic	pessimistic, atomic
-id	torpid, morbid
-ish	feverish, bluish
-ive	effective, distinctive
-less	careless, spotless
-like	manlike, warlike
-ly	kindly, weekly, homely
-most	uttermost
-ory	observatory
-ous	glorious
-some	lonesome, troublesome
-y	handy, messy

Some adjectives are former participles and therefore retain participial suffixes: *charming, interesting, cunning, daring*.

The suffixes *-ly, -ed, -ful, -ary, -al, -y* are not confined to adjectives only. Thus, many adverbs are derived from adjectives by means of the suffix *-ly* (*strongly, bitterly, quickly*). Most of the verbs form their past tense and participle II with *-ed*. There are many nouns with the suffixes *-al* (*festival, scandal, criminal*), *-ary* (*boundary, missionary*), *-ful* (*mouthful, handful*), *-y* (*sonny, doggy*), etc.

**Compound adjectives** consist of at least two stems. They may be of several patterns:

a) consisting of a noun + an adjective:  
*colour-blind, grass-green;*

b) consisting of an adjective + an adjective:  
*deaf-mute;*



c) consisting of an adverb + a participle:

*well-known, newly-repaired, much-praised;*

d) Consisting of a noun/pronoun + a verbal:

*all-seeing, heart-breaking, high-born, high-flown, man-made;*

e) consisting of an adjective/adverb + a noun + the suffix *-ed*:

*blue-eyed, long-legged, fair-haired, down-hearted.*

### Morphological characteristics

§ 3. Adjectives in English do not take any endings to express agreement with the head-word.

The only pattern of morphological change is that of **degrees of comparison**, which is possible only for descriptive qualitative adjectives the meaning of which is compatible with the idea of gradation of quality.

There are three grades of comparison: **positive, comparative, and superlative**. The superlative is generally used with the definite article. Ways of formation may be *synthetic, analytic, and suppletive* (irregular). The synthetic way is by adding the inflection **-er, -est**, as *fine -finer - finest*. This means is found with monosyllabic and some disyllabic adjectives in which the stress falls on the last syllable:

1) full - fuller - fullest

polite	- politer	- politest
profound	- profounder	- profoundest
complete	- completer	- completest

2) in which the second syllable is the syllabic [1]:

able	- abler	- ablest
noble	- nobler	- noblest

3) with adjectives in **-er, -y, -some, -ow:**,

tender	- tenderer	- tenderest
happy	- happier	- happiest
handsome	- handsomer	- handsomest
narrow	- narrower	- narrowest

Synthetic inflection, however, is often found in other disyllabic adjectives:

You are *the horrid*est man I have ever seen.

Polysyllabic adjectives form their degrees of comparison analytically, by means of **more** and **most**:

difficult - more difficult - most difficult  
curious - more curious - most curious

### Note 1:

Even monosyllabic adjectives used in postposition or predicatively have a greater tendency towards analytic forms of comparison than when used attributively.

Compare:

He is *a man more clever than* you.

He is *a cleverer man*.

The superlative is sometimes used *without the* when the adjective denotes a very high degree of quality and no comparison with other objects is implied.

The path is *steepest* here.

She is *happiest* at home.

### Note 2:

This morphological pattern (long - longer - longest) is not confined to adjectives, there are also a number of adverbs which may have the same endings, i.e. *soon* - *sooner* - *soonest*, *hard* - *harder* - *hardest*.

Superlatives are often used alone before an of-phrase:

*the best of friends*, *the youngest of the family*.

Several adjectives form their degrees of comparison by means of (suppletive forms) irregularly:

good/well	- better	- best
bad	- worse	- worst
little	- less	- least
many	- more	- most

far { farther - farthest (with reference to distance)  
further - furthest (with reference to distance, abstract notions and in figurative use)

old { older - oldest (with reference to age)  
elder - eldest (with reference to the sequence of brothers and sisters)

Adjectival compounds can be inflected in two ways, either the first element is inflected (if it is an adjective or adverb), or comparison is with **more** and **most**, for example:

well-known	- better-known	- best-known
dull-witted	- more dull-witted	- most dull-witted
kind-hearted	- more kind-hearted	- most kind-hearted

## The following adjectives generally do not form degrees of comparison:

1. Limiting qualitative adjectives which single out or determine the type of things or persons, such as:

*previous, middle, left, childless, medical, dead, etc.*

2. Relative adjectives (which are also limiting in their meaning) such as:

*woollen, wooden, flaxen, earthen, ashen.*

3. Adjectives with comparative and superlative meaning (the so-called gradables) which are of Latin origin:

*former, inner, upper, junior, senior, prior, superior, etc.* (originally with comparative meaning), and

*minimal, optimal, proximal, etc.* (originally with superlative meaning).

With most of them the comparative meaning has been lost and they are used as positive forms (*the inner wall, the upper lip, superior quality, minimal losses*).

However, some comparatives borrowed from Latin (*major, minor, exterior, interior, junior, senior*) may form their own comparatives with a change of meaning.

4. Adjectives already denoting some gradation of quality, such as *darkish, greenish, etc.*

## Adjectives of participial origin

§ 4. Only certain adjectives derived from participles reach full adjectival status. Among those in current use are *interesting, charming, crooked, learned, ragged* and those compounded with another element, which sometimes gives them quite a different meaning (*good-looking, heartbreaking, hard-boiled, frost-bitten, weather-beaten, etc.*).

In most cases, however, the difference between the adjective and the participle is revealed only in the sentence. The difference lies in the verbal nature retained by the participle. The verbal nature is explicit when a direct object or a by-object is present. This can be seen from the following pairs of sentences:

### With an adjective

You are *insulting*.

His views were *alarming*

The man was *offended*.

### With a participle

You are *insulting us*.

His views were *alarming the audience*.

The man was *offended by the secretary's remark*.

The verbal force of the participle is revealed in its limited combinability - it is not combinable with *very*. In the above sentences, it is possible to use *very* in the left-hand column, but not in the right-hand column.

Some adjectives only look like participles, there being no corresponding verbs:

*downhearted, talented, diseased.*

In some cases there are corresponding verbs, but the *-ed-* participle is not interpreted as passive, because the corresponding verb can be used only intransitively:

the escaped prisoner (the prisoner who has escaped)  
 the departed guests (the guests who have departed)  
 the faded curtains (the curtains which have faded)  
 the retired officer (the officer who has retired)

### Adjectives and adverbs

Some adjectives coincide in form with adverbs, for example, *slow, long, fast, above, real, mighty, sure*, the last three being used as adverbs only in colloquial style.

#### Adjectives

The examples *above* (given above)  
 a *fast* walk  
 It is *real*.  
 He is *sure* of it.

#### Adverbs

We could see nothing *above* or *below*  
 to walk *fast*  
 He is *real* good.  
 It *sure* will help.

### Patterns of combinability

§ 5. Adjectives are combined with several parts of speech.

1. They may combine with nouns, which they may premodify or postmodify: *a black dress, a chivalrous gentleman, the delegates present*.

If there are several premodifying adjectives to one headword they have definite positional assignments. Generally descriptive adjectives precede the limiting ones, as in *a naughty little boy, a beautiful French girl*, but if there are several of each type, adjectives of different meanings stand in the following order:

Adjectives expressing judgement or general characterization	Adjectives denoting size	Adjectives denoting colour	Adjectives denoting form	Adjectives denoting age	Limiting adjectives	Noun
pleasant horrid nice	large small little	pale green bright red blue	thick round square	old young	French left	

**For example:** a large black and white hunting dog, a small pale green oval seed.

This order of words is of course not absolutely fixed, since many adjectives may be either descriptive or limiting (see above), depending on the context. The adjectives are not separated by commas, unless they belong to the same type: *a nice little old man*. However, if there is more than one adjective of the same type they are separated by commas: *nasty, irritable, selfish man* (all three belong to the type of 'judgement or

general characterization’).

Postmodification is usual for the adjectives *elect*, *absent*, *present*, *concerned*, *involved*, *proper*.

*The president elect* (that is: who has been elected and is soon to take office).

In several noun-phrases of French origin (mostly legal or quasilegal) the adjective is also postpositional.

attorney general  
heir apparent  
time immemorial

body politic  
Queen Regnant  
Lords Spiritual (Temporal)

These noun-phrases are very similar to compounds and some of them are spelt as a compound, with a hyphen (*knight-errant*, *postmaster-general*). The plural ending is attached either to the first element, or to the second:

court-martials  
postmaster-generals

courts-martial  
postmasters-general

Postmodification may be due to the structural complexity of postmodifiers (*the children easiest to teach*, *the climate peculiar to this country*), or to the presence of *only* or *all* in preposition (*the only actor suitable*, *the only person visible*, *all the money available*).

2. Beside their usual function, that of modifying nouns, adjectives may be combined with other words in the sentence.

They may be modified by adverbials of degree, like *very*, *quite*, *that*, *rather*, *most*, *a lot*, *a sort of*, *a bit*, *enough*, *totally*, *perfectly*, *so... as*: **very** long, **a bit** lazy, **sort of** naive, **far enough**, **a little bit** tired, **a most** beautiful picture, **not so foolish as that**, **she is not that** crazy.

The adverb *very* can combine only with adjectives denoting the gradable properties. Thus it is possible to say *very tired* (tiredness may be of different degree), but it is impossible to say \*very unknown, \*very ceaseless, \*very unique, as these adjectives do not allow of gradation.

With the adverb *too* the indefinite article is placed between the adjective and the head-noun. With the adverb *rather* the article is placed after it:

This is *too difficult* a problem to solve at once.

This is *rather a complicated* matter.

3. Predicative adjectives are combined with the link verbs *to be*, *to seem*, *to appear*, *to look*, *to turn*, or notional verbs in a double predicate:

*He looks tired. She does not seem so crazy as before. She is quite healthy. She felt faint. It sounded rather fussy. The food tasted good. The flowers smell sweet.*

## Syntactic functions

§ 6. Adjectives may have different functions in the sentence.

The most common are those of **an attribute** or **a predicative**.

**The attributes** (premodifying and postmodifying) may be closely attached to their head-words (*o good boy, the delegates present*), or they may be loose (detached) (*Clever and ambitious, he schemed as well as he could*). In the first case the adjective forms a group with the noun it modifies; in the second case the adjective forms a sense-group separate from the head-word and the other parts of the sentence. A detached attribute is therefore separated by a comma from its head-word if it adjoins it, or from other parts of the sentence if it is distant from the head-word. As predicatives, adjectives may form **a part of a compound nominal** or **double predicate** (*he was alone, the window was open. Old Jolyon sat alone, the dog went mad*). Predicative adjectives may be modified by adverbials of manner, degree, or consequence and by clauses, forming long phrases as, in:

He is not *so foolish as to neglect it*.

She is not *so crazy as you may imagine*.

It is not *as simple as you think*.

Adjectives may also function as **objective** or **subjective predicatives** in complex constructions:

We consider <i>him reliable</i> .	}	objects + objective predicatives
I can drink <i>coffee hot</i> .		
He pushed <i>the door open</i> .		
Better eat <i>the apples fresh</i> .		
I consider <i>what he did awful</i> .		
The fruits were picked <i>ripe</i> .	}	subjective predicatives
The windows were flung <i>open</i> .		

Adjectives may be used parenthetically, conveying the attitude of the speaker to the contents of the sentence (*strange, funny, curious, odd, surprising*), often premodified by *more* or *most*.

*Strange*, it was the same person.

*Most incredible*, he deceived us.

A certain type of exclamatory sentence is based on adjectives, often modified by other words: *How good of you! How wonderful! Excellent! Just right!*

## Substantivized adjectives

§ 7. Substantivized adjectives may fall into several groups, according to their meaning and the nominal features they possess.

1. Some substantivized adjectives have only the **singular form**. They may have either the singular or plural agreement, depending on their meaning. These are:

a) substantivized adjectives denoting generalized or abstract notions.

They are used with the definite article and have singular agreement:

*the fabulous, the unreal, the invisible:*

*The fabulous* is always interesting.

There are, however, certain exceptions. Substantivized adjectives denoting abstract notions may sometimes be used in the plural. Then no article is used:

There are many *variables* and *unknowns*.

b) substantivized adjectives denoting languages are used without a determiner, but are often modified by a pronoun. They also have singular agreement.

My *Spanish* is very poor.

He speaks excellent *English*.

c) substantivized adjectives denoting groups of persons or persons of the same nationality are used with the definite article *the* and admit only of plural agreement *the old, the poor, the rich, the blind, the dumb and deaf, the mute, the eminent, the English*.

He did not look an important personage, but *the eminent* rarely do.

*The poor* were robbed of their lands.

2. Some substantivized adjectives have the category of number, that is they can have two forms - **the singular** and **the plural**. These are:

a) substantivized adjectives denoting social rank or position, military ranks, party, creed, gender, nationality, race, groups of people belonging to certain times or epochs, etc. In the plural the use of the article is not obligatory: *nobles, equals, superiors, inferiors, commercials, domestics, privates, regulars, ordinaries, marines, Christians, primitives, moderns, ancients, contemporaries, liberals, conservatives, Europeans, Asiatics, Eurasians, Indians, Easterns, blacks, whites*, etc.

When denoting an individual such words are used in the singular and are preceded by the indefinite article: *a noble, a private, a regular, an ordinary, a Christian, a primitive, a liberal*, etc.

There were *a few deads* missing from the briefing.

- How many have you killed?
- One hundred and twenty two *sures*. Not counting *possibles*.

He's been working like *a black*.

b) substantivized adjectives denoting animals and plants: *evergreens*, *thoroughbreds* (about horses).

3. Some substantivized adjectives have **only the plural form**. These are:

a) substantivized adjectives denoting studies and examinations. They have either the singular or plural agreement depending on whether they denote one notion or a collection of notions: *classics*, *finals* (final examinations), *midsessionals*, etc.

*Finals* were approaching.

b) substantivized adjectives denoting collection of things, substances and foods. Some of these admit either of both the singular and plural agreement (*chemicals*, *movables*, *necessaries*, *valuables*, *eatables*, *greens*), others admit only of a singular agreement (*bitters*).

c) substantivized adjectives which are the names of the parts of the body are used with the definite article *the* and admit of the plural agreement: *the vitals*, *the whites* (of the eyes).

d) substantivized adjectives denoting colours are used in the plural without any article: *greys*, *reds*, *purples*, *greens*.



## THE ADVERB

§ 1. **The adverb** is a word denoting circumstances or characteristics which attend or modify an action, state, or quality. It may also intensify a quality or characteristics.

From this definition it is difficult to define adverbs as a class, because they comprise a most heterogeneous group of words, and there is considerable overlap between the class and other word classes. They have many kinds of form, meaning and function. Alongside such undoubtful adverbs as *here, now, often, seldom, always*, there are many others which also function as words of other classes. Thus, adverbs like *dead* (dead tired), *clear* (to get clear away), *clean* (I've clean forgotten), *slow, easy* (he would say that slow and easy) coincide with corresponding adjectives (*a dead body, clear waters, clean hands*). Adverbs like *past, above* are homonymous with prepositions. There is also a special group of pronominal adverbs *when, where, how, why* used either as interrogative words or as connectives to introduce subordinate clauses.

*Where* shall we go? (an interrogative pronominal adverb)

We'll go *where* you want (a conjunctive pronominal adverb).

Some adverbs may be used rather like a verb, as in "Up. Jenkins! Down, Peter!", where the first word is like an imperative.

In many cases the border-line between adverbs and words of the other classes is defined syntactically.

He walked *past*. (adverb)

He walked *past* the house. (preposition)

They took the dog *in*. (adverb)

They left the dog *in* the house, (preposition)

He did everything slowly but *surely*. (adverb)

*Surely* you know him. (modal word)

There are three adverbs connected with numerals: *once, twice, and thrice* (the latter being archaic). They denote measure or frequency.

She went there *once* a week.

I saw him *twice* last month.

*Twice* is also used in the structure *twice as long*, etc.

He is *twice as tall* as his brother.

She is *twice as clever*.

Beginning with *three* the idea of frequency or repetition is expressed by the phrases *three times, four times*; He went there *four times*; he is *four times* as bigger; she is *ten times* cleverer.

## Morphological composition

§ 2. Adverbs vary in their structure. There are simple, derived, compound, and composite adverbs.

**Simple adverbs** are *after, here, well, now, soon*, etc.

In **derived adverbs** the most common suffix is **-ly**, by means of which new adverbs are coined from adjectives and participles: *occasionally, lately, immediately, constantly, purely, slowly, charmingly*.

**The less common suffixes are the following:**

<b>-wise</b>	<i>clockwise, crabwise, corkscrew-wise, education-wise</i>
<b>-ward(s)</b>	<i>onward(s), backward(s), homeward(s), eastward(s)</i>
<b>-fold</b>	<i>twofold, manifold</i>
<b>-like</b>	<i>warlike</i>
<b>-most</b>	<i>innermost, outermost</i>
<b>-way(s)</b>	<i>longways, sideways</i>

Of these suffixes the first two are more productive than the rest.

**Compound adverbs** are formed of two stems:

*sometimes, somewhere, everywhere, downstairs*, etc.

**Composite phrasal adverbs** consist of two or more word-forms, as

*a great deal, a little bit, far enough, now and then, from time to time, sort of, kind of, a hell of, a lot of, a great deal of*.

## Morphological characteristics

§ 3. The only pattern of morphological change for adverbs is the same as for adjectives, the degrees of comparison. The three grades are called **positive**, **comparative**, and **superlative** degrees.

Adverbs that are identical in form with adjectives take inflections following the same spelling and phonetic rules as for adjectives:

early	- earlier	- earliest
late	- later	- latest
hard	- harder	- hardest
slow	- slower	- slowest

Several adverbs ending in **-ly** (*quickly, loudly*) form comparatives according to the same pattern, dropping their adverb-forming suffix. These adverbs acquired the form in **-ly** only recently and retained the older forms of the comparative and superlative:

quickl	-	- quickest
--------	---	------------

y        quicker   - loudest  
loudly   - louder

However most disyllabic adverbs in **-ly** and all polysyllabic ones form the comparative and superlative analytically, by means of **more** and **most**:

wisely   - *more*                - *most wisely*  
softly   *wisely*                - *most softly*  
deeply   - *more softly*   - *most deeply*  
             - *more*  
             *deeply*

The adverb *often* occurs with both types of comparison:

*often*   { *oftener*  
          *more often*

As with adjectives, there is a small group of adverbs with comparatives and superlatives formed from different stems (**suppletive forms**). These comparatives and superlatives are identical with those for the corresponding adjectives and can be differentiated from the latter only syntactically.

well    - better        - best  
badly   - worse       - worst  
little   - less         - least  
much   - more         - most  
       /   further       - furthest  
far       farther       - farthest

Which do you like **best**?

This is **least** painful for you.

Either *farther* (farthest) or *further* (furthest) are used when speaking of places, directions, or distance:

He is too tired to walk any *farther* (*further*).

But only *further* (furthest) is used with the meaning *more*, *later*:

Don't try my patience any *further*.

Most of the adverbs, however, stand outside the degrees of comparison:

pronominal adverbs denoting place and time  
(*here*, *somewhere*, *there*, *sometimes*, *when*),

denoting manner

(*somehow, thus*), and

adverbs of manner denoting gradation

(*minimally, optimally, proximally* - ближе к центру).

### Semantic characteristics

§ 4. According to their meaning adverbs fall into many groups. Here are the main ones:

**Adverbs of place:** *outside, there, in front*, etc.

**Adverbs of time** include those denoting duration (*long, continually*), interval (*all day*), timing (*yesterday, today, recently, lately, immediately, once, at once, now*), frequency (*often, now and then, occasionally*). Several of them denote an indefinite time - *soon, yet, always, already, never, ever*.

**Adverbs of manner:** *well, carefully, intentionally, silently, clearly*, etc.

**Adverbs of degree:** *thoroughly, very, much, completely, quite, rather, a lot, a little, a great deal, badly, greatly, hardly, barely, scarcely, narrowly, just, almost, mostly, enormously, largely, tremendously, keenly, somewhat, too, so, most, all but*.

Among these some are synonymous (*much, very*), but their combinability is different. Thus *much* is used to modify verbs, nouns, statives and adjectives, and *very* is used with adjectives and adverbs in the positive and superlative degrees, whereas with comparatives only *much* is used:

to travel much	very nice
to be much improved	very glad
much better	very slow
much slower	very quickly
very much in love	
very much alive	
very much alike	
very much afraid	

With participles, however, both *much* and *very* may be used, often they go together:

*much* admired, *very* surprised, *very much* amused.

Among adverbs of degree there are many the meaning of which has become weakened and which are used as intensifiers, adding emotional colouring to the content of what is said. This group of adverbs is very difficult to define because adverbs of other semantic groups can occasionally function as intensifiers:

*awfully* painful,

*terribly* unjust,

*extremely* beautiful,

*very quiet,*  
*rather calm,*  
*most expensive,*

*faintly uneasy,*  
*really pretty,*  
*positively wonderful,*

*too frightful,*  
*so nice,*  
etc.

### Syntactic functions and patterns of combinability

§ 5. Adverbs may perform different functions, modifying different types of words, phrases, sentences. Some adverbs are restricted in their combinability whereas others may modify different words, for instance *enough*, which may be used in *to work enough*, *not quickly enough*, *quick enough*. The most typical function of the adverb is that of adverbial modifier.

The combinability and functions of the adverbs are as follows:

1. Adverbs may function as **adverbial modifiers** of manner, place, time, degree to a finite or non-finite form of the verb:

*He spoke **aloud**; I quite forgot about it; he spoke **well**.*

Some adverbs of time though synonymous, are used in different syntactical patterns. Thus, *already* is used in affirmative sentences, and *yet* - in interrogative and negative sentences:

They have *already* finished.

They haven't finished *yet*.

Have they finished *yet*?

However, *already* may occur in interrogative and negative sentences when there is an element of surprise or the question is suggestive, that is the speaker expects an affirmative answer.

Have they finished *already*? (The speaker is surprised at their having already finished.)

In the same way *still*, meaning "continuously, up to this moment", is used in affirmative sentences and *any more* in negative sentences. If *any more* is used in a question, it implies that the speaker expects a negative answer.

He *still* works at the library.

He does not work there *any more*.

Does he take music lessons *any more*? - No, he doesn't.

2. Adverbs may function as **adverbial modifiers to an adjective or another adverb**. Usually the modifying adverb is an intensifier:

*very, rather, awfully, so, terribly, extremely, most, utterly, unusually, delightfully, unbelievably, amazingly, strikingly, highly, that, etc.*

The same applies to composite adverbs, such as  
*kind of, sort of, a good bit of, a lot of, a hell of, a great deal of, etc.*

She is **terribly** awkward; they are **very** happy: Meg is *clever enough*; you speak *so slowly*; they settled in a **rather** quiet street; the boy is **unbelievably** fat; she was **strikingly** handsome; we did it **sort of** proudly; **quite** definitely, **too much**, **right there**, **a great deal too much**.

Some adverbs - *still, yet, far, much, any* combine with comparative adjectives: *much worse, not any better, still greater, etc.*

He could not speak **any** plainer.  
You could do it **far** more neatly.  
She is **much** wittier than her friend.

Comparative adverbs are used in **clauses of proportional agreement**, that is, parallel clauses in which qualities or actions denoted in them increase or decrease at an equal rate. (See Syntax § 177)

*The longer* I think about it *the less* I understand your reasons.

To express the idea that a quality or action decreases or increases at an even rate the comparative may be repeated, the two identical forms being connected by *and*:

He ran *faster and faster*.

3. There are some adverbs which may modify nouns or words of nominal character, functioning as **attribute**, as in:

*the way ahead, the trip abroad, the journey home, his return home, the sentence above (below), my friend  
here, the house opposite, the day before, etc.*

A few adverbs can premodify nouns without losing their adverbial character:

*the then president, in after years, the above sentence, the now generation.*

Their combinability with prepositional phrases can be illustrated by the following:

*right up to the ceiling.*

### Positional characteristics

§ 6. As adverbs modify words of different classes, they accordingly occupy different positions in the sentence. In comparison with other words, adverbs may be considered as the most movable words. However, adverbs are not identical in their ability to be moved to another position in the structure. Thus, **adverbs of manner** and **degree** are very closely attached to the word they modify and cannot be moved

away from it. *He sings well* – is the only possible arrangement of the three words, unless the change of position is caused by inversion and a general shift of the communicative focus: *Only well does he sing* (он поет только хорошо). If such an adverb is put in other positions this may result in a change of meaning in which case it is no longer an adverb (it has already been mentioned that adverbs are often defined by position rather than form): *well, he sings when nobody is in*.

If the predicate is an analytical form **adverbs of frequency** and **indefinite time** are usually placed between its parts:

Have you *ever* seen him?

You are *always* laughing at me.

**Adverbs of degree** usually premodify adjectives or verbs:

*awfully painful, terribly unjust, really pretty, so nice, to thoroughly understand,*  
etc.

The most mobile are **adverbs of time** and **place**, which can occupy several positions without any change in their meaning, as in:

*Usually* he sings well.

He *usually* sings well.

He sings well *usually*.

The initial position of the **adverb of manner** always makes it emphatic.

*Proudly* he showed his diploma to his parents.

*Carefully* he signed his name.

In these sentences, despite the detachment of the adverbial modifier, its connection with the verb is evident (*showed proudly, signed carefully*).

### **Note:**

Care should be taken not to confuse adverbs of manner and modal words, which may have the same word-form and occur in the same position. The only guide in these cases is punctuation and the relation between the words:

*Naturally* I wanted him to answer - modal word.

I wanted him to answer *naturally* - adverb.

They wanted to live *naturally* - adverb.

They wanted to live, *naturally* - modal word.

# THE ARTICLE

## § 1. General notion.

The article is a structural part of speech used with nouns. There are two articles in Modern English: the **indefinite** article and the **definite** article.

**The indefinite article** has the forms *a* and *an*. The form *a* is used before words beginning with a consonant sound (*a book, a pen, a student*). The form *an* is used before words beginning with a vowel sound (*an opera, an apple, an hour*).

**The definite article** has one graphic form *the*.

The indefinite article has developed from the Old English numeral *an* (*one*), and as a result of its origin it is used only with nouns in the singular.

The definite article has developed from the Old English demonstrative pronoun *se* and in some cases it has preserved this demonstrative meaning in Modern English.

The use of the indefinite article implies that the object is presented as belonging to a class.

The use of the definite article shows that a particular object is meant.

The absence of articles with class nouns in the plural, with abstract nouns and nouns of material has grammatical significance: it shows that the nouns are used in a general sense.

With nouns in the plural *some* is often used. *Some*, as well as the absence of articles with class nouns in the plural, is the equivalent of the indefinite article in the singular. *Some* is used when the speaker wants to emphasize the idea of number. *Some* is also used with nouns of material if the idea of quantity is implied. *Some* has the meaning of 'several' with class nouns and 'a little' with nouns of material. *Some* is hardly ever translated into Russian.

## USE OF ARTICLES WITH COMMON NOUNS

### CLASS NOUNS

## § 2. The use of the indefinite article with class nouns.

Class nouns are used with the indefinite article:

1. When the speaker presents the object expressed by the noun as belonging to a certain class. In this case the indefinite article has the meaning of 'какой-нибудь, какой-то, один' (in the meaning of 'некий').

She has **a** watch of her own.

On the green surface of the lake **a** little boat, with white wings faintly fluttering, rocked in the dewy breeze. (*Voynich*)

Close beside them grew **a** rose-bush covered with scarlet hips. (*Voynich*)



In the plural no article is used in this case. If the idea of number is implied the noun is preceded by the pronoun *some*.

I liked the room because there were flowers in it.

“I have brought you **some** flowers...” “I hate to wear flowers.” (*Voynich*)

2. With a predicative noun, when the speaker states that the object denoted by the noun belongs to a certain class.

Miss Sharp’s father was **an** artist. (*Thackeray*)

“Is your brother an agreeable man, Peggotty?” “Oh, what **an** agreeable man he is!” (*Dickens*)

She works as **a** chemist. (*Cronin*)

In the plural neither the article nor the pronoun *some* is used.

They are good children, no doubt. (*E. Bronte*)

“...they were business men when I was in the nursery.” (*Voynich*)

After the conjunction *as* a predicative noun is often used without an article.

She was engaged as governess.

3. When the noun is used in a general sense. What is said of one representative of a class can be applied to all the representatives of the class. The article has the meaning of ‘every’.

**A** drowning man catches at a straw.

In the plural neither the article nor the pronoun *some* is used.

Real friends should have everything in common. (*Wilde*)

4. There are cases when the indefinite article preserves its old original meaning of ‘one’.

**A** stitch in time saves nine.

He had hardly spoken **a** word since they left Riccardo’s door... (*Voynich*)

This meaning is generally found with:

(a) nouns denoting time, measure and weight.

A week or two passed. (*Ch. Bronte*)

“I’ll overtake you in **a** minute,” said Godfrey. (*Eliot*)

(b) the numerals *hundred, thousand, million* and the nouns *dozen, score*.

He seems to have half **a** dozen languages at his finger-tips. (*Voynich*)  
With nouns in the plural *some* is used.

Oliver's sobs checked his utterance for **some** minutes. (*Dickens*)

### § 3. The use of the definite article with class nouns.

Class nouns are used with the definite article:

1. When the noun denotes an object or objects which the speaker singles out from all the objects of a given class.

An object is singled out in the following cases:

(a) when the speaker and the hearer know what particular object is meant. No special indication is necessary.

How did you like **the** play?

I have got **the** magazine.

У меня есть этот журнал (журнал у меня).

N o t e. — It should be borne in mind that there is a difference between knowing what object is spoken about and knowing the object itself.

I. A. I do not care to speak to **the** girl. I have never seen her. Won't you speak to her?

B. But I do not know the girl either.

II. A. Who told you about it?

B. **A** girl.

A. What girl?

B. My sister.

In the first dialogue the speaker and the hearer do not know the person at all, but they know whom they mean, so the definite article is used. In the second the speaker knows the person, but he presents her to the hearer merely as one of a class, so the indefinite article is used.

(b) when the speaker uses an attribute pointing out a particular object.

This is **the** house that Jack built.

(For detailed treatment see § 4.)

(c) when the situation itself makes the object definite.

The wedding looked dismal. **The** bride was too old and **the** bridegroom was too young. (*Dickens*)

When an object is singled out from all the objects of a given class the definite article retains its demonstrative meaning, and the English use the definite article

much oftener than the demonstrative pronouns *this* or *that*. Thus the Russian sentence *Дайте мне эту книгу* should be rendered in English by *Let me have the book*.

As a rule the definite article is not translated into Russian. However, there are cases when it must be rendered by *этом*.

You told me before you wished to be a governess; but, my dear, if you remember, I did not encourage **the** idea. (*Ch. Bronte*)

...я не одобрила эту мысль.

2. When the noun denotes a thing unique (*the sun, the moon, the universe*) or a class.

**The** sun was getting warmer. (*Abrahams*)

**The** bourgeoisie is cowardly. (*London*)

The indefinite article can be used when we mean a certain aspect in which the sun, moon and sky appear to us, a certain state of the sun, the moon, the sky. In this case an attribute is used.

A pearl-white moon smiles through the green trees. (*Ch. Bronte*)

3. With nouns used in a generic sense.

A noun used in a generic sense denotes a genus taken as a whole, a thing taken as a type, a genre.

**The** tiger has always had the reputation of being a man-eater.

**The** telephone was invented in the 19th century.

**The** tragedy and **the** comedy first appeared in Greece.

When the noun *man* is used in a generic sense no article is used.

Silas felt that his trust in man had been cruelly destroyed. (*Eliot*)

When the noun *woman* is used in a generic sense it is used with the definite article or occasionally without an article.

He had always been interested, in that mysterious being — **the** woman.  
(*Bennett*)

Woman is man's helpmate.

A noun used in a generic sense should not be confused with a noun used in a general sense.

A noun used in a general sense denotes an object regarded as an individual representative of a class.

A detective story helps to while away the time.  
(Every or any detective story is meant here.)  
A noun in a generic sense denotes the whole class.

Conan Doyle is a master of **the** detective story.  
(The detective story is regarded here as a certain genre.)

#### ADDITIONAL NOTES ON THE USE OF THE DEFINITE ARTICLE

The definite article is used:

(1) with nouns modified by adjectives in the superlative degree.

Miss Tox had **the** softest voice that ever was heard. (*Dickens*)

(2) with nouns in word-groups the first component of which is *some, many, none, most* and the second a noun with the preposition *of*.

Most of **the** gentlemen looked both angry and uncomfortable. (*Voynich*)

(3) with nouns modified by the pronoun *same* and the adjectives *wrong* (не тот), *right* (тот), *very* (именно тот, тот самый).

To all invitations he replied with **the** same courteous and positive refusal.  
(*Voynich*)

I do wish we had not opened the door of **the** wrong room. (*Jerome*)

“Ah! Mr. Burton!” exclaimed the Director, “**the** very person I wanted.”  
(*Voynich*)

«...именно тот (как раз тот) человек, который мне нужен».

Signora Grassini hated Gemma for **the** very expression of her face.

Синьора Грассини ненавидела Джемму за самое выражение ее лица.

(4) with substantivized adjectives and participles.

Only **the** simple and **the** humble were abroad at that early hour. (*Bennett*)

Grey conveyed some of his love of **the** beautiful to Cowperwood. (*Dreiser*)

The listeners noted something beyond **the** usual in his voice. (*Galsworthy*)

**N o t e .** — With countable abstract nouns the use of the articles is the same as with class nouns.

It is **a** capital idea if only one could carry it out. (*Voynich*)

#### **§ 4. The use of articles with class nouns modified by attributes.**

The definite article is used when a noun is modified by an attribute which shows that a particular object is meant, i. e. by an attribute which might be called a particularizing attribute. A **particularizing attribute** is used to single out an object from all the objects of the class, to point out one particular object or group of objects. The use of a particularizing attribute implies the idea of ‘тот, который’; ‘именно тот, этот’.

A particularizing attribute can be expressed by an *of*-phrase or an attributive clause. It is always used in post-position.

He knocked at **the** door *of a very neat house*. (*Marryat*)

**The** letters *that I have here* have come to me quite by accident. (*Dreiser*)

A particularizing attribute should not be confused with a descriptive attribute.

A **descriptive attribute** is used to describe an object or to give some additional information about it.

In a fortnight I got a long letter, *which I considered odd*. (*E. Bronte*)

The post on her left was occupied by Mr. Erskine of Treadley, **an** old gentleman *of considerable charm and culture*. (*Wilde*)

The use of a descriptive attribute does not affect the use of the article. The same articles would be used if there were no attribute whatever.

One day in January he called at the seminary to return **a** book which he had borrowed. (*Voynich*)

I have just spoken to **the** woman, who seems to have changed her mind. (*Bennett*)

They went side by side, hand in hand, silently toward **the** hedge, where the May flower, both pink and white, was in full bloom. (*Galsworthy*)

In the first example the indefinite article is used with the noun *book* because the object denoted by it is presented as belonging to a class. The noun *woman* is used with the definite article because the speaker and the hearer know what particular person is meant. The noun *hedge* is used with the definite article because the situation makes the object definite.

## NOUNS OF MATERIAL

§ 5. With nouns of material used in a general sense, when a certain material as such is meant, no article is used.

Honey is wholesome.

On hearing what had happened, she (Katie) ran for warm water... (*Voynich*)

§ 6. When a definite part of the substance is meant (when the noun is modified by a particularizing attribute or is made definite by the situation), the definite article is used.

Pettinger gulped down a glass of **the** sherry which Cornelius had finally brought. (*Heym*)

**The** meat was good and White Fang was hungry. (*London*)

§ 7. When an indefinite part of the substance is meant, *some* is used.

We took **some** bread and cheese with us, and got some goat's milk up there on the pasture. (*Voynich*)

Nouns of material denoting different sorts of material are countables and the articles are used according to the general use of articles with class nouns.

A pleasure to give **a** good wine to a young woman who looked so well. (*Galsworthy*)

This use is very rare.

## ABSTRACT NOUNS

§ 8. When abstract nouns are used in a general sense, no article is used.

While there is life there is hope.

§ 9. When abstract nouns are modified by a particularizing attribute or when the situation makes the idea definite, they are used with the definite article.

He (Cowperwood) was **the** courage and force of his father, **the** spirit and opportunity of his brothers, **the** hope of his children, **the** dignity and significance of the Cowperwood name. (*Dreiser*)

Last night I heard *Carmen* and enjoyed **the** music.

N o t e 1. — It should be borne in mind that abstract nouns modified by an attribute in pre-position are used without articles unless they are modified by particularizing attributes: *English literature*, *Russian art*, *Soviet music*.

N o t e 2. — The abstract noun *weather* is never used with the indefinite article. 'What fine weather! It is burning weather.' (*Ch. Bronte*)  
When the noun *weather* is used in a general sense, the definite article is used.

There are people who say that **the** weather can influence people's mood. (*Bennett*)

§ 10. Abstract nouns can be used with the indefinite article. In this case the abstract noun denotes a certain kind (оттенок) of a quality, feeling, state, etc. The noun nearly always has a descriptive attribute.

How clever you are, Mr. Hopper. You have **a** cleverness quite of your own. (*Wilde*)

In her eyes there was **an** eagerness, which could hardly be seen without delight. (*Austen*)

(On the use of articles with countable abstract nouns see note on page 30.)

§ 11. The indefinite article is used with the nouns *period, population, distance, height, salary* etc. followed by *of* + numeral + noun.

Simpson was out of the city for **a** period of ten days. (*Dreiser*)

## USE OF ARTICLES WITH PROPER NOUNS

§ 12. Names of persons.

1. Names of persons are used without articles.

Sarie looked at Lanny and Celia. (*Abrahams*)

2. Names denoting the whole family are used with the definite article.

**The** Dashwoods were now settled at Berton. (*Austen*)

3. When names of persons are used to denote a representative of a family, the indefinite article is used.

“Florence will never, never, never be **a** Dorabey,” said Mrs. Chick. (*Dickens*)

4. Names of persons modified by a particularizing attribute are used with the definite article.

You’re not **the** Andrew Manson I married. (*Cronin*)

The tall blond man of forty is not much changed in feature from **the** Godfrey Cass of six-and-twenty. (*Eliot*)

5. Names of persons used as common nouns take the article according to the general rule on the use of articles.

Swithin smiled and nodding at Bosinney said: “Why, you are quite a Monte Cristo.” (*Galsworthy*)

Mozart has been called the Raphael of music.

6. Nouns denoting military ranks and titles such as *academician*, *professor*, *doctor* (both a profession and a title), *count*, *lord*, etc. followed by names of persons do not take the article. In such cases only the proper noun is stressed: *Colonel Brown*, *Doctor Strong*.

Common nouns denoting professions followed by names of persons are used with the definite article. In this case both nouns are stressed.

**The** painter Gainsborough has left many fine pictures.

7. Nouns expressing relationship followed by names of persons do not take the article: *Aunt Polly*, *Uncle James*.

She turned to Cousin Clixam. (*Bennett*)

Nouns expressing relationship not followed by a proper noun and the nouns *nurse*, *cook*, *baby* do not take the article when used by members of the family.

“I’d like to see Mother,” said Emily. (*Qalsworthy*)

If other people’s relations are meant, the article is used.

**The** son is as clever as **the** father.

8. The use of articles with names of persons modified by adjectives is varied.

In most cases no article is used with names of persons modified by the adjectives *old*, *young*, *poor*, *dear*, *little*, *honest*, *lazy*.

...she is the widow of poor Giovanni Bolla... (*Voynich*)

He saw that old Chapin wanted to moralize a little. (*Dreiser*)

When modified by other adjectives and participles names of persons take the definite article.

He thought Amelia worthy even of **the** brilliant George Osborne. (*Thackeray*)

**The** astonished Tom could not say a word.

9. Names of persons modified by the adjective *certain* are used with the indefinite article.

I heard it from **a** certain Mr. Brown.

### § 13. Geographical names.



1. Geographical names like all the other proper nouns are used without articles: *England, France, Moscow, London*.

The same holds good when a geographical name is modified by an attribute in pre-position: *Soviet Russia, North America, Latin America, Central Asia*.

**Note.** — The word groups *the Soviet Union, the United States* are always used with the definite article.

2. Geographical names modified, by a particularizing attribute are used with the definite article.

**The** Philadelphia into which Frank Algernon Cowperwood was born was a city of two hundred and fifty thousand and more. (*Dreiser*)

3. With names of oceans, seas, rivers the definite article is used: *the Pacific Ocean (the Pacific), the Black Sea, the Thames, the Ohio River*.

4. Names of lakes do not take the article if the word *lake* is used, which is nearly always the case; if it is not mentioned we find the definite article: *Lake Windermere, Lake Ontario, the Ontario*.

5. With names of mountain chains the definite article is used: *the Urals, the Alps*.

With names of mountain peaks no article is used: *Elbrus, Everest*.

6. With names of groups of islands the definite article is used: *the Hebrides, the Bermudas*.

With names of single islands there is no article: *Madagascar*.

7. The names of the following towns, countries and provinces are used with the definite article: *the Hague, the Netherlands, the West Indies, the Ruhr, the Riviera, the Crimea, the Ukraine, the Caucasus, the Congo*. *The Lebanon* is generally used with the definite article, occasionally without the article.

8. Names of streets and squares are used without articles: *Oxford Street, Wall Street, Trafalgar Square, Russell Square*.

There are a few exceptions: *the High Street, the Strand*.

#### **§ 14. Names of hotels, ships, newspapers and magazines.**

Names of hotels, ships, newspapers and magazines are used with the definite article.

And he added that **the** *Independent* had accepted and was about to publish two poems which he had been able to write because of her. (*Dreiser*)

The three men came to the turning at the corner of **the** Grosvenor Hotel. (*Hichens*)

#### **§ 15. Names of cardinal points.**

With the names of cardinal points the definite article is used: *the North, the South, the West, the East*.

In the expressions *from East to West, from North to South* no article is used.

### **§ 16. Names of months and days.**

As a rule names of months and days are used without articles.

May is a spring month.

My day off is Friday.

When these nouns are modified by a particularizing attribute the definite article is used.

**The** May of 1949 will always rest in my memory.

Miss Trotwood came on **the** Friday when David was born.

Names of days are used with the indefinite article when we mean one of many Mondays, Fridays, etc.

Robinson Crusoe found his servant on **a** Friday.

I do not remember exactly when he came from Moscow, but I am sure it was on **a** Monday.

Names of months are used with the indefinite article when modified by a descriptive attribute.

**A** cold May is the usual thing in Leningrad.

### **§ 17. The use of articles with nouns modified by proper nouns.**

If a noun is modified by a proper noun in the genitive case no article is used.

I met Robert's father.

A noun modified by a proper noun in the common case is used with the definite article.

Last summer I visited **the** Tretyakov Gallery.

The sailor led him back to the little irregular square by **the** Medici Palace.  
(*Voynich*)

## **USE OF ARTICLES WITH NOUNS IN SOME SET EXPRESSIONS**

### **§ 18. The use of the indefinite article with nouns in set expressions.**

1. in a hurry — второпях

Things done in a hurry are done badly.

2. to have a mind to do something (a great mind, a good mind) — иметь желание что-либо сделать, быть склонным что-либо сделать	I have a great mind to have a serious talk with her.
3. to fly into a passion — прийти в бешенство	If you contradict him, he will fly into a passion.
4. to get in a fury (in a rage) — прийти в ярость	If you contradict him, he will get in a fury (in a rage).
5. to take a fancy to ( <i>chiefly with names of living beings</i> ) — проникнуться симпатией, почувствовать расположение	I wonder why she took a fancy to the little girl.
6. in a low (loud) voice — тихо (громко)	Don't speak in a low voice.
7. a great many ( <i>with count-ables</i> ) — много	I have spoken to him a great many times.
8. a great deal ( <i>with uncount-ables</i> ) — много	We can't skate to-day, there is a great deal of snow on the ice.
9. it is a pity — жаль	It is a pity you did not go to the concert last night.
10. it is a shame — стыдно	It is a shame not to know these elementary things.
11. it is a pleasure — приятно	It is a pleasure to read beautiful poetry.
12. as a result — в результате	As a result of the inhabitants' strenuous efforts the damaged city was soon rebuilt.
13. to have a good time — хорошо провести время	Last night we went to an evening party and had a very good time.
14. to be at a loss — быть в недоумении	She was at a loss what to say.
15. at a glance — сразу, с первого взгляда	She saw at a glance that something had happened.

## § 19. The use of the definite article with nouns in set expressions.

1. it is out of the question — об этом не может быть и речи	"Will you go to the theatre tonight?" "It's out of the question. I have lots of things to do."
2. to take the trouble to do something — потрудиться	You had a difficult text to translate and you did not take the trouble to consult the dictionary.
3. in the original — в оригинале	You know English well enough to read Dickens in the original.
4. to play the piano (the violin, the harp) — играть на рояле (скрипке, арфе)	She plays the piano very well.

- |  |   |
|--|---|
| 5. to keep the house — сидеть дома   | She has a cold and will have to keep the house for a couple of days.  |
| 6. to keep the bed — соблюдать постельный режим  | She has a bad cold and will have to keep the bed for a couple of days.  |
| 7. on the whole — в целом  | On the whole Tom is a pleasant fellow, but sometimes he has whims.  |
| 8. the other day ( <i>refers to the past</i> ) — на днях                                 | I met him the other day.  |
| 9. on the one hand...on the other hand — с одной стороны...с другой стороны              | On the one hand he certainly excites suspicion, but on the other hand we have not enough evidence against him. ( <i>Oppenheim</i> ) |
| 10. to tell (to speak) the truth — говорить правду; to tell the truth — по правде говоря | He always speaks (tells) the truth. To tell the truth, I don't like the girl.   |
| 11. to be on the safe side — для верности  | I am almost sure of the pronunciation of this name, but to be on the safe side let us consult the pronouncing dictionary.           |

## § 20. Nouns in set expressions used without an article.

- |  |   |
|--|---|
| 1. out of doors — на дворе, на улице, вне дома                               | The children spent most of the time out of doors.   |
| 2. to take to heart — принимать близко к сердцу                              | Don't take things too much to heart.  |
| 3. to take offence — обижаться   | If he had heard your remark, he would have taken offence.   |
| 4. to give (to get, to ask) permission — дать (получить, просить) разрешение | I asked permission to keep the book a little longer.  |
| 5. to lose heart — терять мужество, приходить в уныние                       | He found the subject very difficult at first, but he did not lose heart. He went on working hard and finally mastered it. |
| 6. at present — в настоящее время  | You may go home, we don't want you at present.  |
| 7. from morning till night — с утра до вечера                                | He worked in his little garden from morning till night.   |
| 8. from head to foot — с головы до ног                                       | She was dressed in furs from head to foot.  |
| 9. from beginning to end — с начала до конца                                 | The whole story is a lie from beginning to end.   |
| 10. at first sight — с первого взгляда                                       | He fell in love with her at first sight.  |
| 11. by chance — случайно   | They met quite by chance.   |
| 12. by mistake — по ошибке   | I have brought the wrong book by mistake.   |
| 13. for hours — часами   | He could read for hours.  |

14. for ages — целую вечность	I have not seen you for ages.
15. by land, by air, by sea — сушей, по воздуху, морем	I like travelling by sea.
16. to go to sea — стать моряком	My sister wants to be a doctor, and my brother wants to go to sea.
17. on deck — на палубе	We spent hours on deck.
18. to keep house — вести хозяйство	Her sister keeps house for her.
19. at sunrise — на рассвете	We left the town at sunrise.
20. at sunset — на закате	We arrived at the village at sunset.
21. at work — за работой	Whenever I come, he is always at work.
22. at peace — в мире	We want to be at peace with all countries.
23. by name — по имени	His cat, Snowball by name, was playing on the carpet.
24. in debt — в долгу	Mr. Micawber was always in debt.

## USE OF ARTICLES IN SOME SYNTACTIC RELATIONS

### § 21. The use of articles with predicative nouns.

As stated above (see § 2) a predicative noun is used with the indefinite article if the speaker states that the object denoted by the noun belongs to a certain class.

If a predicative noun is modified by a particularizing attribute, the definite article is used.

He is **the** student you wanted to speak to.

If a predicative noun denotes a post which can be occupied by one person at a time, either no article or the definite article is used.

Mr. Henderson is manager, not under-manager any longer. (*Lindsay*)  
Montanelli was director of the theological seminary at Pisa.  
Comrade N. is **the** dean of our faculty.

No article is used with predicative nouns after the verbs *to turn*, *to commence*, *to appoint*, *to elect*.

Compeyson turned traitor.  
Компейсон стал предателем.  
Shakespeare commenced actor.  
Шекспир начинал как актер.  
They appointed him head-teacher.  
Его назначили старшим преподавателем.

A predicative noun sometimes has an adjectival character, especially when it is followed by the adverb *enough*. In this case no article is used.

Surely Bolla isn't fool enough to believe that sort of stuff? (*Voynich*)  
Неужели Болла настолько глуп, чтобы поверить подобному вздору?

When a predicative noun in an adverbial clause of concession is placed at the head of the clause, no article is used.

Child as he was, David understood that Creakle was an ignorant man.

Хотя Давид был ребенком, он понимал, что Крикль — невежественный человек.

The nouns *son* and *daughter* used predicatively take the definite article when modified by an *of*-phrase, though there may be several sons and daughters in the family.

Lomonosov was **the** son of a fisherman.

Becky Sharp was **the** daughter of an artist.

## § 22. The use of articles with nouns in apposition.

Nouns in apposition and nouns forming part of an apposition are used with the indefinite article if the speaker states that the object expressed by the noun in apposition belongs to a certain class.

I want to introduce you to Comrade B., a great friend of mine.

In the plural no article is used.

I want to introduce you to Comrades B, and D., great friends of mine.

Nouns in apposition or nouns forming part of an apposition are used with the definite article if they are modified by a particularizing attribute.

Comrade B., **the** student you have mentioned, has come.

If the noun denotes a well-known person or work of art, the definite article is generally used.

Pushkin, **the** great Russian poet, died in 1837.

*Hamlet*, **the** immortal tragedy by Shakespeare, was written in the first years of the 17th century.

But if the person or the work of art is not widely known the indefinite article is used.

*Pericles*, **a** comedy by Shakespeare, is hardly ever staged.

No article is generally used with a noun in apposition when the opposition expresses a post which can be occupied by one person at a time. Occasionally the definite article is used.

Professor Petrov, director (**the** director) of the Medical Institute, is going to deliver a lecture.

Comrade Smirnov, dean (**the** dean) of the English department, has left for Moscow.

### § 23. Class nouns used in address take no article.

Come downstairs, child. (*Voynich*)

### § 24. Place of the article.

The usual place of the article is before the noun if it is not modified by an attribute; if the noun is modified by an attribute, the article is placed before the latter. However, there are cases when the article follows the attribute.

1. The definite article follows the attribute expressed by the pronouns *both*, *all*.

Both **the** stories were interesting.

All **the** stories were interesting.

2. The indefinite article follows the attribute expressed by an adjective after *so*, *too*, *as*.

Mr. Pickwick could not resist so tempting **an** opportunity of studying human nature. (*Dickens*)

You compel me to tell you that this is too serious **a** matter to be treated in such a fashion. (*Dreiser*)

It was as black **a** house inside as outside. (*Dickens*)

3. The indefinite article follows *quite*, *such*, *what* (*what* in exclamatory sentences).

She is quite **a** child.

I've never heard of such **a** thing.

What **a** wonderful piece of luck!

The indefinite article either precedes or follows *rather*.

This enquiry involved the respected lady in rather **a** delicate position. (*Dickens*)

They stop and interchange **a** rather heated look. (*Dickens*)

## § 25. Ways of expressing the meaning of the English articles in Russian.

The meaning of the English article may sometimes be expressed in Russian by means of:

(a) cases.

Pour **the** water into the glass.

Налейте воду в стакан.

Pour some water into the glass.

Налейте воды в стакан.

(b) word order.

**A** woman came up to me and asked what time it was.

Ко мне подошла женщина и спросила, который час.

**The** woman has come.

Женщина пришла.

(c) the words *один, какой-то, какой-нибудь* (the indefinite article), *этой, тот самый* (the definite article).

**A** man is waiting for you downstairs.

Вас внизу ждет **какой-то** человек.

Do you know Nina? Yes, I do. I like **the** girl immensely.

Вы знаете Нину? Знаю. Мне очень нравится **эта** девушка.

## SPECIAL DIFFICULTIES IN THE USE OF ARTICLES

### § 26. The use of articles with the nouns *day, night, morning, evening*.

The nouns *day, night, morning, evening* are used without articles:

(a) if *day* and *morning* mean 'light', and *night* and *evening* mean 'darkness', or if they denote a certain part of the day.

Day broke and we started.

The sun had gone and night had come. (*Abrahams*)

Day is meant for work, night for sleep.

It was evening. The river was before them. (*Dreiser*)

(b) in the expressions *by day, at night, from morning till night*.

It is easier to work by day than at night.

The definite article is used when these nouns are modified by a particularizing attribute or when the situation makes them definite.

He will never forget **the** day when he met her.

**The** night was warm and beautifully still. (*Voynich*)



We spent **the** night in the forest.

The indefinite article is used when the noun is modified by a descriptive attribute.

I spent **a** sleepless night.

When the nouns *morning* and *evening* are modified by the adjectives *early* and *late*, no articles are used because these adjectives do not describe the morning or night, but only show the time.

It was early morning when the train pulled into the little siding. (*Abrahams*)

### **§ 27. The use of articles with names of seasons.**

Names of seasons are used without articles if they show a certain time of the year.

It was spring. I like spring.

The definite article is used when these nouns are modified by a particularizing attribute or when the situation makes them definite.

It happened in **the** spring of 1930.

**The** spring was cold and rainy.

The indefinite article is used when these nouns are modified by a descriptive attribute.

It was **a** cold spring.

When names of seasons are modified by the adjectives *early* or *late*, no articles are used.

It was early spring.

### **§ 28. The use of articles with the nouns *school, college, bed, prison, jail*.**

The nouns *school, college, bed, prison, jail* are used without an article when they lose their concrete meaning and express the purpose for which the objects denoted by these nouns serve.

When these nouns denote concrete objects the articles are used according to the general principle.

(a) *School, college.*

to be at school

to go to school } to be a schoolboy (schoolgirl)

to be at college — to be a student of a college

to leave school — to finish or drop one's studies

School begins at five.

She went to College in the North. (*Gow and D'Usseau*)

His history since he left school had been indicated in the last page.  
(*Thackeray*)

It was at seventeen that he decided to leave school.

to go to the school — not as a pupil (the building is meant)

to leave the school — to leave the building

Mother went to **the** school yesterday to attend a parents' meeting.

She left **the** school at 7 o'clock.

(b) *Bed.*

to go to bed — ЛОЖИТЬСЯ СПАТЬ

to be in bed — ЛЕЖАТЬ В ПОСТЕЛИ

And now you had better go to bed. Good-night. (*Voynich*)

to be in the bed

to be on the bed } an article of furniture is meant

Her portrait was on the wall beside the bed. (*Voynich*)

(c) *Prison, jail.*

to be in prison (in jail) — to be a prisoner

to be sent to prison

to be put in prison } as a prisoner

Mr. Dorrit was in prison many years.

Mr. Dorrit was sent to prison for debt.

The last they had heard of him was that he was in jail for having killed a person in a fight. (*Abrahams*)

to be in the prison

to go to the prison } not as a prisoner (the building is meant)

Mr. Dorrit's family lived in **the** prison.

**The** prison proper dated from 1822. (*Dreiser*)

## § 29. The use of articles with the noun *town*.

The noun *town* when used with prepositions does not take an article:

(a) when we mean the nearest town (if we live in the country) or the town we live in.

You cannot go to town tomorrow. (*Austen*)  
What can you have to do in town...? (*Austen*)

(b) when the noun *town* is opposed to the noun *country*.

He was not used to country life, having spent twenty years in town.

Otherwise the noun *town* is used with the definite or indefinite article.

I want to go to the town where I was born.

### § 30. The use of articles with the names of meals.

Names of meals are used without articles.

When did you have dinner?

Is dinner ready?

Mother is cooking dinner.

While they were at breakfast, the letters were brought in. (*Austen*)

I have finished breakfast, ring the bell. (*Ch. Bronte*)

The definite article is used when the nouns are modified by a particularizing attribute or when the situation makes them definite.

**The** dinner we had to-day was very substantial.

**The** dinner was a success.

The indefinite article is used if the name of a meal is modified by a descriptive attribute.

After **a** hearty breakfast the four gentlemen sallied forth to walk to Gravesend.  
(*Dickens*)

### § 31. The use of articles with names of languages.

Names of languages when they are not followed by the noun *language* are used without articles:

She knows English.

Note the peculiar use of the definite article in: (1) *It is a translation from **the** English (**the** French etc.),* (2) *What is **the** English (**the** French etc.) for 'сочна'?*

The definite article is used if the noun is modified by a particularizing attribute:

**The** English of America differs from **the** English of England.

When the noun *language* is mentioned the definite article is used: ***the*** *English language*, ***the*** *German language*.

## USE OF ARTICLES WITH NOUNS MODIFIED BY CERTAIN ADJECTIVES, PRONOUNS AND NUMERALS

### § 32. *Most*.

(a) *Most* + adjective.

The definite article is used when *most* serves to form the superlative degree of an adjective.

This is ***the*** most interesting chapter in the book.

The use of the indefinite article shows that a high degree of a quality is meant. *Most* has the same meaning as *very*, *exceedingly*.

Caroline found that the old maid had been ***a*** most devoted daughter and sister. (*Ch. Bronte*)

N o t e. — Occasionally the form of the superlative degree does not express comparison, but a high degree of a quality.

He listened with ***the*** most profound attention.

He listened with ***the*** deepest attention.

The same phenomenon is found in Russian:

Он слушал с глубочайшим вниманием.

(b) *Most* + *of* + noun.

When definite people or things are meant the noun is used with the definite article and *most* is followed by the preposition *of*.

Most of ***the*** flowers in the garden were planted by the schoolchildren.

Most of ***the*** gentlemen looked both angry and uncomfortable. (*Voynich*)

We say *most*, not *most of the*, when we do not mean definite people or things. The noun is used in a general sense.

Most flowers smell sweet.

### § 33. *Few, a few, the few; little, a little, the little*.

*Few* means 'мало', it has a negative meaning.

*A few* means 'несколько', it has a positive meaning.

*The few* means 'те немногие (которые)'.

He was a very good man. There are few like him in the world today. (*Abrahams*)

He left after a few moments. (*Dreiser*)

You need not fear to hear the few remaining words we have to say. (*Dickens*)

*Little* means ‘мало’, it has a negative meaning.

*A little* means ‘некоторое количество’, it has a positive meaning.

*The little* means ‘то небольшое количество (которое)’.

We can't go skiing today. There is too little snow.

We have **a** little time. Let us take a walk in the garden.

Don't waste **the** little time you have.

### § 34. *Two, the two; three, the three, etc.*

*Two* means ‘два’.

*The two* means ‘оба, те два’.

Two students entered the room.

**The** two friends travelled together.

**The** two books you lent me proved very interesting.

### § 35. *The second, a second.*

*The second* is an ordinal numeral meaning ‘второй’.

**The** second attempt proved more successful than the first.

*A second* means ‘another, one more’.

Having eaten the gruel, Oliver asked for a second portion.

In *the third, a third, the fourth, a fourth* etc. we see the same difference in meaning.

He made an experiment which proved his theory. He made **a** second, **a** third, **a** fourth experiment with the same results.

*A second time* means ‘once more’.

I rang the bell, but nobody answered it, so I had to ring a second time.

### § 36. *Another, the other.*

The pronoun *another* has two meanings:

(a) ‘какой-либо другой’.

Give me **another** pen, I don't like this one.

(в) 'еще один'.

I am thirsty; I should like **another** cup of tea.

*The other* means 'определенный другой'.

There are two books here, take one and I'll take **the other**.

### § 37. *Last, the last.*

Nouns modified by the adjective *last* are always used with the definite article except in the expressions *last month, last year, last week, last summer (winter, autumn, spring)*.

**The** last word remained with George.

Last summer, in Switzerland, he was quite well. (*Voynich*)

### § 38. *Next, the next.*

*Next* means 'будущий' when referring to time: *next month, next week*.

*The next* means 'следующий': *the next room, at the next lesson*.

*Next time* means 'в следующий раз'.

We shall discuss this matter **next** time.

In reference to time viewed from the past both *next* and *the next* mean 'следующий'.

We spent a fortnight in Kiev. **The next** week was spent in Odessa (*or: Next week was spent in Odessa*).

### § 39. *A number, the number.*

*A number of* means 'many'. It is rendered in Russian by *много, ряд*.

*The number* means 'число, количество'.

His father and **a** number of his cronies were in the dining-room. (*Dreiser*)

**The** number of mistakes he makes is startling.

## OMISSION OF THE ARTICLE

Sometimes the article is not used where we naturally expect to find it in accordance with the rules. No change of meaning is observed in these cases.

The article is often omitted in newspaper headings, telegrams, in stage directions.

Gas Blast Kills Woman. (*Daily Worker*)  
Girl Gymnast Keeps Title. (*Moscow News*)

The article is often omitted with homogeneous members closely connected with each other and joined by the conjunction *and*. In most cases they go in pairs.

The breakfast was taken away, and that meal over, it was the general custom of uncle and niece to separate. (*Ch. Bronte*)

All the future tenses (the future indefinite (the simple future), the future continuous, the future perfect, the future perfect continuous) refer the actions they denote to the future. The difference between them is due to their different relation to the categories of aspect and perfect.

Their specific time reference limits their use in comparison with the present and the past tenses.

Among the future tenses the future indefinite is the most frequently used, while the use of the future continuous and the future perfect is rather limited, because the situations to which they are applicable seldom arise. As to the future perfect continuous, it is hardly ever used.

## The future indefinite

**§ 1. Formation.** The future indefinite is formed analytically by means of the auxiliary verb **shall** for the first person singular or plural and **will** for the second and third person singular or plural and the infinitive of the notional verb without the particle **to**.

The modern tendency is to use **will** for all the persons.

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### The paradigm of the verb in the future indefinite

#### Affirmative

I shall speak	}	(I'll speak)
He (she, it) will speak		
We shall speak		
You will speak		
They will speak		

#### Interrogative

Shall I speak?  
Will he (she, it) speak?  
Shall we speak?  
Will you speak?  
Will they speak?

#### Negative

I shall not (shan't) speak  
He (she, it) will not (won't) speak  
We shall not (shan't) speak  
You will not (won't) speak  
They will not (won't) speak

#### Negative-interrogative

a	Shall I not speak?	b	Shan't I speak?
)	Will he (she, it) not speak?	)	Won't be (she, it) speak?
	Shall we not speak?		Shan't we speak?
	Will you not speak?		Won't you speak?
	Will they not speak?		Won't they speak?



## § 2. The future indefinite is used to denote:

### 1. Simple facts in the future.

He *will return* tomorrow.

I *shan't stay* with them.

It *will be cold* in the evening.

### 2. A succession of actions in the future.

He'll *ring you up* and *tell you* everything.

I'll *take her up* to town, we'll *do some shopping*, and *have lunch*, so we *shall be back* in late afternoon.

### 3. Habitual actions in the future.

So I'll *see* you often in winter?

He *will stay* with us as often as possible.

I hope you *will write* regularly.

The future indefinite is not used in subordinate adverbial clauses of time and condition introduced by the connectives *when, while, till, until, before, after, as soon as, if, unless, in case (that), on condition that, provided*, etc. In such clauses the present indefinite tense is used instead:

They will wait till it *grows* dark.

When she *comes*, ask her to type this letter.

Unless you're *careful*, you'll get into trouble.

Care should be taken to distinguish between the adverbial clauses of time or condition and object clauses introduced by the conjunctions *when* and *if*, in the case of object clauses any tense required by the sense can be used:

I don't know when I'll *come* again.

Ask him if he'll *do* it at all.

§ 3. The Future indefinite can express various shades of aspective meaning, depending on the lexical meaning of the verb and the context. Therefore the ways of rendering it in Russian may be different. It can be translated by the future tense of both perfective and imperfective aspects with all possible shades of their meanings. Here are some examples:

I'll write this letter on Sunday.

Я напишу это письмо в воскресенье.  
(A perfective action.)

She will stay with them for a whole week.

Она будет гостить у них целую неделю.

(An imperfective, durative action.)

I shall write to you every day.

Я буду писать тебе каждый день  
(An imperfective, iterative action.)

Don't be afraid, I shan't hit him.

Не бойся, я его не ударю.  
(A perfective, momentary action.)

### The future continuous

**§ 4. Formation.** All the forms of the future continuous are analytic. They are formed with the future indefinite of the auxiliary **to be** (*shall be, will be*) and **participle I** of the notional verb.

**In the interrogative** the corresponding form of the first auxiliary (*shall/will*) is placed in front of the subject, the second auxiliary (*be*) and participle I follow the subject.

**In the negative** the corresponding negative forms of the first auxiliary (*shall/will*) are used, the second auxiliary (*be*) and participle I follow them.

**In the negative-interrogative** the corresponding negative-interrogative forms of the first auxiliary (*shall/will*) are used, the second auxiliary (*be*) and participle I follow the subject.

## The paradigm of the verb in the future continuous

### Affirmative

I shall be speaking  
He (she, it) will be speaking  
We shall be speaking  
You will be speaking  
They will be speaking

### Interrogative

Shall I be speaking?  
Will he (she, it) be speaking?  
Shall we be speaking?  
Will you be speaking?  
Will they be speaking?

### Negative

I shall not (shan't) be speaking  
He (she, it) will not (won't) be speaking  
We shall not (shan't) be speaking  
You will not (won't) be speaking  
They will not (won't) be speaking

### Negative-interrogative

- |   |                                    |   |                                 |
|---|------------------------------------|---|---------------------------------|
| a | Shall I not be speaking?           | b | Shan't I be speaking?           |
| ) | Will he (she, it) not be speaking? | ) | Won't he (she, it) be speaking? |
|   | Shall we not be speaking?          |   | Shan't we be speaking?          |
|   | Will you not be speaking?          |   | Won't you be speaking?          |
|   | Will they not be speaking?         |   | Won't they be speaking?         |

## § 5. The future continuous is used to denote:

1. **An action in progress at a certain moment of time or during a certain period of time in the future** (compare the corresponding use of the past continuous).

At that time she *will be having* her early morning cup of coffee.

In an hour I'll *be flying* over the sea.

When she comes, I think I'll *be packing* already.

It will be too late. He *will be sleeping*.

From ten till twelve he *will be writing* in his study.

As can be seen from the above examples, the moment (or period) of time at which the action is taking place is either indicated by special adverbials of time, or is implied by another future action, or else by the context or situation.

2. **An action the occurrence of which is expected by the speaker.**

By the way, Megan *will be coming* to lunch.

She says she'll *be seeing* you tomorrow.

In all its uses the future continuous is rendered in Russian by means of the future tense of the imperfective aspect (будет пить, буду лететь, буду упаковываться, etc.).

### The future perfect

**§ 6. Formation.** The future perfect is formed analytically by means of the auxiliary **to have** in the future indefinite (*shall/will have*) and **participle II** of the notional verb.

**In the interrogative** the corresponding form of the first auxiliary (*shall/will*) is used in the front position and the second auxiliary (*have*) and participle II follow the subject.

**In the negative** the corresponding negative forms of *shall/will* are used and the second auxiliary (*have*) and participle II follow them.

**In the negative-interrogative** the corresponding negative-interrogative forms of *shall/will* are used in the front position and the second auxiliary and participle II follow the subject.

### The paradigm of the verb in the future perfect

#### Affirmative

I shall have spoken  
He (she, it) will have spoken  
We shall have spoken  
You will have spoken  
They will have spoken

#### Interrogative

Shall I have spoken?  
Will he (she, it) have spoken?  
Shall we have spoken?  
Will you have spoken?  
Will they have spoken?

#### Negative

I shall not (shan't) have spoken  
He (she, it) will not (won't) have spoken  
We shall not (shan't) have spoken  
You will not (won't) have spoken  
They will not (won't) have spoken

**§ 7. The future perfect is very rarely used either in conversation or in writing.**

**It is used to denote:**

1. **An action that both begins and ends before, a definite moment of time in the future** (the exclusive future perfect).

"I have no doubt," I said, "that I *shall have seen anybody* who is anybody by then."

You *will have got* my cable and I *shall have received* your answer long before this letter reaches you.

The moment in the future before which the action is to begin and end may be indicated by appropriate adverbials or other verbs denoting future actions, or by the whole context or situation.

**2. An action that begins before a certain moment of time in the future and goes up to it or into it.** This is the case when the action in question is expressed by statal verbs, which do not admit of continuous forms, or else by certain actional durative verbs, such as *to live, to study, to work*, etc., which denote a process (the inclusive future perfect).

She will have been in your service fifteen years next year.

### **The future perfect continuous**

**§ 8. Formation.** The future perfect continuous is formed analytically by means of the auxiliary **to be** in the future perfect (*shall/will have been*) and **participle I** of the notional verb.

Their interrogative, negative and negative-interrogative forms are built similar to other future forms.

## The paradigm of the verb in the future perfect continuous

### Affirmative

I } shall have been speaking  
We

He (she, it) You } will have been speaking  
They

### Interrogative

Shall { I } have been speaking  
we

Will { he (she, it) } have been speaking?  
you  
they

### Negative

I } shall not (shan't) have been speaking  
We

He (she, it) You } will not (won't) have been speaking  
They

§ 9. The future perfect continuous is very rarely used, because situations which require it very seldom arise. **It denotes actions which begin before a certain moment of time in the future and go on up to that moment or into it:**

*I shall have been living there for five years next February.*

### § 10. Future in the past tenses

There are four more future tense verb forms in English: the future in the past indefinite, the future in the past continuous, the future in the past perfect, the future in the past perfect continuous, which differ from the previously discussed forms. They refer the actions not to the actual future, but to the future viewed as such from the standpoint of past time.

The future in the past forms are dependent, as they are used mainly in object clauses in reported speech after verbs in the past tense forms.

The most frequently used is the future in the past indefinite (the past simple).

§ 11. **Formation.** All the future in the past forms are analytical. They are formed by means of the auxiliaries *should* and *would* and the corresponding form of the notional verb (*should speak, should be speaking, should have spoken, should have been speaking*).

## The paradigms of the verb in the future in the past

### The future in the past indefinite

#### Affirmative

I } should speak

}

#### Interrogative\*

Should { I } speak?

{ }

We

we

He (she, it) would speak

Would he (she, it) you speak?  
they

You  
They

### Negative

I } should not speak  
We }

He (she, it) } would not speak  
You  
They

§ 12. The future in the past forms are mostly used in object clauses dependent on verbs in the past tense in the principal clause. None of them can be used in subordinate adverbial clauses of time and condition introduced by the conjunctions *when, while, before, after, till, until, as soon as, as long as, if, unless, in case, on condition that, provided*, etc. In all these clauses the corresponding forms of the past tense are used.

However the conjunctions *when* and *if* may be used to open object clauses, then the future in the past forms can be used if required by the sense:

She didn't know *when* I *should* return.  
I doubted *if* we *should* see him at all.

§ 13. The future in the past indefinite is used to denote simple facts, habitual actions and successions of actions in the future viewed from the past:

He said he *would* soon *fake* up French.

I knew she *would* still *see* him as often as she could.

He said they *would* *start* at dawn, *reach* the river in the afternoon and in an hour or two *would* *proceed* up the road towards the cliffs.

The sun was setting. In an hour it *would be* quite *dark*.

§ 14. The future in the past continuous is used to denote an action in progress at a certain moment of time, or an action that is expected by the speaker as a result of a naturally developing situation, both referring to the future considered as such at a certain moment of time in the past:

And she thought, poor soul, that at this time next Sunday she *would be approaching* her beloved Paris.

Then she mentioned in a rather matter-of-fact way, that Jack *would be calling* the very next day.

**§ 15. The future in the past perfect is used to denote an action completed before a certain moment of time in the future treated as such at some moment in the past:**

He realized that he *would have accomplished* his task long before midnight.

In subordinate adverbial clauses of time and condition described above (§ 54) the past perfect is used to denote the same kind of action:

He said he would do it after he *had seen* me.

**§ 16. The future in the past perfect continuous denotes an action in progress that begins before a certain moment of time in the future viewed from the past and goes on up to that moment and into it.** It is an exceptionally rare form, which is hardly ever found in any text.

He said he *would have been living* here for ten years next year.

**§ 17.** Though the future in the past form refer the actions they denote to the future (viewed from the past), their actual time reference is broader than that of the future, for the actions thus expressed may refer not only to the actual future but also to the actual present or the past:

He said he *would call tomorrow*, and I'm going to stay in till he comes. (actual future)

I said I *should come today*, and so I'm here! (actual present)

I'm so upset. He said he *would come* the day before yesterday, but he didn't. (actual past)



## THE NOUN

§ 1. The noun is a word expressing substance in the widest sense of the word.

In the concept of substance we include not only names of living beings (e. g. *boy, girl, bird*) and lifeless things (e. g. *table, chair, book*), but also names of abstract notions, i. e. qualities, states, actions (*kindness, strength, sleep, fear, conversation, fight*), abstracted from their bearers.

§ 2. The noun has the following **morphological characteristics**:

1. Nouns that can be counted have **two numbers**: singular and plural (e. g. singular: *a girl*, plural: *girls*).

2. Nouns denoting living beings (and some nouns denoting lifeless things) have **two case forms**: the common case and the genitive case.

It is doubtful whether the grammatical category of **gender** exists in Modern English for it is hardly ever expressed by means of grammatical forms.

There is practically only one gender-forming suffix in Modern English, the suffix *-ess*, expressing feminine gender. It is not widely used.

heir — heir-*ess*  
poet — poet-*ess*  
actor — actr-*ess*  
waiter — waitr-*ess*  
host — host-*ess*  
lion — lion-*ess*  
tiger — tigr-*ess*<sup>1</sup>

<sup>1</sup> Gender, i. e. the distinction of nouns into masculine, feminine and neuter, may be expressed lexically by means of different words or word-compounds:

father — mother  
boy — girl  
man — woman  
gentleman — lady  
husband — wife  
boy-friend — girl-friend  
cock-sparrow — hen-sparrow  
man-servant — maid-servant

Very often personal or possessive pronouns indicate the gender of the noun. (See Chapter IV.)

§ 3. The noun has certain **syntactical characteristics**.

The chief syntactical functions of the noun in the sentence are those of the **subject** and the **object**. But it may also be used as an **attribute** or a **predicative**.

The **sun** was rising in all his splendid beauty. (*Dickens*) (SUBJECT)

Troy and Yates followed the **tourists**. (*Heym*) (OBJECT)

He (Bosinney) was an **architect**... (*Galsworthy*) (PREDICATIVE)

Mary brought in the fruit on a tray and with it a **glass** bowl, and a blue dish... (*Mansfield*)

(ATTRIBUTE; the noun *glass* is used in the common case)

The hero and heroine, of course, just arrived from his **father's** yacht.

(*Mansfield*)

(ATTRIBUTE; the noun *father* is used in the genitive case)

A noun preceded by a preposition (a prepositional phrase) may be used as **attribute, prepositional indirect object, and adverbial modifier**.

To the left were clean panes **of glass**. (*Ch. Bronte*) (ATTRIBUTE)

Bicket did not answer, his throat felt too dry. He had heard **of the police**.

(*Galsworthy*) (OBJECT)

She went **into the drawing-room** and lighted the fire. (*Mansfield*)

(ADVERBIAL MODIFIER)

"Stop everything, Laura!" cried Jose **in astonishment**. (*Mansfield*)

(ADVERBIAL MODIFIER)

The noun is generally associated with the **article**. Because of the comparative scarcity of morphological distinctions in English in some cases only articles show that the word is a noun.

A noun can be modified by an adjective, a pronoun, by another noun or by verbals.

#### § 4. Morphological composition of nouns.

According to their morphological composition we distinguish **simple, derivative** and **compound** nouns.

1. **Simple** nouns are nouns which have neither prefixes nor suffixes. They are indecomposable: *chair, table, room, map, fish, work*.

2. **Derivative** nouns are nouns which have derivative elements (prefixes or suffixes or both): *reader, sailor, blackness, childhood, misconduct, inexperience*.

Productive noun-forming suffixes are:

-*er*: reader, teacher, worker

-*ist*: communist, telegraphist, dramatist

-*ess*: heiress, hostess, actress

-*ness*: carelessness, madness, blackness

-*ism*: socialism, nationalism, imperialism

Unproductive suffixes are:

-*hood*: childhood, manhood

-*dom*: freedom

-*ship*: friendship, relationship

-*merit*: development  
-*ance*: importance  
-*ence*: dependence  
-*ty*: cruelty  
-*ity*: generosity

3. **Compound** nouns are nouns built from two or more stems. Compound nouns often have one stress. The meaning of a compound often differs from the meanings of its elements.

The main types of compound nouns are as follows:

(a) noun-stem + noun-stem: *appletree*, *snowball*;

(b) adjective-stem + noun-stem: *blackbird*, *bluebell*;

(c) verb-stem + noun-stem: *pickpocket*; the stem of a gerund or of a participle may be the first component of a compound noun: *dining-room*, *reading-hall*, *dancing-girl*.

### § 5. Classification of nouns.

Nouns fall under two classes: (A) **proper** nouns; (B) **common** nouns.<sup>1</sup>

<sup>1</sup> The name *proper* is from Lat. *proprius* 'one's own'. Hence a *proper name* means one's own individual name, as distinct from a *common name*, that can be given to a class of individuals. The name *common* is from Lat. *communis* and means that which is shared by several things or individuals possessing some common characteristic.

**A. Proper nouns** are individual names given to separate persons or things. As regards their meaning proper nouns may be personal names (*Mary*, *Peter*, *Shakespeare*), geographical names (*Moscow*, *London*, *the Caucasus*), the names of the months and of the days of the week (*February*, *Monday*), names of ships, hotels, clubs etc.

A large number of nouns now proper were originally common nouns (*Brown*, *Smith*, *Mason*).

Proper nouns may change their meaning and become common nouns:

George went over to the table and took **a sandwich** and a glass of **champagne**. (*Aldington*)

**B. Common nouns** are names that can be applied to any individual of a class of persons or things (e. g. *man*, *dog*, *book*), collections of similar individuals or things regarded as a single unit (e. g. *peasantry*, *family*), materials (e. g. *snow*, *iron*, *cotton*) or abstract notions (e. g. *kindness*, *development*).

Thus there are different groups of common nouns: **class** nouns, **collective** nouns, nouns of **material** and **abstract** nouns.

Nouns may also be classified from another point of view: nouns denoting things (the word *thing* is used in a broad sense) that can be counted are called

**countable** nouns; nouns denoting things that cannot be counted are called **uncountable** nouns.

1. **Class nouns** denote persons or things belonging to a class. They are countables and have two numbers: singular and plural. They are generally used with an article.<sup>1</sup>

<sup>1</sup> On the use of articles with class nouns see Chapter II, § 2, 3.

“Well, sir,” said Mrs. Parker, “I wasn’t in the **shop** above a great deal.”

(*Mansfield*)

He goes to the part of the town where the **shops** are. (*Lessing*)

2. **Collective nouns** denote a number or collection of similar individuals or things regarded as a single unit.

Collective nouns fall under the following groups:

(a) nouns used only in the singular and denoting a number of things collected together and regarded as a single object: *foliage*, *machinery*.

It **was** not restful, that green **foliage**. (*London*)

**Machinery** new to the industry in Australia **was** introduced for preparing land. (*Agricultural Gazette*)

(b) nouns which are singular in form though plural in meaning: *police*, *poultry*, *cattle*, *people*, *gentry*. They are usually called nouns of multitude. When the subject of the sentence is a noun of multitude the verb used as predicate is in the plural:

I had no idea the **police were** so devilishly prudent. (*Shaw*)

Unless **cattle are** in good condition in calving, milk production will never reach a high level. (*Agricultural Gazette*)

The weather was warm and the **people were** sitting at their doors. (*Dickens*)

(c) nouns that may be both singular and plural: *family*, *crowd*, *fleet*, *nation*. We can think of a number of crowds, fleets or different nations as well as of a single crowd, fleet, etc.

A small **crowd** is lined up to see the guests arrive. (*Shaw*)

Accordingly they were soon afoot, and walking in the direction of the scene of action, towards which **crowds** of people were already pouring from a variety of quarters. (*Dickens*)

3. **Nouns of material** denote material: *iron*, *gold*, *paper*, *tea*, *water*. They are uncountables and are generally used without any article.<sup>1</sup>

<sup>1</sup> On the use of articles with nouns of material see Chapter II, § 5, 6, 7.

There was a scent of **honey** from the lime-trees in flower. (*Galsworthy*)

There was **coffee** still in the urn. (*Wells*)

Nouns of material are used in the plural to denote different sorts of a given material.

...that his senior counted upon him in this enterprise, and had consigned a quantity of select **wines** to him... (*Thackeray*)

Nouns of material may turn into class nouns (thus becoming countables) when they come to express an individual object of definite shape.

C o m p a r e:

To the left were clean panes of **glass**. (*Ch. Bronte*)

“He came in here,” said the waiter looking at the light through the tumbler,

“ordered a **glass** of this ale.” (*Dickens*)

But the person in the **glass** made a face at her, and Miss Moss went out.

(*Mansfield*)

4. **Abstract nouns** denote some quality, state, action or idea: *kindness, sadness, fight*. They are usually uncountables, though some of them may be countables (e. g. *idea, hour*).<sup>2</sup>

<sup>2</sup> On the use of articles with abstract nouns see Chapter II, § 8, 9, 10, 11.

Therefore when the youngsters saw that mother looked neither frightened nor offended, they gathered new **courage**. (*Dodge*)

Accustomed to John Reed’s abuse — I never had an **idea** of replying to it.

(*Ch. Bronte*)

It’s these people with fixed **ideas**. (*Galsworthy*)

Abstract nouns may change their meaning and become class nouns. This change is marked by the use of the article and of the plural number:

beauty	a beauty	beauties
sight	a sight	sights

He was responsive to **beauty** and here was cause to respond. (*London*)

She was a **beauty**. (*Dickens*)

...but she isn’t one of those horrid regular **beauties**. (*Aldington*)

## § 6. The category of number.

English countable nouns have two numbers — the **singular** and the **plural**.  
The main types of the plural forms of English nouns are as follows:

I. 1. The general rule for forming the plural of English nouns is by adding the ending *-s* (*-es*) to the singular; *-s* is pronounced in different ways:

*[ʒz]* after sibilants: *noses, horses, bridges*.

*[z]* after voiced consonants other than sibilants and after vowels: *flowers, beds, doves, bees, boys*.

*[s]* after voiceless consonants other than sibilants: *caps, books, hats, cliffs*.

2. If the noun ends in *-s*, *-ss*, *-x*, *-sh*, *-ch*, or *-tch*, the plural is formed by adding *-es* to the singular:

bus — buses

glass — glasses

box — boxes

brush — brushes

bench — benches

match — matches

3. If the noun ends in *-y* preceded by a consonant, *y* is changed into *i* before *-es*.

fly — flies

army — armies

lady — ladies

In proper names, however, the plural is formed by adding the ending *-s* to the singular: *Mary, Marys*.

N o t e. — If the final *-y* is preceded by a vowel the plural is formed by simply adding *-s* to the singular.

day — days

play — plays

key — keys

monkey — monkeys

toy — toys

boy — boys

4. If the noun ends in *-o* preceded by a consonant, the plural is generally formed by adding *-es*. Only a few nouns ending in *-o* preceded by a consonant form the plural in *-s*.

cargo — cargoes

hero — heroes  
potato — potatoes  
echo — echoes  
b u t: piano — pianos  
solo — solos  
photo — photos

All nouns ending in *-o* preceded by a vowel form the plural in *-s* and not in *-es*.

cuckoo — cuckoos  
portfolio — portfolios

There are a few nouns ending in *-o* which form the plural both in *-s* and *-es*:

mosquito — mosquitos *or* mosquitoes

5. With certain nouns the final voiceless consonants are changed into the corresponding voiced consonants when the noun takes the plural form.

(a) The following nouns ending in *-f* (in some cases followed by a mute *e*) change it into *v* (both in spelling and pronunciation) in the plural:

wife — wives  
thief — thieves  
knife — knives  
calf — calves  
life — lives  
half — halves  
sheaf — sheaves  
shelf — shelves  
leaf — leaves  
wolf — wolves

There are some nouns ending in *-f* which have two forms in the plural:

scarf — scarfs *or* scarves  
wharf — wharfs *or* wharves

(b) Nouns ending in *-th*  $[\text{ʒ}]$  after long vowels change it into  $[\text{ð}]$  in pronunciation (which does not affect their spelling).

bath  $[\text{b}\text{ʒ}\text{ʒ}]$  — baths  $[\text{b}\text{ʒ}\text{ð}\text{z}]$   
path  $[\text{p}\text{ʒ}\text{ʒ}]$  — paths  $[\text{p}\text{ʒ}\text{ð}\text{z}]$   
oath  $[\text{qu}\text{ʒ}]$  — oaths  $[\text{qu}\text{ð}\text{z}]$

But /ʒ/ is always retained after consonants (including *r*) and short vowels:

smith — smiths [smʒɪz]

month — months [mʌnθɪz]

myth — myths [mɪθɪz]

birth — births [bɜːθɪz]

health — healths [helθɪz]

(c) One noun ending in /s/ changes it into /z/ (in pronunciation):

house [haʊs] — houses [ˈhaʊzɪz]

II. The plural forms of some nouns are survivals of earlier formations.

1. There are seven nouns which form the plural by changing the root vowel:

man — men

woman — women

foot — feet

tooth — teeth

goose — geese

mouse — mice

louse — lice

2. There are two nouns which form the plural in *-en*:

ox — oxen

child — children

**N o t e.** — The noun *brother* has, beside its usual plural form *brothers*, another plural form *brethren*, which is hardly ever used in colloquial language. It belongs to the elevated style and denotes people of the same creed and not relationship.

The noun *cow* has, beside its usual plural form *cows*, a plural *kine*, which sometimes occurs in poetry.

3. In some nouns the plural form does not differ from the singular: *deer*, *sheep*, *swine*, *fish*, *trout*.

III. Some words borrowed from Latin or Greek keep their Latin or Greek plural forms: e. g. *phenomenon*, *phenomena*; *datum*, *data*; *crisis*, *crises*; *stimulus*, *stimuli*; *formula*, *formulae*; *index*, *indices*. Some of these nouns have acquired English plural forms: *memorandums*, *formulas*, *indexes*, *terminuses*, etc.



The tendency to use the foreign plural is still strong in the technical language of science, but in fiction and colloquial English there is an evident inclination to give to certain words the regular English plural forms in *-s*. Thus in some cases two plural forms are preserved (*formulae, formulas; antennae, antennas*).

IV. In compound nouns the plural is formed in different ways.

1. As a rule a compound noun forms the plural by adding *-s* to the head-word:

editor-in-chief — editors-in-chief

brother-in-law — brothers-in-law

looker-on — lookers-on

2. In some compound nouns the final element takes the plural form:

lady-bird — lady-birds

3. If there is no noun-stem in the compound, *-s* is added to the last element:

forget-me-not — forget-me-nots

merry-go-round — merry-go-rounds

V. Some nouns have only the plural form:

1. *Trousers, spectacles, breeches, scissors, tongs, fetters*. These are for the most part names of things which imply plurality or consist of two or more parts.

2. *Billiards, barracks, works*. These nouns may be treated as singulars. We may say: *a chemical works, a barracks*, etc.

3. Words like *phonetics, physics, politics, optics*, etc. are usually treated as singulars except in some special cases.

It was not practical **politics**! (*Galsworthy*)

All party **politics** *are* top dressing. (*Galsworthy*)

4. The word *news* is treated as a singular.

When she goes to make little purchases, there *is* no **news** for her. (*Thackeray*)

The **news** he gave them *was* to be read in the lamentations. (*Sabatini*)

## § 7. The category of case.

Case indicates the relations of the noun (or pronoun) to the other words in the sentence.

English nouns denoting living beings (and some nouns denoting lifeless things) have two cases, an uninflected form called the **common case** and an inflected form called the **genitive case**.

1. **The genitive case** is formed by adding - 's (the apostrophe s) to the noun in the singular and only ' (the apostrophe) to plural forms ending in -s.

SINGULAR: a *girl's* book

PLURAL: a *girls'* school

**Note 1.** — Nouns forming their plural by changing the root vowel take the apostrophe s in the plural.

SINGULAR: a *man's* hat

PLURAL: *men's* hats

**Note 2.** — Nouns ending in -s form the genitive case in two ways: *Dickens' novels, Dickens's novels.*

The pronunciation of the genitive case ending follows the same rules as the pronunciation of the plural ending:

[ʒz] after sibilants: *prince's, judge's, witch's*, etc.

[z] after voiced consonants other than sibilants and after vowels: *boy's, man's, king's.*

[s] after voiceless consonants other than sibilants: *Smith's, count's, bishop's.*

**Note.** — With nouns ending in -s and forming the genitive case in two ways (*Dickens' novels, Dickens's novels*) the ending is pronounced [ʒz] whether the letter s is written or not.

2. Sometimes the apostrophe s may refer to a whole group of words (the group-genitive): *Jane and Mary's room*. The last word of the group need not even be a noun: I shall be back *in an hour or two's* time.

As to its use the genitive case falls under:

(A) The Dependent Genitive.

(B) The Absolute Genitive.

The Dependent Genitive is used with the noun it modifies and comes before it.

The Absolute Genitive may be used without any noun or be separated from the noun it modifies.

### **A. The Dependent Genitive.**

1. The chief meaning of the genitive case is that of possession:

...a young man and a girl came out of the **solicitor's** office. (*Braine*)

He stayed at **Fanny's** flat. (*Aldington*)

2. Very close to the meaning of possession is that of a part to a whole:

A faint smile had come on **Victorine's** face — she was adding up the money she might earn. (*Galsworthy*)

His **sister's** eyes fixed on him with a certain astonishment, obliged him at last to look at Fleur. (*Galsworthy*)

3. The Dependent Genitive may express the doer of an action (the so-called subjective genitive) or show that some person is the object of the action (the so-called objective genitive):

It was **Tom's** step, then, that Maggie heard on the steps. (*Eliot*)  
**Gwendolen's** reception in the neighbourhood fulfilled her uncle's expectations. (*Eliot*)

4. The noun in the genitive case may denote qualitative relations:

He looked ever so much smarter in his new **officer's** clothes with the little blue chevron... (*Aldington*)

The use of the genitive case of nouns denoting inanimate things and abstract notions is rather limited.

The genitive case of nouns denoting inanimate things may denote **the** relations between a part and the whole.

...the sudden shaking of an **aspen's** leaves in the puffs of breeze that rose along the river... (*Galsworthy*)

He stepped on the **truck's** running board hanging on with his left arm. (*Heym*)

The genitive case of nouns expressing time, space and weight is widely used.

From the depot he was sent to the officers' training camp with two **days'** leave. (*Aldington*)

They both quite took to him again and during his **month's** leave gave him a good time. (*Aldington*)

There is a remnant still of the last **year's** golden clusters... (*Eliot*)

The three of us had had dinner, and walked down past the theatre to the **river's** edge. (*Snow*)

## **B. The Absolute Genitive.**

1. The Absolute Genitive may be used anaphorically.

Mrs. Moss's face bore a faded resemblance to her **brother's**. (*Eliot*)

The face Michael drew began by being **Victorine's** and ended by being

**Fleur's.** (*Galsworthy*)

2. The Absolute Genitive may have local meaning: *the stationer's, the baker's, the tobacconist's, my uncle's*, etc.

On her way home she usually bought a slice of honey-cake at the **baker's**.  
(*Mansfield*)

“My dear,” said the lace collar she secured from **Partridge's**, “I fit you beautifully.” (*Dreiser*)

The Absolute Genitive may be introduced by the preposition *of*.

She is a relation **of the Colonel's**. (*Austen*)

## THE NUMERAL

§ 1. The numeral denotes an abstract number or the order of thing in succession.

In accordance with this distinction the numerals fall into two groups **cardinal numerals (cardinals)** and **ordinal numerals (ordinals)**.

Cardinals	Ordinals
0 nought, zero	
1 one	1st first
2 two	2nd second
3 three	3rd third
4 four	4th fourth
5 five	5th fifth
6 six	6th sixth
7 seven	7th seventh
8 eight	8th eighth
9 nine	9th ninth
10 ten	10th tenth
11 eleven	11th eleventh
12 twelve	12th twelfth
13 thirteen	13th thirteenth
14 fourteen	14th fourteenth
15 fifteen	15th fifteenth
16 sixteen	16th sixteenth
17 seventeen	17th seventeenth
18 eighteen	18th eighteenth
19 nineteen	19th nineteenth
20 twenty	20th twentieth
21 twenty-one, etc.	21st twenty-first, etc.
30 thirty	30th thirtieth
40 forty	40th fortieth
50 fifty	50th fiftieth
60 sixty	60th sixtieth
70 seventy	70th seventieth
80 eighty	80th eightieth
90 ninety	90th ninetieth
100 one (a) hundred	100th (one) hundredth
101 one (a) hundred and one, etc.	101st (one) hundred and first, etc.
1,000 one (a) thousand	1,000th (one) thousandth
1,001 one (a) thousand and one, etc.	1,001st one thousand and first, etc.
100,000 one hundred thousand	100,000th (one) hundred thousandth
1.00.0 one million	1,000,000th (one) millionth
1.000.001 one million and one, etc.	1,000,001st (one) million and first, etc.

## Morphological composition

### The Cardinals

§ 2. Among **the cardinals** there are **simple, derived, and compound** words.

The cardinals from *one* to *twelve*, *hundred*, *thousand*, *million* are simple words; those from *thirteen* to *nineteen* are derived from the corresponding simple ones by means of the suffix *-teen*; the cardinals denoting *fens* are derived from the corresponding simple ones by means of the suffix *-ty*.

#### Note:

Mind the difference in the spelling of the stem in *three* and *thirteen* (*thirty*), *four* and *forty*, *five* and *fifteen* (*fifty*).

The cardinals from *twenty-one* to *twenty-nine*, from *thirty-one* to *thirty-nine*, etc. and those over *hundred* are compounds.

In cardinals consisting of *tens* and *units* the two words are hyphenated:

21 - *twenty-one*,                      35 - *thirty-five*,                      72 - *seventy-two*, etc.

In cardinals including *hundreds* and *thousands* the words denoting *units* and *tens* are joined to those denoting *hundreds*, *thousands*, by means of the conjunction *and*:

103 - *one hundred and three*,

225 - *two hundred and twenty-five*,

3038 - *three thousand and thirty-eight*,

9651 - *nine thousand six hundred and fifty-one*.

#### Note:

If not part of a composite numeral the words *hundred*, *thousand* and *million* in the singular are always used with **the indefinite article**; *a hundred pages*, *a thousand ways*; in composite numerals both **a** and **one** are possible, but **one** is less common; *a (one) hundred and fifty pages*.

The words for common fractions are also composite. They are formed from cardinals denoting the numerator and substantivized ordinals denoting the denominator. If the numerator is a numeral higher than one, the ordinal in the denominator takes the plural form. The numerator and denominator may be joined by means of a hyphen or without it:

1/3 - *one-third* (*one third*),

2/7 - *two-sevenths* (*two sevenths*), etc.

In mixed numbers the numerals denoting fractions are joined to the numerals denoting integers (whole numbers) by means of the conjunction *and*:

3 1/5 - *three and one-fifth*,

20 3/8 - *twenty and three-eighths*.

In decimal fractions the numerals denoting fractions are joined to those denoting whole numbers by means of the words *point* or *decimal*:

0.5 - *zero point (decimal) five*,

2.3 - *two point (decimal) three*,

0,5 - *zero decimal five*,

0,005 - *zero decimal zero zero five*.

### The ordinals

§ 3. Among **the ordinals** there are also simple, derivative and compound words.

The simple ordinals are *first*, *second* and *third*.

The derivative ordinals are derived from the simple and derivative cardinals by means of the suffix **-th**:

*four-fourth*, *ten-tenth*, *sixteen-sixteenth*, *twenty-twentieth*, etc.

Before the suffix **-th** the final **y** is replaced by **ie**:

*thirty* - *thirtieth*, etc.

Mind the difference in the spelling of the stems in the following cardinals and ordinals:

*five-fifth*, *nine-ninth*.

The compound ordinals are formed from composite cardinals. In this case only the last component of the compound numeral has the form of the ordinal:

*twenty-first*, *forty-second*, *sixty-seventh*, *one hundred and first*, etc.

### Morphological characteristics

§ 4. Numerals do not undergo any morphological changes, that is, they do not have morphological categories. In this they differ from nouns with numerical meaning. Thus the numerals *ten* (десять), *hundred* (сто), *thousand* (тысяча) **do not have plural forms**:

*two hundred and fifty*, *four thousand people*, etc.,

whereas the corresponding homonymous nouns *ten* (десяток), *hundred* (сотня), *thousand* (тысяча) do:

to count in *tens*, *hundreds of people*, *thousands of birds*, etc.

## Patterns of combinability

§ 5. Numerals combine mostly with nouns and function as their attributes, usually as premodifying attributes. If a noun has several premodifying attributes including a cardinal or an ordinal, these come first, as in:

*three tiny green leaves, seven iron men, the second pale little boy, etc.*

The only exception is pronoun determiners, which always begin a series of attributes:

*his second beautiful wife;  
these four rooms;*

*her three little children;  
every second day, etc.*

If both a cardinal and an ordinal refer to one head-noun **the ordinal comes first:**

*the first three tall girls, the second two grey dogs, etc.*

Nouns premodified by ordinals are used with **the definite article:**

*The first men in the moon, the third month, etc.*

When used with the indefinite article, they lose their numerical meaning and acquire that of a pronoun (another, one more), as in:

*a second man entered, then a third*  
(вошел еще один человек, потом еще).

Postmodifying numerals combine with a limited number of nouns. Postmodifying cardinals are combinable with some nouns denoting items of certain sets of things:

*pages, paragraphs, chapters, parts of books, acts and scenes of plays,  
lessons in textbooks, apartments  
and rooms, buses or trams (means of transport), grammatical terms, etc.;*  
*room two hundred and three, page ten, bus four, participle one, etc.*

### Note:

In such cases the cardinals have a numbering meaning and thus differ semantically from the ordinals which have an enumerating meaning. Enumeration indicates the order of a thing in a certain succession of things, while numbering indicates a number constantly attached to a thing either in a certain succession or in a certain set of things. Thus, *the first room* (enumeration) is not necessarily *room one* (numbering), etc. Compare:

*the first room I looked into was room five,*

or

*the second page that he read was page twenty-three, etc.*

Postmodifying ordinals occur in combinations with certain proper names,



mostly those denoting the members of well-known dynasties:

*King Henry VIII - King Henry the Eighth,  
Peter I - Peter the First, etc.*

Mind the position of the article in such phrases. It is always attached to the numeral.

When used as substitutes numerals combine with various verbs:

*I saw five of them. They took twenty.*

As head-words modified by other words numerals are combinable with:

1) prepositional phrases:

*the first of May, one of the men, two of them, etc.*

2) pronouns:

*every three days, all seven, each fifth, etc.*

3) adjectives:

*the best three of them, the last two weeks, etc.*

4) particles:

*just five days ago, only two, only three books, he is nearly sixty, etc.*

#### **Note:**

The numeral *first* may combine with the particle **very**:  
*the very first of them.*

When they have the function of subject or predicative the numerals are combinable with link verbs, generally the verb **to be**:

*ten were present,*

*the first was my father*

*we are seven,*

*she is the second.*

Occasionally they are combinable with some other link verbs:

*two seemed enough,*

*the third appeared to be wounded.*

### **Syntactic function**

§ 6. Though cardinals and ordinals have mainly similar syntactic functions they differ in certain details.

The most characteristic function of both is that of **premodifying attribute**:

*two rooms, the third person, etc.*

In this connection it must be remembered that while the ordinals are used as ordinary attributes, cardinals with the function of an attribute govern the number of

the noun they modify:

*one page, but two (three, etc.) pages.*

### **Note 1:**

Quite unlike Russian, composite cardinals ending in one (twenty-one, thirty-one, two hundred and one, three hundred and twenty-one, etc.) require **a plural noun**:

*twenty-one pages, two hundred and one pages.*

### **Note 2:**

**In** numbering the items of certain sets of things cardinals, not ordinals, are used to modify the nouns denoting these things. The cardinals thus used are always postmodifying. **The nouns modified do not take an article:**

*page three, lesson one, room thirty-five, etc.*

(In Russian both ordinals and cardinals are possible in this case, though ordinals are preferable. Compare:

*пятая страница and страница пять,  
десятая аудитория and аудитория десять.)*

Both cardinals and ordinals may have the functions of **subject, object, predicative and adverbial modifier of time**:

*Three of us* went home.

I saw *two of them* in the forest.

They were *seven*.

She got up *at five today*.

However, in all these cases a noun is always implied, that is, the numeral functions as a substitute for the noun either mentioned in the previous context, or self-evident from the situation. The only case in which the numerals (cardinals) can really have the function of subject, object or predicative is when they are used with their purely abstract force:

*five is more than three; two plus two is four, etc.*

## **Substantivized numerals**

§ 7. Numerals can be substantivized, that is, take formal nominal features: the plural suffix -s, an article, and the ability to combine with adjectives and some other modifiers of nouns. When numerals undergo substantivization not only their morphology is changed, but also their meaning. Thus when the numerals *hundred, thousand* and *million* are substantivized they acquire the meaning "a great quantity", as in:

*hundreds of books, thousands of people, millions of insects, etc.*

Other numerals, both cardinals and ordinals, can also be substantivized.

**Cardinals are substantivized** when they name:

1) school marks in Russia

*(He got a two. He got three fives)*

or

school marks in Great Britain

*(He got ten. He got three nines last week).*

2) sets of persons and things:

*They came in twos. They followed in fours. Form fours!*

3) playing cards:

*the two of hearts, the five of spades, the seven of diamonds, the ten of clubs, three of trumps.*

4) boats for a certain number of rowers:

*a four, an eight.*

5) decades:

*in the early sixties, in the late fifties, etc.*

The meaning of substantivized ordinals is less affected by substantivization and remains the same:

He was *the first* to come.

She was *the fourth* to leave.

§ 1. Voice is the grammatical category of the verb denoting the relationship between the action expressed by the verb and the person or non-person denoted by the subject of the sentence. There are two main voices in English: **the active voice** and **the passive voice**. There are also other voices which embrace a very limited number of verbs: reflexive (wash oneself), reciprocal (embrace one another), medial (the book reads well).

**The active voice** indicates that the action is directed from the subject or issues from the subject, thus the subject denotes the doer (agent) of the action:

→  
We help our friends. - Мы помогаем нашим друзьям.

**The passive voice** indicates that the action is directed towards the subject. Here the subject expresses a person or non-person who or which is the receiver of the action. It does not act, but is acted upon and therefore affected by the action of the verb.

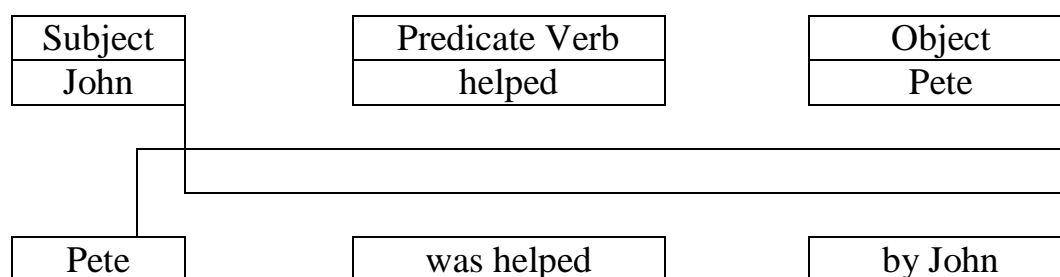
←  
We were helped by our friends in our work.      В работе нам помогли наши друзья.

The contrast between the two voices can be seen from the following examples:

<p><i>I had asked</i> no questions, of course; but then, on the other hand, I <i>had been asked</i> none. They <i>saw</i> but <i>were not seen</i>.</p>	<p>Я не задавал вопросов, но, с другой стороны, и мне не задавали вопросов. Они видели, но их не видели.</p>
---	--

The difference in the meaning of the forms *helped* - *were helped*, *had asked* - *had been asked*, *saw* - *was seen* illustrates the morphological contrast between the active and the passive voice.

Of all the verb categories voice is most closely related to the syntax of the sentence. The interrelation of the active and the passive voice on the syntactical level can be presented in the following way:



A sentence containing a verb in the passive voice is called a passive construction, and a sentence containing a verb in the active voice is called an active construction, especially when opposed to the passive construction.

The subject of an active construction denotes the *agent (doer) of the action*, which may be a living being, or any source of the action (a thing, a natural

phenomenon, an abstract notion).

The subject of a passive construction has the meaning of the *receiver of the action*, that is a person or non-person affected by the action.

The object of an active construction denotes the *receiver* of the action, whereas the object of the passive construction is the *agent* of the action. The latter is introduced by the preposition *by*. If it is not the agent but the instrument, it is introduced by the preposition *with*.

The cup was broken by Jim.

It was broken with a hammer.

## § 2. Formation and the system of forms in the passive voice

The active voice has no special means of formation. It is recognized by contrast with the passive voice, which is composed of the auxiliary verb **to be** and **participle II**. Thus the passive verb forms are analytical, the tense of the auxiliary verb *to be* varies according to the sense. The notional verb (participle II) remains unchanged and provides the whole analytical form with its passive meaning.

The category of voice applies to the whole system of English verb forms, both finite and non-finite.

Table II

### The voice forms of the verb

Perfect	Tense Aspect	The active voice			The Passive Voice		
		Present	Past	Future	Present	Past	Future
Non-perfect	Common	takes	took	will take	is taken	was taken	will be taken
	Continuous	is taking	was taking	will be taking	is being taken	was being taken	-----
Perfect	Common	has taken	had taken	will have taken	has been taken	had been taken	will have been
	Continuous	has been taking	had been taking	will have been taking	-----	-----	-----

#### Note:

The verb *to get* occurs as a passive voice auxiliary, emphasizing the result of the action denoted by participle II.

They *got married* last year.

I *got hurt* in an accident.

### The active voice

§ 3. The active voice is widely used with all kinds of verbs, both transitive and intransitive. The meaning of the active voice depends on the type of verb and the syntactical pattern of the sentence.

1. The active voice of transitive verbs presents an action as directed from the subject and passing over to the object, that is from the doer (agent) of the action to its receiver.

John made a boat for his brother.

They are building a new railway.

We are talking about the new film.

One of the characteristic features of English is that verbs which were originally

intransitive may function as transitive verbs without changing their morphological structure, with or without changing their lexical meaning.

They *ran the distance* in five minutes.

Frank *will run your house*.

James *stood the lamp* on the table.

2. The active voice of intransitive verbs shows that the action, directed from the subject, does not pass over to any object, and thus the verb only characterizes the subject as the doer of the action.

He came here yesterday.

The boy can run very fast.

You acted wisely.

He slept eight hours.

3. The form of the active voice of some transitive verbs, often accompanied by an adverbial modifier, does not indicate that the subject denotes the doer of the action. This specific use of the transitive verb is easily recognized from the meaning of the subject, which is a noun denoting a non-person, and by the absence of a direct object after a monotransitive, non-prepositional verb. In such cases the verb is used in the medial voice.

The bell rang.

The door opened.

The newspaper sells well.

The novel reads easily.

Glass breaks easily.

The place was filling up.

It said on the radio (in the article) that the weather forecast is favourable.

## **The passive voice**

### **The use of tense, aspect and perfect forms in the passive voice**

§ 4. As seen from table II, verbs in the passive voice may acquire almost all the aspect, tense and perfect forms that occur in the active voice, *except for the future continuous and perfect continuous forms*.

The examples below illustrate the use of the passive voice in different aspect, tense and perfect forms.

### **Common aspect, non-perfect**

Students *are examined* twice a year.

They *were examined* in June.

They *will be examined* next Friday.

**Continuous aspect, non-perfect**

Don't be noisy! Students *are being examined*.

The students *were being examined* when the Professor came.

**Common aspect, perfect**

Our students have already *been examined*.

They *had been examined* by 2 o'clock.

Everybody *will have been examined* by 3 o'clock.



## The passive voice of different verbs

§ 5. The passive voice in English may be found with different types of verbs (mostly transitive) in various verb phrases; monotransitive (non-prepositional and prepositional) and ditransitive. The subject of the passive construction may correspond to a direct, an indirect object, or to a prepositional object in the active construction. Accordingly we discriminate **a direct passive construction, an indirect passive construction, and a prepositional passive construction.**

Monotransitive verbs are numerous and almost all of them can form a direct passive construction. These are the verbs: *to take, to do, to make, to build, to discuss, to translate, to hate, to love, to meet* and a lot of others.

A new railway *is being built* near our town.

"A Farewell to Arms" *was published* in 1929.

You *will be met* at the station.

Phrasal transitive verbs, that is, such verbs as *to blow up, to bring in, to bring up, to carry out, to put on, to see off, to turn down*, etc. are also often used in the passive voice.

The plan *was successfully carried out*.

The boats *are being brought in*.

Originally intransitive verbs may form a direct passive construction, as in these examples:

This distance *has never been run* in five minutes before.

He thought of the lives, that *had been lived* here for nearly two centuries.

In the vast majority of cases, English *transitive verb + object* corresponds to the same type in Russian. There are a number of transitive verbs in English, however, which correspond to Russian verbs followed by an indirect or a prepositional object, or sometimes an adverbial modifier. These verbs are:

To answer	to follow
To approach	to help
To assist	to influence
To address	to join
To admire	to need
To affect	to obey
To attend	to speak
To believe	to succeed
To contradict	to threaten
To enjoy	to trust
To enter	to watch

Sentences with these verbs are rendered in Russian by means of the indefinite personal constructions with the verb in the active voice, or if the doer of the action is mentioned of a personal construction with the verb in the active voice.

We are not trusted, David, but who cares      Нам не доверяют...  
if we are not innocent.

The British bicycle was much admired.      Этим английским велосипедом  
In the spring of 1925 Hemingway was      восхищались.  
approached by two Americans.      Весной 1925 года к Хемингуэю  
подошли два американца.

A direct passive construction is used in the sentences of the type:

1. J. F. Kennedy *was elected president* in 1960.

The woman *was called Brome*.

We *were kept busy* most of the time.

The walls *were painted blue*.

---

2. He *is said (believed, known, reported) to be* in town.

He *was seen to enter* the museum.

He *was seen leaving* the museum.

---

3. The direct passive of verbs of speech, mental activity, and perception is used in complex sentences with the formal subject *it*.

It                      was      that he was still in town.  
suggested      }  
It was reported

It was said      }  
It was                      that we should meet once more.  
believed      }  
It was known  
It was settled

## § 6. Restrictions to the use of the passive voice

1. Though in many cases there is an evident correspondence of the active and the passive voice construction it is by no means a one-to-one correspondence. There is a certain group of monotransitive verbs which are never used in the passive voice at all, or in some of their meanings; they are: *to have, to lack, to become, to fit, to suit, to resemble*.

There are semantic reasons for this constraint, as these verbs denote not an

action or process, but a state or relation.

John resembles his father. (John looks like his father.)

He lacks confidence. (There is no confidence in him.)

Will this suit you? (Will it be suitable for you?)

The verb *to hold* can be used in the passive voice only with reference to human activity; for example: *The conference was held in April*. However, in a sentence like *The auditorium holds 5000 people* the verb does not denote human activity. The sentence means *There can be 5000 people in this auditorium*.

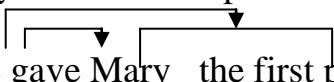
2. No passive construction is possible, if the object is a that-clause, an infinitive or a gerund.

John said that everything was all right.

John enjoyed seeing his native town.

## § 7. Passive constructions with ditransitive verbs

Ditransitive verbs take two objects, usually one indirect and one direct. Accordingly they admit of two passive constructions.

  
The referee gave Mary the first prize .  
Mary was given the first prize by the referee.  
The first prize was given to Mary by the referee.

The subject of the first passive construction (*Mary*) corresponds to the *indirect object* of the active construction, and the construction is therefore called the *indirect passive construction*. The direct object (*the first prize*) is retained unchanged after the passive verb and therefore, is called the *retained object*.

The subject of the second passive construction corresponds to the *direct object* of the active construction. In this case the indirect object becomes a prepositional one. The preposition *to* may be omitted.

The agentive by-object corresponding to the subject of the active construction is very rarely used in either type of construction. Of the two passive constructions the indirect passive is by far the most common. As there is no indirect passive construction in Russian, sentences with this construction are translated into Russian by means of the indefinite personal construction with the indirect object in the front position.

You will be given another ticket.  
I was allowed an hour's rest.

Вам дадут другой билет.  
Мне разрешили отдохнуть один час.

The indirect passive construction gives greater prominence to the direct object, whereas the direct passive construction emphasizes the indirect object: *The first prize was given to Mary* implies that it was not given to anybody else. The construction may be translated in two ways, by an indefinite personal active construction or by a passive construction: *Первую премию дали Мэри* or *Первая премия была дана (присуждена) Мэри*.

The presence of the by-object makes it of great communicative value.

I was given this watch *by my father*.  
The watch was given (to) me *by my father*.  
} Часы эти мне подарил мой отец.

### Ditransitive verbs used in the passive construction

I  
to allow  
to give  
to grant  
to lend

II  
to ask  
to answer  
to envy  
to forgive

to offer  
to pay  
to promise  
to teach  
to tell

to refuse

Verbs in group I follow the usage explained in the previous part of this section. The same refers to group II with the difference that all the verbs of this group are followed by two direct objects, though in the passive the difference is not so distinct.

I was asked a lot of questions.

### **§ 8. Restrictions on the use of the passive of ditransitive verbs**

1. The indirect passive is impossible with verbs of benefaction, when the action is performed for the benefit of somebody.

*They bought me a dictionary.*

The corresponding direct passive is:

*They bought a dictionary for me.*

*A dictionary was bought for me.*

2. The same applies to the verbs with the obligatory *to* of the type *to explain something to somebody (to describe, to dictate, to suggest, etc.)*. With these only the direct passive is possible:

*The rule was explained to them once more.*

3. In verb-phrases containing a non-prepositional and a prepositional object only the non-prepositional passive is possible.

I was told about their victory.

Oliver was accused of theft.

4. The infinitive cannot be used as the subject of the passive construction with a ditransitive verb.

### **§ 9. Passive constructions with prepositional monotransitive verbs**

Active: The man *referred to* this book.

Passive: This book *was referred to* by the man.

In the passive construction the subject of the prepositional passive construction corresponds to the object of the active construction and denotes the receiver of the action. The peculiarity of the construction is that the preposition sticks to the verb.

Most verbs of this type denote the process of speaking, mental and physical perception.

The prepositional passive construction has no equivalent in Russian and is translated by an indefinite personal active construction.

Caroline <i>was also still being talked about</i> .	О Кэролайн тоже все еще продолжали говорить.
He <i>had never been spoken to</i> that way in his life.	С ним так никогда в жизни не разговаривали.
He's well <i>spoken of</i> as a man of science.	О нем хорошо отзываются как об ученом.

When the prepositional passive construction contains a modal verb, an impersonal active construction is used in Russian.

These pictures <i>must be looked at</i> again and again with sustained attention before they completely reveal their beauty.	На эти картины надо смотреть снова и снова с неослабевающим вниманием, прежде чем полностью раскроется их красота.
--	--

**Here are some of the most important prepositional monotransitive verbs:**

I	II	III
to account for	to catch sight of	to arrive at
to agree upon	to lose sight of	to come to
to appeal to	to find fault with	to live in
to call on	to make fun of	to sleep in
to comment on	to make a fuss of	to sit in (on)
(upon)	to make use of	
to deal with	to pay attention to	
to decide on	to put an end (a stop)	
to depend (up)on	to	
to dispose of	to put up with	
to dwell upon	to set fire to	
to hear of	to take notice of	
to insist on	to take advantage of	
to interfere with	to take care of	
to laugh at		
to listen to		
to look at		
to look for		
to look into		
to object to		
to pay for		
to provide for		
to put up with		
to read to		

to refer to  
 to rely on  
 to send for  
 to speak about (of)  
 to speak to  
 to talk about (of)  
 to think about (of)  
 to touch upon  
 to wait for  
 to wonder at

Group I in the list contains the majority (but not all) of prepositional transitive verbs. The list could be continued, for a number of verbs of the kind are used occasionally, but the pattern itself is very productive.

Some prepositional monotransitive verbs have non-prepositional equivalents, e.g. *to account for* is a synonym for *to explain*, *to look on* - *to regard*, *to speak (talk) about* - *to discuss*.

Your absence must be accounted for. = Your absence must be explained.

Group II contains phraseological units based on the fusion of a monotransitive verb and a noun as direct object. These units express one notion and function as prepositional verbs. Many of them have synonyms among monotransitive verbs, prepositional and non-prepositional:

<i>to take care of</i>	- <i>to look after, to tend;</i>
<i>to find fault with</i>	- <i>to grumble at, about, to criticize;</i>
	- <i>to stop;</i>
<i>to put an end to</i>	- <i>to reconcile oneself to;</i>
<i>to put up with</i>	- <i>to laugh at, to mock.</i>
<i>to make fun of</i>	

Like single prepositional verbs the phraseological units with the verb in the passive voice are usually rendered in Russian by means of indefinite personal or impersonal constructions.

In hospital patients <i>are taken great care of</i> .	В госпитале за больными хорошо ухаживают.
The boy was the only child and <i>was made a lot of fuss of</i> .	Мальчик был единственным ребенком в семье, и с ним много возились.
I'm not prepared to think that I'm <i>being made a fool of</i> .	Мне не хочется думать, что меня дурачат.

Sometimes a phraseological unit is split and the original direct object becomes the subject of the passive construction (the direct passive).

No notice was taken of the boy at first. - Сначала мальчика не замечали.

Group III contains a short list of intransitive verbs used with prepositional nominal groups functioning as prepositional objects or adverbial modifiers. These may form passive constructions by analogy with other verbs used with prepositions:

No conclusion *was arrived at*.  
His bed *hasn't been slept in*.  
Such a dress *can't be sat down in*.

Не пришли ни к какому заключению.  
В его постели не спали. (Она не смята)  
В таком платье нельзя садиться.

## § 10. The use of the passive voice

The passive voice is widely used in English. It is used alongside the active voice in written and spoken English. Passive constructions are often used instead of active constructions in sentences beginning with an indefinite pronoun, a noun or a pronoun of indefinite reference.

Somebody left the dog in the garden.	= The dog was left in the garden.
Has anybody answered your questions?	= Have your questions been answered?
People will laugh at you for your trouble.	= You will be laughed at for your trouble.
They told me to go away.	= I was told to go away.

It is evident that in the process of speech passive constructions arise naturally, not as a result of conversion from the active into the passive.

A passive construction is preferable in case when the speaker is interested in what happens to the person or thing denoted by the subject. The verb or the whole verb phrase is thus made more prominent. The agent or the source of the action is not mentioned at all, either because it is unknown or because it is of no particular importance in the utterance, or else it is evident from the context or the situation. The predicate verb with its modifiers contains a new and most important item of information and is of great communicative value.

We were brought up together.

I am always being contradicted.

Thank you for your help, but it is no longer required.

You will be met as you leave the airport, and you will be given another ticket.

In silence the soup was finished - excellent, if a little thick; and fish was brought. In silence it was handed.

There are a number of conventional expressions where the passive voice is constantly used.

The novel was published in 1929.



Shakespeare was born in 1564.

### § 11. The use of the agentive *by-object*

The use of the agentive *by-object* is highly restricted, it occurs in one case out of five, and even less frequently in colloquial speech and imaginative prose. However, when it does occur, the *by-object* is of great communicative value, and its elimination would often make the meaning of the verb incomplete and the sentence devoid of meaning.

The agent may be a living being, or any thing or notion that can be the source of the action.

The whole scene was being enacted by puppets.

In some areas the picture has been barely touched by the brush.

I was wounded by a landmine.

The distant mountain had been formed by fire and water.

How much was she influenced by that fake idea?

Besides a noun and very rarely a pronoun, a *by-object* may be a gerundial phrase or complex, or a subordinate clause.

I was then awakened only by knocking on the window and Annie telling the person responsible to go off.

She didn't really know anything about people, she was always being taken in by what they told her.

Owing to its communicative value and the final position in the sentence, the *by-object* may be expanded, if necessary, to an extent that is hardly possible in the subject group, as in this commentary on Cezanne's painting:

"The Card Players." The subject of this painting of two peasants playing cards was probably inspired *by a similar composition by one of the brothers de Pack, French painters of the seventeenth century whose work Cezanne admired.*

All the past tenses (the past indefinite, the past continuous, the past perfect, the past perfect continuous) refer the actions they denote to the past. The difference between them lies in the way they represent the I categories of aspect and perfect.

Owing to their past time reference all of them are used both in the written language in narrative and description, and in conversation, especially the past indefinite.

## **The past indefinite (The simple past)**

**§ 1. Formation.** The affirmative forms of the past indefinite are synthetic, the interrogative, negative and negative-interrogative forms are analytic.

**Affirmative** (synthetic) **forms** are represented by the second of the basic verb forms.

**Interrogative forms** are built by means of the auxiliary *to do* in the past indefinite (*did*), which is placed before the subject, and the infinitive stem of the notional verb, which follows the subject.

**Negative forms** are built by means of the negative form of the auxiliary, which has two varieties: a) *didn't* (used in the spoken language) and b) *did not* (used in the written language) and the infinitive of the notional verb that follows it.

### **The paradigm of the verb in the past indefinite**

<u>Affirmative</u>		<u>Interrogative</u>		
		<u>e</u>		
I	spoke (played)	Did	I	speak (play?)
He (she, it)			he (she, it)	
We			we	
You			you	
They			they	
<u>Negative</u>				
	I	did not (didn't) speak (play)		
	He (she, it)			
	We			
	You			
	They			
<u>Negative-interrogative</u>				
a)	I		b)	I
	he (she,	Not speak? (play?)		he (she,
Did	it)		Didn	it)
				speak? (play?)

we		't	we
you			you
they			they

The auxiliary *did* also occurs in affirmative forms in cases when the speaker wishes to emphasize his statement, as in:

But I assure you, he *did tell* me of it himself.  
Actually, I *did see* him once last week.

There are a few verbs which form their past indefinite differently from the way described above. These are:

The verb *to be*, which has synthetic forms not only in the affirmative, but also in the interrogative, negative and negative-interrogative. It also distinguishes the category of number. The interrogative is formed by placing the verb before the subject.

The verb *to have*, which also has synthetic forms for all structures.

When having meanings other than 'possess' or when used as part of a phrasal verb (to have a look), *to have* forms its interrogative and negative in the ordinary way with the auxiliary *to do*.

§ 2. The past indefinite refers actions to past time quite cut off from the present, that is, these actions are in no way connected with the present).

The past indefinite can therefore be used only in contexts relating to the past. The past reference of the context can be shown:

---

a) by various adverbials of time pointing to the past, for example, *yesterday*, *the day before yesterday*, *last (that) Saturday (Sunday)*, etc., *last (that) week (month, year)*, *an hour ago* (and other adverbials with *ago*), *in 1970*, *on the 1st of September*, and many others denoting certain moments and periods of time already past.

He left *yesterday*.  
They married *in 1975*.  
She returned *two hours ago*.  
I saw them *last Monday*.  
*That night* nobody slept.

b) by some other past actions (denoted by the verb in the past indefinite or past continuous).

He came *when I was already at home*.  
They started *when the sun was rising*.

Thus the very fact that the past indefinite is used in a narrative or in a single

sentence is generally an indication that some past time not connected with the present is referred to.

§ 3. The past indefinite is the verb form most frequently used; its range of application is immense, especially in all kinds of narratives.

### **The past indefinite is used:**

#### **1. To state simple facts in the past.**

The house *stood* on the hill.

She *was beautiful*.

I *did not know* who the man *was*.

I *did not hear* your question.

I *did not see* you at the theatre.

What *did* you *say*?

*The past indefinite*, never the present perfect, is used in questions beginning with *when*, even though no indication of past time is made, because *when* implies a certain moment in the past. The answer can be either in the past indefinite or in the present perfect, depending on the situation: *When did you see him?* - *I saw him two days ago.* - *I have just seen him.*

Likewise, *the past indefinite*, not the present perfect, is used in questions beginning with *where* because in such questions the reference to some past moment is implied: *Where did you buy that hat?* The implication is: *when you were at the place where the action was performed.*

#### **2. To denote habitual actions in the past.**

All summer I *got up* at 7.

On Sunday evening he *took* her to the pictures.

He usually *took* the first morning train.

### **Note:**

Besides the past indefinite there are other ways of expressing habitual actions in the past:

a) by means of the form *used to + infinitive*:

Some years ago he *used to call* on me, now he never does.

The negative construction of *used to* is formed in one of two ways: *didn't used to* and *didn't use to*.

She *didn't use to* knit in the evenings.

The interrogative construction is: *did (he) used to?* or *did (he) use to...?*

*Did she used to* write her articles at night?  
Did he use to do it?

b) The other way to express habitual actions is by means of the verb *would* + infinitive stem. But unlike *used to*, *would* always conveys an additional modal colouring of **will, insistence, perseverance**.

This used to be my mother's room, and I *would* sit there for hours.

### 3. To denote a succession of past actions.

He *got up*, *put on* his hat, and *left*.

The car *stopped*, the door *opened*, and a very pretty girl *got out* of it.

4. To denote actions in progress at a certain moment in the past, with verbs that cannot be used in continuous forms.

He was not listening but still *heard* what they were speaking about.

At that time he *was* on the watch.

5. To denote future actions in subordinate adverbial clauses of time and condition depending on principal clauses with the predicate verb in a past tense.

She said she would come when the film *was over*.

She said she would do it if nothing unexpected *happened*.

§ 4. The ways of rendering the past indefinite in Russian are varied, owing to its aspective vagueness. Depending on the lexical meaning of the verb and on the context, it can be translated by Russian verbs in the past tense of both perfective and imperfective aspects with all possible shades of their meanings.

In the morning I wrote two letters.

Утром я написал два письма.

(A perfective (completed) action.)

I got up from my chair and bowed.

Я встал и поклонился.

(Two perfective (completed) momentary actions.)

He breathed hard and stopped every few minutes.

Он тяжело дышал и останавливался каждые несколько минут.

(Imperfective (incompleted) and iterative actions.)

She lay on the sofa reading a detective story.

Она лежала на диване, читая детектив.  
(Imperfective, durative action.)

On hearing it he laughed.

Услышав это, он засмеялся.  
(A perfective, inchoative action.)

### The past continuous

**§ 5. Formation.** The past continuous is formed analytically by the auxiliary verb **to be** in the past indefinite and **participle I** of the notional verb.

**In the interrogative** the auxiliary is placed before the subject and participle I follows the subject.

**In the negative** the corresponding negative forms of to be are employed, and participle I follows them.

### The paradigm of the verb in the past continuous

#### Affirmative

e }  
I } was speaking  
He (she,  
it)

We }  
You } were speaking  
They }

#### Interrogative

Was { ve }  
I } speaking?  
he (she, it)

Were { we }  
you } speaking?  
they }

#### Negative

I }  
He (she } was not (wasn't) speaking  
it)

We }  
You } were not (weren't) speaking  
They }

#### Negative-interrogative

a Was { I } not speaking?  
) s { He (she,  
it)

{ we }

b Wasn't { I } speaking?  
) t { He (she,  
it)

{ we }

Were you not speaking?  
they

Weren't you speaking?  
they

§ 6. The past continuous is used mostly in narrative although it may occur in conversation as well.

**The past continuous is used with all actional verbs and some statal verbs:**

**1. To denote a continuous action in progress at a certain moment in the past.**

At 10 it *was* still *raining*.

When I called him up, he *was* still *having breakfast*.

The fire began at midnight when everybody *was sleeping*.

At that time she *was* already *packing up*.

In these examples the moment of time is specified directly, by means of adverbials of time or indirectly by some other past action mentioned in the same sentence. The moment of time at which the action is in progress can also be shown by the previous context, or understood from the situation:

He did not answer. His lips *were trembling*.

I stood motionless, as if glued to the ground. The enormous black bull *was galloping* towards me at full speed.

I told him that Ralph *was staying* at the Three Boars.

**2. To denote a continuous action in progress during a certain period of time in the past, marked by adverbials - prepositional phrases (from ... till, from ... to) or adverbs (all day long, the whole night, etc.)**

We *were quarrelling* all day long yesterday.

She says she *was washing* from six till eight.

When actional durative verbs take the form of the past continuous the actions thus described do not actually differ from those in the form of the past indefinite, as both denote continuous actions in progress at some moment of time in the past:

When I saw him, he *was standing* by the door.

When I saw him he *stood* by the door.

Both examples may refer to the same situation. The difference between the two is that the past indefinite lays stress on *the fact*, while the past continuous emphasizes *the process*, thus presenting the action more vividly.

However in a complex sentence with a subordinate adverbial clause of time if the predicate verbs both in the principal and in the subordinate clauses express

simultaneous continuous actions in progress it is usual (though not obligatory) to use the past indefinite in both the clauses:

While I *ate* and *drank*, I *looked up* the register.  
She *looked* all the while at him as she *spoke* in her slow, deep voice.

But, the past continuous is rather frequent in adverbial clauses, introduced by the conjunction *while*, *as*, *when*, *as long as*, etc.:

While they *were talking*, the boy waited outside.  
As he *was climbing up*, he all the while looked at the birds soaring high above him.  
When I *was working* there, I played in the local jazz band.  
She stayed in the car while I *was talking* to the nurse.

Sometimes the past continuous is found in the principal clause, while the past indefinite is in the subordinate:

They *were talking* inside while he stood watching the path.

The verbs *to stand*, *to sit*, *to lie* expressing actions in progress at a certain moment, or during a certain period of time in the past are commonly used in the past indefinite, if they are followed by participle I.

They *stood* by the door, *talking* loudly.  
They *sat* beside their lorry, *drinking* soda water and eating sardines from a tin.  
He *lay* in bed *trying* to forget what had happened.

However, the past continuous is also possible.

She *was standing*, *staring* at the open letter in her hand.

**3. The past continuous is sometimes used to denote actions characteristic of certain persons in the past.** In such sentences the adverbials always and constantly are generally included.

She had rather poor health and *was constantly complaining* of headaches.  
As I remember her she *was always fussing* over something.  
He seemed very absent-minded, he *was constantly losing* things.

**4. To denote future actions viewed from the past, with verbs of motion** (*to arrive*, *to come*, *to go*, *to leave*, *to return*, etc.), **usually if the action is planned or expected.** In this case adverbials of future time are generally used, or the future reference of the verb is clear from the context or situation:



She said she *was leaving* in a week.

Then I understood that they *were not returning* either that year or the next.

The ship *was sailing* in a few hours.

If no future reference of the action is evident, it implies that though the action was planned, it was not and will not be carried out:

“Listen”, I said. “I’ve brought a little cousin of mine along. Joanna *was coming up* too but was prevented.”

I said quickly: “She was coming to tea yesterday afternoon.” (was due to come, but did not).

§ 7. As follows from the meaning of the past continuous and from its uses described above, it cannot denote a succession of past actions. Two or more verbs having the form of the past continuous, whether used in the same or in adjoining sentences, always denote simultaneous actions performed by different persons or non-persons:

Nash made periodic appearances in the town but what he *was doing* and what traps the police *were setting*, I had no idea.

It was a glorious day. The sun *was shining* high in the sky. There was no wind. The larks *were singing* in the blue depth. Only far away, over the horizon, soft milky clouds *were moving* placidly towards the east.

In all its uses the past continuous is translated into Russian by means of the past tense of the imperfective aspect.

### **The past perfect**

§ 8. **Formation.** The past perfect is formed analytically by the auxiliary **to have** in the past indefinite and **participle II** of the notional verb. The interrogative and negative forms are built in the way usual for all analytic forms.

### **The paradigm of the verb in the past perfect**

<u>Affirmative</u>		<u>Interrogative</u>	
I He (she, it) We You They	} had spoken	Had	{ I he (she, it) we you they } spoken?
<u>Negative</u>		<u>Negative-interrogative</u>	
I He (she, it) We You They	} had not (hadn't) spoken	a)	{ I he (she, it) we you they } not spoken?
		b)	{ I he (she, it) we you they } spoken?

§ 9. In all its uses the past perfect denotes actions the beginning of which (always) and the end (usually) precede a certain moment of time in the past. The prepast period of time to which the actions in the past perfect refer is unlimited, that is, they may take place either immediately before some moment in the past or in the very remote past.

This tense is used with both actional and statal verbs. Its sphere of application is mainly that of narratives, though it is also used in conversation.

### The past perfect is used:

1. **To denote an action of which both the beginning and the end precede some moment of time in the past. This moment can be specified by an adverbial of time, or by another action, or else by the situation.**

What should be borne in mind is that the use of the past perfect form is in itself a sufficient indication of the precedence of the denoted action to some moment in the past which therefore need not be specified.

He *had finished* his work by then.

I knew him a little: we *had met* in Rome a year before.

She felt wretched. She *had not slept* for two nights.

I opened the window. The rain *had stopped*, but the sharp east wind was still blowing.

After everybody *had left*, she rushed to her room and began packing hurriedly.

2. **To denote an action in progress which began before a certain moment of time in the past and went on up to that moment and sometimes into it.** In such cases either the starting point of the action is specified (by means of the adverb *since*, a prepositional phrase with *since* or an adverbial clause introduced by the

conjunction *since*), or the period during which the action was in progress (by various adverbials):

a) with statal verbs, which do not normally allow of continuous forms:

He *had been away* **for some months** before his first letter came.

They *had thought* it over and over again **since that dinner**.

I could not believe the rumour. I *had known* him **for a good many years**.

b) with some actional durative verbs (in the similar way as with the past perfect continuous).

When we first met she *had lived* in the country for two years and was quite happy.

And thus he *had sat* in his chair till the clock in the hall chimed midnight.

Since her mother's death she *had slept* in the comer room.

In this case the past perfect continuous can also be used, though with a slight difference of meaning: while the past perfect lays the stress on *the mere fact* that the action took place, the past perfect continuous accentuates *the duration* of the action.

**3. To denote a succession of past actions belonging to the time preceding the narrative as a whole, thus describing a succession of events in the prepast time.**

I gave a slight shiver. In front of me was a neat square of grass and a path and the low gate. Someone *had opened* the gate, *had walked* very correctly and quietly up to the house, and *had pushed* a letter through the letter-box.

**§ 10.** The ways of rendering the past perfect in Russian are varied, owing to its aspective meaning of the verb or the context. It can be translated by Russian verbs in the past tense of both perfective and imperfective aspects with all possible shades of their meaning. These are mostly supported by lexical means:

I had admitted everything before.

Я все это признал еще раньше.  
(A perfective (completed) action.)

He had banged his fist on the table two or three times before they turned to him.

Он стукнул кулаком по столу два или три раза, прежде чем они обернулись.  
(A perfective, iterative action.)

Of late years I had sometimes found him at parties.

В последние годы я иногда встречал его на вечерах.  
(An imperfective, iterative action.)

He had looked scared during the prolonged examination.

Во время этого затянувшегося экзамена он казался совсем испуганным.  
(An imperfective, durative action.)

## The past perfect continuous

**§ 11. Formation.** The past perfect continuous is formed analytically by means of the auxiliary **to be** in the past perfect (had been) and **participle 1** of the notional verb.

**In the interrogative** the first auxiliary (*had*) comes before the subject, and the second auxiliary (*been*) and participle I follow the subject.

**In the negative** the corresponding negative forms of the first auxiliary (*had*) are used, the second auxiliary (*been*) and participle I follow the negation.

**In the negative-interrogative** the corresponding negative-interrogative forms of the first auxiliary are used first, the second auxiliary and participle I follow the subject.

## The paradigm of the verb in the past perfect continuous

### Affirmative

I  
He (she,  
it)  
We  
You  
They

} had been speaking

### Interrogative

Had { I  
he (she, it)  
we  
you  
they } been speaking?

### Negative

I  
He (she,  
it)  
We  
You  
They

} had not (hadn't) been speaking

### Negative –interrogative

a) { I  
he (she,  
it) }  
Hadn't been speaking?

b) { I  
he (she,  
it) }  
Hadn't been speaking?

d     we  
      you  
      they

t     we  
      you  
      they

**§ 12. The past perfect continuous denotes an action which began before a given moment in the past, continued for a certain period of time up to that moment and possibly still continued at that past moment.**

The moment of time in the past before which the action begins is usually indicated by other past actions in the past indefinite or, rather rarely, by the past continuous. Sometimes it is indicated directly by adverbials (*by that time, by the 1st of August, etc.*).

**The past perfect continuous is used with actional verbs to denote:**

**1. Actions in progress that began before a certain moment of time in the past and continued up to that moment, but not into it.** As a rule no indications of time are present: the exact time of the beginning of the action is more or less clear from the situation, while the end, closely precedes the given moment of past time (the exclusive past perfect continuous).

Dick, who *had been reading* aloud Pit's letter, suddenly stopped.

I *had been feeling* very tired, but now I grew alert.

They *had been walking* rapidly and now they were approaching the spot.

Her eyes were red. I saw she *had been crying*.

**2. Actions in progress that began before a certain moment of time in the past and continued into it.** In this case either the starting point of the action or its duration is indicated (the inclusive past perfect continuous).

Ever since his return he *had been losing* strength and flesh.

She *had been acting* for a long time without a rest and she badly needed one.

Even now he could not stop, though he *had been running* all the way from the village.

The past perfect continuous is usually rendered in Russian by the past tense, imperfective.

## THE PREPOSITION

§ 1. A **preposition** is a function word indicating a relation between two notional words. Its semantic significance becomes evident when different prepositions are used with one and the same word, as in:

*to go **to** the park, to go **across** the park, to go **round** the park, to go **out of** the park, to go **through** the park, etc.*

A preposition may altogether change the meaning of the verb:

*he shot the officer* (he aimed at him and hit him),

*he shot at the officer* (he aimed at him but probably missed).

Although the tradition of differentiating prepositions from other word classes (conjunctions, and in some cases adverbs) is well established, it is not always easy to draw the border-line; nearly all one-word prepositions can also function as adverbs or as conjunctions, their status being determined only syntactically. A few words - *after, before, since, for* (with the change of meaning), *behind* - may function not only as adverbs, adverbial postpositions, or conjunctions, but also as prepositions. Compare the following groups of sentences:

They sailed *up* (postposition).

They sailed *up* the river (preposition).

Everybody was *up* at the sound of the bell (adverb).

The milk boiled *over* (postposition).

He presided *over* the meeting (preposition).

I can't tolerate such men *as* him (preposition).

*As* he was passing the door he turned back (conjunction).

No one saw him *but* me (preposition).

*But* no one saw him (conjunction).

He is stronger *than* me (preposition).

He is stronger *than* I am (conjunction).

## Morphological composition

§ 2. Most of the common English prepositions are **simple** in structure:

*out, in, for, on, about, but* (в значении *кроме, исключая*), *against*.

**Derived** prepositions are formed from other words, mainly participles:

*excepting, concerning, considering, following, including, during, depending, granted, past, except*.

There are also many **compound** prepositions:

*within, outside, upon, onto, throughout, alongside, wherewith, whereof, whereupon, herein, hereafter, withall*.

**Composite** or **phrasal** prepositions include a word of another class and one or two prepositions, as in *by virtue of, but for, because of, by means of, instead of, in lieu of, prior to, on account of, abreast of, thanks to, with reference to, opposite to, in front of, for the sake of, in view of, in spite of, in preference to, in unison with, for the sake of, except for, due to, in addition to, with regard to, on behalf of, in line with, at variance with*.

A composite preposition is indivisible both syntactically and semantically, that is, no element of it can be varied, abbreviated, or extended according to the normal rules of syntax. Thus in the composite preposition *for the sake of* neither the definite article nor the preposition can be replaced by words of similar meaning.

### Semantic characteristics

§ 3. Semantically prepositions form a varied group of words. Most of them are polysemantic (*in, to, for, at, from*), their original meaning having become vague, others have retained their full meaning and are accordingly monosemantic (*down, over, across, off, till, until, save, near, along, among, despite, during*, etc.). This also applies to prepositions borrowed from Latin: *versus, via, plus, minus*.

Relations expressed by prepositions may be of various types:

1) agentive - *the letter was sent **by** a friend of mine*;

2) attributive - *a drawing **in** crayon, the people **in** question* (люди, о которых идет речь);

3) possessive and partial relations - *one of my friends, the roof of the house, a glass **of** brandy, a decline **in** waste, a rise **in** production*;

4) relation indicating origin, material, or source - *a **girl from** Brighton, made of gold*;

5) objective relation – *don't be angry **with** me, I'll look **into** the matter, to work **at** a book, to speak **on** the matter (**about** the matter, **of** the matter)*;

6) relation indicating to whom the action is directed - *to show it **to** him, to give lessons to the children*;

7) instrumental relation - *to write **with** a pencil, to cut **with** a knife*;

8) relation of subordination - *to be secretary **to** a Minister*;

9) relation defining the sphere or field of activity - *the country depends **on** exports **for** its food; Tom is good at football*;

10) relation of involvement or association - *to cooperate **with** somebody; coffee*



*with cream, to compare this **with** that, to get involved **in** a discussion;*

11) respective relation - *he is big **for** a youngster, I did not know I had a blackguard **for** a son;*

12) relation of resemblance - *he is **like** his father;*

13) relation of dissociation and differentiation - *to disburden oneself **of** one's past; to be devoid **of** something, to disentangle oneself **from** something; to know something **from** something, to deduce **from** something;*

14) various adverbial relations:

a) of manner, means, style and language - ***with** diligence, **by** telegram, **in** slang, **in** bad print, **in** a neat hand, in good style, **in** brief;*

b) of purpose or aim - *to send **for** the doctor, he did it **for** fun, the police were **after** the criminal;*

c) temporal relations. These may be subdivided into those denoting precedence, sequence, duration, etc. - ***in** good time, **at** 5 o'clock, before the dawn;*

d) of cause or reason - *I did it **out** of fear, **through** his negligence, I despise you **for** this;*

e) spacial relation, including directional relation - ***past** the gate, **by** the window, **across** the river, **at** the gate;*

f) concessive relation - ***in spite** of the bad weather, **despite** our protests, **for** all his attempts, **with** all her diligence.*

The relations enumerated above to a great degree depend on the meaning of the words connected by prepositions. Sometimes the relation indicated by a preposition is too abstract to be defined in words, as its use is often figurative or metaphorical, as in:

*He broke away **from** them **on** some vague pretext.*

The role of the preposition is difficult to define when it introduces predicatives, when its meaning is *in the capacity of*, *in the role of*, *having the quality of*.

**As** a friend he was admirable, but one cannot praise him as a husband.

His career **as** a lawyer was short.

We regard him **as** a fool.

She went to the ball with her aunt **as** chaperone.

When a preposition is used figuratively, the concept expressed by the preposition may be so blurred or weak that one preposition may be replaced by another without any essential alteration to the relation between the words. Thus the following words may be used with different prepositions without change of meaning:

aversion *from, to*  
disgust *against, at, towards*  
repugnance *against, for, to*  
*along, down, over* the centuries

Words of the same root can be used with different prepositions:

to pride oneself **on**, to be proud **of**, pride **in**;  
to confide **in**, confidence **in**, to be confident **of**.

### Combinability of prepositions

§ 4. As a rule a preposition governs a noun. However it may also be followed by a pronoun, a gerundial phrase or a clause with nominal function, as in:

***for** advantage, **at** five o'clock, **at** taking measures, he was surprised **at** what he saw.*

As prepositions indicate only the relationship between two words their position is clearly defined.

Many prepositions tend to form a phrase called a **prepositional phrase**, often combining either with the preceding verb or adjective, or with the following noun. Such prepositions cannot be replaced by others.

Phrases comprising verbs with prepositions *to laugh at, to call for, to refer to, to look for (at, after)* very often function as idioms, making one whole, so that the verb retains the preposition even if its complement is transferred, as in the passive construction:

*quick action was called **for**, the book is often referred **to**.*

With some polysemantic verbs the preposition often indicates its meaning, as in:

to look <b>for</b>	- искать
to look <b>at</b>	- смотреть (на)
to look <b>after</b>	- присматривать (за)
to look <b>through</b>	- просматривать

Some verbs are used with or without a preposition, with but slight difference as to content. Thus no preposition is used in *the boy climbed the tree*, but it is found in *he climbed **up** the tree*.

Similarly a preposition is often so closely connected with the adjective or stative it follows, that it has practically no separate meaning, and may be said to be nothing but a formal means of connecting the word with its complement:

*She was afraid **of** the dog; The country is rich **in** minerals.*

Prepositions with nouns or clauses may modify a preceding noun, as in:  
*men **at** work, method **of** teaching, the novel **about** which we've been speaking.*

### Positional characteristics

§ 5. Normally a preposition stands between two words to express the relation between them. However, there are cases when one of the two words with which the preposition combines either takes the initial position or is not used at all. In these cases the preposition is attached to the remaining word. It occurs in:

1) special questions, both direct and indirect:

What are you driving **at**?

Who shall I send it **to**?

What train shall I go **by**?

I asked him who the flowers were **for**.

However, the preposition may precede the interrogative or relative words. In this case the sentence sounds more formal.

**To** whom shall I send this?

**By** what train shall I go?

He did not know **to** whom he should turn for help.

The preposition precedes the interrogative when the preposition forms a stock phrase with a noun.

**In what respect** was he suspicious?

**To what extent** is this true?

In abbreviated sentences and clauses consisting only of a preposition and an interrogative word the preposition normally precedes it.

- But **to** whom?

In colloquial style the preposition is at the end.

- Who **by**?

- "Apologize?" she said. "What **about**?"

2) some clauses beginning with conjunctive and relative pronouns and in subordinate contact clauses:

What I am thinking **of** is how he got there.

The man I told you **about** is my relative.

The girl he is in love **with** studies at the University.

It is his talents he relies **on**.

In formal style however, the preposition precedes the connective:

The man **about** whom I told you is a relative of mine.

3) exclamatory sentences:

What a nice place to live **in**!

4) passive constructions:

The doctor was immediately sent **for**.

How strange it is to be talked **to** in this way.

5) some syntactical patterns with the infinitive or gerund:

He is difficult to deal **with**.

It is not worth worrying **about**.

This is not a suitable house to live **in**.

All the present tenses (The present indefinite, the present continuous, the present perfect, the present perfect continuous) refer the actions they denote to the present, that is to, the time of speaking. The difference between them lies in the way they express the categories of aspect and perfect.

### **The present indefinite (The simple present)**

**Meaning.** The present indefinite refers the action which it denotes to the present time in a broad sense.

It bears no indication as to the manner in which the action is performed, that is whether it is perfective (complete) or imperfective (incomplete), momentary or durative (continuous), iterative or inchoative, etc. Any of these meanings can be imparted to the form by the lexical meaning of the verb or by the context. Neither does it bear any indication as to the precedence of the action it denotes to the moment of speaking.

**§ 1. Formation.** Some of the forms of the present indefinite are synthetic (affirmative forms), some - analytic (interrogative and negative forms).

Affirmative forms for all persons singular and plural except the 3rd person singular coincide with the infinitive stem: *to speak* - *I speak, you speak, they speak*.

The 3rd person singular form is built from the same stem by means of the inflexion **-s, -es**: *to speak* [spi:k] - he speaks [spi:ksj]; *to land* [lənd] - he lands [ləndz]; *to wish* [wɪʃ] - he wishes [ˈwɪʃɪz].

As can be seen from the above examples, the pronunciation and spelling of the inflection of the 3rd person singular vary:

1. Verb stems ending in vowels and voiced consonants (except voiced sibilants and affricates) take the inflection **-s** which is pronounced [z]:

to see [si:]	-	he sees [si:z]
to play [pleɪ]	-	he plays [pleɪz]
to stir [stə]	-	he stirs [stə:z]
to come	-	he comes [kʌmz].

[kʌm]

The 3rd person singular of the verb *to say* (*says*) is pronounced [sez].

In verb stems ending in the letter **y** and preceded by a consonant the letter **y** is replaced by the letters **ie**:

to try [traɪ]	-	he tries [traɪz]
to carry ['kæri]	-	he carries ['kæri:z].

The verbs *to go* and *to do* and their compounds (to forego, to overdo, etc.) take

the inflexion [z] spelled as

**-es:**

to go [gou] - he goes [gouz],

the verb *to do* (and its compounds) changes its root vowel:

to do [du:]	- he does [dʌz],
to overdo	- he overdoes ['ouvədʌz].
['ouvədu]	

The 3rd person singular of the verb *to have* is *has* [hæz].

2. Verb stems ending in voiceless consonants (except voiceless sibilants and affricates) take the inflexion **-s** pronounced [s]:

to work [wə:k]	- he works [wə:ks]
to hope [houp]	- he hopes [houps]

3. Verb stems ending in sibilants and affricates take either the inflexion **-s** or **-es**. Both are pronounced [ɪz]:

- a) **-es** if the final letters of the stem are **-s, -sh, -ss, -x, -z, -zz, -ch, -tch**:

to push [puʃ]	- he pushes ['puʃɪz]
to pass [pa:s]	- he passes ['pa:sɪz]
to box [boks]	- he boxes ['boksɪz]
to buzz [bʌz]	- he buzzes ['bʌzɪz]
to catch	- he catches ['kætʃɪz];
[kætʃ]	

- b) **-s** if the final letters of the stem are **-se, -ce, -ze, -ge, -dge** (i.e. sibilants and affricates plus the mute **e**):

to please	- he pleases ['pli:zɪz]
[pli:z]	- he places ['pleɪzɪz]
to place [pleɪs]	- he freezes ['fri:zɪz]
to freeze	- he stages ['steɪdʒɪz]
[fri:z]	- he sledges ['sledʒɪz].
to stage	
[steɪdʒ]	
to sledge	
[sledʒ]	

§ 2. **Interrogative and negative forms** of the present indefinite are analytical and are built by means of the present indefinite of the auxiliary to do and the infinitive of the notional verb.

Besides these there is one more type of forms, namely **negative-interrogative forms**, which has two possible patterns.

### The paradigm of the verb in the present indefinite

<u>Affirmative</u>	<u>Interrogative</u>	<u>Negative</u>
I speak	Do I speak?	I do not (don't) speak
He (she, it) speaks	Does he (she, it) speak?	He (she, it) does not (doesn't) speak
We speak	Do we speak?	We do not (don't) speak
You speak	Do you speak?	You do not (don't) speak
They speak	Do they speak?	They do not (don't) speak

<u>Negative-interrogative</u>	
a Do I not speak?	b Don't I speak?
) Does he (she, it) not speak?	) Doesn't he (she, it) speak?
Do we not speak?	Don't we speak?
Do you not speak?	Don't you speak?
Do they not speak?	Don't they speak?

#### **Note:**

The auxiliary *to do* can occur in the affirmative form as well, if special emphasis is required. In this case the auxiliary is always stressed:

Ask him again, he '*does know* what it was.

She '*does help* me so much!

§ 3. There are some verbs that form their present indefinite in a different way. These are:

1) The verb *to be*, which has synthetic forms not only for affirmative, but also for interrogative, negative and negative-interrogative structures. Besides, it distinguishes the category of number and has in the singular the category of person

2) The verb *to have* when meaning *to possess* also builds its interrogative, negative and negative-interrogative forms synthetically.

When the verb *to have* has a modal meaning or when it is used as part of a phrase verb it makes its interrogative, negative and negative-interrogative forms in the ordinary way, that is with the auxiliary *to do*:

When *do* you *have to get up* in order to catch the first morning train?  
She *does not have* any lunch at home.

3) All the modal verbs do not take the inflexion **-s** in the 3rd person singular. They form their interrogative and negative forms without the auxiliary *to do*.

#### **§ 4. The present indefinite.**

##### **1. To state facts in the present.**

I *live* in St.-Petersburg.  
Most dogs *bark*.  
It's a long way to Tipperary.

2. **To state general rules or laws of nature**, that is to show that something was true in the past, is true in the present, and will be true in the future.

It *snows* in winter.  
Snow *melts* at 0°C.  
Two plus two *makes* four.

##### **3. To denote habitual actions or everyday activity.**

They *get up* at 8.  
On Sundays we *stay* at home.  
Do you often *go* to the dancing hall?

4. **To denote actions and states continuing at the moment of speaking** (with statal and relational verbs, verbs of sense and mental perception.)

Who *does* the car *belong* to?  
I *do not see* what you are doing.  
Now I *hear* you perfectly well.  
I *do not understand* you at all.

5. **To express declarations, announcements, etc. referring to the moment of speaking.**

I *declare* the meeting open.  
I *agree* to your proposal.  
I *offer* you my help.

##### **6. To denote a succession of action going on at the moment of speaking.**

Now watch me closely: I *take* a match, *light* it, *put* it into the glass and ... oh,



nothing *happens*!

## 7. To denote future actions.

- a) Mostly **with verbs of motion** (*to go, to come, to start, to leave, to return, to arrive, to sail* and some other verbs), usually if the actions denote a settled plan and the future time is indicated:

*I go* to Moscow **next week**.

They *start* on **Sunday**.

She *leaves* for England **in two months**.

What *do you do* **next Sunday**?

- b) **In adverbial clauses of time and condition after the conjunctions** *when, till, until, as soon as, as long as, before, after, while, if, unless, in case, on condition that, provided, etc.:*

**When** she *comes*, ring me up, please.

Do it **as soon as** you *are through* with your duties.

I promise not to tell her anything **if** you *help* me to get out of here.

However in object clauses introduced by the conjunctions *when* and *if* it is the future indefinite that is used to denote future actions:

I don't know **when** she *will come*.

I'm not sure **if** she *will come* at all.

## 8. To denote past actions:

- a) in newspaper headlines, in the outlines of novels, plays., films, etc.:

Dog *Saves* Its Master.

Students *Say* No to New Weapon.

Then Fleur *meets* Little Jon. They *fall in love* with each other.

- b) in narratives or stories to express past actions more vividly (the so-called historic present):

It was all so unexpected. You see, I came home late last night, turned on the light and - whom do you think I *see*? Jack, old Jack, sleeping in the chair.

I *give a cry, rush* to him and *shake* him by the shoulder.

9. **To denote completed actions with the meaning of the present perfect** (with the verbs *to forget, to hear, to be told*).

I *forget* your telephone number.

I *hear* you are leaving for England?

I *am told* she returned from France last week.

## The present continuous

**§ 5. Meaning.** The present continuous denotes an action which is in progress at the moment of speaking.

**§ 6. Formation.** All the forms of the present continuous are analytic. They are formed by means of the present indefinite of the auxiliary **to be** and **participle I** of the notional verb.

**In the interrogative** the corresponding form of the auxiliary *to be* is placed before the subject and participle I follows it.

**In the negative** the negation 'not' is placed after the auxiliary.

### The paradigm of the verb in the present continuous

<u>Affirmative</u>	<u>Interrogative</u>	<u>Negative</u>
I am speaking	Am I speaking?	I am not (I'm not) speaking
He (she, it) is speaking	Is he (she, it) speaking?	He (she, it) is not (isn't) speaking
We are speaking	Are we speaking?	We are not (aren't) speaking
You are speaking	Are you speaking?	You are not (aren't) speaking
They are speaking	Are they speaking?	They are not (aren't) speaking

#### Negative-interrogative

a	Am I not speaking?	b	Aren't I speaking?
)	Is he (she, it) not speaking?	)	Isn't he (she, it) speaking?
	Are we not speaking?		Aren't we speaking?
	Are you not speaking?		Aren't you speaking?
	Are they not speaking?		Aren't they speaking?

In spoken English contractions are commonly used (I'm, he's, it's, we're, etc.).

A reduced negative for the first person singular is *I'm not*, but is replaced by *aren't* in the negative - interrogative.

**§ 7. The present continuous is used with all actional and some statal verbs** (with the reservations described below):

#### 1. To denote continuous actions going on at the moment of speaking.

Look, how happily they *are playing*!

Don't bother him, *he's working*.

Listen! The telephone *is ringing*. Go and answer it.

- Can I see Mary? - You must wait a little while, she *is having breakfast*.

**The present indefinite**, not the present continuous, is used to denote actions which though going on at the moment of speaking, are important as simple facts, rather than as actions in progress.

Why don't you answer?

Why don't you write? Where is your pen?

Stop talking! Why don't you listen?

If two simultaneous actions are in progress at the moment of speaking, three variants are possible:

a) one action is expressed by the verb in the present indefinite, the other - by the present continuous:

Do you *hear* what I *am saying*!

b) both the actions are expressed by verbs in the present continuous:

Are you *listening* to what I *am saying*?

At home he *is* always *sleeping* while I *am doing* chores.

c) both the actions are expressed by verbs in the present indefinite:

Several students *watch* carefully while he *writes* it on the board.

The use of the present indefinite instead of the present continuous is due to the semantic peculiarities of the verb.

The present continuous is not generally used with some verbs - **the verbs of sense perception, of mental or emotional state** and with **relational verbs**. Still exceptions may occur with these verbs too.

With the verbs of sense perception the use of the tense form is closely connected with what kind of perception is meant - voluntary (deliberate) or involuntary. In case these verbs denote a voluntary action: **to listen** (слушать), **to look** (смотреть) or if they may denote both an involuntary and a voluntary action, such as: **to feel** (ощупывать), **to smell** (нюхать), **to taste** (пробовать на вкус), they can occur in continuous forms.

#### Voluntary actions

Why *are* you not *listening*?

Why *are* you *looking* at me like that?

The man must be blind, he *is feeling* his way with a stick.

#### Involuntary actions

Say it again, I *don't hear* you.

*Can* you *see* me now?

Take care! I *feel* the walls shaking.

In the same way verbs of mental and emotional states can acquire a different meaning and occur in the present continuous and other continuous forms.

I *consider* (=believe) her to be a very good student.

I think (suppose) you are right.

I'm still *considering* (studying) all the pro and cons.

I'm *thinking* over (studying) your offer.

In some cases it is not so much a change of meaning as a change in the quality or intensity of the idea expressed by the verb that makes it possible to use the continuous form.

I *am forgetting* things more and more now.

She *is understanding* grammar better now.

Don't shout, I'm *hearing* you perfectly well.

What *are* you *seeing* there in this complete darkness.

You see, she *is knowing* too much.

All this time I'm *hating* them.

I *am feeling* quite all right.

The **relational verbs** (belong, cost, etc.) are not used in the continuous form.

**2. To denote actions characteristic of a certain period of present time, the moment of speaking**

**included.** As a rule these actions are temporary.

They *are spending* their holidays at the sea-side this summer.

Your behaviour *is killing* your wife.

It is autumn now. The birds *are flocking* together.

**3. To denote (for the sake of emphasis) actions in progress referring to all or any time, the moment of**

**speaking included.** In this case the adverbials *ever, for ever, constantly, always* are obligatory.

Our solar system together with the Milky Way *is* constantly *moving* towards Vega.

The Volga *is* for ever *pouring* its waters into the Caspian Sea.

Mankind *is* always *developing* its mental faculties.

**4. To denote actions characteristic of a certain person within more or less long periods of present time,**

**the moment of speaking included and provoking certain emotions in the speaker** (impatience,

irritation, disapproval, praise, etc.). Sentences with such forms are always emotionally coloured.

Oh, I have no patience with you. Why *are* you always *losing* your things?

Though she is only ten, she is very kind-hearted, she *is* always *pitying* everybody.

In such sentences the adverbials *always* or *constantly* are also obligatory.

## 5. To denote future actions.

a) With verbs of motion *to arrive, to come, to go, to leave, to return, to sail, to start* and some others, usually

the actions are only intended or planned. The future time is usually indicated by some adverbials:

She *is leaving* **tomorrow**.

The boat *is sailing* **next week**.

He *is returning* **on Monday**.

What *are you doing* **tomorrow**?

Though the present continuous of the verb *to go* + *infinitive* is commonly used to denote an intention or plan, with some verbs the meaning is that of apprehension or presentiment.

He's *going to get ill*.

The flowers *are going to wither*.

It *is going to snow*.

He's *going to be hanged*.

b) In adverbial clauses of time and condition after the conjunctions *when, while, as long as, if, in case, unless*, etc:

I'll ring you up at 2, while you *are having* your break.

If he *is working* when I come, don't bother him, I'll wait.

As follows from the items enumerated above, the present continuous cannot occur in the context describing a succession of actions referring to the present. In such cases the present indefinite is used:

He comes up to the piano, opens the lid, and begins to play the first tune.

If several actions in a narrative have the form of the present continuous, it indicates that they are all simultaneous (and usually performed by different persons):

The boys *are playing* football on the lawn, Nell *is reading* in her room, and Father *is having his rest*.

In all its uses the present continuous is rendered in Russian by means of the present tense of the imperfective aspect.

## The present perfect

**§ 8. Meaning.** The present perfect form denotes the action preceding the moment of speaking, though it is connected with it either directly or indirectly, that is: a) it continues up to the moment of speaking or b) takes place within a period of time before and including the moment of speaking, so it is relevant to the moment of speaking through its effect or virtually through its continuation at the moment of speaking. In the first case it is called the **exclusive present perfect** (the moment of speaking is excluded), in the second - the **inclusive present perfect** (the moment of speaking is included).

**Formation.** The present perfect is formed analytically, by means of the auxiliary **to have** in the present indefinite and participle II of the notional verb.

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**In the negative** the corresponding negative forms of *to have* are used, participle II follows them.

### The paradigm of the verb in the present perfect

#### Affirmative

I have spoken  
He (she, it) has spoken  
We have spoken  
You have spoken  
They have spoken

#### Interrogative

Have I spoken?  
Has he (she, it) spoken?  
Have we spoken?  
Have you spoken?  
Have they spoken?

#### Negative

I have not (haven't) spoken  
He (she, it) has not (hasn't) spoken  
We have not (haven't) spoken  
You have not (haven't) spoken  
They have not (haven't) spoken

#### Negative-interrogative

a	Have I not spoken?	b	Haven't I spoken?
)	Has he (she, it) not spoken?	)	Hasn't he (she, it) spoken?
	Have we not spoken?		Haven't we spoken?
	Have you not spoken?		Haven't you spoken?
	Have they not spoken?		Haven't they spoken?

**§ 9.** In all its uses the present perfect directly or indirectly refers actions to the moment of speaking. This connection with the moment of speaking predetermines its use; the present perfect is found in conversations and communications dealing with the state of things in the present and is never found in narratives referring to the past.

**The present perfect is used:**

1. **When the speaker means that he is interested in the mere fact that the action took place, but not in the time when it took place, nor in the circumstances.** The time of the action is either not indicated at all, or is indicated only vaguely, by means of adverbs of indefinite time (*yet, already, just, lately,*

*recently, of late, ever, never, always, etc.*).

I don't know what he's going to do, I *haven't seen* him.

Has Mother *returned*?

I *haven't read* the letter yet.

Why are you so hard on him? What *has he done*?

Let's go, it *has* already *stopped raining*.

I've never *seen* him in this play.

**2. When the speaker means that, though the action is over, the period of time within which it was performed is not yet over at the moment of speaking (with the words *today, this week, this year, etc.*).**

I've *seen* her today.

She's *returned* from England this week.

I've *had a splitting headache* this morning.

If the period of time is over or the action refers to some particular moment of time within that period the past indefinite, not the present perfect is used.

I *had* a bad headache this morning (said in the afternoon, in the evening, etc.).

She *was* at my party this month (at the time when the party was given).

In such cases (items 1 and 2) the exclusive present perfect is rendered in Russian by the past tense.

**3. The present perfect is also used to denote actions still in progress, (the inclusive present perfect) which began before the moment of speaking and go on up to that moment or into it.** In this case either the starting point of the action is specified (by means of the adverb *since*, a prepositional phrase with *since*, or an adverbial clause with the conjunction *since*), or the period during which it continued (by various adverbs or phrases with *for*). It is thus used in the following cases:

a) with statal verbs which do not normally take continuous forms:

We met by chance last year, and I *haven't seen* her since.

I've *been* here since 8.

I love you. I've *loved* you ever since we met.

I've *known* you all my life.

I *haven't seen* you for ages.

b) with some actional (durative) verbs in which case the present perfect continuous is also possible. The

difference between the two forms lies in the following: in the case of the

present perfect the logical stress

is laid rather **on the fact** than **on the process**, whereas in the case of the present perfect continuous it is **the process** that is important.

*I've worked* here since 1960.

He *has played* football for five years already.

In such cases the inclusive present perfect is rendered in Russian by the present tense.

**4. The present perfect is also used in subordinate adverbial clauses of time and condition introduced by the corresponding conjunctions to denote a future action taking place before a certain moment in the future.**

*I'll stay with you until you've finished* everything.

Wait till *I've written* the notice.

Sometimes adverbials of place and objects expressed by words describing situations may serve in an oblique way as past time markers, connecting the activities not only with places and situations, but also with the time when the actions took place, accordingly the past indefinite is used.

Did you meet him in London? (when you were in London)

Did you like his singing? (when he sang)

The same is true of special questions beginning with *where*:

Where did you see him?

Where did you buy this hat?

#### **Note 1:**

In special questions with *when* only **the past indefinite** is possible, though the answer can be either in the past indefinite or in the present perfect depending on the actual state of affairs:

- *When did he come?*

- *He came yesterday.*

- *He has just come.*



## Note 2:

**The present perfect**, not the past indefinite is used with the verb *to be* in the sense of *to go*, *to visit* even though the adverbials of place are used:

*Have you been to London?*

*She says she's been to Paris three times.*

The meaning of such statements is '*was there at a certain time, but is there no longer*'.

Although the time of the actions denoted by the present perfect is not specified, it is generally understood as more or less recent, not long past.

§ 10. The ways of translating the present perfect into Russian vary due to the peculiarities of its time orientation and the vagueness of its aspective meaning. It can therefore be translated into Russian either by the past tense (if it is exclusive present perfect) or by the present tense (if it is inclusive present perfect). The latter applies to statal verbs and some actional durative verbs.

She has gone home.

Она уже ушла домой.  
(The past tense, perfective.)

The red balloon has burst.

Красный шарик лопнул.  
(The past tense, perfective, momentary.)

He has hit me twice.

Он ударил меня два раза.  
(The past tense, perfective, iterative.)

I've already seen him.

Я его уже видел.  
(The past tense, imperfective.)

She has seen the film three times.

Она смотрела этот фильм три раза.  
(The past tense, imperfective, iterative.)

They've lived here for seven years.

Они живут здесь семь лет.

I've known her since 1975.

Я знаю ее с 1975 года.  
(The present tense, inperfective, durative.)

## The present perfect continuous

§ 11. **Formation.** The present perfect continuous is formed analytically by means of the auxiliary *to be* in the present perfect (have/has been) plus participle I of the notional verb.

**In the interrogative** the first auxiliary (have/has) comes before the subject, the second auxiliary (been) and participle I follow the subject.

**In the negative** the corresponding negative forms of the first auxiliary (have) are used, the second auxiliary (been) and participle I follow them.

### **The paradigm of the verb in the present perfect continuous**

#### Affirmative

I have been speaking  
He (she, it) has been speaking  
We have been speaking  
You have been speaking  
They have been speaking

#### Interrogative

Have I been speaking?  
Has he (she, it) been speaking?  
Have we been speaking?  
Have you been speaking?  
Have they been speaking?

#### Negative

I have not been speaking  
He (she, it) has not been speaking  
We have not been speaking  
You have not been speaking  
They have not been speaking

#### Contracted negative

I haven't been speaking  
He (she, it) hasn't been speaking  
We haven't been speaking  
You haven't been speaking  
They haven't been speaking

#### Negative-interrogative

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| a Have I not been speaking?           | b Haven't I been speaking?           |
| ) Has he (she, it) not been speaking? | ) Hasn't he (she, it) been speaking? |
| Have we not been speaking?            | Haven't we been speaking?            |
| Have you not been speaking?           | Haven't you been speaking?           |
| Have they not been speaking?          | Haven't they been speaking?          |

The present perfect continuous is used mainly in conversation.

**§ 12. The present perfect continuous is used with actional verbs to denote:**

**1. Actions in progress which begin at a certain moment in the past and continue into the present.** In this case either the starting point of the action or the period of time during which it has been in progress is usually specified.

*I've been writing* since morning, and so I'll soon stop.

*They've been living* here since 1970. Now they are going to move to N.

*It has been raining* ever since midnight, and it is still drizzling.

She's a fourth year student, so she's *been learning* English for at least 3 years already.

All these forms denoting actions continuing into the present (the so-called present perfect continuous inclusive) are translated into Russian by the present tense, imperfective (in the sentences above: пишу, живут, дождь идет, учит).

**2. Actions in progress which begin in the past and continue up to the moment of speaking or till just before it.** It is the present perfect continuous exclusive.

Oh, here you are at last! I've *been waiting* for you all day!

It *has been snowing* since morning, but now it has stopped.

You look so sad. *Have you been crying?*

It *has been raining* for at least two hours, but now the wind has driven the clouds away.

**3. Actions in progress that both begin and end at some indeterminate time before the moment of speaking, though connected with it through their importance for the present.**

My brother *has been using* my bicycle and has got the tyre punctured.

I *have been thinking* over your offer, but still can't tell you anything definite.

I hear she *has been calling* on you again?

The forms denoting actions that are over by the moment of speaking (the so-called present perfect continuous exclusive) are translated into Russian by means of the past tense, imperfective (in the sentences in items 2 and 3 they are: ждал, снег шел, плакала, дождь шел, катался, обдумывал, приходила).

**4. Future actions in progress before a certain moment in the future** (in subordinate adverbial clauses of time and condition).

He will get accustomed to the surroundings after he *has been staying* here for a week or two.

**§ 13.** As is seen from above, the present perfect continuous cannot be used to denote a succession of actions and therefore cannot be used to describe the development of events. If two actions denoted by the present perfect continuous happen to come together it only means that they are simultaneous and are usually performed by two different persons:

I *have been living* here for two months while they *have been travelling* all over Europe. Now they are coming back, and I'll soon move back to my own place.

## THE PRONOUN

§ 1. Pronouns are deictic words which point to objects, their properties and relations, their local or temporal reference, or placement without naming them. They constitute a limited class of words (that is *a* closed system) with numerous subclasses. They are generally differentiated into noun-pronouns (substituting nouns) and adjective-pronouns (substituting adjectives).

### Morphological composition and categorical characteristics

Pronouns may be of different structure: **simple**, **compound**, and **composite**.

**Simple pronouns** comprise only one morpheme - the stem:

*I, you, he, we, etc.; this, that, some, who, all, one, etc.*

**Compound pronouns** comprise more than one stem:

*myself, themselves, somebody, everybody, anything, nothing, etc.*

**Composite pronouns** have the form of a phrase:

*each other, one another.*

Patterns of morphological change in pronouns vary greatly not only from subclass to subclass, but also within certain subclasses. Some pronouns have the category of number (*I - we, this - these*), while others have not; some have the category of case expressed in a similar way to that of nouns (*somebody - somebody's*), some have a pattern of their own (*he - him*), and others have no case distinctions at all. Some pronouns have person and gender distinctions, such as personal pronouns, while others have none.

The pronouns also have special forms to distinguish between animate and inanimate objects. This category is to be found again in personal pronouns (*he/she - it*), possessive pronouns (*himself/herself - itself*), conjunctive pronouns (*who - what*), relative pronouns (*who - which*), and interrogative pronouns (*who - what*).

### Subclasses of pronouns and their functions

§ 2. Semantically all pronouns fall into the following subclasses:

**I. Personal pronouns** are noun-pronouns, indicating persons (*I, you, he, we, they*) or non-persons (*it, they*) from the point of view of their relations to the speaker. Thus *I (me)* indicates the speaker himself, *we (us)* indicates the speaker together with some other person or persons, *you* indicates the person or persons addressed, while *he, she, they (him, her, them)* indicate persons (or things) which are neither the speaker nor the persons addressed to by the speaker.

Personal pronouns have the category of *person*, *number*, *case* (nominative and objective), and *gender*, the latter is to be found in the 3rd person only: masculine and

feminine is *he - him, she - her*; neuter case-forms *it - it* coincide.

**The nominative case form** is generally used as **subject** of the sentence, or **predicative** in the compound nominal predicate in sentences like: *It was I who did it*. However, in colloquial style the form of the objective case is preferable, especially in sentences of the type: *It is me*.

Both the nominative and the objective case forms are used after the conjunctions *as* and *than* in comparative constructions:

<i>She is as stout as I now;</i>	<i>She is as old as <b>me</b>;</i>
<i>Last year he looked much older than <b>I</b>;</i>	<i>He was a better friend to you than <b>me</b>.</i>

The nominative case-form (as well as the objective) is used in elliptical sentences: “*Who is there? – I*”. “*Who did it? – Me*”.

**The objective case form** is used mainly as **an object** (with or without a preposition), occasionally as **an attribute** in prepositional phrases: *Give **me** your hand*; *Were you speaking about **me**?*; *The better half of **me** protested*.

The fact that semantically personal pronouns indicate persons or things restricts their functioning as **adverbial modifiers**. However, they may occur in this function in a prepositional phrase: *He stood **close to me***; *Keep **behind me***.

The pronoun *you* implies a person, sometimes an animal, or an inanimate object, when the latter is personified: *Glad to see you here, Mary*; *Oh, Cat, you are as clever as a man ...*

Its singular and plural forms, as well as the objective case forms, coincide: *Are you in, John?*; *Where are you going, children?* The plural and the singular forms are differentiated only through their co-referents (denoted by *John, children*), as both agree with the verb in the plural.

Historically, the form *you* is the plural form, the singular form being *thou* (the objective case *thee*). It is no longer used nowadays except in poetry and other literary texts, where it produces a particular stylistic effect: “*So*”, *said the messenger*, “*Then thou are the spokesman*.”

The pronouns *he (him)*, *she (her)* usually refer to persons, *he* - to male, *she* - to female. However some other phenomena are often referred to as *he* or *she* in poetry and fiction. Those referred to as *he* are: *sun, wind, fear, love*; those referred to as *she* are: *earth, moon, ship, boat, car, hope, justice, modesty* and some others. Also countries, especially native countries, are referred to as *she*: *England, France, Italy, the USA*, etc.

I was born in Ireland. *She* is the best country for me.

The nominative case forms are used as **subject** or **predicative**; when used as predicatives both nominative and objective case forms are possible: *At last he lost his way*; *It was he*; *It is him*. It keeps true also for comparative constructions: *She did it better than he (him)*.

The pronoun *it* can perform functions varying so greatly that three statuses of this word should be differentiated. They are **the personal pronoun it**, **the impersonal pronoun it**, and **the demonstrative pronoun it**.

**The personal pronoun** *it* refers to non-persons, that is, to animals, things and abstract notions, as in:

*The room was large. Somebody had already cleaned **it**.*

*We had no mutual understanding, and I wanted **it** badly.*

*The dog was sitting by him. Several times **it** had turned and looked up at the boy.*

However when speaking of pet animals, especially cats and dogs, it is usual to refer to them as *he* or *she* depending on whether they are male or female, as in:

***He** is a very nice dog. **He** is my friend. **He** knows how I feel.*

*It's Pussy. **She** wants to go out.*

**The demonstrative pronoun** *it* indicates non-persons or certain situations, mentioned in the previous context:

*Some were dancing, some tried to sing. A big man, bottle in hand, lay by the armchair. Clouds or smoke*

*hung under the ceiling. Suddenly I felt sick of **it** all.*

Besides its anaphoric use, **it** is also used with **demonstrative force** when preceding the words it points to:

***It's** my husband. **It's** Mary. **It** was a red rose.*

**It** may also have the force of a purely formal element of the sentence, as the formal subject or object devoid of any lexical meaning. Its function is to point to the real subject or object which comes after the predicate and is expressed either by an infinitive (an infinitive phrase) or by a gerund (a gerundial phrase), or else by a clause.

***It** was nice to stop here.*

***It** was useless trying to see him.*

***It** was clear to everybody that she was not well.*

*May I take **it** that you will keep your word?*

When **it** refers to the predicative (or any part in this position) it serves as means of producing emphasis: the word in the predicative position becomes prominent and therefore becomes the information focus of the sentence:

*It was he who did it.*

*Именно он это сделал. (Как раз он это сделал).*

It was **there** that we met.

Именно там мы встретились. (Там-то мы и встретились).

It was **to this room** that Soames went.

Именно в эту комнату пошел Соме.

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**The impersonal pronoun *it*** functions as a purely structural element -the subject of impersonal sentences describing various states of nature and environment, or things, time, measure, or distance, etc., as in: *It was raining; It was cold that day; It's spring already; It's 10 o'clock; It's still sixty miles to the river.*

The pronoun *they (them)* is the plural form of the pronouns *he, she* and the personal *it*. Its syntactic functions are similar to those of the forms in the singular. It may be used as subject (*They had no time*) and as predicative (*It's they who will answer first*). The objective case form can also be used in these cases (*That's them*). The same form is to be found in **comparative constructions, as objects and adverbial modifiers:**

*Do you know **them**, boy?* (object)

*Try to catch up with **them**.* (prepositional object)

***In front of them** there were seven candles.* (adverbial modifier)

In addition to their usual function when they have personal meaning the pronouns *we, you, they* may be used as **indefinite-personal**, indicating people in general or a limited group of people. The difference between them is in their reference: *we* refers to a group of people including the speaker, *you* includes only the listener(s), and *they* excludes both the speaker and the listeners.

As **we know**, geographic limits between dialects are not easy to establish.

**You** never saw such a commotion up and down the house, in all your life, as when my Uncle Podger undertook to do a job.

When **you** are tired they give **you** some pills, and in a minute **you** are your own self again.

**They** say you were in the park with her?

What do **they** teach you there?

**§ 3. Possessive pronouns** indicate possession by persons (*my, mine, your, yours, their, theirs*) or non-persons (*its, their, theirs*). They comprise two sets of forms: **the conjoint forms** - *my, your, his, her, our, their*, which always combine with nouns and premodify them as attributes and the **absolute forms** - *mine, yours, his, hers, ours, yours, theirs*, which do not combine with nouns, but function as their substitutes. Thus, they may be adjective-pronouns when used as conjoint forms and noun-pronouns when used as absolute forms. There is no absolute form corresponding to the pronoun *it*.

Both conjoint and absolute forms may function with reference to persons and non-persons; pointing back (with anaphorical force) and forward (with anticipatory force).

*My friends are waiting for me.*  
*I liked this house and **its** wonderful garden.*  
*Where are the dogs? — **Mine** is under the table.*  
*The coat isn't **mine**, it's **yours**.*  
***Hers** was a wonderful room.*

A peculiarity of the English language is that possessive pronouns, not the article, are used with reference to parts of the body, personal belongings, relatives, etc.

*I raised **my** eyebrows.*  
*He rose up and put **his** hands in **his** small pockets.*  
*Where are you going to spend **your** leave?*  
*I can't see **my** way ahead.*

§ 4. **Reflexive pronouns** indicate identity between the person or non-person they denote and that denoted by the subject of the sentence. They are: *myself, yourself, herself, himself, itself, ourselves, yourselves, themselves*, structurally derived either from the possessive pronouns (*myself, yourself, ourselves, yourselves*), or from personal pronouns (*himself, herself, itself, themselves*); the pronoun *oneself* is derived from the indefinite pronoun *one*.

Reflexive pronouns derived from possessive and personal pronouns have the categories of person, number, and gender in the 3d person singular only. The generalising reflexive pronoun *oneself* has none of these.

*Oh, I can do it **myself**. He felt **himself** grow hot to the roots of his hair.*

If these are several homogeneous subjects denoting different persons including the 1st, the 1st person plural reflexive is used: *You, mother, and I must now think about **ourselves***. If there is no 1st person, the 2nd person plural reflexive is used: *You and mother must now think **of yourselves***.

If the subject is the indefinite pronoun *one*, the corresponding reflexive is used: *One must not deceive **oneself***. If the subject is expressed by any other indefinite pronoun *himself* or *themselves* is used: *Has anybody hurt **himself**?*

The most common functions of the reflexive pronouns are those of an **apposition and objects (direct, indirect, prepositional)**:

*Cedric **himself** knew nothing whatever about it.* (apposition)  
*I have all kinds of beautiful sentiments **myself**.* (apposition)  
*I learned to dress **myself** many years ago.* (direct object)  
*"How well you talk," said the Miller's wife pouring **herself** a large glass of warm ale.* (indirect object)  
*She talks only **about herself**.* (prepositional object)

Less common are the functions of the **subject, predicative, attribute, and**



## adverbial modifiers:

*My wife and **myself** welcome you, sir.* (subject)

*In some minutes she became **herself** again.* (predicative)

*She showed me a large picture of **herself** as a bride.* (attribute)

*My brother was a Robbins like **myself**.* (adverbial modifier of comparison)

*He lived in a tiny cottage all by **himself**.* (adverbial modifier of manner)

§ 5. **Reciprocal pronouns** indicate a mutual relationship between two or more than two persons, or occasionally non-persons (*each other, one another*) who are at the same time the doer and the object of the same action. Thus *They loved each other* means that the doer A loved the object B and at the same time the doer B loved the object A.

The pronoun *each other* generally implies that only two persons are involved, *one another* usually being preferred when more than two persons are involved.

Both of them are composite words and have only one grammatical category - the category of case (*each other's, one another's*).

Reciprocal pronouns in their **common case form** function as **objects**:

*Now they hate **each other**. They often quarrelled with **one another**.*

**The possessive case forms** are used as **attributes**:

*They stood silent, in **each other's** arms.*

§ 6. **Demonstrative pronouns** point to persons or non-persons or their properties: *this (these), that (those), such*.<sup>\*</sup> The first two of them have the category of number. *This (these)* and *that (those)* function both as noun-pronouns and adjective-pronouns; *such* functions only as an adjective-pronoun:

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***This** is my brother* } (noun-pronouns)

*Rob.*

***That** is very kind of  
you.*

***This** house is too large just for one } (adjective-pronouns)*

*person.*

*She is **such** a silly little tiring.*

The general demonstrative meaning of *this (these)* is of relatively *near* reference in time or space, while *that (those)* implies *distant* reference in time or space. Both of them are commonly used anaphorically, pointing to things, persons, or situations denoted in the preceding context, as in the following examples with *this* and *that*:

*He tried the door. **This** did not yield.*

*A tall blonde came forward. **This** was the barman's wife.*

*"I often wondered how you were getting on." – "**That** was very kind of you."*

Sometimes, however, these pronouns may be used with anticipatory force, pointing to something new, or something still to come:

*I know **this** – you're a traitor.*

***This** time I'll win.*

*I've never seen **this** dress of yours.*

When used with words denoting periods of time (a day and its parts, week, month, year, century) the pronoun *this* implies that these periods include the moment of speaking:

*This year he is going abroad. I had no breakfast **this** morning. I haven't seen her **this** week.*

When used with the words *town, country, government* the pronoun *this* implies ones in which the speaker lives or is staying at the moment of speaking. Phrases like *in this town, in this country, this government*, etc., should be translated into Russian by the actual names of the town or country as in the following:

Englishman: I do like this country - Я очень люблю Англию  
or by a possessive pronoun: Я очень люблю свою (нашу) страну.

The pronoun *that (those)* pointing to something relatively remote in space or time may refer to something already known or past:

*Do you see **that** red roof over there? **That's** my house.*

*Oh! **that** was a sad mistake.*

*That (those)* can be used either as a **noun-substitute** or as a **sentence-substitute**.

*The perfume of the rose is more subtle **that that** of the lily.*

Syntactically the pronouns *this* and *that* can be **subject, predicative, object, or attribute**.

***This** was my old dear car again.*

*His story was like **that**.*

*Do you remember **this**?*

*The woods are so beautiful at **this** time of year.*

When used as attributes both *this* and *that* exclude the use of the article. The pronoun *such* points to a certain quality in things, persons, or situations. It is more often used anaphorically, although can also be used in its anticipatory function.

*I like **such** little towns as this.*

*He could not love her. **Such** was everyone's verdict.*

*You can buy there **such** things as buns, sausage rolls, and plum cakes.*

*Such* never precedes the definite article, though it often occurs with the indefinite one, which is placed after *such*.

*I've never seen such a beauty.*

§ 7. **Indefinite pronouns** indicate persons or non-persons or else their properties in a general way without defining the class of objects they belong to, class or properties they possess. They are: *some, any, somebody, anybody, someone, anyone, something, anything, one*.

*Some* and *any* are both noun-pronouns and adjective-pronouns; their compounds in *-body, -one, or -thing*, as well as the pronoun *one*, are only noun-pronouns.

*Some, any, something, anything* have no grammatical categories, *somebody, anybody, someone, anyone*, and *one* have the category of case (*somebody's, anybody's, someone's, anyone's, one's*).

*Some* and *any* indicate **qualities** or **quantities**, depending on the class and grammatical form of the noun with which they are used as attributes or for which they function as their substitutes. The idea of **quantity** is actualised if they combine with:

a) count nouns in the plural:

*Are there **any** roses in your garden? I have a tot of flowers in my garden, **some** of them are sweet-scented, **some** are not.*

b) nouns of material:

*Give me **some** water, please. Can you see **any** snow on the mountaintop?*

c) abstract nouns:

*She won't give you **any** trouble.*

When used before noun-phrases with cardinal numerals *some* denotes **approximate quantity**: *some ten years ago, some twenty people* (около, приблизительно).

The idea of **quality** is actualised when *some* and *any* combine with count nouns in the singular. In a positive statement *any* acquires the meaning of 'любой'.

*They bought **some** old house in the country, (какой-то дом)*

***Any** horse will do now. (любая лошадь)*

Very often the idea of quality and that of quantity go together: *Some people will do it of their own free will* means *a certain type of persons* and *a certain number of*

people.

*Some* and *any*, indicating both indefinite qualities and quantities, differ in meaning: *some* has **assertive force**, that is presupposes the presence of some quality or quantity. It generally corresponds to the Russian некоторый, какой-то, некоторое количество. *Any* has a **non-assertive force**, that is, does not presuppose the presence of any quality or quantity, and generally corresponds to the Russian какой-нибудь, какой-либо, сколько-нибудь.

The difference in meaning predetermines their use. *Some* is commonly used in **affirmative** and **imperative sentences**.

*There are **some** apples on the table. Give him **some** milk.*

*Any* is commonly used:

1) In negative sentences (with negatives *not, no, never, neither... nor*), in sentences with **incomplete negatives** (*hardly, little, few, least, etc.*), and with **implied negatives** (*fail, prevent, reluctant, hard, difficult*).

*I don't like **any** of them. She has **never** lasted **any** wine.*

*I **hardly** knew **any** of those present.*

*He **failed** to find **any** of them.*

2) In questions, mostly general:

*Did you see **any** of them? Is there **any** bread there?*

3) In conditional clauses:

*If **any** person learns about it, you will have to leave.*

4) In comparative phrases:

*He did more for me than **any** of you.*

However, *some* not *any*, is used in interrogative sentences when their basic meaning is assertive and the speaker suggests that a certain state of affairs exists, as in:

*Did you see **some** new English books on the shelf?*

(The speaker suggests that there are new English books on the shelf and the addressee had only to look on them).

*When will you have **some** time to show me your presents?*

*Some*, not *any*, is preferable when making invitations or offers if it presupposes an acceptance:

*Will you have **some** tea? Would you like to see **some** of my pictures?*

The same holds true for negative sentences and conditional clauses with positive orientation.

*She would not find **some** letters she had left on the table.*

*If you bring her **some** flowers, she'll be only too glad.*

On the other hand *any* can be found in affirmative sentences if used with the meaning of *no matter what, no matter who*, as in: *I am so hungry. I'll eat **any** piece of stale bread. **Any** of them will do.* (Я съем любой черствый кусок хлеба, любой из них подойдет).

Syntactically *some* and *any* can be used as subject, object, or attribute.

The compound pronouns of this subclass (*something, somebody, someone, anything, anybody, anyone*) are used only as **noun-pronouns**. Those ending in *-thing* imply non-persons, and those ending in *-body* imply persons. The difference in their communicative value is the same as between *some* and *any*. The pronouns with the element *some-* are used in affirmative and conditional sentences, or in interrogative, negative and conditional sentences if they are assertive:

***Something** unexpected always happened to him.*

Что-нибудь неожиданное всегда случалось с ним.

*Let **somebody** bring me a glass of water.*

Пусть кто-нибудь принесет мне стакан воды.

*Did **somebody** called me up?*

Мне кто-то звонил?

The pronouns beginning with *any* are used in negative and interrogative sentences, in conditional clauses, in comparative phrases and in affirmative sentences meaning *no matter what, no matter who*.

*I don't see **anyone** here.*

Я никого здесь не вижу.

*If **anyone** calls, ask them to wait a moment.*

Если кто-нибудь зайдет, попросите подождать минуту.

The pronoun *one* is *indefinite-personal*. It indicates people in general implying inclusion of the speaker, much in the same way as the indefinite-personal *we, you, they* do:

*One* is used as **subject** and **attribute** (in the genitive case)

***One** never knows what may happen.*

Никогда не знаешь, что может случиться.

The use of *one* is rather formal. In everyday speech *we* or *you* is preferable:

*You never know what may happen.*

§ 8. **Negative pronouns** as the term implies render the general meaning of the sentence negative.

They are: *no, none, nothing, nobody, no one, neither*. *No* is used only as an adjective-pronoun, *none, nothing, nobody, no one* as noun-pronouns, *neither* may be used as both adjective-pronoun and noun-pronoun.

Unlike Russian, in sentences with negative pronouns no other negative words can be used:

*Я ему **ничего** не сказал. - I told him **nothing**.*

Only two negative pronouns have the category of case: *nobody* – *nobody's, no one* - *no one's*. The other pronouns of this subclass have no grammatical categories.

*No* and *none* refer to all nouns denoting both persons and things, *nothing* refers to things, whereas *nobody* and *no one* refer to persons only. *Nobody means to offend you*. The pronoun *neither* refers to two persons or things and therefore correlates only with count nouns. It has a disjunctive force (ни тот, ни другой).

***No** trees could be seen. I will give you **no** trouble.*

*No* means *not ... a* when premodifying count nouns are in the singular.

*I have no pen. = I haven't a pen with me. (ни одной ручки)*

*None* refers to many people, therefore it agrees with the predicate verb in the plural.

***None** were present at the meeting.*

*I remember **none** of the stories.*

***Nothing** happened. I could see **nothing** there.*

***Nobody** answered. (Not anybody) **No one** stirred. (Not anyone)*

***Neither** came back. **Neither** book interested me.*

When *neither* is used as subject, the predicate verb is in the singular:

***Neither** was present.*

*Nobody* and *no one* cannot be postmodified by an of-phrase. Only *none* can be

used in this case.

**None** of my relatives came to our wedding.

§ 9. **Detaching pronouns** indicate the detachment of some object from other objects of the same class. There are only two pronouns of this subclass - *other*, *another*. They are used both as noun-pronouns and as adjective-pronouns.

*One of the girls was pretty, while **the other** was terribly plain.*

*He gulped one cup, then **another**.*

*I live on the **other** side.*

Both *other* and *another* have the category of case (*other* – *other's*, *another* – *another's*), but only *other* has the category of number (*other* -*others*).

The pronoun *other* has dual reference, personal and non-personal, and correlates with all subclasses of nouns in the singular and in the plural:

***Other** times have come, **other** people are of importance.*

Unlike the majority of pronouns, *other* (both as a noun-pronoun and as an adjective-pronoun) can be preceded by the definite article and other determiners.

***The other** tree was half-withered.*

*Then he gave me **his other** hand.*

***That other** question quite upset me.*

*Show me **some other** pictures.*

***His sister's other** child was only five then.*

In these sentences *other* is used as an attribute. The attributive function can also be performed by the noun-pronoun *other* in the genitive case, as in: ***The other's** mouth twitched* where *other's* stands for some noun from the previous context.

The pronoun *another* also has a dual reference, but it correlates only with count nouns in the singular.

*Will you have **another** cup?*

*Then **another** runner came into view.*

*Another* has two meanings:

1) a different one -

*I don't very much like this dress, will you show me **another**.*

2) one more, one in addition to the one or ones mentioned before –

*She asked me a question, then **another**.*

Detaching pronouns can be used as subject, object, adverbial modifier and attribute.

**§ 10. Universal pronouns** indicate all objects (persons and non-persons) as one whole or any representative of the group separately. They are: *all, both, each, every, everything, everybody, everyone, either*.

Of these only *everybody* and *everyone* have the category of case (*everybody* - *everybody's*, *everyone* – *everyone's*), others have no grammatical categories.

These pronouns, as can be seen from the definition, differ in their reference.

Some universal pronouns (*all, everybody*) have always **collective** or **all-embracing reference**. They correspond to the Russian *все, весь, целый, всё* as in:

*All were present.*

*Все присутствовали.*

*All night long she sat by the window.*

*Всю ночь напролет она просидела у окна.*

*I haven't read all the book.*

*Я не прочел всей книги.*

*Everything looks so beautiful in spring.*

*Все так красиво весной.*

*She is everything to me.*

*Она для меня всё.*

Two pronouns (*both, either*) indicate a group comprising two persons or non-persons treated either as a whole (*both*) or as consisting of individual objects in a group of two (*either* - каждый из двух). In accordance with their reference *both* takes a predicate-verb in the plural and *either* - in the singular. The article is usually placed after *both*.

*Both have come in time.*

- *Оба пришли вовремя.*

*Both the windows were shut.*

- *Оба окна были закрыты.*

*Either of these will do.*

- *Любой из них подойдет.*

Some pronouns (*every, each, either*) always have **individual reference** (каждый, другой), therefore they agree with the predicate-verb in the singular.

*She searched every corner, but found nothing.*

*Each of them keeps silent.*

Two pronouns (*everybody, everyone*) may have both **collective** and **individual reference**. In the first case it corresponds to the Russian *все*, in the second case to the Russian *каждый*. This or that reference is generally marked not so much by the predicate-verb, as by correlation with personal or possessive pronouns.

*Everybody did as he thought best.*



*Everybody* was eager to give **his** evidence.

Tell **everybody** that **they** are to wait a bit.

**Everybody** lowered **their** eyes.

The women stood by the gates and **everyone** told **her** own story.

§ 11. **Interrogative pronouns** indicate persons or non-persons or their properties as unknown to the speaker and requiring to be named in the answer. Accordingly they are used to form special (or pronominal) questions.

This subclass of pronouns comprises *who*, *whose*, *what*, *which*, *whoever*, *whatever*, *whichever*. Of these only the pronoun *who* has the category of case — the objective case is *whom*. However there is a strong tendency in colloquial English to use *who* instead of *whom*, especially with prepositions.

**Who** did you get it **from**?

**Who** have you been **with**?

**Who** do you mean?

instead of *Whom did you get it from? (or from whom), Whom have you been with? (or with whom). Whom do you mean?*

*Who*, *whose*, *whoever* have personal reference, *what*, *whatever* have non-personal reference, and *which* may have both personal and non-personal reference.

The number of the persons implied by *who* can be derived from the context. Accordingly the predicate-verb may be in the singular or in the plural.

**Who** **has** come? It's my brother.

**Who** **are** to come today?

When *who* is used as predicative, the link verb naturally agrees with the subject:

*Who* is she? *Who* are you? *Who* were those people?

The pronouns *what* may be both a noun-pronoun (что?) and an adjective-pronoun (каков? какой?). It has mostly a non-personal reference, as in:

**What** has happened?

**What** is his name?

**What** did you say?

**What** are you looking at?

**What** book are you reading?

When *what* is used as subject it is, unlike *who*, always used with the predicate verb in the singular.

**What** is there on the table? - Some books and papers.

However when *what* is used as a predicative the link verb agrees with the subject.

*What are their names?*

*What* and *who* can both be used as predicatives in questions concerning persons. In this case they convey different meanings. *Who-questions* inquire about the person's name or parentage, while *what-questions* inquire about person's occupation, profession, rank, etc.

***“Who are you?” — “I am your sister’s son.”***

***“Who is he?” – “He is Mr. Smith.”***

***“What is she?”- “She is a painter”.***

*Which* is both a noun-pronoun and an adjective-pronoun. It may have either *personal* or *non-personal* reference.

***Which of these men is your husband?***

***Which colour do you prefer?***

*Which* always implies a choice among a certain limited group of persons or things, corresponding to the Russian **который, какой из**. The same meaning may be rendered by *what*, but *what* has always indefinite reference, whereas *which* has definite reference. Thus the following two questions.

*Which books would you like to buy?*

*What books would you like to buy?*

differ in meaning, as the first implies that one is to choose from a given number of books and that one knows what kind of books they are. When answering this question one may either specify the books or just point to them saying **“these”**. The second sentence implies that one is to choose from an indefinite number of books, from books in general. This sentence corresponds to the Russian Какие (какого жанра и т. п.) книги Вы хотели бы купить? When answering this question, one simply has to specify them.

The pronouns *whoever*, *whatever*, *whichever* are noun-pronouns. *Whoever* has personal reference, *whatever* has non-personal reference, *whichever* may have either personal or non-personal one. When used in questions they express indignation or surprise.

***Whoever could have done it?***

***Whichever was it?***

***Whatever are you trying to do?***

***Whatever is he talking about?***

§ 12. **Conjunctive pronouns** (*whom, whose, what, which, whoever, whatever, whichever*) are identical with the interrogative pronouns as to their morphological, referential and syntactical characteristics. They refer to persons and non-persons. The difference between the two subclasses lies in that the conjunctive pronouns, along with their syntactical function in the clause, connect subordinate clauses to the main clause. They are used to connect subject, predicative, and some adverbial clauses, or rather to indicate the subordinate status of these clauses, as the sentence may begin with the clause they introduce.

**Who did it** will repent. (*who* opens the subject clause)

I know **who did it**. (*who* opens the object clause)

They were **what you call model girls**. (*what* opens the predicative clause)

**Whatever you may do** you can't save the situation. (*whatever* opens the adverbial concessive clause)

Conjunctive pronouns always combine two functions - **notional** and **structural**. They are *notional* words because they function as parts of the sentence within a clause and they are *structural* words because they serve as connectors or markers of the subordinate clause.

The compounds *whoever, whatever, and whichever* introduce subject and adverbial clauses and have a concessive meaning:

**Whoever told you this** may be mistaken.

**Whichever you choose**, I'll help you.

**Whatever may be the consequences**, I insist on going on.

§ 13. **Relative pronouns** refer to persons and non-persons and open **attributive clauses** which modify words denoting these persons or non-persons. They are *who, whose, which, that*. *Who*, like its homonyms, has the category of case (*who-whom*), the others have no categories.

Relative pronouns, like conjunctive pronouns, have two functions - **notional** and **structural**: they are parts of the sentence and connectors between the main clause and the subordinate attributive clause they are used in. But unlike conjunctive pronouns they are always related (hence their name *relative*) to some noun or pronoun in the main clause. Compare the following sentences:

**Who** he was is still a mystery (conjunctive pronoun)

That is the man **who** has saved your child (relative pronoun)

I don't know **which** of the books is better.

Here is the book **which** the lecturer recommended.

Conjunctive and relative pronouns do not coincide referentially: the conjunctive pronouns *who* and *whose* have only personal reference; the relative pronoun *who* has personal reference, but *whose* has dual reference (personal and non-personal); the conjunctive pronoun *which* has dual reference, whereas the relative *which* has only

non-personal reference.

The man **who** stood at the gate was Jim.

Then the man **whose** face I still could not see began singing.

The village **whose** roofs were seen in the distance was N.

I picked up the letter **which** was on the window sill.

Relative pronouns may function in the subordinate attributive clause as subject, object, attribute, and adverbial modifier (with prepositions).

<b>TYPES OF PRONOUNS</b>	<b>THE LIST OF PRONOUNS</b>
<b>Personal pronouns</b>	The common case: I, you, he, she, it, we, they. The objective case: me, you, him, her, it, us, them.
<b>Possessive pronouns</b>	Conjoint forms: my, your, his, her, its, our, their. Absolute forms: mine, yours, his, hers, its, ours, theirs.
<b>Reflexive pronouns</b>	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.
<b>Demonstrative pronouns</b>	this, that, these, those, such, same.
<b>Indefinite pronouns</b>	some, something, somebody, someone; any, anything, anybody, anyone.
<b>Negative pronouns</b>	no, nothing, nobody, no one, none, neither.
<b>Universal pronouns</b>	all, each, both, either, every, everything, everybody, everyone.
<b>Detaching pronouns</b>	other, another.
<b>Reciprocal pronouns</b>	each other, one another.
<b>Interrogative pronouns</b>	who, what, which, whose, whoever, whatever, whichever.
<b>Conjunctive pronouns</b>	who, what, which, whose, whoever, whatever, whichever.
<b>Relative pronouns</b>	who, whose, which, that.

**§ 1.** The rules of the sequence of tenses are one of the peculiarities of English. The sequence of tenses is a dependence of the tense form of the predicate in a subordinate clause on the tense form of the predicate in its principal clause. The rules mainly concern object clauses depending on principal clauses with the predicate verb in one of the past tenses, though it holds true also for some other subordinate clauses (such as subject, predicative and appositive ones).

The rules are as follows:

**1) a present (or future) tense in the principal clause may be followed by any tense in the subordinate object clause:**

1.	I know	(that)	he plays tennis well. he is playing tennis in the park. he has played two games today. he has been playing tennis since morning.
	I say		
	I am just saying		
	I have always known		
	I've just been telling her		he played tennis yesterday. he was playing tennis when the storm began. he had played two games before the storm began. he had been playing tennis for some time when the storm began.
	I shall tell her		
			he will play tennis in summer. he will be playing tennis all day long. he will have played some games before you return. he will have been playing tennis for some time before you come.

**2) a past tense in the principal clause is followed by a past tense in the subordinate object clause.**

I knew	(that)	he played tennis well.
I said		he was playing tennis in the park.
I was just saying		he had played two games that day.
I had never known		he had been playing tennis since morning.
She had been telling		he had played tennis the day before. he had been playing when the storm began. he had played two games before the storm. he had been playing tennis for some time before the storm. he would play tennis in summer.

	he would be playing tennis all day long.
	he would have played some games by the time you returned.
	he would have been playing tennis for more than an hour before you came.

Thus the past indefinite or the past continuous tense in the subordinate clause denotes an action, simultaneous with that of the principal clause. They are translated into Russian by the present tense.

For a moment she did not know where she was.  
 Joanna noticed suddenly that I was not listening.  
 Had she not hinted what was troubling her?  
 He had thought it was his own son.  
 People had been saying he was a madman.  
 My first thought was where they were now.

The past perfect or the past perfect continuous in the subordinate clause denotes an action prior to that of the principal clause. Both of these forms are translated into Russian by the past tense.

I perceived that something had happened.  
 I wasn't going to tell her that Megan had rung me up.  
 I knew well enough what she had been doing.  
 Up to that moment I had not realized what they had been trying to prove.  
 The fact was that his sister Rose had married beneath her.  
 She had a feeling that she had been deceived.

The future in the past tenses in the subordinate clause denote an action following that of the principal clause.

I hoped she would soon be better.  
 I told Caroline that I should be dining at Fernley.  
 What she would say or do did not bother him.  
 The fact remained that none of us would see them till late at night.  
 The sudden thought that Nell would not come at all flashed through his head.

The fact that the action of the subordinate clause follows that of the action in the principal clause may be also indicated by other means.

She said she *was going* to see him the same night.

**§ 2.** The rules of the sequence of tenses concern subordinate clauses dependent not only on the predicate of the principal clause but also on any part expressed by a verb or verbal:

I received from her a letter *saying* that she *was passing* through Paris and *would like to have a chat* with me.

She smiled again, *sure* that I *should come up*.

She turned her head slightly, well *aware* that he *was watching* her.

In complex sentences containing more than two subordinate clauses the choice of the tense form for each of them depends on the tense form of the clause to which it is subordinated:

I guess you *told* him where they *had come* from and why they *were hiding*.

As far as I *can see* he *did not realize* that very soon all *would be over*.

Besides the complex sentences described above the rules of the sequence of tenses are also found in all types of clauses and simple sentences reproducing inner speech (conventional direct speech).

§ 3. As already stated the rules of the sequence of tenses concern object, subject and predicative clauses. In all the other clauses (attributive and adverbial ones) the use of tenses depends wholly on the sense to be conveyed:

Clyde thought of all the young and thoughtless company of which he had been a part.

He lifted the heavy latch which held the large iron gate in place.

She only liked men who are good-looking.

I was thinking of the day which will come only too soon.

He was standing where the creek turns sharply to the east.

At the moment he was standing where he always had stood, on the rug before the living-room fire.

She felt gay as he had promised to take her to the pictures.

You see, I could not follow them as I'm rather shy.

Mr. Direck's broken wrist healed sooner than he desired.

He knew the job better than I do.

She had been a wife for even less time than you have.

In my youth life was not the same as it is now.

§ 4. The rules of the sequence of tenses are not observed in the following cases:

1) **when the subordinate clause describes the so-called general truth, or something which the speaker thinks to be one.**

Up to then Roy never realized that our Solar system *is* but a tiny speck in the infinite Universe.

The other day I read in a book that everything alive *consists* mostly of water.

She was very young and - and ignorant of what life really *is*.

**2) when the subordinate clause describes actions referring to the actual present, future, or past time, which usually occurs in dialogues or in newspaper, radio, or TV reports.**

Margaret, I was saying to you - and I beg you to listen to me – that as far as I *have known* Mrs. Erlynne,

she *has conducted* herself well.

“Before the flier crashed,” the operator said ten minutes later, “he gave me information. He told me there

*are* still a few men alive in these mountains.”

I did not know he *will be* here tomorrow.

**3) when the predicate verb of the subordinate clause is one of the modal verbs having no past tense forms.**

She said I *must come* at once.

I thought you *should come* too.



Most *verbs* denote action or state. However, there are some verbs which have other meanings. They are **modal verbs**, **causative verbs**, some **impersonal verbs**, **relational** and **link-verbs**. They present a system of finite and non-finite forms, except for modal verbs, which have no non-finite forms.

The verb in its finite forms possesses the morphological categories of person, number, tense, aspect, perfect, voice and mood. Its syntactical function is that of the predicate.

The non-finite forms (or verbals) are four in number, they are: the infinitive, the gerund, participle I and participle II.

Non-finite verb forms possess the verbal categories of perfect, voice and to a certain extent aspect. Owing to the richness of its morphological categories, the flexibility of its syntactical functioning and wide combinability, the verb is of the greatest importance in the structure of the sentence.

The morphological categories of the verb are interrelated, that is every verb form expresses all these categories simultaneously.

## § 1. Formation of verb categories

English morphological categories are formed in two ways, synthetically and analytically.

Synthetic or simple forms are those the formal elements of which are to be found within one word from which they are inseparable. These are the present and the past indefinite affirmative (*sing, sings, sang*); the non-perfect common aspect forms of the infinitive, participle I, the gerund, participle II (*sing, singing, sung*); the imperative mood (*sing!*).

Analytical or compound verb forms consist of at least two verbal elements, an auxiliary verb and a notional verb; the latter is presented by participle I, participle II, or the infinitive.

An auxiliary verb is devoid of its lexical meaning, its role is purely grammatical. It may be finite or non-finite, thus showing whether the whole verb form is finite or non-finite as in:

Jane *is singing*.

Someone seems *to be singing* in the next room.

The auxiliary verbs in English are not numerous, they are seven: *to do, to be, to have, shall, will, should, would*.

The notional verb of a compound verb form is always non-finite, it carries the lexical meaning of the whole verb form.

The analytical verb forms are the forms of the continuous aspect, the perfect forms, the passive forms, the future forms, the future in the past forms, some forms of the subjunctive mood, the interrogative, negative and emphatic forms of the present and past indefinite.

The meaning of the analytical form as a whole is the result of the complete fusion of the auxiliary and the non-finite form.

## § 2. Morphological composition

According to their morphological composition verbs can be divided into **simple**, **derivative**, **compound** and **phrasal**.

Simple verbs consist of only one root morpheme: *to ask*, *to build*, *to come*.

Derivative verbs are composed of one root morpheme and one or more derivational morphemes (prefixes and suffixes). The main verbforming suffixes are **-ize**, **-fy**, **-en**, **-ate**, as in: *to criticize*, *to justify*, *to blacken*, *to enumerate*.

Compound verbs consist of at least two stems: *to overgrow*, *to undertake*.

Phrasal verbs consist of a verbal stem and an adverbial particle, which is sometimes referred to as postposition. The adverbial meaning is evident in phrasal verbs of the type *to come in*, *to look out*, whereas it is quite lost in the verbs *to give up*, *to give in*, *to bring up*.

## § 3. Basic verb forms

Among the synthetic verb forms there are those which are used independently and those which are used to build other verb forms. They are four in number:

the infinitive	-	<i>work</i> , <i>rise</i> ;
the past	-	<i>worked</i> , <i>rose</i> ;
indefinite	-	<i>worked</i> , <i>risen</i> ;
participle II	-	<i>working</i> , <i>rising</i> .
participle I		

The infinitive stem and participles I and II are employed to build other verbal forms.

The past indefinite is the only basic form that is not used to build other forms.

## § 4. Regular and irregular verbs

Owing to the historical development of the verb system the English verbs fall into two groups: **regular** and **irregular** verbs.

The regular verbs, which go back to the Germanic weak verbs, constitute the largest group. The past indefinite and participle II of these verbs are formed by means of the dental suffix **-ed** added to the stem of the verb. This is the productive pattern according to which all new verbs form their past indefinite and participle II.

The irregular verbs form their past indefinite and participle II according to some fixed traditional patterns going back partly to the Germanic strong verbs, partly to the weak verbs, which underwent some changes in the process of history.

**The irregular verbs** are about 250 in number. They can be arranged according to sound changes.

### Pronunciation rules of the suffix *-ed*

The suffix **-ed** is pronounced in three ways:

1) **[ɪd]** when the verb stem ends in the dental consonants [d] or [t]:

skate - skated	decide – decided
chat - chatted	end - ended

2) **[d]** when the stem ends in any voiced sound except [d]:

live – lived	stay - stayed
travel - travelled	change – changed

3) **[t]** when the stem ends in any voiceless sound except [t]:

talk - talked	wish – wished
stop - stopped	place – placed

### **Spelling rules of the verb forms with the suffix –ed**

1) The letter **-d** is added to stems ending in **-e**:

skate - skated	free – freed
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2) In all the other cases the letters **-ed** are added:

stay - stayed	talk – talked
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The final consonant letter is doubled if it is single and follows a short vowel in a stressed syllable:

nod - nodded	permit - permitted
stop- stopped	refer - referred
stir - stirred	compel- compelled

The final **-l** is doubled even in an unstressed syllable (British English):

travel - travelled	cancel – cancelled
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In some words the final **-p** is doubled in the same position:

kidnap - kidnapped	worship – worshipped
handicap –	
handicapped	

The final **-y** is changed to **-i** if it is preceded by a consonant:

cry – cried	reply – replied
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### **§ 5. Semantic classifications of the verb**

Semantic classifications of the verb may be undertaken from different standpoints.

Grammatically important is the division of verbs into the following classes:

**Actional verbs**, which denote actions proper (*do, make, go, read*, etc.) and **statal verbs**, which denote state (*be, exist, lie, sit, know*, etc.) or

relations (*fit, belong, have, match, cost, etc.*). The difference in their categorical meaning affects their morphological paradigm: **statal** and **relational verbs** have no passive voice (though some have forms coinciding with the passive voice as in *The curtains and the carpet were matched*). Also **statal** and **relational verbs** generally are not used in the continuous and perfect continuous tenses. Their occasional use in these tenses is always exceptional and results in the change of meaning.

From the syntactic standpoint verbs may be subdivided into **transitive** (переходные) and **intransitive** (непереходные) ones.

Without the object the meaning of the transitive verb is incomplete or entirely different. Transitive verbs may be followed:

a) by one direct object (**monotransitive verbs**);

Jane is helping **her sister**.

b) by a direct and an indirect objects (**ditransitive verbs**);

Jane gave **her sister an apple**.

c) by a prepositional object (**prepositional transitive verbs**):

Jane looks **after her sister**.

Intransitive verbs do not require any object for the completion of their meaning:

The sun is rising.

There are many verbs in English that can function as both transitive and intransitive.

Tom is writing a letter. (transitive)

Tom writes clearly. (intransitive)

Who has broken the cup? (transitive)

Glass breaks easily. (intransitive)

Jane stood near the piano. (intransitive)

Jane stood the vase on the piano. (transitive)

The division of verbs into **terminative** and **non-terminative** depends on the aspectual characteristic in the lexical meaning of the verb which influences the use of aspect forms.

**Terminative verbs** (предельные глаголы) besides their specific meaning contain the idea that the action must be fulfilled and come to an end, reaching some point where it has logically to stop. These are such verbs as *sit down, come, fall, stop, begin, open, close, shut, die, bring, find, etc.*

**Non-terminative, or durative verbs** (непредельные глаголы) imply that actions or states expressed by these verbs may go on indefinitely without reaching any logically necessary final point. These are such verbs as *carry, run, walk, sleep, stand, sit, live, know, suppose, talk, speak, etc.*

The end, which is simply an interruption of these actions, may be shown only by

means of some adverbial modifier:

*He slept till nine in the morning.*

The last subclass comprises verbs that can function as both *terminative* and *non-terminative* (**verbs of double aspectual meaning**). The difference is clear from the context:

Can you see well? (non-terminative)

I see nothing there. (terminative)

## § 6. The finite forms of the verb

**The category of person** expresses the relation of the action and its doer to the speaker, showing whether the action is performed by the speaker (the 1st person), someone addressed by the speaker (the 2nd person) or someone/something other than the speaker or the person addressed (the 3rd person).

**The category of number** shows whether the action is performed by one or more than one persons or non-persons.

For the present indefinite tense of the verb *to be* there are three contrasting forms: the 1st person singular, the 3rd person singular and the form for all persons plural: (*I*) *am* - (*he*) *is* - (*we, you, they*) *are*.

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In the past indefinite tense it is only the verb *to be* that has one of these categories - the category of number, formed by the opposition of the singular and the plural forms: (*I, he*) *was* - (*we, you, they*) *were*. All the other verbs have the same form for all the persons, both singular and plural.

In the future and future in the past tenses there are two opposing forms: the 1st person singular and plural and the other persons: (*I, we*) *shall go* - (*he, you, they*) *will go*; (*I, we*) *should come* - (*he, you, they*) *would come*.

In colloquial style, however, no person distinctions are found either in the future or in the future in the past tenses. The only marker for the future tenses is ‘**ll**’ used with all persons, both singular and plural: *I’ll do it*; *He’ll do it*; *We’ll do it*, etc. The marker for the future in the past tenses is ‘**d**’, also used with all persons and numbers: *I said I’d come*; *He said he’d come*; *We said we’d come*, etc. Historically ‘**ll**’ is the shortened form of *will*, ‘**d**’ is the shortened form of *would*.

The categories of person and number, with the same restrictions, as those mentioned above, are naturally found in all analytical forms containing the present indefinite tense of the auxiliaries *to be* and *to have*, or the past indefinite tense of the auxiliary *to be*: (*I*) **am** reading - (*he*) **is** reading - (*we, you, they*) **are** reading; (*I*) **am** told - (*he*) **is** told - (*we, you, they*) **are** told; (*he*) **has** come - (*I, we, you, they*) **have** come; (*he*) **has** been told - (*I, we, you, they*) **have** been told; (*he*) **has** been reading - (*I, we, you, they*) **have** been reading.

A more regular way of expressing the categories of person and number is the use of personal pronouns. They are indispensable when the finite verb forms in the indicative as well as the subjunctive moods have no markers of person or number

distinctions.

*I* stepped aside and they moved away.

*They* had been walking along, side by side, and she had been talking very earnestly.

If *you* were his own son, you could have all this.

If *she* were not a housemaid, she might not feel it so keenly.

The verb is always in the 3rd person singular if the subject of the predicate verb is expressed by a negative or indefinite pronoun, by an infinitive, a gerund or a clause:

Nothing *has happened*. Somebody *has come*.

To see him at last *was* a real pleasure. To shut that lid *seems* an easy task.

Seeing *is* believing. Visiting their house again *seems* out of the question.

What she has told me *frightens* me.

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## § 7. The category of tense

The category of tense in English (as well as in Russian) expresses the relationship between the time of the action and the time of speaking.

The time of speaking is designated as present time and is the starting point for the whole scale of time measuring. The time that follows the time of speaking is designated as future time; the time that precedes the time of speaking is designated as past time. Accordingly there are three tenses in English - **the present tense, the future tense** and the **past tense** which refer actions to present, future or past time.

Besides these three tenses there is one more tense in English, the so-called **future in the past**. The peculiarity of this tense lies in the fact that the future is looked upon not from the point of view of the moment of speaking (the present) but from the point of view of some moment in the past.

Each tense is represented by four verb forms involving such categories as aspect and perfect. Thus there are four present tense forms: the present indefinite, the present continuous, the present perfect, the present perfect continuous; four past tense forms: the past indefinite, the past continuous, the past perfect and the past perfect continuous; four future tense forms: the future indefinite, the future continuous, the future perfect and the future perfect continuous; and four future in the past tense forms: the future in the past indefinite, the future in the past continuous, the future in the past perfect, the future in the past perfect continuous.

## § 8. The category of aspect

In general the category of aspect shows the way or manner in which an action is performed, that is whether the action is perfective (совершенное), imperfective (несовершенное), momentary (мгновенное, однократное), iterative (многократное, повторяющееся), inchoative (зачинательное), durative

(продолженное, длительное), etc.

In English the category of aspect is constituted by the opposition of *the continuous aspect* and *the common aspect*.

The opposition the continuous aspect <—> the common aspect is actualized in the following contrasting pairs of forms:

Continuous

is speaking  
was speaking  
will be speaking  
has been speaking

Common

speaks  
spoke  
will speak  
has spoken

The forms in the left-hand column (whether taken in context, or treated by themselves) have a definite meaning: they describe an action as a concrete process going on continuously at a definite moment of time, or characteristic of a definite period of time (hence its name - the continuous aspect). The forms in the right-hand column, if treated by themselves, are devoid of any specific aspectual meaning. They denote the action as such, in a most general way, and can acquire a definite and more specified aspective meaning due to the lexical meaning of the verb and specific elements of the context in which they are used. Thus, for example, the verb form *sang*, when regarded out of context, has no specific aspectual characteristics, conveying only the idea of the action of singing with reference to the past. However when the same form is used in the context, it acquires the aspectual meaning conferred on it by that context. Compare the following sentences:

When he was young he *sang* beautifully (пел = умел петь).

He went over to the piano and *sang* two folk-songs (спел).

He went over to the piano and *sang* (запел).

While everybody was busy lighting a camp fire, he *sang* folk-songs (пел).

The fact that these forms may express different aspectual meanings according to the context, accounts for the term - **the common aspect**.

§ 9. Whereas all verbs can be used in the common aspect, there are certain restrictions as to the use of the continuous aspect. Some verbs do not usually have the forms of the continuous aspect. They are referred to as **statal verbs**. The most common of them are the following:

1. **Relational verbs** *have, be* and some link verbs:

*become, remain, appear, seem, sound.*

However, both *to be* and *to have* can be used in the continuous aspect forms where *to be* has the meaning *to act* and *to have* has a meaning other than *to possess*.

She *is* so foolish!  
I *have* three brothers.

She *is being* so foolish (acting foolishly) today.  
I *am having* dinner (am dining) now.

Other verbs having the same meaning of relation are not used in the continuous aspect forms:

to apply to	to exist
to belong to	to hold
to compare (to)	to interest
to concern	to matter
to contain	to measure
to cost	to own
to depend on	to possess
to deserve	to remember
to differ from	to stand for
	to weigh

**2. Verbs expressing sense perception, that is involuntary reactions of the senses:**

to feel (чувствовать),  
to hear (слышать),  
to see (видеть),  
to smell (чувствовать запах),  
to taste (чувствовать вкус).

However these verbs as well as other statal verbs may be sometimes used in continuous and perfect continuous forms, especially in informal English.

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**3. Verbs expressing emotional state:**

to care, to detest, to envy, to fear, to hate, to hope, to like, to love, to prefer, to want, to wish.

**4. Verbs expressing mental state:**

to assume, to believe, to consider, to doubt, to expect, to find, to forget, to imagine, to know, to mean, to mind, to notice, to perceive, to remember, to suppose, to suppose, to think, to understand.

**Note:**

Care should be taken to distinguish between some of these verbs denoting a **mental state proper** and the same verbs used in other meanings. In the latter case continuous aspect forms also occur. Compare, for example, the following pairs of



sentences:

I *consider* (believe) her to be a very good student.

I *expected* (supposed, thought) you'd agree with me.

I *feel* (suppose) there is something wrong about him.

I *think* (suppose) you're right.

I'm *still considering* (studying) all the pros and cons.

I could not come for I *was expecting* (waiting for) a friend at the time.

I'm *feeling* quite cold.

I *am thinking over* (studying) your offer.

I *am forgetting* things more and more now (beginning to forget).

She *is understanding* grammar better now (beginning to understand).

Moreover, all the verbs treated in § 12 can occur in the continuous aspect when the ideas they denote are to be emphasized:

Don't shout, I'm *hearing* you perfectly well!

Why are you staring into the darkness? What *are* you *seeing* there?

*Are* you still *remaining* my friend.

You see, she's *knowing* too much.

They don't know that inside I know what they're like, and that all the time I'm *hating* them.

### § 10. The category of perfect

The category of perfect is as fundamental to the English verb as the categories of tense and aspect, whereas it is quite alien to the Russian verb.

The category of perfect is constituted by the opposition of **the perfect** to **the non-perfect**.

The perfect forms denote action preceding certain moments of time in the present, past or future. The non-perfect forms denote actions belonging to certain moments of time in the present, past or future.

To see the difference between the two categories compare the following pairs of sentences containing non-perfect and perfect forms:

<u>Perfect</u>	<u>Non-perfect</u>
I <i>have seen</i> the film, and I think it is dull.	I <i>see</i> you are tired.
At last you are here! I've <i>been</i> waiting for you so long!	Whom <i>are</i> you <i>waiting</i> for?
She <i>had left</i> by the 2nd of September.	She left on the 2nd of September.
She <i>had been sleeping</i> for half an hour when the telephone woke her up.	When the fire began, everybody <i>was sleeping</i> .
I <i>shall have returned</i> before you get the supper ready.	I <i>shall return</i> at 10.

§ 11. The perfect forms belong either to the continuous or to the common aspect and as such they have specific semantic characteristics of either one or of the other.

Thus the perfect continuous forms denote continuous actions taking place during a definite period of time preceding the present moment or some moment of time in the past or future. The moment of time in question may be either *e x c l u d e d* or *i n c l u d e d* in the period of time of the action, as in the following:

Don't wake her up, she has only been sleeping *for half an hour*. (She is still sleeping at the moment of speaking.)

She had been living in St.-Petersburg *for 10 years when we met*. (She was still living there at that moment of past time.)

He will have been working here *for 20 years next autumn*. (He will still be working here at that moment of the future.)

I've woken her up, she has been sleeping *since dinner*. (She is not sleeping at the moment of speaking.)

They had been living in St.-Petersburg *for 10 years when they moved to N*. (They were not living in St.-Petersburg any longer at that moment of past time.)

He will have been working there *for 5 years before he returns to our institute*. (He will not already be working there any longer at that moment of the future.)

The perfect forms of the common aspect are devoid of any specific aspect characteristics and acquire them only from the lexical meaning of the verb or out of the context in which they are used. Thus terminative verbs in the perfect forms of the common aspect express completeness of the action:

She *had shut* the window and was going to sleep.

The completed actions expressed by such forms may be **momentary or iterative**, as in:

He *had stumbled* and *fallen down* before I could support him.

He *had stumbled* and *fallen down* on his knees several times before he reached the bushes.

Non-terminative verbs may express both completed and incompleted actions:

She *had spoken* to all of them before she came to any conclusion. (поговорила)

I *have known* him all my life. (знаю)

They may also express iterative or durative actions:

He *had lived* in many little towns before he settled in St.-Petersburg.

She *had lived* here since the war.

Thus the difference between the perfect and the perfect continuous forms is similar to the difference between the indefinite and the continuous non-perfect forms.

Before passing on to a thorough study of all verb forms in detail it should be clearly understood that every one of them is a bearer of three grammatical categories, those of tense, perfect, and aspect, that is every form shows whether the action refers to the present, the past, the future or the future viewed from the past; whether it belongs to a certain moment of time within each of these time-divisions or precedes that moment, and whether it is treated as continuous or not.

Table I

### Tense, aspect and perfect forms of the English verbs

Tense	Perfect	Non-Perfect	Perfect
	Aspect		
Present	Common	Takes	Has taken
	Continuous	Is taking	Has been taking
Past	Common	Took	Had taken
	Continuous	was taking	had been taking
Future	Common	will take	will have taken
	Continuous	will be taking	will have been taking
Future in the Past	Common	would take	would have taken
	Continuous	would be taking	would have been taking

Thus each tense is represented by four verb forms involving such categories as aspect and perfect. There are

**four present tense forms:**

the present indefinite (the simple present)  
the present continuous  
the present perfect  
the present perfect continuous

**four past tense forms:**

the past indefinite (the simple past)

the past continuous  
the past perfect  
the past perfect continuous

**four future tense forms:**

the future indefinite (the simple future)  
the future continuous  
the future perfect  
the future perfect continuous

**four future in-the-past tenses:**

the future in-the-past indefinite (the simple future-in-the-past)  
the future in-the-past continuous  
the future in-the-past perfect  
the future in-the-past perfect continuous.

## Mixed tenses: letters

**Ex. 1.** *Put the verbs in brackets into the correct tense and fill the spaces with suitable forms.*

### Part 1

- 1 Caller: this is Mrs Jones at 22 High Street. ...I have an appointment for a shampoo and set, please?
- 2 Receptionist: Yes, Mrs Jones. Who usually (do) your hair?
- 3 Caller: Peter usually (do) it, but the last time I (come) he (be) on holiday and Ann (do) it. So if Peter (be) not available, Ann (do) very well.
- 4 Receptionist: When you (want) to come, Mrs Jones?
- 5 Caller: I (like) to come tomorrow afternoon if possible.
- 6 Receptionist: I'm afraid that that afternoon is full. Thursday afternoon at 4.00 (suit) you?
- 7 Caller: I'm afraid it .... My mother-in-law (come) to tea.
- 8 Receptionist: Then what about Friday afternoon? Peter (be able) (do) you at 4.00.
- 9 Caller: That (be) splendid. Thank you very much.
- 10 Receptionist: Thank you, Mrs Jones. We (expect) you at 4.00 on Friday then.  
Goodbye.

### Part 2

- 11 Tom: . . . I speak to Ann, please?
- 12 Ann: Ann (speak).
- 13 Tom: Tom here. Where you (be), Ann? I (try) to get on to you for the last half hour. You (not leave) your office at 5.00?
- 14 Ann: Yes, I ..., but today I (go) shopping and only just (get) in. It (be) nice to hear your voice, Tom. I (not know) you (be) in London.
- 15 Tom: I only (arrive) this morning. I (ring) you before but I (be) terribly busy all day covering a conference. It only just (end). You (do) anything tonight, Ann?
- 16 Ann: Yes, I (go) to the theatre.
- 17 Tom: But that (be) terrible! I (be) only here for one night!
- 18 Ann: I (be) sorry, Tom. If you (tell) me you were coming up, I (keep) the evening free. But you didn't tell me.
- 19 Tom: I (not know) myself till this morning when the boss suddenly (dash) into the office and (tell) me to rush up here to cover the conference.
- 20 Ann: I thought Peter usually (do) the conferences.
- 21 Tom: Yes, he (do) but when he (drive) up here last night he (have) accident and (take) (*passive*) to hospital. So I (do) it instead. Ann, you really (go) out tonight? . . . (*negative interrogative*) you get out of it?
- 22 Ann: No, I . . . (*negative*). I'm free tomorrow but I (suppose) that (be) too late.
- 23 Tom (suddenly changing his plans): No, I (stay) another day. I daresay the boss (get) over it. You (like) to meet me for dinner tomorrow?
- 24 Ann: I (love) to. But Tom, you (be) sure it (be) all right? I (hate) you to lose

your job.

25 Tom: It (be) all right. I (ring) the boss and tell him I (stay) another night. I (stay) an extra night in York last month and he (not seem) too put out about it.

26 Ann: Why you (stay) an extra night in York? Tom: I (tell) you tomorrow. Goodnight, Ann.

**Ex. 2 Choose the right variant.**

1. When, Ann last?

I \_\_\_ her since she \_\_\_ to another city.

- a) have you seen, haven't seen, has moved
- b) did you see, didn't see, moved
- c) did you see, haven't seen, moved
- d) have you seen, didn't see, has moved

2. Our train \_\_\_ at 8 o'clock. If you \_\_\_ at 5, we. our things.

- a) leaves, come, will pack
- b) will leave, will come, will be packing
- c) is leaving, will come, are packing
- d) leaves, come, will be packing

3. They \_\_\_. to build a new McDonalds in several days and \_\_\_ it by the end of the year.

- a) will start, will finish
- b) are starting, will have finished
- c) start, will be finishing
- d) start, are finishing

4. I \_\_\_ the performance for twenty minutes when my friend \_\_\_ at last. His car \_\_\_ on his way to the theatre.

- a) was watching, had come, had broken down
- b) had been watching, came, had broken down
- c) watched, came, broke down
- d) have been watching, had come, has broken

5. Look, what he \_\_\_ on the blackboard. He \_\_\_ three mistakes.

- a) is writing, has made
- b) has written, had made
- c) has been writing, is making
- d) writes, made

6. What \_\_\_ if the rain \_\_\_, \_\_\_ by evening? It \_\_\_ since yesterday, I wonder when it \_\_\_.

- a) will we do, doesn't stop, is pouring, will stop
- b) are we doing, hasn't stopped, had been pouring, stops
- c) shall we have done, won't have stopped, was pouring, will be stopping
- d) shall we do, hasn't stopped, has been pouring, will stop

7. What \_\_\_ when I \_\_\_? - We. \_\_\_ the article which Mary \_\_\_ just ..... I \_\_\_ to read it for a long time.

- a) did you do, was coming in, were reading, has brought, have wanted
- b) were you doing, came in, were reading, had brought, had wanted
- c) had you been doing, came in, read, brought, had been wanting

d) have you done, have come in, have read, has brought, wanted

8. It\_\_\_dark, it's time for the children to go home. They\_\_\_in the yard for the whole evening.

a) got, play

b) has got, are playing

c) is getting, have been playing

d) gets, played

9. I haven't heard you come into the room. When\_\_\_? —

I \_\_\_ long ago. You\_\_\_and I\_\_\_to disturb you.

a) did you come, came, were reading, was not wanting

b) did you come, came, were reading, did not want

c) have you come, have come, have been reading, don't want

d) were you coming, was coming, read, haven't wanted

10. I\_\_\_till Father\_\_\_. He\_\_\_his key and I will have to wait for him.

a) won't be leaving, will come, had lost

b) won't leave, will come, has lost

c) won't leave, comes, has lost

d) aren't leaving, comes, loses

### Ex. 3 Translate into English (revision).

1. Он стоял у окна и думал о своем будущем.

2. Я видел его давно. Я видел его недавно. Я не видел его давно.

3. Это произошло до того, как мы туда приехали.

4. Они сделали все возможное (do one's best) до того, как пришел врач.

5. Я надеюсь, тебе будет все ясно, когда ты получишь письмо.

6. К 9 часам он закончил работу и вышел на улицу. Ветер утих (fall), но было довольно прохладно. Он медленно шел, стараясь ни о чем не думать.

7. Я не видел тебя целую вечность. Как дела, какие новости?

8. Вы ошиблись. Вы передаете мне соль, а не горчицу (mustard).

9. Мы остановились, так как какой-то человек подходил к нам.

10. Я пришел, чтобы попрощаться с вами. Завтра в это время я буду плыть (sail) к острову Пасхи (Easter).

11. Куда ты положил ключ? Я нигде не могу его найти.

12. Он не видел меня, так как что-то писал.

13. Наконец я сделал свою домашнюю работу и теперь свободен.

14. Кто-то стоит у нашей двери. Мне кажется, он подслушивает (overhear).

15. Если она не получит никаких известий от брата на этой неделе, она пошлет телеграмму.

16. К тому времени, когда мы добрались до дома, снег прекратился, а луна ярко сияла на темном небе. Мы устали, т. к. шли три часа.

17. Ты когда-нибудь слышал, как хорошо она говорит по-английски? Говорят (they say), она учит его уже три года.

18. Что ты будешь делать завтра в три часа? Если ты будешь свободен, мы придем к тебе.

## MODAL VERBS

### CAN AND BE ABLE

#### *Part 1. Can used to express ability with could, shall/will be able*

*Fill the following spaces, using **can** for present, **could** for past and **shall/will be able** for future. There is no need to use other able form in this section. Put **to** where necessary before the infinitives.*

- 1 . . . you stand on your head? ~ I . . . when I was at school but I . . . now. (2nd verb negative)
- 2 When I've passed my driving test I . . . hire a car from our local garage.
- 3 At the end of the month the Post Office will send him an enormous telephone bill which he . . . pay. (negative)
- 4 I . . . remember the address, (negative) ~ . . . you even remember the street? (negative)
- 5 When the fog lifts we . . . see where we are. . .
- 6 You've put too much in your rucksack; you never . . . carry all that.
- 7 When I was a child I . . . understand adults, and now that I am an adult I . . . understand children, (negative, negative)
- 8 When you have taken your degree you . . . put letters after your name?
- 9 Don't try to look at all the pictures in the gallery. Otherwise when you get home you . . . remember any of them. (negative)
- 10 When I first went to Spain I . . . read Spanish but I . . . speak it. (2nd verb negative)
- 11 ...you type? ~ Yes, I . . . type but I . . . do shorthand, (2nd verb negative)
- 12 I'm locked in. I . . . get out! (negative) ~ . . . you squeeze between the bars? (negative) ~ No! I . . .; I'm too fat. (negative)

#### *Part 2. Could and was able*

*In some of the following sentences either could or was able could be used. In others only was/were able is possible. Fill the spaces and put to where necessary before the infinitives.*

- 13 He was very strong; he . . . ski all day and dance all night.
- 14 The car plunged into the river. The driver . . . get out but the passengers were drowned.
- 15 I was a long way from the stage. I . . . see all right but I . . . hear very well. (2nd verb negative)
- 16 We . . . borrow umbrellas; so we didn't get wet.
- 17 . . . you walk or did they have to carry you?
- 18 I had no key so I . . . lock the door. (negative)
- 19 I knew the town so I . . . advise him where to go.
- 20 When the garage had repaired our car we . . . continue our journey.
- 21 At five years old he . . . read quite well.
- 22 When I arrived everyone was asleep. Fortunately I . . . wake my sister and she let me in.



- 23 The swimmer was very tired but he . . . reach the shore before he collapsed.  
24 The police were suspicious at first but I . . . convince them that we were innocent.

### **Part 3**

*This section includes examples of **could** used for **polite requests** and as a **conditional**.*

- 25 . . . I speak to Mr Pitt, please? ~ I'm afraid he's out at the moment. . . . you ring back later?  
26 If you stood on my shoulders . . . you reach the top of the wall? ~ No, I'm afraid I . . . (negative)  
27 If I sang . . . you accompany me on the piano? ~ No, I ..., I ... play the piano! (negative, negative)  
28 If a letter comes for me . . . you please forward it to this address?  
29 She made the wall very high so that boys . . . climb over it. (negative)  
30 They took his passport so that he . . . leave the country, (negative)  
31 . . . you tell me the time, please? ~ I'm afraid 1. . . . I haven't got a watch. (negative)  
32 If you had to, . . . you go without food for a week? ~ I suppose I . . . if I had plenty of water.  
33 . . . you lend me J5? ~ No, I . . . (negative)  
34 They used to chain valuable books to library desks so that people . . . take them away. (negative)  
35 He says that he saw Clementine drowning but . . . help her as he . . . swim. (negative, negative)  
36 If you had had the right tools . . . you have repaired the engine?

### **MAY**

*Insert the correct form of **may/might** except in 10 and 36, where **be allowed** form is necessary.*

- 1 It - . . rain, you'd better take a coat.  
2 He said that it . . . rain.  
3 We . . . as well stay here till the weather improves.  
4 . . . I borrow your umbrella?  
5 You . . . tell me! (I think I have a right to know.)  
6 Candidates . . . not bring textbooks into the examination room.  
7 People convicted of an offence . . . (have a right to) appeal.  
8 If he knew our address he . . . come and see us.  
9 . . . I come in? ~ Please do.  
10 When he was a child he . . . (they let him) do exactly as he liked.  
11 I think I left my glasses in your office. You . . . ask your secretary to look for them for me. (request)  
12 He . . . be my brother (I admit that he is) but I don't trust him.  
13 I . . . never see you again.  
14 He... be on the next train. We . . . as well wait.

- 15 If we got there early we . . . get a good seat.
- 16 The police . . . (have a right to) ask a driver to take a breath test.
- 17 You ought to buy now; prices . . . go up.
- 18 I'll wait a week so that he . . . have time to think it over.
- 19 He isn't going to eat it; I... as well give it to the dog.
- 20 You . . . at least read the letter. (I think you should.)
- 21 You . . . have written, (I am annoyed/disappointed that you didn 't.)
- 22 We'd better be early; there . . . be a crowd.
- 23 Nobody knows how people first came to these islands. They . . . have sailed from South America on rafts.
- 24 You . . . (have permission to) use my office.
- 25 He said that we . . . use his office whenever we liked.
- 26 I don't think I'll succeed but I . . . as well try.
- 27 You ought to go to his lectures, you . . . learn something.
- 28 If we can give him a blood transfusion we . . . be able to save his life.
- 29 Two parallel white lines in the middle of the road mean that you . . . not overtake.
- 30 If I bought a lottery ticket I . . . win J1,000.
- 31 If you said that, he . . . be very offended.
- 32 I wonder why they didn't go. ~ The weather . . . have been too bad.
- 33 Warning: No part of this book . . . be reproduced without the publisher's permission.
- 34 He has refused, but he . . . change his mind if you asked him again.
- 35 . . . I see your passport, please?
- 36 He . . . (negative) drive since his accident. (They haven't let him drive.)

## **MUST AND HAVE TO**

*Fill the spaces in the following sentences by inserting **must** or the present, future, or past form of **have to**.*

- 1 She . . . leave home at eight every morning at present.
- 2 Notice in a picture gallery: Cameras, sticks and umbrellas . . . be left at the desk.
- 3 He sees very badly; he . . . wear glasses all the time.
- 4 I... do all the typing at my office.
- 5 You . . . read this book. It's really excellent.
- 6 The children . . . play in the streets till their mothers get home from work.
- 7 She felt ill and . . . leave early.
- 8 Mr Pitt . . . cook his own meals. His wife is away.
- 9 I hadn't enough money and I . . . pay by cheque.
- 10 I never remember his address; I always . . . look it up.
- 11 Employer: You . . . come to work in time.
- 12 If you go to a dentist with a private practice you . . . pay him quite a lot of money.
- 13 Father to small son: You . . . do what Mummy says.
- 14 My neighbour's child . . . practise the piano for three hours a day.
- 15 Doctor: I can't come now.  
    Caller: You . . . come; he's terribly ill.
- 16 English children . . . stay at school till the age of 16.

- 17 In my district there is no gas laid on. People . . . use electricity for everything.
- 18 Notice above petrol pump: All engines . . . be switched off.
- 19 Mother to daughter: You . . . come in earlier at night.
- 20 The shops here don't deliver. We . . . carry everything home ourselves.
- 21 The buses were all full; I . . . get a taxi.
- 22 Notice beside escalators: Dogs and push chairs . . . be carried.
- 23 'Au pair' girls usually . . . do quite a lot of housework.
- 24 Tell her that she . . . be here by six. I insist on it.
- 25 When a tyre is punctured the driver . . . change the wheel.
- 26 Park notice: All dogs . . . be kept on leads.
- 27 She . . . learn how to drive when her local railway station is closed.
- 28 Railway notice: Passengers . . . cross the line by the footbridge.
- 29 I got lost and . . . ask a policeman the way.
- 30 Farmers . . . get up early.
- 31 If you buy that television set you . . . buy a licence for it.
- 32 When I changed my job I . . . move to another flat.
- 33 Waiters . . . pay tax on the tips that they receive.
- 34 Father to son: I can't support you any longer; you . . . earn your own living from now on.
- 35 Railway notice: Passengers . . . be in possession of a ticket.
- 36 Whenever the dog wants to go out I... get up and open the door.

### **MUST NOT AND NEED NOT**

*Use **must not** or **need not** to fill the spaces in the following sentences.*

- 1 You . . . ring the bell; I have a key.
- 2 Notice in cinema: Exit doors . . . be locked during performances.
- 3 You . . . drink this: it is poison.
- 4 We . . . drive fast; we have plenty of time.
- 5 You . . . drive fast; there is a speed limit here.
- 6 Candidates . . . bring books into the examination room.
- 7 You . . . write to him for he will be here tomorrow.
- 8 We . . . make any noise or we'll wake the baby.
- 9 You . . . bring an umbrella. It isn't going to rain.
- 10 You . . . do all the exercise. Ten sentences will be enough.
- 11 We . . . reheat the pie. We can eat it cold.
- 12 Mother to child: You . . . tell lies.
- 13 You . . . turn on the light; I can see quite well.
- 14 You . . . strike a match; the room is full of gas.
- 15 You . . . talk to other candidates during the exam.
- 16 We . . . make any more sandwiches; we have plenty now.
- 17 You . . . put salt in any of his dishes. Salt is very bad for him.
- 18 You . . . take anything out of a shop without paying for it.
- 19 You . . . carry that parcel home yourself; the shop will send it.
- 20 You . . . clean the windows. The window-cleaner is coming tomorrow.
- 21 Mother to child: You . . . play with matches.
- 22 Church notice: Visitors . . . walk about the church during a service.
- 23 I... go to the shops today. There is plenty of food in the house.

- 24 You . . . smoke in a non-smoking compartment.  
25 Police notice: Cars . . . be parked here.  
26 We . . . open the lion's cage. It is contrary to Zoo regulations.  
27 You . . . make your bed. The maid will do it.  
28 I want this letter typed but you . . . do it today. Tomorrow will do.  
29 I'll lend you the money and you . . . pay me back till next month.  
30 We . . . climb any higher; we can see very well from here.  
31 You . . . look under the bed. There isn't anybody there.  
32 You . . . ask a woman her age. It's not polite.  
33 You've given me too much. ~  
You . . . eat it all.  
34 We . . . forget to shut the lift gates.  
35 Mother to child: You . . . interrupt when I am speaking.  
36 If you want the time, pick up the receiver and dial 8081; you . . . say anything.

### NEED NOT AND DON'T HAVE TO ETC.

*Replace the words in bold type by **need not/need I?** etc., or a negative or interrogative **have to** form. Ex.: I've been invited to a wedding; but I can't go. Will it be necessary for me to send a present? Shall I have to send a present?*

- 1 **It isn't necessary for him** to go on working. He has already reached retiring age. (He . . .)  
2 **Was it necessary for you to** wait a long time for your bus?  
3 **It isn't necessary for me to** water my tomato plants every day.  
4 **It will be necessary for them to** get up early when they go out to work every day.  
5 We had to stop at the frontier but we **were not required to** open our cases.  
6 It wasn't necessary to walk. He took us in his car. (We . . .)  
7 My employer said, **I shan't require** you tomorrow.' (You . . . come.)  
8 **It is never necessary for me to** work on Saturdays.  
9 When I am eighteen I'll be of age. Then **it won't be necessary to** live at home if I don't want to.  
10 New teacher to his class: **It isn't necessary for you** to call me 'Sir'; call me 'Bill'.  
11 **Will it be necessary for us to** report this accident to the police?  
12 When you buy something on the installment system you **are not required to** pay the whole price at once.  
13 Did you know enough English to ask for your ticket?  
**It wasn't necessary** to say anything. I bought my ticket at a machine.  
14 **It isn't necessary to** buy a licence for a bicycle in England. (We . . .)  
15 **Is it essential for you to** finish tonight?  
16 **Is it necessary for people to** go everywhere by boat in Venice?  
17 **Will it be necessary for me to** sleep under a mosquito net?  
18 Most people think that civil servants **are not required to** work very hard.  
19 **It wasn't necessary to swim.** We were able to wade across.  
20 **It isn't necessary for you to** drive me to the station. I can get a taxi.  
21 Our plane was delayed so we had lunch at the airport. But **it wasn't necessary** to pay for the lunch. The airline gave it to us.

- 22 **Is it obligatory for us to** vote?
- 23 When you were a child **were you required to** practise the piano?
- 24 I saw the accident but fortunately **it wasn't necessary for me to** give evidence as there were plenty of other witnesses.
- 25 Small boy to friend: **It won't be necessary for you to** work hard when you come to my school. The teachers aren't very strict.
- 26 They had plenty of time. **It wasn't necessary for them to** hurry.
- 27 **Is it necessary for you to** take your dog with you everywhere?
- 28 What time **was it necessary for you to** leave home?
- 29 I brought my passport but I **wasn't required to** show it to anyone.
- 30 I missed one day of the exam. **Will it be necessary for me to** take the whole exam again?
- 31 Is it really necessary for you to practise the violin at 3 a.m.?
- 32 Everything was done for me. It wasn't necessary for me to do anything.
- 33 Are French children **obliged to** go to school on Saturdays?
- 34 I was late for the opera. ~ **Was it necessary for you to** wait till the end of the first act before finding your seat?
- 35 He repaired my old watch so it wasn't necessary for me to buy a new one after all.
- 36 **Were you required to** make a speech?

### **MUST, CAN'T AND NEEDN'T WITH THE PERFECT INFINITIVE**

**must** + perfect infinitive is used for affirmative deductions.

**can't/couldn't** + infinitive is used for negative deductions.

**needn't** + perfect infinitive is used for a past action which was unnecessary but was performed.

*Fill the spaces in the following sentences by using one of these forms + the perfect infinitive of the verbs in brackets.*

- 1 Did you hear me come in last night? ~ No, I . . . (be) asleep.
- 2 I wonder who broke the wineglass; it . . . (be) the cat for she was out all day.
- 3 You . . . (help) him. ( You helped him but he didn 't need help.)
- 4 I had my umbrella when I came out but I haven't got it now. ~ You . . . (leave) it on the bus.
- 5 He . . . (escape) by this window because it is barred.
- 6 I . . . (give) J10. J5 would have been enough.
- 7 I saw a rattlesnake near the river yesterday. ~ You . . . (see) a rattlesnake. There aren't any rattlesnakes in this country.
- 8 He is back already. ~ He . . . (start) very early.
- 9 He returned home with a tiger cub. ~ His wife (be) very pleased about that.
- 10 I bought two bottles of milk. ~ You . . . (buy) milk; we have heaps in the house.
- 11 I phoned you at nine this morning but got no answer. ~ I'm sorry. I . . . (be) in the garden.
- 12 I left my bicycle here and now it's gone. ~ Someone . . . (borrow) it.
- 13 When she woke up her watch had vanished. ~ Someone . . . (steal) it while she slept.
- 14 I've opened another bottle. ~ You . . . (do) that. We've only just started this one.

- 15 The machine said, 'You weigh 65 kilos,' and I said, 'Thank you.' ~ You . . . (say) anything.
- 16 I told him to turn left and he immediately turned right! ~ He . . . (understand) you.
- 17 Perhaps he swam across. ~ No, he . . . (do) that; he can't swim.
- 18 Do you remember reading about it in the newspapers? ~ No, I . . . (be) abroad at the time.
- 19 He . . . (walk) from here to London in two hours. It isn't possible.
- 20 He was very sick last night. ~ The meat we had for supper . . . (be) good.
- 21 There was a dock strike and the liner couldn't leave port. ~ The passengers . . . (be) furious.
- 22 We went to a restaurant and had a very good dinner for J3. ~ You . . . (have) a very good dinner if you only paid J3.
- 23 I have just watered the roses. ~ You . . . (water) them. Look, it's raining now!
- 24 That carpet was made entirely by hand. ~ It . . . (take) a long time.
- 25 The door was open. ~ It . . . (be) open. I had locked it myself and the key was in my pocket.
- 26 He said that he watered the plants every day. ~ He . . . (water) them. If he had they wouldn't have died.
- 27 He came out of the water with little red spots all over his back. ~ He . . . (be) stung by a jelly-fish.
- 28 We've sent for a doctor. ~ You . . . (send) for him. I am perfectly well.
- 29 I've made two copies. ~ You . . . (make) two. One would have been enough.
- 30 There was a terrible crash at 3 a.m. ~ That . . . (be) Tom coming in from his party.
- 31 I had to get down the mountain in a thick fog. ~ That . . . (be) very difficult.
- 32 I saw Ann in the library yesterday. ~ You . . . (see) her; she is still abroad.
- 33 How did he get out of the house? He . . . (come) down the stairs for they were blazing.
- 34 You . . . (lend) him your map. He has one of his own.
- 35 I spoke in English, very slowly. ~ You . . . (speak) slowly. He speaks English very fluently.
- 36 He was found unconscious at the foot of the cliff. He . . . (fall) 200 metres.

## MODAL VERBS

### *1. Fill in the blanks with can or be able in different tenses.*

1. ... you stand on your head? ~ I ... when I was at school but I ... now. (2nd verb negative) 2. When I've passed my driving test I ... hire a car from our local garage. 3. At the end of the month the Post Office will send him an enormous telephone bill which he ... pay. (negative) 4. I ... remember the address, (negative) ~ ... you even remember the street? (negative) 5. When the fog lifts we ... see where we are. 6. You've put too much in your rucksack; you never ... carry all that. 7. When I was a child I .. understand adults, and now that I am an adult I ... understand children, (negative, negative) 8. When you have taken your degree you ... put letters after your name? 9. Don't try to look at all the pictures in the gallery. Otherwise when you get home you ... remember any of them. (negative) 10. When I first went to Spain I ... read Spanish but I .. speak it. (2nd verb negative) 11. ... you type? ~ Yes, I ... type but I ... do shorthand. (2nd verb negative) 12. I'm locked in. I ... get out! (negative) ~ ... you squeeze between the bars? (negative) ~ No! I ..; I'm too fat. (negative) 13. He was very strong; he ... ski all day and dance all night. 14. The car plunged into the river. The driver ... get out but the passengers were drowned. 15. I was a long way from the stage I ... see all right but I ... hear very well. (2nd verb negative) 16. We .. borrow umbrellas; so we didn't get wet. 17. ... you walk or did they have to carry you? 18. I had no key so I ... lock the door, (negative) 19. I knew the town so I ... advise him where to go. 20. When the garage had repaired our car we ... continue our journey. 21. At five years old he ... read quite well. 22. When I arrived everyone was asleep. Fortunately I ... wake my sister and she let me in. 23. The swimmer was very tired but he ... reach the shore before he collapsed. 24. The police were suspicious at first but I ... convince them that we were innocent. 25. ... I speak to Mr Pitt, please? ~ I'm afraid he's out at the moment ... you ring back later? 26. If you stood on my shoulders ... you reach the top of the wall? ~ No, I'm afraid I ... (negative) 27. If I ... sang you accompany me on the piano? ~ No, I ..., I .. play the piano! (negative, negative) 28. If a letter comes for me ... you please forward it to this address? 29. She made the wall very high so that boys ... climb over it. (negative) 30. They took his passport so that he ... leave the country. (negative) 31. ... you tell me the time, please? ~ I'm afraid I ... I haven't got a watch, (negative) 32. If you had to, .. you go without food for a week? ~ I suppose I ... if I had plenty of water. 33. ... you lend me £5? No, I ... (negative) 34. They used to chain valuable books to library desks so that people ...take them away, (negative) 35. He says that he saw Clementine drowning but .. help her as he .. swim (negative, negative) 36. If you had had the right tools ... you have repaired the engine?

### *2. Insert the correct form of may/might except in 10 and 36, where a be allowed form is necessary.*

1. It ... rain, you'd better take a coat. 2. He said that it ... rain. 3. We ... as well stay here till the weather improves. 4. ... I borrow your umbrella? 5. You ... tell me! (7

think I have a right to know.) 6. Candidates ... not bring textbooks into the examination room. 7. People convicted of an offence ... (have a right to) appeal. 8. If he knew our address he ... come and see us. 9. ... I come in? ~ Please do. 10. When he was a child he ... (they let him) do exactly as he liked. 11. I think I left my glasses in your office. You ... ask your secretary to look for them for me. (request) 12. He ... be my brother (I admit that he is) but I don't trust him. 13. I ... never see you again. 14. He ... be on the next train. We ... as well wait. 15. If we got there early we ... get a good seat. 16. The police ... (have a right to) ask a driver to take a breath test. 17. You ought to buy now; prices ... go up. 18. I'll wait a week so that he ... have time to think it over. 19. He isn't going to eat it; I ... as well give it to the dog. 20. You ... at least read the letter. (I think you should.) 21. You ... have written. (I am annoyed/disappointed that you didn't.) 22. We'd better be early; there ... be a crowd. 23. Nobody knows how people first came to these islands. They ... have sailed from South America on rafts. 24. You ... (have permission to) use my office. 25. He said that we ... use his office whenever we liked. 26. I don't think I'll succeed but I ... as well try. 27. You ought to go to his lectures, you ... learn something. 28. If we can give him a blood transfusion we ... be able to save his life. 29. Two parallel white lines in the middle of the road mean that you ... not overtake. 30. If I bought a lottery ticket I ... win £1,000. 31. If you said that, he ... be very offended. 32. I wonder why they didn't go. ~ The weather ... have been too bad. 33. Warning: No part of this book ... be reproduced without the publisher's permission. 34. He has refused, but he ... change his mind if you asked him again. 35. ... I see your passport, please? 36. He ... (negative) drive since his accident. (They haven't let him drive.)

**3. Fill the spaces in the following sentences by inserting *must* on the present, future, or past form of *have to*.**

1. She ... leave home at eight every morning at present. 2. Notice in a picture gallery: Cameras, sticks and umbrellas ... be left at the desk. 3. He sees very badly; he ... wear glasses all the time. 4. I ... do all the typing at my office. 5. You ... read this book. It's really excellent. 6. The children ... play in the streets till their mothers get home from work. 7. She felt ill and ... leave early. 8. Mr Pitt ... cook his own meals. His wife is away. 9. I hadn't enough money and I ... pay by cheque. 10. I never remember his address; I always ... look it up. 11. Employer: You ... come to work in time. 12. If you go to a dentist with a private practice you ... pay him quite a lot of money. 13. Father to small son: you ... do what Mummy says. 14. My neighbour's child ... practise the piano for three hours a day. 15. Doctor: I can't come now. Caller: You ... come; he's terribly ill. 16. English children ... stay at school till the age of 16. 17. In my district there is no gas laid on. People ... use electricity for everything. 18. Notice above petrol pump: All engines ... be switched off. 19. Mother to daughter: You ... come in earlier at night. 20. The shops here don't deliver. We ... carry everything home ourselves. 21. The buses were all full; I ... get a taxi. 22. Notice beside escalators: Dogs and push chairs ... be carried. 23. "Au pair" girls usually ... do quite a lot of housework. 24. Tell her that she ... be here by six. I insist on it. 25. When a tyre is punctured the driver ... change the wheel. 26.



Park notice: All dogs ... be kept on leads. 27. She ... learn how to drive when her local railway station is closed. 28. Railway notice: Passengers ... cross the line by the footbridge. 29. I got lost and ... ask a policeman the way. 30. Farmers ... get up early. 31. If you buy that television set you ... buy a licence for it. 32. When I changed my job I ... move to another flat. 33. Waiters ... pay tax on the tips that they receive. 34. Father to son: I can't support you any longer; you ... earn your own living from now on. 35. Railway notice: Passengers ... be in possession of a ticket. 36. Whenever the dog wants to go out I ... get up and open the door.

**4. Use *must not* or *need not* to fill the spaces in the following sentences.**

1. You ... ring the bell; I have a key. 2. Notice in cinema: Exit doors ... be blocked during performances. 3. You ... drink this: it is poison. 4. We ... drive fast; we have plenty of time. 5. You ... drive fast; there is a speed limit here. 6. Candidates ... bring books into the examination room. 7. You ... write to him for he will be here tomorrow. 8. We ... make any noise or we'll wake the baby. 9. You ... bring an umbrella. It isn't going to rain. 10. You ... do all the exercise. Ten sentences will be enough. 11. We ... reheat the pie. We can eat it cold. 12. Mother to child: You ... tell lies. 13. You ... turn on the light; I can see quite well. 14. You ... strike a match; the room is full of gas. 15. You ... talk to other candidates during the exam. 16. We ... make any more sandwiches; we have plenty now. 17. You ... put salt in any of his dishes. Salt is very bad for him. 18. You ... take anything out of shop without paying for it. 19. You ... carry that parcel home yourself; the shop will send it. 20. You ... clean the windows. The window-cleaner is coming tomorrow. 21. Mother to child: You ... play with matches. 22. Church notice: Visitors ... walk about the church during a service. 23. I ... go to the shops today. There is plenty of food in the house. 24. You ... smoke in a non-smoking compartment. 25. Police notice: Cars ... be parked here. 26. We ... open the lion's cage. It is contrary to Zoo regulations. 27. You ... make your bed. The maid will do it. 28. I want this letter typed but you ... do it today. Tomorrow will do. 29. I'll lend you the money and you ... pay me back till next month. 30. We ... climb any higher; we can see very well from here. 31. You ... look under the bed. There isn't anybody there. 32. You ... ask a woman her age. It's not polite. 33. You've given me too much. ~ You ... eat it all. 34. We ... forget to shut the lift gates. 35. Mother to child: You ... interrupt when I am speaking. 36. If you want the time, pick up the receiver and dial 8081; you ... say anything.

**5. Replace the words in bold type by *need not/need I?* etc., or a negative or interrogative *have to* form.**

*I've been invited to a wedding; but I can't go.*

*Will it be necessary for me to send a present? Shall I have to send a present?*

1. It isn't necessary for him to go in working. He has already reached retiring age. (He ...) 2. Was it necessary for you to wait a long time for your bus? 3. It isn't necessary for me to water my tomato plants every day. 4. It will be necessary for

them to get early when they go out to work every day. 5. We had to stop at the frontier but we were not required to open our cases. 6. It wasn't necessary to walk. He took us in his car. (We ...) 7. My employer said, "I shan't require you tomorrow." (You ... come.) 8. It is never necessary for me to work on Saturdays. 9. When I am eighteen I'll be of age. Then it won't be necessary to live at home if I don't want to. 10. New teacher to his class: It isn't necessary for you to call me "Sir"; call me "Bill". 11. Will it be necessary for us to report this accident to the police? 12. When you buy something on the instalment system you are not required to pay the whole price at once. 13. Did you know enough English to ask for your ticket? It wasn't necessary to say anything. I bought my ticket at a machine. 14. It isn't necessary to buy a licence for a bicycle in England. (We ...) 15. Is it essential for you to finish tonight? 16. Is it necessary for people to go everywhere by boat in Venice? 17. Will it be necessary for me to sleep under a mosquito net? 18. Most people think that civil servants are not required to work very hard. 19. It wasn't necessary to swim. We were able to wade across. 20. It isn't necessary for you to drive me to the station. I can get a taxi. 21. Our plane was delayed so we had lunch at the airport But it wasn't necessary to pay for the lunch. The airline gave it to us. 22. Is it obligatory for us to vote? 23. When you were a child were you required to practise the piano? 24. I saw the accident but fortunately it wasn't necessary for me to give evidence as there were plenty of other witnesses. 25. Small boy to friend: It won't be necessary for you to work hard when you come to my school. The teachers aren't very strict. 26. They had plenty of time. It wasn't necessary for them to hurry. 27. Is it necessary for you to take your dog with you everywhere? 28. What time was it necessary for you to leave home? 29. I brought my passport but I wasn't required to show it to anyone. 30. I missed one day of the exam. Will it be necessary for me to take the whole exam again? 31. Is it really necessary for you to practise the violin at 3 a.m.? 32. Everything was done for me. It wasn't necessary for me to do anything. 33. Are French children obliged to go to school on Saturday? 34. I was late for the opera. ~ Was it necessary for you to wait till the end of the first act before finding your seat? 35. He repaired my old watch so it wasn't necessary for me to buy a new one after all. 36. Were you required to make a speech?

**6. Fill the spaces in the following sentences by using one of these forms + the perfect infinitive of the verbs in brackets.**

***must** + perfect infinitive is used for affirmative deductions;*

***can't/couldn't** + infinitive is used for negative deductions;*

***needn't** + perfect infinitive is used for a past action which was unnecessary but was performed.*

1. Did you hear me come in last night? ~ No, I ... (be) asleep. 2. I wonder who broke the wineglass; it ... (be) the cat for she was out all day. 3. You ... (help) him. (You helped him but he didn't need help.) 4. I had my umbrella when I came out but I haven't got it now. ~ You ... (leave) it on the bus. 5. He ... (escape) by this window because it is barred. 6. I ... (give) £10. £5 would have been enough. 7. I saw a

rattlesnake near the river yesterday. ~ You ... (see) a rattlesnake. There aren't any rattlesnakes in this country. 8. He is back already. ~ He ... (start) very early. 9. He returned home with a tiger cub. ~ His wife (be) very pleased about that. 10. I bought two bottles of milk. ~ You ... (buy) milk; we have heaps in the house. 11. I phoned you at nine this morning but got no answer. ~ I'm sorry. I .. (be) in the garden. 12. I left my bicycle here and now it's gone. ~ Someone ... (borrow) it. \* 13. When she woke up her watch had vanished. ~ Someone ... (steal) it while she slept. 14. I've opened another bottle. ~ You ... (do) that. We've only just started this one. 15. The machine said, "You weigh 65 kilos," and I said, "Thank you." ~ You ... (say) anything. 16. I told him to turn left and he immediately turned right! ~ He ... (understand) you. 17. Perhaps he swam across. ~ No, he ... (do) that; he can't swim. 18. Do you remember reading about it in newspapers? ~ No, I ... (be) abroad at the time. 19. He ... (walk) from here to London in two hours. It isn't possible. 20. He was very sick last night. ~ The meat we had for supper ... (be) good. 21. There was a dock strike and the liner couldn't leave port. ~ The passengers ... (be) furious. 22. We went to a restaurant and had a very good dinner for £3. ~ You ... (have) a very good dinner if you only paid £3. 23. I have just watered the roses. ~ You ... (water) them! Look, it's raining now! 24. That carpet was made entirely by hand. ~ It ... (take) a long time. 25. The door was open. ~ It ... (be) open. I had locked it myself and the key was in my pocket. 26. He said that he watered the plants every day. ~ He ... (water) them. If he had they wouldn't have died. 27. He came out of the water with little red spots all over his back. ~ He ... (be) stung by a jelly-fish. 28. We've sent for a doctor. ~ You ... (send) for him. I am perfectly well. 29. I've made two copies. ~ You ... (make) two. One would have been enough. 30. There was a terrible crash at 3 a.m. ~ That ... (be) Tom coming in from his party. 31. I had to get down the mountain in a thick fog. ~ That ... (be) very difficult. 32. I saw Ann in the library yesterday. ~ You ... (see) her; she is still abroad. 33. How did he get out of the house? He ... (come) down the stairs for they were blazing. 34. You ... (lend) him your map. He has one of his own. 35. I spoke in English, very slowly. ~ You ... (speak) slowly. He speaks English very fluently. 36. He was found unconscious at the foot of the cliff. He ... (fall) 200 metres.

***7. Rewrite the sentences, using the adverbs suggested, so that they represent the equivalent situation in past time.***

1. He can drive a car. (when he was eighteen) 2. I find I can understand English better than I can speak it. (when I first arrived in England) 3. I can let you have the money tomorrow, (yesterday) 4. You can persuade him to come, if anyone can. (last week) 5. My daughter can play the piano beautifully, (at one time) 6. You can see that he is bored to death, (at the party last night) 7. I can't get into the house, (because I had forgotten my key) 8. We can overhear every word our neighbours say. (in the hotel we stayed at) 9. The doctor can see you later today, (yesterday) 10. (When they asked my advice) I can suggest only one way of solving the problem. 11. I can well understand how you feel about the situation (at the time) 12. I can't get the letter translated immediately, but I could get it done by tomorrow morning.

(by the following morning)

**8. Replace the words with a suitable form of be able to. (not to be able to = to be unable to)**

1. If we don't book seats soon, it won't be possible for us to get into the theatre. 2. In two months' time we shall be in a position to give you the examination results. 3. The main road was under repair, but it was possible for us to take an alternative route. 4. By pretending to be ignorant of the rules, he managed to escape being punished. 5. Luckily we retraced our steps and succeeded in finding our way again. 6. It has been impossible for me to get to the bank yet, so I haven't any money. 7. May I borrow this piece of material? I'd like to have the opportunity of showing it to my wife. 8. He took a crash course in Spanish — he wanted to be in a position to speak it when he went on business to S America. 9. They bought their first house last year: previously it had been impossible for them to get a loan. 10. The student said there were a few questions he had found impossible to answer.

**9. Complete the sentences.**

1. If the teacher spoke a little more slowly ... 2. If the roads weren't so icy, ... 3. If you didn't live so far away, ... 4. ... if I weren't so busy. 5. If the traffic hadn't been so heavy, ... 6. ... if you had let me know earlier. 7. If we had a bit more time, ... 8. ... if we had had a bit more time. 9. If we had the right materials for the job. 10. ... if we had had the right materials for the job.

**10. Replace the words in italics, using can or could together with the words given in brackets.**

*Learning a foreign language isn't always easy. (sometimes difficult)*

*Learning a foreign language can sometimes be difficult.*

1. She doesn't always remember everything. (quite forgetful) 2. Holidays abroad aren't necessarily expensive. (quite cheap) 3. Racial harmony isn't always easy to achieve. (difficult) 4. When I was at school, discipline wasn't generally lax. (very strict) 5. He wasn't miserable all the time. (occasionally, quite high-spirited) 6. September isn't by any means a bad month for taking a holiday in England. (wonderful) 7. Students at university don't always approve of the way their courses are run. (very critical) 8. One-way traffic systems aren't always as clear as they might be for a foreign driver. (very confusing) 9. She doesn't always look so plain. (quite pretty at times) 10. English cooking isn't necessarily bad. (in fact, excellent)

**11. Replace the words in italics with a clause using may, might, or could.**

1. Perhaps you will find you have made a mistake. 2. It is just conceivable that we shall get an answer to-morrow. 3. Accept his offer now. It is just possible that he

will change his mind later. 4. Owing to the strike, trains will possibly be subject to delays. 5. It is possible that parents will find that they cannot understand the way their children are now being taught. 6. We shall possibly find we can't get accommodation, as we haven't booked rooms. 7. Ask your bank manager. He will perhaps be able to advise you better than I can. 8. Let's not wait any longer. It's possible that he won't turn up at all. 9. It is not impossible that the Government's policy will prove to be little short of disastrous.

**12. Respond to the statements or questions with a sentence suggesting a possible explanation, using *may*, *might*, or *could* + the perfect infinitive of the verbs given.**

1. No one is waiting at the bus stop. (may, miss) 2. He didn't come to the party last night. (might, not want) 3. No one has answered the door, (might, go out) 4. How on earth did the thief get in? (could, break) 5. Why didn't the teacher explain? (may, not know) 6. How did they know about our plans? (could, guess) 7. He didn't seem surprised when I told him. (may, already know) 8. They should have been here long before now. (may, lose) 9. I haven't seen my neighbours for over a week. (may, go) 10. Why hasn't she written to me? (could, forget) 11. I can't understand why he didn't look me up while he was down here. (may, not have) 12. It's strange that he hasn't said any more about his plans to emigrate. (might, change)

**13. Rewrite the statements and questions in reported speech.**

1. "You may leave work early this evening if you want to," the manager told me. 2. "You can put off making a decision for a week, but no longer," his interviewer told him. 3. "Could I see your passports, please?" the Customs officer asked. 4. "May I ask you a rather personal question?" the teacher asked the student. 5. "You can borrow my notes provided you take care of them," I told my friend. 6. "Might I see that photograph you're holding?" the police inspector asked his colleague. 7. "Cars may be parked at the rear of the building," the notice stated. 8. "Might I interrupt you for a moment?" the chairman asked the speaker politely. 9. "May I join you?" he asked his friend. 10. "Visitors may not take photographs inside the building," the notice stated.

**14. Rewrite the sentences, using *may*.**

**Example:** *Although (I am prepared to admit that) your job is very demanding, at least it isn't boring. Your job may be very demanding, but at least it isn't boring. The work may have been difficult, but at least it was interesting.*

1 Although the restaurant is expensive, the cuisine is excellent. 2. Although the method is crude, it's certainly effective. 3. Although he is badly paid, his work is very rewarding. 4. Although the book is long, you could hardly call it boring. 5. Although he is old, he isn't by any means senile. 6. Although the climb was exhausting, the view from the top made it well worth, while. 7. Although I was rude to him, I feel he

had given me every justification. 8. Although he acted unwisely, he was at least trying to do something constructive. 9. Although his work has improved, it still isn't good enough. 10. Although old-age pensions have risen considerably, they haven't kept pace with the cost of living.

**15. Rewrite the sentences, using *might* and *beginning with the word in italics*.**

1. Perhaps you would let me know tomorrow. 2. I wish he would be a little more tactful! 3. I think perhaps you should ask him if it is convenient before you call on him. 4. Perhaps you would post this letter for me while you're out shopping. 5. I'm annoyed that you didn't warn me that the car was nearly out of petrol. 6. I think you should at least have apologized for what you said. 7. I'm irritated that he didn't try to look at the problem from my point of view. 8. I'm annoyed that she doesn't keep her room reasonably tidy.

**16. Rewrite the sentences, using *should* or *ought to*.**

1. The Conservatives are expected to win the next election. 2. There will probably be a lot of people at the meeting. 3. The weather forecast says it will probably be fine tomorrow. 4. Our visitors were expected to arrive long before now. 5. It probably won't be too difficult to get over the problem. 6. The meeting was expected to have finished by now. 7. The organizers of the games will probably be meeting tomorrow to try to resolve any outstanding problems. 8. We didn't expect that it would take so long to get there (It ...) 9. The new regulations probably won't affect foreigners already living in this country. 10. We expect to be able to move into our new house at the end of the month.

**17. Complete the responses to the statements, using *must* or *can't*, to suggest what seems to be most likely explanation.**

1. His fiancée writes to him every day. She must ... 2. I don't seem to have my key with me. I must have ... 3. He drives a Rolls-Royce and his wife a Mercedes. They must ... 4. No one thought he would be offered the job, but he was the person who interviewed him must have ... 5. He has no idea what the book is about. He can't have ... 6. He talks about going to the moon next year. He must ... 7. She didn't reply to his letter. She can't have ... 8. He wears glasses all the time. His eyesight can't ... 9. They haven't been on speaking terms recently. They must have ... 10. He said he would ring, but he hasn't. He must have ... 11. The last bus has already gone. It must ... than I thought. 12. I'm amazed that she married him so soon. She can't have...

**18. Replace the words in italics by *will* or *would* + *present infinitive*. If the statements appear to indicate the speaker's annoyance, underline the modal verb to indicate that it is stressed.**

1. My children love watching television. They sit for hours without saying a word.

2. He's very absent-minded. He often buys things and then leaves the shop without paying. 3. My wife persistently leaves things where other people can fall over them! 4. When we lived in the north, the water pipes used to freeze every winter, and we had to call in a plumber. 5. The chairman's main fault was that he persistently interrupted the speakers before they had finished. 6. I tried to refuse his invitation, but he repeatedly insisted on my coming. 7. Why do you persist in being so difficult? 8. My headmaster had great authority. Whenever he spoke, everyone used to listen attentively. 9. No wonder the house is cold! You always go out and leave the doors open! 10. In the nineteenth century, people used to go to church on Sunday as a matter of course.

**19. Complete each short dialogue, using will together with one of the verbs in the list. The negative form will be needed in some cases.**

seat	bear	do	fit	hold	reach	suit	work
------	------	----	-----	------	-------	------	------

1. "Is your car very fast?" "Oh, yes! It ... over 180 kilometres an hour." 2. "Is that jug big enough?" "Oh, yes! It ... at least a gallon." 3. "What's wrong with that machine?" "I don't know. It simply ..." 4. "Why haven't you opened the door?" "This key ... the lock." 5. "How big is the new conference centre?" "Oh! It ... up to 5,000 people." 6. "Is that ladder long enough?" "Oh, yes! It ... up to the roof." 7. "Shall we say 7.30?" "Yes, that time ... me perfectly." 8. "Is it safe to walk on the ice?" "Oh, yes! It ... your weight easily."

**20. Rewrite the sentences in direct speech, using shall, and omitting the words in brackets.**

1. (He said) he could manage for the time being, but he would need some help later. 2. (The chairman pointed out that) if the price of raw materials increased, they would be obliged to raise prices to offset the cost. 3. (The speaker said that) he would have more to say about that problem later. 4. (I told him) I would be writing to him again within a day or two to let him know the precise arrangements. 5. (He told his wife that) he would be working late at the office that evening. 6. (He asked if) I thought we would need to take maps with us. 7. (I said that) I wouldn't be sorry to see the end of the bad weather. 8. He assumed he would be given all the necessary information. 9. (It was my opinion that) we would never get there, at the rate we were going. 10. (He reminded me that) we would be making an early start the following morning, so we mustn't be late to bed.

**21. Explain what meaning lies behind the use of will ('ll) in the following sentences.**

1. It's no good phoning him at his office. He'll be on his way home now. 2. Why will you ask such stupid questions? 3. Will you clear away the dinner things? 4. If you'll clear away the dinner things, I'll make the coffee. 5. The luggage boot will never take

all those cases! 6. You'll do as you're told. 7. The meeting will begin at 6.30. 8. He can be quite obstinate, but he'll generally see sense in the end. 9. They will celebrate their fiftieth wedding anniversary next year. 10. Don't worry! I'll let you know tomorrow, without fail. 11. Ah! Here we are! This will be the restaurant they recommended to us. 12. This table's too small for a dinner party. It'll only seat four in comfort.

**22. Respond to the statements by giving advice or making a recommendation, using *should*, *ought to*, or *'d better* with a suitable infinitive form.**

**Example:** *I've got a toothache. — You'd better go to the dentist. He failed his exam — He should have worked harder.*

1. John's terribly overweight. 2. You're always late for work! 3. Our train leaves in a few minutes. 4. Peter was involved in an accident with his car. 5. Someone's stolen my wallet! 6. The rain is coming through the roof. 7. Our tent was always getting blown down when we were on holiday. 8. Mary got terribly sun burnt yesterday. 9. We're spending our holidays in Spain next summer. 10. This suit of mine is just about done for! 11. I've been feeling rather off colour recently. 12. We ran out of wine half way through the party. 13. John's always complaining about being underpaid. 14. We all got soaked in yesterday's downpour. 15. Let's face it. We're hopelessly lost! 16. There's ice on the roads this morning. 17. My passport expires next month. 18. I overslept again this morning. 19. There's someone knocking at the door. 20. The sink's blocked!

**23. Rewrite the sentences, incorporating a clause introduced by *that*, following the verbs suggested in brackets.**

1. Factory inspectors wanted new safety rules to be introduced. (recommend) 2. The judge wanted the court to adjourn for lunch. (order) 3. The Speaker wanted the MP to withdraw his remark. (rule) 4. The Colonel wanted his troops to attack at dawn. (decide) 5. The leader of the expedition wanted them to make a further attempt to reach the summit while the weather held. (propose) 6. Teachers wanted more nursery schools to be set up. (advocate) 7. The magistrate wanted the man to be released, (direct) 8. The police wanted members of the public not to approach the two men but to report to the nearest police station. (give instructions) 9. Shareholders wanted the board to give more detailed information about profits. (demand) 10. The employers wanted the men to return to work so that negotiations could begin, (urge)

**24. Join the pairs of sentences, using the conjunctions given in brackets.**

1. He left the letter on the hall table. He wanted me to be sure of seeing it when I came in. (so that) 2. The two students talked in undertones. They didn't want the teacher to overhear what they were saying, (so that) 3. The police issued a warning.



They wanted the public to be aware of the danger, (in order that) 4. I'm taking an umbrella. It may rain, (in case) 5. He keeps his wife's jewels in the bank. He fears the house may be burgled, (lest) 6. I don't want you to think I'm not telling the truth. I have brought two witnesses with me. (lest) 7. He sent his son to university. He wanted him to have the best possible chance of a good career, (so that) 8. I asked you to come here. I wanted you to have an opportunity to explain things yourself. (so that) 9. Loudspeakers were fixed in an adjoining hall. Everyone would have an opportunity to hear the speech. (so that) 10. I'll give you my telephone number. You may want to get in touch with me again. (in case)

## **25. Rewrite the sentences, beginning with it.**

1. Quite naturally, you're upset about what's happened 2. It's incredible! We've been living in the same street for two years and have never got to know each other. 3. You missed the one talk that was worth hearing. What a pity! 4. That's curious! He asked you to come rather than me. 5. It's typical of him. He expects everyone else to do all the work. 6. Isn't it odd! They're getting married, after all they've said about marriage. 7. You have to pay so much tax. It's crazy! 8. Look over the agreement before you sign it. This is essential. 9. Read the instructions carefully before you start answering the questions. This is important. 10. How splendid! You'll be coming to live near us. 11. You've bought the house we once thought of buying ourselves. How interesting! 12. Emergency supplies must reach the area quickly. This is vital.

## **26. Complete the sentences with *must*, *mustn't*, or a suitable form of *have to* or *have got to*.**

1. We ... hurry, or we'll be late. 2. "Application forms ... be returned to this office within 15 days." 3. You ... visit us again some time. 4. I can never remember people's phone numbers. I always ... look them up. 5. The car broke down, and we ... have it towed to a garage. 6. The situation has now become intolerable, and something ... be done about it immediately 7. I realize how difficult the situation is, but you ... try not to let it get you down. 8. "Visas where required ... be obtained in advance of travel to the countries concerned." 9. I'm sorry to ... tell you this, but you leave me no alternative. 10. It's not fair! I always ... do the dirty work! 11. You really ... try to be a little more tactful. 12. No one likes ... work at the weekend. 13. Whichever party forms the next government ... probably reintroduce some sort of prices and incomes policy. 14. "Candidates ... write in ink, and ... write on one side of the paper only." 15. The verdict of a jury ... be unanimous: if its members are unable to reach agreement, the case ... be retried before a new jury. 16. Fortunately, the crowd dispersed peaceably. If they hadn't, the police might ... use force. 17. We ... make the job sound too difficult, or he won't take it on. 18. He suddenly took a turn for the worse, and I ... call the doctor in the middle of the night. 19. If a similar problem crops up again, you ... report it to me at once. 20. It's a very difficult choice to ... make.

**27. When you have checked your answers to the last exercise, write the sentences in reported speech, using the sentence openings suggested below.**

1. I pointed out that ... 2. The advertisement stipulated that ... 3. I told him ... 4. He said ... 5. We explained that ... 6. The tenants stated that ... 7. I told him ... 8. The regulations laid down that ... 9. I said ... 10. He complained that ... 11. He told me ... 12. I agreed that ... 13. The editorial argued that ... 14. The instructions stated that ... 15. According to the book I was reading, the verdict ... 16. The newspaper reported that ... 17. I warned the others that ... 18. She told her neighbour that her husband ... 19. I made it clear to him that if ... 20. He felt ...

**28. Rewrite the clauses in italics, using *needn't* or a suitable negative form of *have to* or *need to*. For the purpose of this exercise, assume that "obligation" is expressed with a form of *have to*, and that "necessity" is expressed with *needn't* or a form of *need to*.**

1. It isn't necessary for us to leave so soon. The show doesn't start till eight. 2. You're not obliged to come just to please me. 3. I don't think it's necessary for us to take his threats too seriously. 4. It isn't necessary for you to decide immediately. You can let me know tomorrow. 5. It's a public holiday tomorrow, so you're not obliged to go to work. 6. You're not obliged to take my word for it. You can go and see for yourself. 7. If we get everything ready now, we shan't be obliged to rush around doing everything at the last minute. 8. If you listened more carefully, it wouldn't be necessary for me to keep repeating things just for your benefit. 9. He doesn't know what work is. He's never been obliged to earn his own living. 10. You're not obliged to do everything he tells you, are you? 11. It's hardly necessary for me to say how grateful I am for all you've done. 12. It was quite unnecessary for you to have told John anything. It was none of his business. 13. I shan't be able to come tomorrow, but it's unnecessary for this to make any difference to your plans. 14. He was completely at a loss. He had never been obliged to deal with such a situation before. 15. The house had just been decorated, so it wasn't necessary for us to do anything before we moved in. 16. They offered him the job on the strength of his letter. He wasn't even required to have an interview. 17. You were disappointed, I realize, but there was no need for you to have made such a fuss in public. 18. Unless you choose to tell him yourself, it is unnecessary for him ever to discover what happened. 19. It's unnecessary for you to be alarmed. 20. Nothing new came up at the meeting. I don't think it was necessary for me to have gone.

**29. Use the perfect infinitive of the verbs in brackets with a suitable auxiliary verb.**

*I've never seen a London policeman. ~ You (see) one! You've been in London a week already! You must have seen one.*

**Note that *not* placed before the verb in brackets refers to the auxiliary verb:**

*I heard their phone ringing. ~ You (not hear) there their phone ringing. They haven't got a phone. You couldn't have heard their phone ringing.*

1. Jack: I've finished. Ann: But you were only half way through when I went to bed. You (work) all night! 2. The instructions were in French. I translated them into English for him.~ You (not translate) them. He knows French. 3. Tom: What's happened to Jack? We said 7.30 and now it's 8.00 and there's no sign of him. Ann: He (forget) that we invited him. He is rather forgetful. I (telephone) him yesterday to remind him. (It was foolish of me not to telephone.) 4. Tom: Or he (get) lost. He hasn't been to this house before. I (give) him directions. (I didn't give him directions, which was stupid of me.) Ann: Or he (have) a breakdown or a puncture. Tom: A puncture (not delay) him so long. 5. Ann: Or he (stop) for a drink and (get) involved in an argument. Jack's arguments go on for hours! Tom: Or he (run) out of petrol. Perhaps we'd better go and look for him. 6. You (not feed) the bears! (It was foolish of you to feed them.) Now they'll be angry if the next campers don't feed them too. 7. Nobody has been in this house for a month. ~ Nonsense! Here's last Monday's paper in the wastepaper basket; somebody (be) here quite recently. 8. Two of the players spent the night before the big match at a party. ~ That was very foolish of them. They (go) to bed early. 9. He says that when walking across Kensington Gardens he was attacked by wolves. ~ He (not be attacked) by wolves. There aren't any wolves in Kensington. He (see) some Alsatian dogs and (think) they were wolves. 10. I waited from 8.00 to 8.30 under the clock and he says he waited from 8.00 to 8.30 under the clock, and we didn't see each other! ~ You (wait) under different clocks! There are two in the station, you know. 11. He set off alone a month ago and hasn't been heard of since. ~ He (fall) into a river and (be eaten) by crocodiles. ~ Or (be kidnapped) by tribesmen. ~ Or (catch) fever and (die) of it. 12. We (start) yesterday (this was the plan); but the flight was cancelled because of the fog, so we're still here, as you see. 13. Mary to Ann, who has just toiled up six flights of stairs: You (not walk) up! You (come) up in the lift. It's working now. 14. I left my car under the No Parking sign; and now it's gone. It (be) stolen! ~ Not necessarily. The police (drive) it away. 15. He had two bottles of Coke and got frightfully drunk. ~ He (not get) drunk on Coke. He (drink) gin with it. 16. He was riding a bicycle along the motorway when he was hit by the trailer of a lorry. These big lorries are very dangerous. ~ Perhaps, but Paul (not ride) a bicycle along the motorway; bicycles are not allowed. 17. I've lost one of my gloves! ~ The puppy (take) it. I saw him running by just now with something in his mouth. It (be) your glove. 18. We've run out of petrol! ~ I'm not surprised. I noticed that the tank was nearly empty when we left home. ~ You (tell) me! We (get) petrol at the last village. Now we've got a 10-mile walk! 19. If the ground hadn't been so soft the horse I backed (win) instead of coming in second. He never does very well on soft ground. 20. I've written to Paul. ~ You (not write). He's coming here tomorrow. You'll see him before he gets your letter. 21. They (build) a two-storey house (this was the original plan), but money ran out so they built a bungalow instead. 22. If the dog hadn't woken us we (not notice) the fire for several hours, and by that time it (spread)

the house next door. 23. Why didn't you wait for me yesterday? ~ I waited five minutes. ~ You (wait) a little longer! 24. How did Peter get here? He (come) on a motorcycle. (This is a possibility.) ~ He (not come) on a motorcycle. He doesn't ride one. ~ He (come) as a pillion passenger. 25. (Alice, staying at a hotel for the first time, carefully washes up the early morning tea things.) Mother. You (not do) that. The hotel staff do the washing up. 26. Why are you so late? You (be) here two hours ago! 27. Mrs Smith: I've cooked scrambled eggs for Mr Jones, because of his diet, and steak and onions for everyone else. Mr Jones: You (not cook) anything special for me, Mrs Smith; I'm not on diet any longer. 28. If I'd known we'd have to wait so long I (bring) a book. ~ If I'd known it was going to be so cold I (not come) at all! 29. Tom (looking out of the window): Fortunately that teapot didn't hit anyone, but you (not throw) it out of the window, Ann! You (kill) someone. 30. Look at this beautiful painting! Only a very great artist (paint) such a picture! ~ Nonsense! A child of five (paint) it with his eyes shut. 31. I wonder how the fire started. ~ Oh, someone (drop) a lighted cigarette. Or it (be) an electrical fault. ~ 32. You don't think it (be started) deliberately? ~ Well, I suppose it (be). (It is possible.) But who would do a thing like that? 33. There is only one set of footprints, so the kidnapper (carry) his prisoner out. He not (do) it in daylight or he (be) seen. He (wait) till dark. 34. I went with him to show him the way. ~ You (not do) that. (That wasn't necessary.) He knows the way. 35. Then an enormous man, ten feet tall, came into the ring. ~ He (not be) ten feet tall really. He (walk) on stilts. 36. He jumped out of a sixth-floor window and broke his neck. ~ You say "jumped". It (not be) an accident? ~ No. The window was too small. It (be) deliberate.

**30. Use the perfect infinitive of the verbs in brackets with a suitable auxiliary verb.**

1. Tom: I had my house painted recently, but when they sent in the bill I was appalled. If I'd known it was going to cost so much I (not have) it done. 2. Peter. But it's your own fault, Tom. You (ask) for an estimate before letting them start. 3. Mother (very anxious about her son, aged ten): Where is he? He (be) here an hour ago? (It's now 5.00 and he is usually home by 4.00) 4. Friend: He (go) to the playground to watch a football match. Mother: No, if there'd been a match today he (tell) me. He always tells me all the football news. 5. Friend: His teacher (keep) him in as a punishment. Mother. She (not keep) him in for a whole hour. 6. Friend: Then he (go) to a friend's house. Mother. Yes, or he (be) knocked down crossing the street. He may be lying unconscious in hospital! Friend: If that had happened the hospital (ring) you. Mother: They (not ring) me. My phone isn't working! 7. He jumped out of the aeroplane and landed unhurt! ~ You mean he parachuted down? ~ He didn't say anything about a parachute. ~ He (have) a parachute. Otherwise he (be) killed. 8. I bought a sweater at Marks and Spencer's last Sunday. ~ You (not buy) it on Sunday. Marks and Spencer's is shut on Sundays. 9. Tom's had another accident. He came out of a side road rather fast and a lorry crashed into him. ~ It sounds like Tom's fault. He (wait) till the main road was clear. 10. I wonder who carried the piano upstairs. I suppose it was Paul. ~ Paul (not carry) it by himself. Someone (help) him. 11. I was

on the Circle Line and we were just leaving Piccadilly. ~ Then you (not be) on the Circle Line. It doesn't go through Piccadilly. You (be) on the Bakerloo Line or the Piccadilly Line. 12. The plane disappeared two weeks ago and no one knows what happened to it. ~ It (crash) into the sea. If it had crashed on land someone (report) it by now. ~ 13. But what do you think caused the plane to crash? ~ Who knows? It (blow) up. Someone (plant) a bomb on board before take-off, or one of the passengers (have) explosives with him. 14. Or someone (try) to hijack the plane. And there (be) a fight during which the plane crashed. 15. Or something (go) wrong with the engines, or it (be) a case of metal fatigue. ~ It (not be) metal fatigue because it was a brand new plane. 16. The pilot (collapse) at the controls. ~ But if that had happened the second pilot (take over). 17. Maria (new to English customs): He said, "How do you do?" so I told him about my migraine. Ann: You (not do) that. (That wasn't the right thing to do.) You (say), "How do you do?" too. 18. It was the depths of winter and we had to wait eighteen hours in an unheated station. ~ You (be) frozen by the time the train arrived. 19. I've done all the calculations. Here you are — six pages. ~ But you (not do) all that work!- We have a computer to do that sort of thing. ~ You (tell) me! Then I (not waste) all my time! 20. He failed the exam but he (pass) it. (He had the ability to pass it.) It's all his own fault; he (work) much harder during the term. 21. He's not here! Yet I locked him in and bolted the door too, so he (not possibly open) the door from inside. And he (not get) out of the window; it's too small. ~ 22. Somebody (let) him out. One of his friends (follow) you here and (slip) in when your back was turned. 23. Passenger: Fares are awful! I had to pay £2 for my ticket and £1 for the baby. Another passenger: But you (not buy) a ticket for the baby. Babies travel free. 24. Immediately after drinking the coffee I felt very sleepy and the next thing I remember is finding myself lying in the middle of the road. ~ They (drug) your coffee and (dump) you there. ~ If I hadn't woken up when I did I (be run) over. ~ That (be) part of their plan. (It is possible that it was part of their plan.) 25. I found he knew all my movements for the past week. He (bribe) one of the other students to give him the information. ~ Or he (follow) you himself. ~ No, he (not do) that. (That is not possible.) I (see) him. 26. I stamped it and posted it. ~ You (not stamp) it. It was a reply-paid envelope. 27. He walked from London to Cambridge in three hours. ~ He (not do) it in that time! Someone (give) him a lift. 28. I found that everything I said on the phone had been reported to the police. ~ Your phone (be) tapped. 29. My ring's gone! It was on the table by the window only a minute ago! Who (take) it? ~ It (be) a magpie. There are some round here and they like shining things. A magpie (hop) in through the window and (snatch) it when you were out of the room. (This is possible.) 30. I had to walk home» yesterday: I had no money for my fare. ~ You (tell) me! I (lend) you the money! 31. I (not take) a taxi. I (walk); it was only a hundred metres. (It took a taxi but it wasn't necessary.) 32. The shoplifter thought she was unobserved but when she got to the door a store detective stopped her. They (watch) her, closed-circuit television. 33. When I rang the exchange and asked for the number the operator said, "You (not ring) the exchange! You (dial) the number direct!" However, he put me through. 34. One moment the conjurer's handkerchief was empty and the next moment it was full of eggs! ~He (have) the eggs up his sleeve! ~ 35. Well, I suppose he (have) eggs up his sleeve: but

for his next trick he produced a bowl of goldfish out of the air. He (not have) a bowl of goldfish up his sleeve, now, could he? 36. Mary: My grandmother knew a girl whose fiance was sent to prison for twenty years. This girl (marry) any one of a dozen men because she was a real beauty, but she waited till her fiance came out of jail! Jack: She (love) him very much. Ann: She (be) an idiot!

**31. Use the perfect infinitives of the verbs in brackets with the appropriate auxiliary. Phrases in bold type should not be repeated but their meaning should be expressed by auxiliary + perfect infinitive.**

*You (bought) bread, which was not necessary.*

*You needn't have bought bread.*

1. To someone who was not at the party: "We had a wonderful time; you (be) there."  
2. It is possible that Shakespeare (write) it. ~ Shakespeare (not write) it because events are mentioned that didn't occur till after Shakespeare's time. 3. I found this baby bird at the foot of a tree. It (fall) from a nest. 4. I used to visit her and I always wondered why she had those dreadful pictures on the walls. ~ It is possible that she (like) them. 5. During the gale, the captain was on the bridge the whole time. He (be) exhausted afterwards. 6. You (send) a telegram, which was quite unnecessary; a letter would have done. 7. You (leave) a note. (It was very inconsiderate of you not to do so.) 8. Somebody phoned at lunchtime but I couldn't catch the name. ~ It (be) my brother. He sometimes rings me up then. 9. The lecturer was a tall man with white hair. ~ Then it (not be) Dr Fell because he is short and fat. It (be) Dr Jones; I think he is thin. 10. You (not go) out yesterday without a coat. No wonder you caught cold. 11. I saw them in the street but they didn't stop to speak to me. ~ It is possible that they (be) in a hurry. 12. They (be) married next week but now they have quarrelled and the wedding has been cancelled. 13. If we hadn't had this puncture we certainly (be) home by now. 14. You (carry) the dog, which was unnecessary. He can walk very well. 15. People were waiting but the bus didn't stop. ~ It is possible that it (be) full. 16. We went sailing on a lake in a London park. I think it was the Round Pond. ~ It (not be) the Round Pond. There are only toy boats there. It (be) the Serpentine. 17. Look, there's a tree right across the road! ~ So there is. It (be) blown down by the gale last night. 18. This building (be) finished by the end of last year (this was the plan), but there have been so many strikes that it isn't finished yet. 19. But for the fog they (reach) the top next day. 20. You (cross) the road by the subway, (but you didn't) 21. It is a pity you (not bring) your kite. It is just the day for kites. 22. It is possible that I (be) mistaken. 23. I sat on a seat in the park and now my coat is covered in green stripes. ~ The paint (be) wet. 24. I suppose it was Charles who left the kitchen in such a mess. ~ No, it (not be) Charles. He never has a meal in. It (be) Bill. 25. I know she was in because I heard her radio, but she didn't open the door. ~ Possibly she (not hear) the bell. 26. If you had told me that you were in London I (put) you up. (This would have been possible.) 27. If they had gone any further they (fall) over a precipice. 28. He (check) that his brakes were working properly, (but he didn't) 29. You (apologize), which was not necessary. 30. I can't think why they didn't try to help him. ~ It is possible that they (not realize) that

he was drowning. 31. He (thanks) us. (We are offended that he didn't.) 32. I (go) on Tuesday (this was the plan). But on Tuesday I had a terrible cold so I decided to wait till Wednesday.

**32. Choose between must and should in the following sentences.**

1. Henry was deported for having an expired visa. He ..... (have) his visa renewed. 2. Julietta was absent for the first time yesterday. She ... (be) sick. 3. The photos are black. The X rays at the airport ... (damage) them. 4. Blanke got a parking ticket. She ... (park) (negative) in a reserved spot, since she had no permit. 5. Carmencita did very well on the exam. She ... (study) very hard. 6. Jeanette did very badly on the exam. She ... (study) harder. 7. German called us as soon as his wife had her baby. He ... (be) very proud. 8. Eve had to pay \$5.00 because she wrote a bad check. She ... (deposit) her money before she wrote a check. 9. John isn't here yet. He ... (forget) about our meeting. 10. Alexis failed the exam. He ... (study) (negative) enough.

**33. Choose the correct answer in each of the following sentences according to meaning and tense.**

1. If I had a bicycle, (I would/I will) ride it every day. 2. George (would have gone/would go) on a trip to Chicago if he had had time. 3. Marcela didn't come to class yesterday. She (will have/had/may have had) an accident. 4. John didn't do his homework, so the teacher became very angry. 5. Sharon was supposed to be home at nine o'clock. She (must forget/must have forgotten) about our meeting. 6. Where do you think Juan is today? I have no idea. He (should have slept/may have slept) late. 7. George missed class today. He (might have had/might had had) an accident. 8. Robert arrived without his book. He (could have lost/would have lost) it. 9. Thomas received a warning for speeding. He (should have driven/shouldn't have driven) so fast. 10. Henry's car stopped on the highway. It (may run/may have run) out of gas.

**34. Translate into English.**

1. Не беспокойся! Они не опоздают. Возможно, они уже едут сюда и будут здесь через несколько минут. 2. Когда мы должны быть на вокзале? В 9, но не нужно торопиться, поезд уходит в 9.30. 3. Должно быть, она не узнала нас. 4. Неужели вы все еще работаете над этим переводом. Ведь статья очень простая. 5. Не может быть, чтобы они уже переехали на новую квартиру. 6. Эта книга, должно быть, пользуется большим успехом у читателей. 7. Его речь, должно быть, произвела большое впечатление на слушателей. 8. Вам, наверное, уже сообщили, что поезд опоздает. 9. Ей обязательно нужно было позвонить маме и предупредить, что она может быть не приедет.

### **35. Translate into English.**

1. Не могу же я уйти и оставить вас одну. 2. Что сделано, то сделано. 3. Она не могла этого сделать! 4. Я мог бы прийти пораньше, если нужно. 5. Он, возможно, забыл свое обещание. 6. Можете остаться, если хотите. 7. Вы могли бы принести книгу вовремя. 8. Вам обязательно нужно пойти на выставку. 9. Он, вероятно, сейчас там. 10. Непременно нужно прочитать эту книгу. 11. Вам принести еще чаю? 12. Штраф не должен превышать 20 долларов. 13. Я ни за что не стану этого делать. 14. Вам следует выполнять свой долг. 15. Ему надо было бы быть врачом. 16. Не смей его трогать! 17. Так как я должен был быть там ровно в пять, мне пришлось взять такси. 18. По всей вероятности они не придут. 19. Может быть, это и правда. 20. Неужели он имел это ввиду?

### **36. Translate into English.**

1. Может быть, она потеряла сумку. 2. Не могли бы вы сказать мне, который час! 3. Сколько ей, по-вашему, лет? 4. Здесь курить не разрешается. 5. Мне приходится вставать очень рано. 6. Вы могли бы предложить свою помощь, когда он попал в беду. 7. Мы должны подчиняться законам. 8. Ты за это заплатишь. 9. Я с большим удовольствием остался бы дома. 10. Не хотите этого делать — не нужно. 11. Как ты смеешь говорить такие вещи? 12. Вряд ли вы его знаете. 13. Вам следовало было знать это. 14. Это вам должно подойти. 15. Мне подождать тебя? 16. Он, должно быть, допустил ошибку. 17. Ему никак не может быть больше сорока. 18. Может быть, он и сделал это, никто не знает. 19. Он, может быть, заблудился. 20. Он готов был заплакать от стыда.



## MODAL VERBS

### Obligation and Likelihood

#### MUST

**Exercise 1.** *Open the brackets and fill in the blanks with the appropriate forms of the verbs must, have to or be to.*

1. You \_\_\_(not tell) him about it. It's a secret. 2. It looks like rain. You \_\_\_(take) your raincoats. 3. You \_\_\_(not talk) so loudly here. 4. In his youth he \_\_\_(work) from morning till night to earn his living. 5. He \_\_\_(wait) at the station till it stopped raining. 6. The secretary informed us when the manager \_\_\_(come). 7. They \_\_\_(leave) on Saturday, but because of the delay with their visas they \_\_\_(book) tickets for Monday. 8. They \_\_\_(not tell) him anything about it before they get further instructions. 9. He \_\_\_(leave) for London that night. 10. \_\_\_I (do) it all by myself? 11. It was too late to change their plans and they \_\_\_(put up) with it. 12. You \_\_\_(not prepare) all this work, I will help you. 13. Stay here till she is free. I think you \_\_\_(not wait) long. 14. We \_\_\_(conduct) a series of experiments this week. 15. Remember that we \_\_\_(be) at this place not later than noon.

**Exercise 2.** *Choose the correct variant.*

1. His German is very poor. He must (study/be studying/have studied) very hard. 2. His German is very good, he must (study/be studying/have studied) very hard. 3. His German is considerably improved, he must (study/be studying/have studied) hard during his holiday. 4. He must (study/be studying/have been studying) German these two years, his German is rather rich and fluent. 5. She must (have taken/be -faking/have been taking/ have been) a bath at that moment that's why she did not answer your call. 6. She must (be/be being/ have been) at home now, we saw her leaving the office. 7. She must (be/be being/have been) at home, she can't go away because there is no one to look after her sick mother. 8. You must always (think/be thinking/have thought) twice before you say anything. 9. Now he must (think/ be thinking/have thought) of what she has said. 10. He knows they are coming. They must (write/be writing/ have written) to him of their arrival in due time. 11. She must (play/be playing/have been playing) the piano now. 12. The foreigner must (understand/understood/have understood) me, for he nodded his head. 13. Where is Sara? I haven't seen her for a long time. — She must (stay/be staying/have stayed) at her friends'. She wanted to spend July with them. 14. He must (get/be getting/ have got) all he needed, otherwise he would have come again. 15. We must (meet/have met/have been meeting) somewhere before.

**Exercise 3.** *Open the brackets and use the proper infinitive after the verb must.*

1. Look! All people in the street are going with their umbrellas up. It must (rain). 2. He has changed his job. He must (follow) your advice. 3. He must (fall) ill. Otherwise he would have come to the party. 4. Where is Michael? He must (be) here by now. — He lives in the country. He must (miss) the train. 5. What a

dreadful noise! What is the matter? — Our neighbors must (quarrel) again. 6. Nobody must (notice) that he was not used to speaking in public. 7. The criminal must (be) very careful. He did not leave any fingerprints. 8. We are late, I am afraid. Ann must (wait) for us. 9. He must (forget) that he promised to come. 10. They must (write) a composition for two hours. They must (be) tired. 11. You must (misunderstand) me, I did not want to hurt your feelings. 12. Nobody must (see) him enter. Everybody startled when he came in. 13. I hear someone's steps outside. She must (go). 14. You may find him in the garden. He must (read). 15. It is impossible to change anything. One must (take) things as they are.

**Exercise 4.** *Paraphrase the following sentences using the verb must.*

*Example: I am sure they have changed the time. — They must have changed the time.*

1. They are in Greece. I am sure they are enjoying themselves. 2. She is an experienced teacher. I am certain she has been working at school for at least twenty years. 3. They have probably finished painting the house. 4. I feel sure she is at home. 5. Probably they have already passed the frontier. 6. She is sure he is playing cards with his friends. 7. She is not very young, as she seems to be. I think she is nearly forty. 8. I think you have visited this place before. 9. He has to do a very urgent task. I feel sure he is working now. 10. He is so absent-minded. I am sure he left the letter unanswered. 11. You know he is a good tennis player. He is no doubt has won this match. 12. I shan't bother you any longer; no doubt you feel tired of my talking after a tiring day. 13. It is clear that they are expecting somebody. 14. She was obviously upset by something; I never saw her *so* nervous. 15. The youth is probably reading something funny. He is smiling all the time.

**Exercise 5.** *Choose the right variant.*

1. He wants us to obey him. We \_\_\_\_\_ exactly what he says.
  - a) have to do
  - b) must to do
  - c) are to do
2. Mrs. Sparred \_\_\_\_\_ very beautiful when she was young. She has a fine face.
  - a) was to be
  - b) must have been
  - c) must be
3. You \_\_\_\_\_ so late. You should leave after dinner.
  - a) are not to stay
  - b) must not have stayed
  - c) must not stay
4. Something \_\_\_\_\_. He \_\_\_\_\_ at seven,
  - a) must happen, must come
  - b) must have happened, had to come
  - c) must have happened, was to have come
5. Yesterday's rain spoiled my shoes completely and I \_\_\_\_\_ new ones.
  - a) had to buy

- b) must have bought
- c) was to buy
- 6. Which of them \_\_\_\_\_ the documents?
  - a) must have brought
  - b) have to bring
  - c) was to bring
- 7. The only thing he knew for certain was that he \_\_\_\_\_ them.
  - a) must not meet
  - b) hasn't to meet
  - c) is not to meet
- 8. You can't come in. You \_\_\_\_\_ a catching disease like that.
  - a) must not have
  - b) don't have to have
  - c) aren't to have
- 9. There \_\_\_\_\_ a garden once.
  - a) was to be
  - b) must have been
  - c) must be
- 10. We \_\_\_\_\_ in. The weather is changing,
  - a) must go
  - b) must have gone
  - c) are to go

**Exercise 6.** *Translate into English using the verb must and its equivalents.*

1 Он, должно быть, слышал об этом. 2. Этот дом, должно быть, построен в начале столетия. 3. Вы не должны прекращать работу, пока вы ее не закончите. 4., У них, вероятно, сейчас урок. 5. Не огорчайся, он, должно быть, сделал это случайно. 6. Он, вероятно, сейчас спит. 7, Я ищу этот дом вот уже полчаса и нигде не могу его найти. Должно быть, она дала мне неправильный адрес. 8. Мне не пришлось делать этот чертеж. 9. Он, вероятно, не успел закончить работу к пятнице и был вынужден потратить на нее все выходные, т.,к. ее нужно было закончить к понедельнику. 10 Она, должно быть, не полила сад. Земля очень сухая. 11с Выбора не было, и им пришлось согласиться. 12. Она, должно быть, ждет нас дома. 13. Она должна ждать нас дома. 14 Ей, наверное, не сказали, что мы уже вернулись, 15, Ей пришлось извиниться, хотя это и было неприятно.

## NEED

### Exercise 7.

*Open the brackets and give the correct form of the verb after need.*

1. The vegetable garden needs (water).
2. The TV needs to be (fix).
3. They need (come) here at three o'clock.
4. The cottage needs to be (repair).
5. She needs (prepare) harder for her exams.
6. The lawn needs (cut).
7. You need (book) a ticket beforehand.
8. Granny needs to be (look after).
9. The walls need to be

(paper). 10. I need (get) this book somewhere.

**Exercise 8.** Complete the sentences with the words from the box. Pay attention to the use of the particle to.

worry	leave
carry	come
talk	help
tell	go
phone	ask

*Example:*

*All is agreed and understood between us, so you needn't\_\_\_about it any more. —*

*All is agreed and understood between us, so you needn't worry about it any more.*

*You don't need\_\_\_there. — You don't need to go there.*

1. You needn't\_\_\_here by yourself. You may send someone else. 2. She doesn't need\_\_\_bags by herself: there are porters at the station. 3. You don't need\_\_\_ about her; she is quite able to take care of herself. 4. I don't need\_\_\_you how important it is. 5. I needn't \_\_\_him. He will tell me everything himself. 6. You needn't\_\_\_me again, I never forget my promise. 7. She doesn't need\_\_\_to the library; I have got this book. 8. They needn't\_\_\_for the airport so early; I will give them a lift. 9. I can do it by myself. You needn't\_\_\_ me. 10. You don't need\_\_\_to her. I have already told her everything.

**Exercise 9.** Choose the right variant.

1. He says I (mustn't/needn't) do it. He has already done it. 2. You (needn't/mustn't) carry your driving license with you. 3. I can show my student's card, and I (mustn't/needn't) pay to get in. 4. I've hurt my knee and the doctor says I (mustn't/needn't) play football for two weeks. 5. Copies (needn't/mustn't) be done without permission. 6. He is a very discreet person, you (needn't/ mustn't) be afraid of telling him anything. 7. He (needn't/mustn't) be said twice. 8. You (needn't/mustn't) answer the question if you don't want to. 9. It's a nonsmoking carriage. You (needn't/mustn't) smoke here. 10. She (needn't/mustn't) go to bed so late. Has she forgotten the doctor's instructions?

**Exercise 10.** Open the brackets and fill in the blanks with either *didn't need (to)* or *needn't have (done)*.

1. You\_\_\_ (go) into so many details. The report was too long. 2. She got up late because she was alone and she\_\_\_(cook) breakfast for the whole family. 3. We \_\_\_(hurry): she wasn't ready yet. 4. He\_\_\_(return) to the office so he took a taxi and went home. 5. I\_\_\_ (take) a bus because Martin gave me a lift. 6. We\_\_\_ (come) so early. Now we must wait. 7. She\_\_\_(go) shopping so she went straight home. 8. You\_\_\_(make) this remark, I am sure he felt hurt. 9. She was on holiday and she\_\_\_(wake up) early. 10. He\_\_\_(spend) so much money. Does he remember

that he's got children?

**Exercise 11.** *Translate into English using the verb need.*

1. Зря ты сказал Майку об этом. 2. Егэ не надо об этом спрашивать. 3. Мне нужна ваша помощь. 4. Зря ты учил текст наизусть (by heart); учитель его не спрашивал. 5. Вечером температура упала, и он решил, что ему не нужно идти к врачу. 6. Разве ты не видишь, что ему надо подстричься? 7. Зря он отказался от приглашения. 8. Вы купили машину только год назад. Неужели ее надо красить? 9. Мне нужно наладить (fix) компьютер. 10. Джону не надо было ехать в Лондон, и он решил провести выходные в Брайтоне.

## SHOULD/UGHT

**Exercise 12.** *Match the parts of the sentences.*

- |   |   |
|---|---|
| 1) My room is in a mess and my friends are coming to visit me                         | a) He should always turn them on in the dark otherwise he may have an accident tonight. |
| 2) You haven't paid your monthly rent yet Friday is the last day you can do it.       | b) You ought to go on a diet.   |
| 3) Tom drives the car without headlights.   | c) You should ring her up and apologise.  |
| 4) Anna's library book is due today.  | d) She ought to give up smoking.  |
| 5) I've put on weight recently.   | e) He should go to the dentist's.   |
| 6) I am afraid, I was rude to Kate yesterday.   | f) You ought to put it in order.  |
| 7) I've got urgent work and my computer does not work,                                | g) You should record the film. Have you got a VCR?                                      |
| 8) He has a bad toothache,  | h) You ought to go to the bank till Friday and pay it                                   |
| 9) I have a test tomorrow fingers but there is a film. TV I've wanted to see so much. | i) You should phone Nick He's got clever on   |
| 10) She has a bad cough but she goes on smoking.                                      | j) She ought to return her books today if she doesn't want to pay a fine.               |

**Exercise 13.** *Read the situations and write sentences with should (shouldn't) have or ought to (ought not to) have,*

*Example: He had a test this morning. — He didn't do it well. He should have studied more last night.*

1. She didn't take a taxi. She was late for the wedding. 2. I didn't eat at home. Now

I'm hungry. 3. She bought a TV set last month. Now she regrets doing that. Her children watch it day and night. 4. He signed a contract without reading it thoroughly. Now he has discovered that he has no right to make any amendments there. 5. Mary sold her house. That was a mistake because now she spends a lot of money to rent an apartment. 6. I enjoyed the party last night a lot. Why didn't you come? 7. The driver in front of me stopped suddenly and I smashed into the back of his car. It was not my fault. 8. The boy went out without the doctor's permission. Now he is much worse. 9. When we arrived at the hotel there were no free rooms. We hadn't reserved one. 10. It was not a good idea for Tom and Mary to get married. Now they quarrel all day long.

**Exercise 14.** *Choose the right variant.*

1. She looks bad. She should (be/have been) more careful about her health. 2. You shouldn't (miss/have missed) the chance. It was a brilliant opportunity for you. 3. I think the policeman was right. She shouldn't (exceed/have exceeded) the speed. 4. I ought to (bring/ have taken) the opera glasses. Now I see nothing. 5. It seems to me that he is a hot-temper person and often flies into a rage because of mere trifles. He should (control/ have controlled) his temper. 6. They should (clear/have cleared) up the problem long time ago. 7. I ought not (to stay/have stayed) there long. The party was a failure. 8. You should (shave/have shaved) this beard of yours! 9. She should (be/have been) more attentive. Didn't she see a car on the right? 10. It's a secret. You ought not to (reveal/have revealed) it to anybody.

**Exercise 15.** *Choose the right variant.*

1. Don't argue with her, you \_\_\_ her age.
  - a) need respect
  - b) have to respect
  - c) ought to respect
  - d) are to respect
2. You \_\_\_ it long ago.
  - a) must do
  - b) should have done
  - c) needn't have done
  - d) are to do
3. This is serious; you \_\_\_ at it.
  - a) haven't to laugh
  - b) should not laugh
  - c) don't have to laugh
  - d) must not have laughed
4. There \_\_\_ an interesting concert last night, but I didn't feel well and \_\_\_ home.
  - a) had to be, had to stay
  - b) should be, was to stay
  - c) must be, ought to stay
  - d) was to be, had to stay
5. According to the rules a football player \_\_\_ the ball with his hands.

- a) must not touch
  - b) need not touch
  - c) don't have to touch
  - d) must not have touched
6. The situation was dangerous. You\_\_\_frightened.
- a) should have got
  - b) must have got
  - c) have to get
  - d) need have got
7. We \_\_\_ to write and thank them for their hospitality.
- a) must not forget
  - b) must not have forgotten
  - c) shouldn't forget
  - d) don't have to forget
8. Why\_\_\_I know where he is?
- a) should
  - b) must
  - c) need
  - d) ought
9. They\_\_\_more polite.
- a) need have been
  - b) should have been
  - c) must have been
  - d) are to have been
10. You\_\_\_so much noise or you'll wake up the baby!
- a) must not make
  - b) must not have made
  - c) needn't have made
  - d) don't have to make

**Exercise 16.** *Open the brackets and fill in the blanks with must, have to, be to, should, need, ought to (in some cases you may have several variants)*

1. He \_\_\_(not go) to court because the case was dismissed. 2. If I'm late, I'll \_\_\_(take) a taxi. 3. The young\_\_\_(respect) the old age. 4. The conversation grew awkward. She felt that something \_\_\_ (do), or else the party would break up. 5. They\_\_\_(meet) tomorrow, so you\_\_\_(not make) an appointment to see him. 6, You \_\_\_(have) a visa to enter a foreign country. 7. You\_\_\_ (try) and be more punctual. 8. Why are you so late? — I \_\_\_(change) a tyre. 9. You\_\_\_(not shout), I am not deaf. 10. They\_\_\_(cross) the English Channel now.

**Exercise 17.** *Translate into English using modal verbs.*

1. Тебе следовало позвонить ему вчера. 2. Ему не следовало говорить с ней таким тоном (tone). Его тон, должно быть, и обидел (hurt) ее. 3. Это должно было произойти. Всем известна его забывчивость (forget-fulness). 4. Она должна была выяснить все до того, как начинать работу. Теперь ей нужно

многое переделывать. 5. Ей следовало принести все документы давным-давно. Теперь слишком поздно. 6. Детям нельзя смотреть фильмы ужасов, 7. Мне их проводить (see off)? — Нет, не нужно. Мне придется сделать это самому, 8. В чужой стране необходимо приспособливаться (adapt oneself) к новым условиям жизни, 9. Зря ты купил это пальто. 10. Мы, должно быть, не заметили его в этой толпе (crowd). 11. „Нам не надо было спешить, поэтому мы решили пойти пешком. 12. Почему я должен это делать?

## ABILITY, LIKELIHOOD AND PERMISSION

### CAN, COULD

**Exercise 18.** *Fill in the blanks with can/can't or be (not) able to in the proper form.*

1. He \_\_\_ speak English rather fluently, but that time he \_\_\_ say a word. 2. He has never \_\_\_ speak in public. 3. I used to \_\_\_ speak German very well. 4. You \_\_\_ marry her, but you \_\_\_ make her love you. 5. I \_\_\_ do it on Friday, but I \_\_\_ do it next week. 6. \_\_\_ you give me a lift to the station, please? 7. I used \_\_\_ eat a kilo of sweets for supper. 8. I have never \_\_\_ ride a bicycle. 9. You \_\_\_ see him at the meeting. He was ill. 10. I'd like \_\_\_ ski very well. 11. Luckily I \_\_\_ find a taxi. 12. I \_\_\_ drive when I was fifteen. 13. I \_\_\_ hear somebody running. 14. He did not want to go there, but we \_\_\_ to persuade him. 15. She sighed. I \_\_\_ feel her hands shaking.

**Exercise 19.** *Open the brackets with could (expressing a possibility) or could have (expressing a possibility that did not happen) and make all necessary changes.*

1. A car is pulling up. It could (be) Lucy. 2. He could (get) a credit, but he did not prepare all the documents in time. 3. Why didn't you ask me? I could (do) it for you. 4. He could (be) there tomorrow. 5. They could (be) there yesterday. 6. Why are you so depressed? He could (tell) a lie. 7. You should have told us about your delay. We could (cancel) our meeting. 8. He could (do) it if he tries. 9. Somebody has called on you today. — It could (be) a friend of mine. 10. I think he could (commit) a crime, but he's got an alibi. 11. The train arrives at 11.30. She could (come) at noon. 12. Yesterday I saw him driving at a very high speed. He could (crash).

**Exercise 20.** *Express your surprise and disbelief using can/could.*

**A in interrogative sentences.**

*Example: He is working now. — Can/Could he be working now?*

1. He was at the party yesterday. 2. They are in Germany. 3. He has broken his leg. 4. They were sent to prison. 5. She got married. 6. He studies at Cambridge University. 7. She has been practicing the violin for five years. 8. He has made an interesting report. 9. He has won a lot of money in the casino. 10. They will go to the Canaries next summer. 11. He has passed his English exam. 12. She will be



forty in June. 13. She is stubborn. 14. He was a cruel man.

***B in negative sentences.***

*Example: He bought a new car.— He can't/ couldn't have bought a car.*

1. You are mistaken. 2. They forgot about the meeting. 3. He is writing a new novel now. 4. She has bought a new fur coat. 5. He had an accident. 6. Mary will invite the Jones to her place for the weekend. 7. They upset our plans. 8. She wastes a lot of time. 9. Mr. Fox is a reliable person. 10. She is making a cruise now.

**Exercise 21. Translate into English.**

1. Не может быть, чтобы он был дома вчера в это время. 2. Неужели он сказал вам об этом? 3. Возможно, он и заходил к ним, когда был в Москве. 4. Он мог бы сделать это, но не захотел. 5. Неужели он отказался ехать туда? 6. Не может быть, чтобы он спал едчас. 7. Не может быть, чтобы они уехали, не попрощавшись с нами. 8. Не может быть, чтобы она вам так ответила. 9. Он мог бы приехать завтра. 10. Не может быть, что он столкнулся (collide) с другой машиной. Он такой осторожный водитель. 11. Вряд ли он забыл о своем обещании, я напоминала ему об этом вчера. 12. Он не мог прочитать эту книгу так быстро, она слишком трудна для него. 13. Они смогли бы подняться на вершину, но им помешала погода. 14. Вряд ли они поженятся; они слишком разные люди. 15. Разве мог кто-нибудь подумать, что он выиграет матч?

**MAY, MIGHT**

**Exercise 22. Paraphrase the following sentences using the verb may /might.**

1. Under the law you are allowed to make one photocopy for your personal use but you can't make multiple copies. 2. This is possibly the reason why they have refused to join us. 3. Perhaps I will have to take her to hospital; it is possible she has broken her arm in the accident. 4. It is possible he did not have her phone number. 5. When the World Cup was shown on TV, I was allowed to stay up late and watch it. 6. Perhaps your friend will help you, but I don't believe it. 7. Maybe they did not know that the problem was so urgent. 8. Would you mind my smoking here? 9. Why didn't you come? I needed your help badly. 10. Perhaps she has made a mistake, but I am not sure of it. She is a very punctual person.

**Exercise 23. Fill in the blanks with may /might or can/ could and make all necessary changes.**

1. You\_\_\_(warn) me about it beforehand. 2. The weather is changing. It\_\_\_(start) raining. 3. No, he\_\_\_ (not hear) your name. We tried to speak in a whisper. 4. He\_\_\_(not hear) your name. That's why he did not say anything. 5. She \_\_\_ (not notice) us. We were standing too far away. 6. She\_\_\_(not notice) us though we were standing beside her. 7. \_\_\_I use your name as a referee? 8. She\_\_\_(not hear)

the news, that's why she looks as if nothing had happened. 9. She\_\_\_\_(not hear) the news, nobody\_\_\_\_tell her about it. 10. The professor says that I\_\_\_\_(rewrite) the essay. 11.\_\_\_\_I use your phone? 12. He\_\_\_\_(help) them when they were in trouble. 13.\_\_\_\_he (say) it? No, it's not like him. He is a man of few words.

**Exercise 24.** *Choose the right variant.*

1. I don't like the way you study. I think you\_\_\_\_harder!  
a) might have worked  
b) might work  
c) could work  
d) could have worked
2. Let's wait a little. He\_\_\_\_.  
a) may have come  
b) could have come  
c) may come  
d) might have come
3. She \_\_\_\_ of the plan herself. Somebody has suggested it to her.  
a) can't have thought  
b) may not have thought  
c) can't think  
d) may not think
4. They\_\_\_\_our telegram, that's why they did not meet us.  
a) couldn't have received  
b) can't have received  
c) may not have received  
d) may not receive
5. She\_\_\_\_my letter! — Don't be so angry with her. She\_\_\_\_it by mistake,  
a) may not read, may do  
b) cannot read, can do  
c) might not have read, can't have done  
d) can't have read, might not have done
6. He\_\_\_\_it. I don't believe you.  
a) is not able to say  
b) might not say  
c) can't have said  
d) might not have said

**Exercise 25.** *Fill in the blanks with the modal verbs making necessary changes (you may have several variants).*

1. He is in the garden. He\_\_\_\_(read) a newspaper in the summerhouse. 2. Her son

\_\_\_ (get) into trouble yesterday. I've seen him today and he looked quite happy and gay. 3. I don't remember him well but it seems to me he \_\_\_ (be) in charge of the Finance department last year. 4. He \_\_\_ already (get) used to driving on the left. He has been living in London for a year. 5. He \_\_\_ (receive) an emergency call, that's why he is out. 6. They \_\_\_ (not take up) this problem. It has been already solved. 7. Where is Mr. Black? — He \_\_\_ (receive) a foreign delegation. They \_\_\_ (come) at two o'clock. 8. Why haven't the Smiths arrived yet? — They \_\_\_ (lose) their way. They don't know the road well. 9. You \_\_\_ (introduce) me to your wife long ago. 10. He \_\_\_, (buy) a new car. He is deeply in debt. 11. He \_\_\_ (buy) a new car, but I am not sure. 12. They \_\_\_ already (arrive). Look, the windows are open. 13. Where is John? — He \_\_\_ (smoke) in the corridor. 14. I think for your children's sake you \_\_\_ (do) it. 15. You \_\_\_ (buy) this book for me. You know I have wanted to have it. 16. A wife \_\_\_ (obey) her husband, the Bible says. 17. You, \_\_\_ (wait) for me, I knew the road well and found my way myself. 18. Judging by his papers on the writing table he \_\_\_ (work) for several hours. 19. \_\_\_ it (be) Nick? He has changed a lot. 20. They \_\_\_ (not know) of the plane's delay, otherwise they did not come at 2 o'clock.

**Exercise 26.** *Find and correct the mistakes if any.*

1. I must not dress in my best. When I came, everybody was wearing jeans and T-shirts. 2. He must have known that she needed his help. 3. He had to have an accident in the thick fog. 4. You should phone her long ago. I am sure she is looking forward to your call. 5. With your knowledge of the language you may read the article. 6. I may not imagine Mary teaching students. She used to be so impatient. — You know time changes people. She is able to become quite different. 7. I am sure you might have done it much better. You did not try. 8. I was so angry, I must have thrown my boot at him. 9. May you do me a favour, please? 10. May I ask you to do me a favour, please?

**Exercise 27.** *Translate into English using the modal verbs.*

1. Что здесь происходит? Не могли бы вы сказать, в чем дело? — Должно быть, полиция ловит опасного преступника (criminal), и поэтому здесь нельзя пройти. 2. Он мог бы объяснить мне с самого начала, как это важно. 3. Тебе следует поторопиться. Мы можем опоздать. 4. Какой скучный фильм я посмотрел! Не стоило ходить в кино, я мог бы посмотреть что-нибудь по телевизору. 5. Тебе следовало бы сесть на диету (go on a diet) еще полгода назад. Посмотри на себя! Ты поправилась (gain) на 3 килограмма. Тебе нельзя есть сладкое. 6. Неужели она потеряла мой номер телефона? 7. Почему он молчит (keep silence)? — Может быть, он не расслышал ваш вопрос. Не могли бы вы его повторить? 8. Ты должен уважать (respect) своих родителей. 9. Наверное, он сегодня не придет. Уже восемь часов, а он должен был прийти в семь. 10. Вряд ли они уже вернулись. Они там впервые и могут задержаться (stay long).

**Test.** *Choose the right variant.*

1. "They\_\_\_an excellent vacancy last week. You \_\_\_an opportunity of getting it," he reproached me.
- a) had, mustn't miss
  - b) have had, might not have missed it
  - c) had, shouldn't have missed
  - d) were having, couldn't miss
2. He had to earn\_\_\_living at\_\_\_an early age,\_\_\_?
- a) \_\_\_, such, hadn't he
  - b) his, such, didn't he
  - c) himself, so, hadn't he
  - d) to, so, didn't he
3. We\_\_\_a camera because we never\_\_\_a chance to use it.
- a) might not have taken, had
  - b) should not have taken, have had
  - c) needn't have taken, had
  - d) mustn't have taken, had had
4. The line is busy; somebody\_\_\_on the telephone now.
- a) should be speaking
  - b) should have been speaking
  - c) must be speaking
  - d) can't be speaking
5. You\_\_\_this! See how\_\_\_she is.
- a) ought not to say, distressing
  - b) ought not to have said, distressed
  - c) won't be able to say, distressing
  - d) cannot have said, distressed
6. He says that nothing\_\_\_, because it is too\_\_\_. But I don't believe a single word\_\_\_; they\_\_\_us.
- a) should do, lately, of him, mustn't have failed
  - b) can't be done, late, of his, oughtn't fail
  - c) mustn't be done, lately, of him, shouldn't have failed
  - d) can be done, late, of his, can't have failed
7. I managed to come here at half past six. But I\_\_\_. They\_\_\_.
- a) needn't have hurried, had already left
  - b) needn't hurry, have already left
  - c) mustn't have hurried, had already left
  - d) shouldn't hurry, have already left
8. If she doesn't take care of\_\_\_, she\_\_\_have a nervous breakdown and\_\_\_to hospital.

- a) hers, may, should go
- b) her, can, need to go
- c) herself, may, may have to go
- d) herself, must, must go

9. He\_\_\_his wallet himself, it\_\_\_.

- a) might lose, couldn't be stolen
- b) may have lost, can't have been stolen
- c) could have lost, must not have been stolen
- d) ought to lose, shouldn't be stolen

10. You\_\_\_a message at least! We\_\_\_for two hours.

- a) should send, waited
- b) must have sent, were waiting
- c) could send, have been waiting
- d) might have sent, had been waiting

11. The only trouble is that I\_\_\_my exams in spring and\_\_\_them now.

- a) couldn't have taken, must have
- b) couldn't take, must have
- c) mustn't have taken, must have had
- d) can't take, must have had

12. The plane\_\_\_at 5 a.m. and in this hurry-scurry she\_\_\_the tickets on the table.

- a) had to take off, can leave
- b) was to take off, must have left
- c) was to take off, needn't leave
- d) must have taken off, shouldn't leave

13. Why\_\_\_he take the scandal on himself? It is not

- a) must, fairly
- b) may, fair
- c) should, fair
- d) could, fairly

14. You\_\_\_to him. His information is\_\_\_.

- a) shouldn't listen, misled
- b) needn't have listened, misleading
- c) can't have listened, misled
- d) mustn't have listened, misleading

15. It is not worth\_\_\_ to\_\_\_bed if he\_\_\_at five.

- a) to go,\_\_\_, have to get up
- b) going, the, must have got up
- c) to have gone, the, is to get up
- d) going,\_\_\_, doesn't have to get up

16. They have made me\_\_\_that I\_\_\_selfish about it.

- a) think, may have been
- b) to think, must be
- c) thinking, might have been
- d) thought, should have been

17. It\_\_\_late when I\_\_\_home; there were no people in the street.

- a) must have been, was going back
- b) must be, am going
- c) can't have been, was going
- d) could not have been, went

18. You\_\_\_worry, you\_\_\_always rely on me in this matter.

- a) must not, need
- b) need not, may
- c) can, need not
- d) should, must

19. You\_\_\_this device. It\_\_\_dangerous.

- a) couldn't have touched, may be
- b) must not touch, may be
- c) shouldn't have touched, ought to be
- d) needn't touch, must have been

20. I\_\_\_my job. I\_\_\_you before.

- a) needn't have put off, should ask
- b) shouldn't have put off, need to ask
- c) needn't have put off, should have asked
- d) shouldn't put off, should ask

## THE ADJECTIVE

**Exercise 1. State the morphological composition of the following adjectives.**

Pretty, bushy, weather-stained, thoughtful, hard-hearted, illegitimate, sober, non-party, low-bred, improbable, sceptical, counter-revolutionary, careworn, beloved, wicked, disobedient, long-legged, regular, water-proof, large, well-timed, homeless, shaky, courageous, panic-stricken, blindfold, Portuguese, newly-baked, antique, peace-making, forlorn, illegible, abundant, red-haired, small, deep-blue, bookish, snow-white, respectable-looking.

**Exercise 2. Give the comparative and superlative degrees.**

Cosy, merciful, bad, complete, fat, cheap, big, clumsy, stupid, far, miserable, narrow, virtuous, simple, merry, regular, expensive, low, deep, sad, significant, bitter, intimate, lazy, old, serious, tiny, clever, little, considerate, gay, good, much, dark, beautiful, dear, fit.

**Exercise 3. Use the adjective in the comparative or superlative degree.**

1. They had dined well and were now drinking hard... their faces getting \_\_\_ and \_\_\_ (red, red) (Priestley) 2. Was there anything in the world \_\_\_ than indecision? (bad) (Galsworthy) 3. He was only five years \_\_\_ than I was, which made him forty-five, (young) (Snow) 4. He loved his brother and he had done his brother what people seemed to consider \_\_\_ of wrongs, (bitter) (Greene) 5. \_\_\_ sin towards our fellow creatures is not to hate them, but to be indifferent to them, (bad) (Shaw) 6. He had been a great fencer, before the war, \_\_\_ fencer in Italy, (great) (Hemingway) 7. She is stopping at one of \_\_\_ hotels in town, (good) (Saroyan) 8. Difficult to believe it was so long ago, he felt young still! Of all his thoughts this was \_\_\_, \_\_\_ With his white head and his loneliness he had remained young and green at heart, (poignant, bitter) (Galsworthy) 9. She received congratulations as if she were \_\_\_ of women, (happy) (Hansford Johnson) 10. Kate remembered the little general; he was a good deal \_\_\_ than herself, (small) (Lawrence) 11. I think we'll resume the conversation when you're a little \_\_\_, Caroline, (calm) (Maugham) 12. They had never made \_\_\_ pretence of believing him. (little) (Greene) 13. Things went from bad to \_\_\_ (bad) (Saroyan) 14. He took his trinkets, carried them to the \_\_\_ pawnshop he could find, and being offered forty-five dollars for the lot, took it. (presentable) (Dreiser) 15. He felt her breathing grow — and \_\_\_ (slow, easy) (Cusdck) 16. To be ashamed of his own father is perhaps \_\_\_ experience a young man can go through. (bitter) (Galsworthy) 17. It's \_\_\_ in here than it is on the street. (hot) (Salinger) 18. I think you're about \_\_\_ girl in school, (pretty) (/ . Shaw) 19. All his life he had taken pains to be \_\_\_, \_\_\_ than his fellows, (strong, brave) (Saroyan) 20. From that moment may be dated the downfall of \_\_\_ and \_\_\_ of the Indian nations, that existed within the limits of the present United States, (great, civilized) (Cooper) 21. Mr. Micawber, under pretence of showing me a \_\_\_ way than that by which I had come, accompanied me to the corner of the street, (near) (Dickens) 22. He would walk here and there and be no \_\_\_ than an ant in an ant hill, (conspicuous) (Greene) 23. We slept in a double-bedded room, which was \_\_\_

that the little country inn could do for us. (good) (Conan Doyle) 24. This is Sam Penty one of our \_\_\_ artists, (good) (Priestley)

#### **Exercise 4. Translate into English.**

1. Киев — более древний город, чем Москва; это один из древнейших городов России. 2. В XVI веке Испания была самой могущественной державой мира. 3. Волга длиннее Днепра; это самая длинная река Европы. 4. Ватикан — самое маленькое государство в Европе. 5. Одной из важнейших проблем сегодняшнего дня является установление прочного и длительного мира. 6. Условия жизни трудящихся в странах социалистического лагеря значительно лучше, чем в странах капиталистического лагеря. 7. Можно надеяться, что в ближайшем будущем культурные связи с Англией будут еще более тесными. 8. Точка кипения (the boiling point) спирта ниже точки кипения воды. 9. Платина тяжелее золота; это один из самых тяжелых металлов. 10. Утро было прекрасное, но к вечеру погода стала хуже, ветер усилился, и темные тучи покрыли небо.

#### **Exercise 5. Point out all the substantivised adjectives and state whether they are wholly or partially substantivised.**

1. He basked in the company of the young. (Snow) 2. We must take the bitter along with the sweet. (Reade) 3. She warned the domestics not to touch the child, as Mrs. Osborne might be offended. (Thackeray) 4. It was a surprise to the optimistic: but it was even more of a surprise to the experienced. (Snow) 5. Oh, I know he is a right good fellow, but it belongs to the rank of the impossible. (Meade) 6. Imogen turning her luscious glance from one to the other of the "old dears", only smiled. (Galsworthy) 7. How do I know what's gone on between you? The rights and the wrongs of it. I don't want to know. (A. Wilson) 8. Willoughby was wearing greens, garrison hat, and all his ribbons. (Heym) 9. They were like poor savages confronted with a beautiful white girl. (Murdoch) 10. This year I covered half the world and saw people in such numbers — it seems to me I saw everybody but the dead. (Bellow) 11. But they had been such innocents then I (Galsworthy) 12. He was, as they saw it, part of the rich and superior class and every poor man knew what that meant. The poor must stand together everywhere. (Dreiser) 13. I was soon to discover that Gevaert was never interested in what "inferiors" had to say. (Clark)



## THE ADJECTIVE

**Ex. 1. A. Read and translate the sentences. Pay attention to the descriptions given in them.**

1. Harry looked nothing like the rest of the family. Uncle Vernon was large and neckless, with an enormous black moustache; Aunt Petunia was horse-faced and bony; Dudley was blond, pink and porky. Harry, on the other hand, was small and skinny, with brilliant green eyes and jet-black hair that was always untidy. He wore round glasses, and on his forehead was a thin scar. 2. Mrs. Reynolds was a tall, striking woman in her late forties, with blond hair and a typical pink English complexion. She had a friendly smile and an assertive yet sympathetic way about her. 3. Tonight Samantha wore well-tailored blue jeans, a white cotton shirt, a black gabardine blazer, and highly polished black Oxfords with white socks. 4. I shivered. It was a damp November night and quite cold, typical English winter weather. 5. It was a radiant day, the sky was a high blue and clear, and the sun was brilliant. 6. It was a blustery day. There was a high wind that blew the new green leaves off the trees. It was a chilly morning but the sky was a cerulean blue filled with puffy white clouds that raced across the great arc of the sky.

*(from "Harry Potter" by J.K. Rowling)*

**B. Describe:**

- a) the appearance of any person you like.
- b) the weather on the day you are reading this.

**Ex. 2. A. Read the following and say how the same qualities in men and women are often described by adjectives, say whose descriptions are generous, and whose are loaded with negative connotations.**

He is ambitious; she is pushy.

He is tough-minded; she is ruthless.

He is foresighted; she is calculating.

He is firm; she is stubborn.

He is self-respecting; she is egoistical.

He is persistent; she is nagging.

**B. Write a letter of recommendation to your colleague or a friend. Make use of some of the words given below.**

Efficient, diligent, helpful, creative, open-hearted, well-read, cultured, naive, thoughtful, slow, forgetful, choosy, demanding, bossy, cooperative, nosy, provocative, sophisticated, practical, businesslike, professional, well organized, decisive, flexible, resilient, reliable, broad-minded

**Ex. 3. State whether the following adjectives are qualitative or relative. Make up sentences of your own with them.**

- 1. stone, stony
- 2. silver, silvery
- 3. wax, waxen
- 4. snow, snowy

5. sun, sunny
6. silk, silken
7. gold, golden, gilded
8. wool, woolly, woollen
9. wood, wooden 10. brass, brazen

**Ex. 4. Choose the right word to fill in the blanks.**

1. a) The ... Age is the earliest known period of human history, b) The ground here had always been ... c) There came... silence, (stone, stony) 2. a) He was born with a ... spoon in his mouth, b) There is a ...birch under my window, c) Meryl was wearing a long ... dress, d) From the hall there came the ...chime of the old clock, (silver, silvery) 3. a) We need some ... candles, b) Old Nancy had a ... complexion, (wax, waxen) 4. a) Let's built a ... man. b) We went to see him one ... day in London, (snow, snowy) 5. a) I worked ... - up to ... - down, b) You have a wonderful ... tan. c) It was a ... day. d) Bob has a ... disposition, (sun, sunny) 6. a) I think I'll bye this ... scarf, b) This girl has ... lashes, c) Her hair was very long and ... . (silk, silky, silken) 7. a) There are ... daisies in the grass, b) He won a ... medal, c) Sue wore a tiny ... cross, d) These are ... rules, e) The princess was a beautiful girl with ... hair, f) They stopped before the ...altar (gold, golden, gilded) 8. a) He was dressed in a good ... suit, b) My Granny knitted a pair of long ... socks for me. c) Betty had a ...cap on. (wool, woolly, woollen) 9. a) They have a ... house, b) He had a ... head, (wood, wooden) 10. a) There was a... jug on the table, b) She is tired of her husband's ... love affairs, (brass, brazen).

**Ex. 5. Give degrees of comparison of the following words if possible.**

I. angry, brave, bad, convenient, dry, dead, final, good, heavy, narrow, perfect, Persian, right (left), square, important, white, yellow, unique, little  
 II. absent-minded, easy-going, fine-looking, good-natured, high-flown, high-heeled, kind-hearted, much-spoken, narrow-minded, old-fashioned, strong-willed, well-bred

**Ex. 6. Put the adjectives in the correct order.**

1. Cycling is a(n)\_\_\_\_\_activity, (useful, outdoor, popular) 2. Now I'm reading a\_\_\_\_\_novel, (depressing, long, boring) 3. He had a\_\_\_\_\_alarm clock, (digital, new, useful) 4. Have you heard of this\_\_\_\_\_invention? (Japanese, fantastic, new) 5. This family rents a\_\_\_\_\_house, (furnished, large, old) 6. I've just bought a(n)\_\_\_\_\_table, (beautiful, coffee, glass, oval) 7. Robert's is the\_\_\_\_\_car. (red, Italian, big) 8. Our students are using \_\_\_\_\_ dictionaries.(English, reliable, new, complete) 9. There was a \_\_\_\_\_ carpet on the floor, (soft, wonderful, woollen, Persian) 10. Andy gave Rosie a\_\_\_\_\_box. (jewellery, velvet, small, square) 11. Stratford is a\_\_\_\_\_town, (nice, small, quiet). 12. There are a lot of\_\_\_\_\_pans in the shops, (frying, Tefal, non-stick, brand-new, French-made).

**Ex. 7. Translate into English.**

1. Я живу в новом девятиэтажном кирпичном доме. 2. Секретарь вручил ему толстый коричневый бумажный конверт. 3. Мы обедали за большим новым круглым деревянным столом. 4. Она надела свой лучший синий шерстяной костюм. 5. В этой фирме работает много молодых способных японских программистов. 6. Лиза купила новую модную красную шелковую блузку. 7. Старые узкие темные туманные улицы Лондона пугали ее. 8. На ковбое была большая яркая соломенная мексиканская шляпа. 9. Это был первый по-настоящему важный международный конгресс. 10. Как мне нравится эта венецианская зеленая стеклянная ваза! 11. Перед нами лежала песчаная равнина. 12. Спасибо, это золотой совет (мнение). 13. У сейфа свинцовая дверь. 14. Небо было свинцовое, оно не обещало ничего хорошего. 15. У чучела были стеклянные глаза. 16. Врачу не понравился его стеклянный взгляд. 17. Мне надоели твои наглые манеры.

**Ex. 8. Choose the right words to fill in the blanks.**

1. a) When Scott reached the ... Pole, he saw the Norwegian flag already there, b) Antarctica is in the ... Hemisphere, (south, southern) 2. a) This novel is based on a ... story. b) I think Linda is a ... person, (true, truthful) 3. a) It was a great, yes, it was a ... change for the country, b) They played their part in the ... process, (historic, historical) 4. a) He rents a flat in ... London, b) These cliffs and grounds are in the ... Hemisphere, (north, northern) 5. a) This fish is so bony! I find it ...! b) These beautiful fungi are ... . They are poisonous, (uneatable, inedible) 6. a) — John is as ... as a girl. — Yes, he is very touchy. b) —On the other hand, he is a ... boy. —Yes, I would say he is intelligent, (sensible, sensitive) 7. a) The country is having great ... difficulties, b) This car is very ... . It needs little petrol, (economic, economical) 8. a) This chronicle gives a ... presentation of events, b) The discovery of penicillin was a ... event, (historic, historical) 9. a) The handwriting was ..., but I recognized it as Mark's, b) It may be a good novel, but I find it... . (unreadable, illegible) 10. a) In our new flat we have an ... cooker, b) Accumulator gave off a sudden ... discharge, (electric, electrical).

**Ex. 9. Make compound adjectives form according to the model.**

Model: A programme which lasts half an hour is a half-hour programme.

1. a freeze (on bank accounts) for two months a \_\_\_\_\_ freeze 2. celebrations for three days \_\_\_\_\_ celebrations 3. a ring road with five drives a \_\_\_\_\_ ring road 4. a drive which takes five hours a \_\_\_\_\_ drive 5. a lorry which can carry 15 tons a \_\_\_\_\_ lorry 6. a flight which lasts 3.5 hours a \_\_\_\_\_ flight 7. the first film which lasted for three minutes a \_\_\_\_\_ film 8. an engine with a capacity of 3.5 litres a \_\_\_\_\_ engine 9. a child which is five years old a \_\_\_\_\_ child 10. a man whose height is six feet a \_\_\_\_\_ man 11. a walk which covers eight miles a \_\_\_\_\_ walk 12. a tank with a capacity of 16 gallons a \_\_\_\_\_ tank 13. a \*\*\*\* hotel a \_\_\_\_\_ hotel 14. a castle built in the fourteenth century a \_\_\_\_\_ castle 15. a student who is in his second year a \_\_\_\_\_ student 16. a flat on the third floor a \_\_\_\_\_ flat 17. a computer which is of the second generation a \_\_\_\_\_ computer 18. a decision made at the last minute a \_\_\_\_\_ decision 19.

an excellent meal a \_\_\_\_\_-class meal 20. a very poor production a \_\_\_\_\_-rate production.

**Ex. 10. Complete the sentences using the comparative or the superlative form of the adjectives given in brackets.**

1. — Boris is certainly (clever) than his brother. — Yes, and he is (attractive) than his brother Peter. In fact, he is (smart) boy I've ever taught. 2. Nothing could be (extravagant) than buying such an expensive car. You will have to be (careful) with your money in future. 3. Life is getting (hard) and (complicated) with every passing day. 4. It is (effective) method of all, but it is naturally costly. 5. Stephen is (intelligent) than any other boy in his group. 6. It has been (cold) day in Moscow for thirty years. 7. It's (little) I can do for you, I'm afraid. 8. That was (bad) than he had expected. 9. That was indeed (bad) experience in his career. 10. They naively think that things can only get (good). 11. This is (unbelievable) news I have ever heard. 12. He ate (few) French fries than you did at the picnic. 13. Angela is (little) organized than Mike. 14. If you ask me, Moscow is (beautiful) than any other city in the world. 15. They had (little) and (little) to talk about. 16. It is axiomatic that (great) the student's individual effort, (much) thorough will be his learning. 17. The (much) original a discovery, the (much) obvious it seems afterwards.

**Ex. 11. Complete the following comparisons.**

1 Barbara is nearly ... old ... her stepmother. 2. There are more ... two thousand books in my mother's library. 3. Bob talks just ... his father. 4. Would you be ... kind ... to close the door for me? 5. Do ... I tell you; don't do ... I do. 6. I am not ... naive ... to believe all he promises me. 7. After your heart attack you should walk ... slowly ... possible. 8. The Volga is not now ... wide ... it was. 9. I have ... many working hours a week ... any other employee. 10. A shower uses less water ... a bath. 11. On Sundays we don't have to get up ... early ... usual. 12. This house is two times ... big ... the old one. 13. They use twice ... much electricity .. compressor machines. 14. In my opinion, it's worth more ... twice that figure. 15. He can lift a box thrice ... heavy.

**Ex. 12. Read and translate the following colourful and unusual comparisons. Make up sentences with them.**

1. as different as chalk and cheese 2. as scarce as hen's teeth 3. as dark as inside of a wolf 4. as happy as a pumpkin in a sunny patch 5. as ugly as home-made soap 6. as black as two o'clock in the morning 7. as happy as a dog with two tails 8. as nervous as a brick wall 9. as brave as the first man who ate an oyster 10. as cold as an ex-wife's heart 11. as big as the little end of nothing 12. as noisy as two skeletons dancing on a tin roof

**Ex. 13. Give degrees of comparison of the following adjectives if possible.**

absolite  
able  
authentic  
helpful

empty  
effective  
left  
mild  
middle  
medical  
vacant  
round  
pregnant  
Roman  
wooden  
immortal  
real  
late  
near  
old  
far  
few  
tough  
entire

**Ex. 14. Complete the given phrases.**

1. The sooner, ... . 2. The longer the day (is), ... . 3. The more we learn, .... 4. The more expensive the wedding, ... . 5. The later one goes to bed, .... 6. The better the idea, ... . 7. The sunnier the weather, ... . 8. The more knowledge you get.....9. The broader your outlook, ... . 10. The richer your vocabulary, ... . 11. The less chocolate you eat, ... . 12. The farther from home, ... . 13. The more kids you have, ... . 14. The smarter a person is, ... . 15. The longer we study English, ...

**Ex 15. Use the right degree of comparison of the adjectives in brackets.**

1. He laughs (good), who laughs last. 2. He who laughs last, laughs (long). 3. Of two evils, choose the (little). 4. My aunt is the (old) of the four sisters. 5. Cats are (clean) than monkeys, but monkeys are (intelligent) than cats. 6. He is the (well-known) of that crew. 7. Put your (good) foot forward. 8. He had rarely listened to a (an) (absurd) proposal. 9. The kids had never eaten a sausage that was (big, red, hot). 10. Thank you, you are (kind) today than you were yesterday. 11. Socrates was (wise) Greek of all. 12. Get there first with (much) — that is the fundamental principle of tactics. 13. Which lie seems (good)? 14. Christopher is (friendly) than Ted. 15. Donald is (well-off) than either of his brothers. 16. Ben is (wealthy) of the three brothers. 17. Edwin was (nice) of the two sons.

**Ex. 16. Translate into English.**

1. Из двух проектов второй более перспективный. 2. Из пятерых претендентов они выбрали самого знающего. 3. Какой из этих двух аппаратов более надежный? 4. Это был самый печальный опыт в моей жизни. 5. Для нее нет

ничего более важного, чем ее карьера. 6. Чем скорее он перестанет проматывать деньги, тем лучше. 7. Для меня существуют два самых замечательных дня в году — мой день рождения и Новый год. 8. Чем меньше ты говоришь и, фактически, чем меньше ты знаешь, тем это безопаснее для меня и для моих друзей. И в конечном счете для тебя тоже. 9. Вода — самый сильный напиток. Она приводит в движение (to drive) мельницы. 10. Чем образованнее человек, тем более он склонен страдать от головных болей. 11. Самые лучшие повара — мужчины. 12. «Извините» — самое трудное слово. 13. Чем больше я читаю о налоговой реформе, тем меньше я ее понимаю.

**Ex. 17. Read the sentences and translate them into Russian, paying special attention to the adjectives.**

1. Good— better— best. Never rest. Till "good" is "better" and "better" is "best". 2. A bad excuse is better than none. 3. A silent tongue and a true heart are the most admirable things on earth. 4. It is better to be the best of a low family than the worst of a noble one. 5. The symphony was a half-baked, splashy, cacophonous mess. 6. The film will be released in the first half of the following year at the earliest. 7. Broken hearts stain pillows with bitter tears. 8. Much to Mary's further surprise, her mother was nowhere to be seen. 9. He is going to buy the latest golfing accessories. 10. Whom we love best, to them we can say least. 11. Learning makes a good man better and a bad man worse. 12. Now let's have lunch and you can tell me about all your latest lady friends and the exciting parties you've been to. 13. Many famous artists died in the bitterest poverty. 14. The positive hotel experience is a smooth arrival, delightful service, a pleasant night's stay and a professional check-out.

**Ex. 18. Compare.**

I. two different fruits 2. a cat and a dog 3. two flowers 4. rock music and classical music 5. two academic subjects 6. comedy and tragedy 7. reading and writing 8. being single and being married 9. two of your friends 10. your life now with what it was like ten years ago II. your physical appearance now with the way you looked as a child 12. two movie stars 13. two holidays 14. two of your teachers 15. children with parents.

**Ex. 19. Fill in the gaps with the correct form of the adjective Mind the use of articles where necessary.**

**A. Late**

1. These are ... books and current magazines. 2. Are you getting off at ... stop? 3. He turned up ... than he had promised. 4. Let's discuss ... news a little bit ..., shall we? 5. We have two managers at the office: Igor and Svetlana. ... is thirty, ...is twenty-eight. 6. Will you repeat ... sentence, please. 7. This illustrated magazine shows photographs of ... fashions. 8. Last week my students passed ... exam. 9. I am ..., but not ... . 10. We need ... telephone directory.

**B. Near**

1. There's no one ... to me than you. 2. Excuse me, where is ... metro station? 3. ... time think before you speak. 4. Are you getting off at ...stop, sir? 5. Who lives ... to

the school, children? 6. ...week you'll have to write ... essay according to our plan. 7. Who is going to be ... to do the talking?

**C. Old**

1. My roommate is as ... as I. 2. Of the four children Tony is ... . 3. My ... brother is a loving family man. 4. — Who is ... here? — Mr. Stone is, though he is the youngest man here. 5. Have you ... brother or sister?

**D. Far**

1. She is one of those who will go .... 2. How ... is your native place from here? 3. Billy lived at ... end of the village. 4. She never went ... than school. 5. Do you think they will get any ... in this tricky matter? 6. A ... calculation shows that these figures are incorrect. 7. I live .. from the city centre than you do, S. They are waiting for ... news from home.

**Ex. 20. Translate into English.**

1. Вы - моя последняя надежда. 2. Этого я от вас меньше всего ожидала. 3. Она выглядит старше своих лет. 4. Женщине столько лет, на сколько она выглядит. 5. Чем ближе экзамены, тем больше я нервничаю. 6. — На сколько лет ваш муж старше вас? — Мы ровесники. 7. В следующий вторник мы обсудим следующий пункт программы. 8. Каковы последние достижения в этой области? 9. Последующие детали будут обсуждены на последнем заседании клуба. 10. На этой выставке представлено последнее (новейшее) оборудование со всего мира. 11. Все уважают Давида. Он здесь главный. 12. Нет, дальше мы не пойдем, темнеет. 13. Если ей помочь, то она далеко пойдет. 14. У меня две близкие подруги: Настя и Ирина. Первая очень сдержана, вторая очень эмоциональна. 15. Сядь, пожалуйста, подальше от телевизора. 16. Они принялись за работу без дальнейших комментариев. 17. Это последняя капля. Я этого не могу больше выносить. 18. Я живу дальше всех от школы.

**Ex. 21. Talk on the suggested topics.**

1. Your proudest achievement. 2. Your most important decision. 3. Your biggest inspiration. 4. Your most memorable dream. 5. Your biggest business risk. 6. The best year of your life. 7. The thing that interests you most in people. 8. Your greatest regret or disappointment. 9. The worst job you've ever had. 10. The greatest help you ever received. 11. The strangest coincidence in your life. 12. The three most important principles you follow. 13. The biggest crisis in your life. 14. Your strongest belief.

**Ex. 22. Read and translate the sentences. Say how degrees of comparison are intensified.**

1. Are the profits that poor? 2. The weather is no better today than it was yesterday. 3. It's ever so interesting to meet new people. 4. It's most important you stay here. 5. This is a most rewarding job. 6. His is the finest car available on the market. 7. Thank you ever so much, you've been most helpful. 8. Your offer is much (a lot) better than any other's. 9. They give you the best chance imaginable. 10. He is no worse than any other boy of his age. 11. She was by far the camp's best swimmer. 12. He never ever wears a hat. 13. Mr. Parker is by far and away the biggest share holder. 14. It was the

most awful film ever. 15. Where ever have you been? 16. Listen, I am dead serious about it. 17. This idea is pretty interesting. 18. Ron was having far worse problems. 19. He gave her a most loving smile.

**Ex. 23. Make up 8 sentences of your own according to the model.**

Model: 1. *The sky was a Wedgwood blue.*

2. *The walls were painted an antiseptic white.*

3. <i>The Queen Mother was dressed in forget-me-not blue for the opening ceremony.</i> The Adjective	The Noun-Intensifier
1. white	ash, silver, snow, wax, lemon, magnolia, stone, chalk, powder, paper, china, antiseptic, milky
2. black	raven, storm, jet, soot
3. brown	earth, chocolate, rust, summer
4. green	jade, emerald, bottle, grass, copper, apple, sea, pea, olive, lime
5. grey	silver, iron, smoke, pearl, sea, seal
6. red	gold, flower, blood, brick, rose, beet, coral, wine, turkey, rust
7. blue	forget-me-not, baby, sapphire, Cezanne, pastel, Dresden, Wedgwood, ice, corn, midnight, china, sky, blue, turquoise, navy
8. yellow	daisy, butter, acid, candy, lemon, creme



## THE ADJECTIVE / THE ADVERB

### 1. *Circle the correct form in parentheses.*

1. Rita plays the violin (good/well). 2. That is an (intense/intensely) novel. 3. The sun is shining (bright/brightly). 4. The girls speak (fluent/fluently) French. 5. The boys speak Spanish (fluent/fluently). 6. The table has a (smooth/smoothy) surface. 7. We must figure our income tax returns (accurate/accurately). 8. We don't like to drink (bitter/bitterly) tea. 9. The plane will arrive (soon/soonly). 10. He had an accident because he was driving too (fast/fastly).

### 2. *Open the brackets. Use adjectives or adverbs.*

Lan did not want to defend herself (public). She just walked away (sad) after the other students had called her a "gook", but when they could not see her, she started to cry (quiet). She had not expected such a (rude) word from them. She had been (nice) to them. She had not spoken (bad) of them or their country, although life here was very (hard) for her family. Why had they attacked her? For her it was (unimaginable) to be so (hard) on somebody. She asked herself, "Will we ever be able to live (happy) in their country?"

### 3. *Put in the right forms. Alternatives are possible.*

#### THE CHAMP

The two men were sitting at the bar. The one (near) ... to me was the (big) ... and (strong) ... man I have ever seen. The one (far) ... from me was the (small/little) ... and (weak) ... . They were having the (violent) ... argument I had ever heard. Suddenly the little man said, "It's a case of the (small) ... brain in the world fitted into the (big) ... head!" They were his (last/latest) ... words. The little man didn't know what hit him as he fell to the floor. "When Shortie wakes up, tell him that was my (better/best) ... Karate chop," the big man told the barman as he left. The next evening, King Karate was at the bar as usual when Shortie crept quietly, swung his arm and the champ fell to the floor. "When Karate wakes up," Shortie said, "tell him it was my (oldest/eldest) ... Land Rover starting handle."

### 4. *Write the missing words in the blanks. Several answers may be correct.*

H. and C. arrive the home of E.'s family.

Mrs C.: Hello, Carlos and Hiroshi. Come in..... take your jackets?

H.: Yes.....This is a beautiful house.

C.: Yes, it's ..... than our apartment. I really like it, Mrs C.

Mrs C.: Well, thank you. But ..... call me Francine We've ..... formal here .....in some other families.

H.: Okay.....Ellen.....be here soon?

Mrs C.: Yes, ..... She ..... downstairs in a few minutes. Dinner ..... be ready..... soon ..... possible.

Ellen comes down and they all sit down to dinner.

Mrs C.: Carlos, .....have some roast beef?

Mr C.: And then ..... please pass it to me?

E,: What ..... give you to drink — beer, wine, cola, milk?

H.: ..... cola, please?

Mr C.: Well, Carlos, when.....graduate?

C.: .....

Mrs C.: What.....do after that?

C.: .....

H.: Mmmm ..... this roast beef is terrific. It's

.....than in my favourite restaurant.

Mr C.: My wife cooks as ..... the famous chefs of Europe!

Mrs C.: Thank you, dear. I think we need ..... napkins. .... get from the kitchen?

Mr Cline gets ..... napkins from the kitchen and brings them to the table.

Mrs C.\ Hiroshi, your plate is almost empty..... you more vegetables?

H,\ No, thank you. But ..... salad?Mrs C.: Of course.

E.\ We're ..... a great dessert next. Save room for it!

H.: Don't worry. I.....two servings of dessert!

Mrs C.: Well, I can offer you ..... carrot cake, .....apple pie, or..... ice cream.

Mr C: I don't want ..... cake or pie tonight, dear. I'm .....ice cream.

C.: I ..... have ..... cake.

H.: I want ..... cake, ..... pie, and ..... ice cream!

Mr C.: (walking to the kitchen) How can he eat so .....and stay so skinny?

**5. Fill in the blank with the positive or comparative form of the word in parentheses. Add necessary words.**

1. Is these ..... (comparative: advertising) in the USA.... in your country? Is it ..... (positive: effective)?

2. Are billboards ..... (positive: common) in your country ..... in the USA? Are they ..... (comparative: attractive)?

3. Are newspapers in your language ..... (comparative: interesting) ..... newspapers in English? Are they..... (comparative: expensive)?

4. Are there ..... (comparative: few ads) in newspapers in your country ..... in the USA? Are they .....(comparative: small or big)?

5. Are records from your country ..... (positive: good) ..... records in the USA? Do teenagers play them ..... (positive: loudly)?

6. Are American TV commercials ..... (comparative: good) ..... commercials in your country? Do they appear ... (comparative: frequently)?

7. Is the media ..... (positive: important) in your country ..... in the USA?

**6. Fill in the blanks.**

WHICH APARTMENT IS BETTER

Donald and Gloria are looking for a place to live. Last week they saw an apartment on Grant Street that Donald liked very much. This week they're looking at an apartment on Brighton Boulevard that Gloria likes better.

Gloria: The living room in the Grant Street apartment is so small, and this one is much (large) ..... Also, the kitchen in the Grant Street apartment is so dark, and this one is much (light) .....

Donald: That's true. But the Grant Street apartment is cheap, and this one is much (expensive) .....

Gloria: No wonder! That's because the Grant Street apartment is old and ugly, and this one is much (new) ..... and (pretty) ..... The Grant Street yard is so little, and this yard is much (big) .....

Donald: But don't you think the superintendent at the Brighton Boulevard apartment is a little lazy? I'm sure the Grant Street superintendent is much (energetic) ..... And I think the Brighton Boulevard landlord is stingy. The one on Grant Street is much (generous) .....

Gloria: You might be right. But Grant Street is so narrow and dirty, and Brighton Boulevard is much (wide) ..... and (clean) .....

Donald: I agree. But the Brighton Boulevard neighbours are so unfriendly, and the Grant Street neighbours are much (hospitable) ..... Don't you think that living on Brighton Boulevard is going to be boring? I'm sure that living on Grant Street will be much (interesting) .....

Gloria: Hmm. What do you think we should do?

Donald: I don't know. I guess we should look at the apartment on School Street before we decide.

**7. Select the correct form in parentheses in the following sentences.**

1. Of the four dresses, I like the red one (better/best). 2. Phil is the (happier/happiest) person that we know. 3. Pat's car is (faster/fastest) than Dan's. 4. This the (creamier/creamiest) ice cream I have had in a long time. 5. This poster is (colourfuler/more colourful) than the one in the hall. 6. Does Fred feel (weller/better) today than he did yesterday? 7. This vegetable soup tastes very (good/well). 8. While trying to balance the baskets on her head, the woman walked (awkwarder/more awkwardly) than her daughter. 9. Jane is the (less/least) athletic of all the women. 10. My cat is the (prettier/prettiest) of the two. 11. This summary is (the better/the best) of the pair. 12. Your heritage is different (from/than) mine. 13. This painting is (less impressive/least impressive) than the one in the other gallery. 14. The colder the weather gets (sicker/the sicker) I feel. 15. No sooner had he received the letter (when/than) he called Maria. 16. A mink coat costs (twice more than/twice as much as) a sable coat. 17. Jim has as (little/few) opportunities to play tennis as I. 18. That recipe calls for (many/much) more sugar than mine does. 19. The museum is the (farther/farthest) away of the three buildings. 20. George Washington is (famouser/more famous) than John Jay.

**8. Supply the correct form of the adjectives and adverbs in parentheses. Let as and than be your clues. Add any other words that may be necessary.**

1. John and his friends left ..... (soon) as the professor had finished his lecture.

2. His job is ..... (important) than his friend's. 3. He plays the guitar..... (well) as Andres Segoria. 4. A new house is much ..... (expensive) than the older one.

5. Last week was ..... (hot) as this week. 6. Martha is..... (talented) than her cousin.

7. Bill's descriptions are .....(colourful) than his wife's. 8. Nobody is.....(happy) than Maria Elena. 9. The boys felt ..... (bad) than the girls about losing the game. 10. A grey hound runs .... (fast) than a chihuahua.

**9. Supply *than, as or from* in each of the following sentences.**

1. The Empire State Building is taller ..... the Statue of Liberty. 2. California is farther from New York..... Pennsylvania. 3. His assignment is different.....mine. 4. Louie reads more quickly..... her sister. 5. No animal is so big.....King Kong. 6. That report is less impressive ..... the government's. 7. Saw wears the same shirt ..... his teammates. 8. Dave paints much more realistically.....his professor. 9. The twins have less money at the end of the month ..... they had at the beginning. 10. Her sports car is different .....Nancy's.

**10. Put in *so much, so many, so few or so little*.**

When I agreed to serve on the committee, I didn't realize there would be ..... meetings. They take up ..... of my time that I think I'm going to have to resign. The meetings are completely useless, anyway ... people put ..... energy into arguing for hours about things. They have ..... importance that they weren't worth discussing in the first place. And ..... of the committee members are actually the kind of people I really want to get to know. I'm sure I'll be ..... happier if I give it up.

**11. Fill in blanks with *other*.**

1. I got three letters. One was from my father. Another one was from my sister..... letter was from my girlfriend. 2. Look at your hand. There is a total of five fingers. One is your thumb..... is your index finger..... one is your middle finger..... finger is your ring finger. And ..... finger (the last of the five) is your little finger. 3. Look at your hands. One is your right hand.....is your left. 4. I invited five people to my party. Out of those five people, only John and Mary can come..... can't come. 5. I invited five people to my party. Out of those five people, only John and Mary can come.....people can't come. 6. I would like some more books on this subject. Do you have any.....that you could lend me? 7. I would like to read more about this subject. Do you have any ..... books that you could lend me? 8. There are many means of transportation. The aeroplane is one means of transportation. The train is ..... 9. There are many means of transportation. The aeroplane is one..... are the train, the automobile, and the horse. 10. There are two women standing on the corner. One is Helen Jansen and ..... is Pat Hendricks. 11. Alice reads THE NEW YORK TIMES every day. She doesn't read

any.....newspapers. 12. Some people prefer classical music, but ..... prefer rock music. 13. Mr. and Mrs. Jay are a happily couple. The love ..... They support..... They like ..... 14. He will graduate in .....two years. 15. I'm almost finished. I just need ..... five minutes.

**12. Fill in the blanks with other.**

1. One common preposition is from..... common one is in. .... are by, for, and of. The most frequently used prepositions in English are at, by, for, from, in, of, to, and with. What are some ..... prepositions? 2. Two countries border on the United States. One is Canada..... is Mexico. 3. One of the countries I would like to visit is Sweden..... is Mexico. Of course, besides these two countries, there are many ..... places I would like to see. 4. They have three children. One has graduated from college and has a job..... is in school at the University of Arkansas..... is still living at home. 5. Thank you for inviting me to go on the picnic. I'd like to go with you, but I've already made ..... plans. 6. Most of the guests have already arrived, and I'm sure that all of.....will be here soon. 7. Some people are tall; ..... are short. Some people are fat; ..... are thin. Some people are nearsighted; ..... people are far-sighted. 8. That country has two basic problems. One is inflation, and ..... is the instability of their government. 9. I have been in only three cities since I came to the United States. One is New York, and ..... are Washington, D.C., and Chicago. 10. When his alarm went off this morning, he shut it off, rolled over, and slept for.....twenty minutes. 11. Louis and I have been friends for a long time. We've known .....since we were children. 12. It's a long trip. I'm getting tired of riding in the car, but we still have ..... two hundred miles to go. 13. In just.....three weeks, he will be a married man. 14. Prices continually rise. Next year a new car will cost ..... three or four hundred dollars.

**13. Put in the missing adjectives and adverbs. Use the following words: beautiful, best (twice), careful, cheap, early, far, fast, full, hurried, important, last, new, past, quick, rapid, silly.**

**A SPLASH OF COLOUR**

..... Thursday I had an ..... interview for a job. I got up ... and dressed ... I put on my ... jacket and trousers, to look my ... I had to travel by train so I walked to the station which isn't ... from my house. I was walking quite ... when I saw a man just ahead painting his fence with red paint. He didn't notice me as I walked ... . Then he turned suddenly and splashed my ... trousers! He had acted ... and he apologized, but the damage was done. There was a big store on the corner, so I decided to buy a new pair ... . I could change on the train. I ... found a nice pair, which I bought quite ... . The shop was ... , so I paid ..., grabbed my shopping-bag and left. In the train, I went to the toilet to change. I took off my stained trousers and threw them out of the window. Then I opened the bag to get my ... ones, but all I found was a pink woollen sweater!

## THE ADJECTIVE / THE ADVERB

### Exercise 1. *Put the following into the correct order.*

1) suede / Italian / new / red / soft / shoes 2) elderly / tall / Englishman 3) oval / Venetian / ancient / valuable / glass 4) shiny / large / expensive / brown / leather / case 5) square / wooden / old / nice / table 6) modern / stone / large / beautiful / cottage 7) porcelain / tea / blue / thin / old / cup 8) young / blonde / handsome / tall / man 9) old / several / English / beautiful / castles 10) pretty / French / young / a lot of / girls 11) dark blue / best / silk / my / shirt 12) young / many / factory / German / workers

### Exercise 2. *Choose the right word.*

1. I don't like horror films. I think they are (frightening/frightened) and (boring/bored). 2. Don't look so (surprising/surprised). Of course, it was a (surprising/surprised) decision but we had no other out. 3. It was a (tiring/tired) journey. I wish I hadn't it. I feel completely (exhausting/exhausted) after 4. The football match was (disappointing/disappointed). Our team lost the game and we left the stadium quite (disappointing/disappointed). 5. He can't remember his pupils' names. It seemed funny at first, but now it is rather (embarrassing/embarrassed). 6. So far as Mrs. Brown was concerned she did not seem to be in the least (embarrassing/embarrassed). 7. He did not come and she 'looked rather (worrying/worried). 8. The rise in crime is (depressing/depressed). 9. The pictures made a (depressing/depressed) impression on him. 10. She is not (satisfying/satisfied) with her position.

### Exercise 3. *Complete the sentences with the following words using the proper degree (busy, few, famous, convenient, well-read, kind-hearted, straight, hot).*

1. She is easy to deal with. I think she is \_\_\_ than her sister. 2. I suppose the works of this artist are \_\_\_ abroad than in his country. 3. This armchair is \_\_\_ of all. 4. He knows a lot. He is \_\_\_ than his schoolmates. 5. Let's take this path. It's \_\_\_. 6. The street you live in is \_\_\_ than mine. 7. Days are getting \_\_\_ in July. 8. He made \_\_\_ mistakes in his class.

### Exercise 4. *Match the adjectives on the left with their definitions on the right.*

- |            |  |
|------------|--|
| 1) further | a) after some time                                       |
| 2) farther | b) the second of two things or persons already mentioned |
| 3) last    | c) the smallest  |
| 4) latter  | d) coming immediately after, in space or in order        |
| 5) elder   | e) additional  |
| 6) nearer  | f) at a greater distance                                 |
| 7) next    | g) least good  |
| 8) least   | h) coming after all others in time or order              |
| 9) later   | i) senior of members of the family                       |
| 10) worse  | j) closer  |

**Exercise 5. Open the brackets and use the comparative form of the adjectives and adverbs.**

1. This exercise is (simple) than that one. 2. Why are you talking? Please be (quiet). 3. New districts of Moscow are (beautiful) than the old ones. 4. He is (clever) than his brother. 5. My (old) sister is 4 years (old) than me. 6. There are (many) customers on Saturdays than on weekdays. 7. Are expensive things (good) than cheap ones? 8. Is English grammar (difficult) than Russian grammar? 9. He has made (few) mistakes than yesterday. 10. She had to give us (far) information though she didn't want to. 11. Students from Group 3 are (industrious) than those from Group 1. 12. Have you met our new colleagues, Mr Brown, and Mr. Green? The former is an excellent economist, (late) is a good lawyer. 13. They have got down to business without any (far) delay. 14. This matter is (urgent) than that one. 15. He plays tennis (bad) than she. 16. He's got a still (old) edition of this book. 17. Is there a (late) train passing here? 18. (far) details will be given tomorrow. 19. Sparrows are (сопшыю) than any other birds. 20. Motor-cycles are (noisy) than cars, aren't they?

**Exercise 6. Choose the right variant.**

1. Martin was the (more talented/most talented) of the two brothers. 2. Of the three shirts I like the blue one (better/best). 3. My dog is the (prettier/prettiest) of the two. 4. This summary is the (better/best) of the two presented. 5. There are nine planets in our solar system and Pluto is the (farther/farthest). 6. Mary is the (tallest/taller) of the two girls. 7. The boss likes my plan (better/ best) of the two. 8. This is the (less difficult/least difficult) of the four cases. 9. This knife is the (sharpest/sharper) of the two. 10. Mother was the (more/most) beautiful of seven daughters.

**Exercise 7. Translate into English.**

1. Кто из этих двух лучший ученик? 2. Она примерила (try on) свои два платья и надела самое нарядное (smart). 3. Он осмотрел все компьютеры и купил самый современный (modern). 4. Кто самый высокий ученик в классе? 5. Из двух игрушек мальчик выбрал самую яркую.

**Exercise 8. Make up sentences according to the example.**

*Example:*

*life/becoming/hard — Life is becoming harder and harder.*

*life/becoming/difficult — Life is becoming more and more difficult.*

- 1) people/living/long
- 2) going abroad/becoming/popular
- 3) crime/becoming/common
- 4) the light in the rooms/becoming/dim
- 5) computers/becoming/expensive
- 6) factories/employing/few/workers
- 7) his heart/beating/hard
- 8) Moscow/becoming/beautiful
- 9) his voice/becoming/weak

10) nights- in winter/becoming/long

**Exercise 9. Give the superlative form of the adjectives in brackets.**

1. The Pan-American Highway is (long) road in the world. 2. The Beatles were (successful) pop group. 3. Japan has (crowded) railways in the world. 4. This is our (old) national airline. 5. The Chrysler Building was once (tall) in the world. 6. Is English (useful) language to learn? 7. This is one of (expensive) stores in the city. 8. The Queen must be (rich) woman in the world. 9. Unfortunately, I haven't heard (late) news. I think it was very interesting. 10. Is the Mona Lisa (valuable) painting in the world? 11. His house is (far) in the street. 12. February is (snowy) and (cold) month of the year here. 13. (dangerous) spider is the black widow, whose bite can kill a man in a few minutes. 14. The world's (expensive) perfume costs \$550 per bottle. 15. (deep) part of the Pacific Ocean is 11 kilometres below the sea-level. 16. I wonder what his (near) step is going to be. 17. Who are (old) members of the club? 18. It was (late) thing I expected of him. 19. The diamond is (hard) mineral in the world. 20. His house is (far) in our street.

**Exercise 10. Translate into English using the proper degrees of the words in bold type.**

1. Возьмите этот чемодан (suitcase), он легче вашего. 2. В районе West End находятся самые дорогие магазины. 3. Что ты собираешься делать дальше? 4. Я думаю, что он старше вас, помоложе меня. 5. Это самый талантливый студент в нашей группе. 6. Хотя у нас были самые плохие места, нам очень понравился спектакль (performance). 7. Где ближайшее почтовое отделение? 8. Последний поезд прибывал в полночь. 9. Последние известия были совсем неинтересные. 10. Они получили дополнительные сведения по этому вопросу,

**Exercise 11. Put the adverbs in the right place.**

Example: These books are old (very). — *These books are very old.*

1. I hate travelling by air (really). 2. She trusted him (entirely). 3. I understand your situation (fully). 4. It is not his fault. He did not want it to happen (at all). 5. The rain spoiled my day (completely). 6. We did the job quickly (fairly). 7. Though he tried to persuade her, she believed his story (hard, half). 8. He believes that he is right (firmly). 9. The prices are cheap at the hotel (reasonably). 10. I was tired to eat (too, even).

**Exercise 12. For each situation put in very, quite or a bit. (Sometimes you may have two variants.)**

Example:

*Buses run every half an hour there. -*

*Buses run \_\_\_ frequently. — Buses run quite/very frequently.*

1. I couldn't sleep. There was \_\_\_ a lot of noise from the disco. 2. There was heavy traffic on the road. The road was \_\_\_ busy. 3. It was only a minute or two after the scheduled time when the train came. The train was \_\_\_ late. 4. Someone paid a great deal of money for the house. The house was \_\_\_ expensive. 5. There were one or



two small traces of mud on the boots. The boots were\_\_\_ dirty. 6. We had reasonable weather. It wasn't \_\_\_ marvellous, but it didn't rain. The weather was\_\_\_good. 7. That music is\_\_\_too loud. 8. I\_\_\_like my new job. It's very interesting and better paid than the previous one. 9. They have\_\_\_a lot of business with our company

III Belgium. 10. She was not\_\_\_satisfied with her new We. There was something \_\_\_disappointing but she could not understand what.

**Exercise 13. Fill in the blanks with so or such.**

1. The weather was\_\_\_nasty that she decided to stay at home. 2. He drove at \_\_\_ a high speed that I got frightened. 3. The show was\_\_\_amusing that we couldn't help laughing. 4. He was\_\_\_shocked that he couldn't say a word. 5. There were\_\_\_few participants present that the meeting was cancelled. 6. The girl looked\_\_\_sick that the mother called the doctor in. 7. The programme was\_\_\_entertaining that nobody wanted to miss it. 8. They made \_\_\_brilliant reports that the audience burst out applauding. 9. There were\_\_\_many interesting books that he did not know which to choose. 10. I have been studying for\_\_\_a long time that I have got a headache now.

**Exercise 14. Complete the following sentences with the adverbs in the comparative and superlative forms. (You can use the word only once).**

<i>carefully easily frequently high late long loud smartly near quickly fast well</i>
---

*Example:*

*I was afraid to go \_\_\_than halfway up the tower. — I was afraid to go higher than halfway up the tower.*

1. I could have found the place\_\_\_if I had had a map. 2. We were tired and we all envied Mary, for she lived\_\_\_. 3. I like this picture\_\_\_of all. 4. Why are you wearing these old jeans? You might have dressed\_\_\_. 5. You needn't go away yet. You can stay a bit\_\_\_. 6. To get to London by nine, we can't leave\_\_\_ than seven. It takes two hours. 7. There are a lot of robberies in our city. They happen\_\_\_nowadays than before. 8. Do it again\_\_\_and you won't make so many mistakes. 9. We can't hear you well. Could you speak a bit\_\_\_? 10. We all ran pretty fast, but Andrew ran\_\_\_than me, and Sam ran\_\_\_.

**Exercise 15. Open the brackets and give the comparative or superlative degree of the following adjectives and adverbs.**

1. That is (incredible) story I have ever heard, 2. It is not always (bright) students who do well in tests. 3. Terylene shirts are (hard) wearing, but cotton shirts are much (comfortable). 4. Which is (deep), Lake Michigan or Lake Superior? 5. She is far (self-confident) than she used to be. 6. (tall) man among the guests is a basketball player. 7. I like both of them, but I think Kate is (easy) to talk to. 8. Most people are (well off) than their parents used to be. 9. She has a lot to be thankful for; but (sad) thing of all is that she does not realize it, 10. I want to buy a car — (powerful) one you have. 11. You look a lot (sad) than you did last time I saw you.

12. There is nothing (irritating) than locking yourself out of your own house. 13. Both roads lead to the city centre, but the left-hand one is probably a bit (short) and (direct). 14. As I get (old), I notice the policemen seem to be getting (young). 15. The boys in our school are much (good-looking) and a lot (good) at football than the boys in other schools in the town.

**Exercise 16. Open the brackets and give the correct forms of the comparative constructions,**

*Example:*

(Much) you read, (well) you will know English. — The more you read, the better you will know English.

1. (Interesting) the book is, (fast) you read it. 2. (Early) you come, (quickly) we finish the work. 3. (Hot) the weather is, (bad) I feel. 4. (Soon) he takes the medicine, (well) he will feel. 5. (Little) she ate, (angry) she was. 6. (Long) the children saw the film, (frightened) they felt. 7. (Late) you come, (little) you will sleep. 8. (Much) you study, (clever) you will become. 9. (Cold) the winter is, (hot) the summer will be. 10. (Near) you come up, (well) you will see the picture.

**Exercise 17. Translate into English.**

1. Чем больше он говорит, тем меньше его слушают, 2. Чем длиннее ночь, тем короче день, 3. Чем скорее вы придите за работу, тем быстрее вы ее закончите. 4. Чем больше вы будете находиться на свежем воздухе, тем лучше вы будете себя чувствовать. 5. Чем меньше женщину мы любим, тем больше нравимся мы ей. 6. Чем внимательнее вы будете делать домашнее задание, тем меньше ошибок вы сделаете. 7. Чем больше он работает<sup>1</sup>!, тем меньше времени он уделяет (devote) своей семье, 8. Чем больше он играл, тем больше он проигрывал. 9. Чем дальше мы шли, тем менее знакомым (familiar) казался лес. 10. Чем старше он становился, тем больше он походил на своего отца.

**Exercise 18. Complete the sentences using the constructions as ... as or not so ... as/not as ... as. Choose the one from the box.**

high poor beautiful important tall crowded fast expensive big lazy
--

1. I know that your job is important, but my job is important too, My job is \_\_\_\_\_.  
2. The bicycle is fast, but the car is faster. The bicycle is \_\_\_\_\_. 3. Her knowledge is poor, but he knows a bit more. His knowledge is \_\_\_\_\_. 4. He is lazy, but his brother is lazy too. He is \_\_\_\_\_. 5. Their furniture costs \$700, and ours is \$870. Their furniture is \_\_\_\_\_. 6. France is big. Belgium is not a big country. Belgium is \_\_\_\_\_. 7. Her wages are \$200 a week, and mine are \$150. My wages are \_\_\_\_\_. 8. She is beautiful, but I like her sister better. I think, she is \_\_\_\_\_. 9. He is tall, but I am taller. He is \_\_\_\_\_. 10. Tverskaya and Arbat are crowded streets. Tverskaya street is \_\_\_\_\_.

**Exercise 19. Complete the sentences with than ... or us... as or the same, as.**

1. Everybody was shocked. Nobody was more shocked \_\_\_\_\_ Nick. 2. I wish you

were \_\_\_ pretty\_\_\_your mother, 3. He is\_\_\_ age\_\_\_my brother. 4.I earn\_\_\_ much money\_\_\_he does. But she earns more\_\_\_we both. 5.I ordered..\_\_\_drink\_\_\_he did. 6. Your car is much more Powerful\_\_\_mine, but my small car is\_\_\_expensive \_\_\_yours. 7.I spent\_\_\_ much money\_\_\_he did. But I . didn't spend\_\_\_ sum\_\_\_ Mary did. I spent much less money\_\_\_she. 8. Petrol is more expensive now\_\_\_a few years ago. 9. Prices are not\_\_\_in the 1990s. 10. Paris is\_\_\_exciting\_\_\_London.

**Exercise 20. Translate into English.**

1. Он потратил не так много времени на перевод этой статьи, как вы. 2. Она сыграла свою роль сегодня так же хорошо, как и два дня назад. 3. В этот день Том написал столько же писем, сколько и вчера. 4. Эти новости не такие интересные, как те, которые мы слышали на прошлой неделе. 5. Он получил такое же образование, как и ты. 6. Сегодня мороз не такой сильный (severe), как вчера. Мы можем пойти погулять. 7. Товары в этом магазине не такие дорогие, как в том. 8. Уровень жизни (living standard) в России не такой высокий, как в США. 9. Новая машина Майкла такая же мощная, как и моя. 10. Движение на этой улице не такое интенсивное (heavy), как в центре.

**Exercise 21. A Make up sentences according to the example.**

*Example: He is (twice/old) she is. — He is twice as old as she is,*

1. He is not (half/clever) I thought. 2. It took her (three times/long) she expected. 3. She is not going to marry a man who is (twice/old) she is. 4. He can lift a box (three times/heavy) that one. 5. The new stadium is (several times/large) the old one. 6, He does it (two times/ quickly) she does. 7. Petrol is (several times/expensive) it was two years ago. 8. Her new flat is (three times/ large) her old one. 9. Grapes in autumn are (several times/ cheap) they are in winter. 10. He spends (twice/much) we do.

**B Change the sentences according to the example.**

*Example: This book costs 4 dollars and that one costs 2 dollars. — This book costs twice as much as that one.*

1. Nick has 8 discs and I have 24 discs. 2. This TV model costs \$700 and that one \$350. 3. It took me 40 minutes and her 10 minutes to get there. 4.I earn \$2000 dollars and she earns \$1000. 5. This room is 12m<sup>2</sup> and that one is 24.

**Exercise 22. Translate into English.**

1. Ваше эссе (essay) в два раза длиннее моего. 2. Это дерево в два раза выше того. 3. Вам,і нравится этот пиджак? — Да, но он в три раза дороже того. 4. Сегодня в два раза холоднее, чем вчера. 5. Она выглядит в два раза моложе своей сестры. 6. Все его приятели в два раза старше него. 7. Хотя эта квартира и в два раза меньше той, она мне больше нравится. 8. Этот перевод вдвое легче того. Я уверен, ты с ним справишься (cope). 9. Спидометр (speedometer) показывает, что машина идет в два раза быстрее, чем раньше. 10. Если ты поедешь поездом, а не самолетом, ты доберешься туда в несколько раз медленнее.

**Exercise 23. Make up sentences according to the example.**

*Example:*

1. No sooner he (arrive) home\_\_\_he fell ill. — No sooner had he arrived home than, he fell ill.

2. Hardly he (arrive) home\_\_\_he wanted to leave. — Hardly had he arrived home when he wanted to leave.

1. No sooner she (receive) the money\_\_\_she went shopping. 2. No sooner he (open) the door\_\_\_he felt the smell of gas. 3. Hardly they (come) into the house\_\_\_the rain started. 4. No sooner he (eat) the first course \_\_\_the telephone rang. 5. Hardly she (knock) at the door \_\_\_he opened it. 6. Hardly the sun (rise)\_\_\_they started off. 7. No sooner he (read) the newspaper article\_\_\_he phoned her. 8. Hardly she (buy) a car\_\_\_,she got into an accident. 9. No sooner he (look) at the title\_\_\_he realized that it was the book he had wanted for such a long time. 10. Hardly the meeting (begin)\_\_\_ the participants decided to re-elect the committee.

**Exercise 24. Translate into English using the constructions of the previous exercise.**

1. Он так устал, что, едва добравшись до дома, сразу же лег спать. 2. Едва лишь мы закончили работу, как зазвонил телефон. 3. Как только она вошла в комнату, как почувствовала, что в доме кто-то есть. 4. Едва она увидела мышь, как сразу же закричала. 5. Как только мы вышли из дома, сразу же пошел дождь. 6. Едва мы поздоровались (greet), как он сразу же подошел к телефону.

**Exercise 25. Fill In the blanks with the words from the box.**

close	pretty
right	straight
hard	fast
high	ill
deep	easy

1. They had to dig\_\_\_to get oil. 2. His position was \_\_\_\_\_ uncertain. 3. This is the\_\_\_way to do it. 4. When I came he was\_\_\_asleep. 5. Please keep\_\_\_to the subject. 6. He was walking \_\_\_\_\_, 7. His\_\_\_ambitions are well known to everybody. 8. He dived\_\_\_into the water and soon emerged at the opposite side of the river. 9. The baby is as\_\_\_as a flower. 10. I saw him at a\_\_\_distance. 11. He had to study\_\_\_to be the first. 12. He is a\_\_\_ person to speak to. 13. We can't expect a\_\_\_answer from him. 14. Take it\_\_\_! Everything will be all right. 15. They live\_\_\_around the corner. 16. The engine is \_\_\_to operate, 17. You shouldn't speak\_\_\_about people. 18. This athlete can jump\_\_\_. 19. Tell me\_\_\_ what you think. 20. She looks quite\_\_\_.

**Exercise 26. Find the appropriate Russian equivalents for the English adverbs.**

- |            |                |
|------------|----------------|
| 1) shortly | a) вероятно    |
| 2) hardly  | b) внимательно |
| 3) nearly  | c) упорно      |
| 4) late    | d) весьма      |

- |            |            |
|------------|------------|
| 5) hard    | e) почти   |
| 6) lately  | f) едва    |
| 7) sharp   | g) недавно |
| 8) pretty  | h) поздно  |
| 9) closely | i) ровно   |
| 10) likely | j) вскоре  |

**Exercise 27. Choose the appropriate adverb.**

1. He lives quite (nearly/near). 2. You've come too (lately/late). 3. The mechanic examined the damaged car (closely/close). 4. It is (prettily/pretty) difficult to speak to her. 5. We have seen very little of you (lately/late). 6. She is always (prettily/pretty) dressed. 7. He (nearly/ near) seized the rail. 8. I used to work (hardly/hard) to get everything I have got now. 9. His suggestion seemed (highly/high) improbable to us. 10. Her house stood (closely/close) to the river. 11. The wind was blowing so (hardly/hard) that I could (hardly/hard) walk. 12. The actress (justly/just) deserved the prize. 13. The plane flew (highly/high), we could (hardly/hard) see it. 14. (Shortly/ Short) after graduating I moved to the capital. 15. I could see the house door which was (widely/wide) open.

**Exercise 28. Choose the appropriate word.**

1. In spite of the coming danger he remained (calm/ calmly). 2. Though the dish smelt (good/well), he refused to eat saying he was not hungry. 3. She looked at me (angry/angrily) and told me to leave the room. 4. She spends a lot of money on her clothes but they always look (cheap/cheaply). 5. Have you seen him? — Yes, he looks (good/well) but he says he feels (bad/badly). 6. His cough sounds (terrible/terribly). He should see a doctor. 7. Be (quiet/quietly). Stop talking, behave yourselves. 8. The situation looks (bad/badly). We must do something. 9. He seemed to me a bit (strange/strangely) today. 10. The fish tastes (awful/awfully). I won't eat it. 11. He looked (good/well) in his new suit.

**Exercise 29. Translate into English paying attention to the adjectives and adverbs in bold type.**

1. У него сильно болит голова. Он едва может говорить. 2. Почему ты каждый день опаздываешь на работу? Ты, наверное, встаешь слишком поздно. 3. Как ты себя чувствуешь сегодня? — Спасибо, хорошо. 4. Ты говоришь слишком быстро. Они тебя не понимают. 5. Я люблю ходить в ресторан. Еда там всегда вкусная. 6. Он не очень хорошо себя чувствует сейчас. 7. Он упорно готовится к экзаменам. 8. Я очень устал. Я плохо спал вчера ночью. 9. Он бежит очень быстро. 10. Я не видел его последнее время. 11. Ну же, Ник! Почему ты всегда ешь так медленно? 12. Как приятно пахнут твои духи! 13. Ее работа очень трудная. Ей приходится упорно работать. Она едва успевает поесть. 14. Поезд опоздал, и поэтому я приехал домой поздно. 15. У нее беглый английский. Она говорит по-английски очень хорошо.

## THE ADVERB

### Exercise 1. State the morphological composition of the following adverbs.

Where, abroad, too, tenfold, nowadays, inside, quickly, underneath, once, homeward, seldom, nowhere, heartily, afoot, headlong, twice, beyond, then, eastward, otherwise, upstairs, rarely, late, outside, ahead, forever, so, beneath, forward, fast, scarcely, 'inquiringly, sometimes, good-naturedly.

### Exercise 2. Point out the adverbs and define the group each belongs to.

1. She talked to them naturally, sang a little song to them... And gave them their Sunday toys. (*Buck*) 2. He [Jolyon] was free to go off with his easel where and when he liked. (*Galsworthy*) 3. The man must have had diabolically acute hearing. (*Wells*) 4. Patients insist on having microbes nowadays. (*Shaw*) 5. As soon as Annette found herself outside, she began to run. (*Murdoch*) 6. I never felt better in my life. (*Saroyan*) 7. I think sometimes there is nothing before me but hard work... (*Galsworthy*) 8. It was as if his soul had been cramped and his eyes bandaged from the hour of his birth. Why had he lived such a life? Why had he submitted to things, blundered into things? (*Wells*) 9. Yes, George had lived too fast, or he would not have been dying twenty years before his time — too fast! (*Galsworthy*) 10. She consulted her husband at once. (*Galsworthy*) 11. Fleur having declared that it was "simply too wonderful to stay indoors," they all went out. (*Galsworthy*) 12. And she lived at Mapledurham a jolly name, too, on the river somewhere. (*Galsworthy*) 13. A week later I am visited by a very stylishly dressed young woman. (*Saroyan*) 14. They had been dancing together. (*Dreiser*) 15. He [Soames] remembered her birthday well — he had always observed it religiously. (*Galsworthy*) 16. The driver, was ordered to take the car to the pool, and Jates and Karen went afoot. (*Heym*) 17. The only thing is to cut the knot for good. (*Galsworthy*) 18. Why, you've hardly started, it isn't fair to bother you. (*Cronin*) 19. Twice I doubled round corners, thrice I crossed the road and came back on my tracks. (*Wells*) 20. They went eyeing each other askance.. (*Galsworthy*) 21. He took a few steps towards her and looked less at her than at the open doorway behind her... (*Greene*) 22. In another moment Adyl was leading the way downstairs. (*Wells*) 23. Soames looked at her hard (*Galsworthy*) 24. The boy was due to go to-morrow. (*Galsworthy*) 25. She seems to be simple enough. (*This is America*) 26. It [the cry] came from the terrace below. (*Galsworthy*) 27. They are quiet at- present. (*Galsworthy*) 28. I must get the money somehow. (*Shaw*) 29. He [Soames] had never had a love of music. (*Galsworthy*) 30. He spoke little and listened much. (*Horgan*)

### Exercise 3. Use the comparative or superlative degree of the adverbs.

1. Then the bus... began to run, \_\_\_ still, through a long avenue, (fast) (*Faulkner*) 2....moreover, he was \_\_\_ educated than the others, (well) (*Buck*) 3. She was the one who was being hurt \_\_\_. (deeply) (*Wilson*) 4. He contrived to get a glimpse of Montanelli once or \_\_\_ in every week, if only for a few minutes. (often) (*Voynich*) 5. Driving \_\_\_ now, she arrived between four and five, (slowly) (*Galsworthy*) 6. However, I must bear my cross as \_\_\_ I may. (well) (*Shaw*) 7. Then

he dismissed the thought as unworthy and impossible, and yielded himself \_\_\_ to the music. (freely) (*London*) 8. He followed her mental process \_\_\_ now, and her soul was no \_\_\_ the sealed wonder it had been, (clearly; long) (*London*) 9. Felix's eyebrows rose \_\_\_ than ever, (high) (*James*) 10. It was a comfort to Margaret about this time, to find that her mother drew \_\_\_ and \_\_\_ towards her than she had ever done since the days of her childhood, (tenderly; intimately) (*Gaskell*)

## THE ADVERB

**Ex. 1. Read the sentences and translate them into Russian. Pay special attention to the words in bold type.**

1. I like living. I have sometimes been wildly, despairingly, acutely miserable, racked with sorrow, but through it all I still know quite certainly that just to be alive is a grand thing. (*Agatha Christie*) 2. There was a solution and it had come to Emma in a flash. The solution was planning. She suddenly knew that if the work was planned properly and systematically, in a sensible way, and distributed more intelligently it would be easier to manage. Of this she was absolutely confident, and the more she thought about it, the more convinced she had become. 3. I fell blindly, madly, irrevocably in love with him. And he with me, as I was eventually to discover. He captivated me entirely. 4. He stood up when he saw her and smiled faintly, almost apologetically, but he made no move in her direction, as he would normally have done. 5. We were close friends and then we started to work together professionally, when suddenly, unexpectedly, we broke. 6. You are old enough to discuss this calmly and intelligently. In a reasonable manner. 7. Just as a newborn baby grows physically, so you will grow spiritually. 8. May you always laugh heartily, cry openly, sing loudly, dance wildly, love unashamedly!

**Ex. 2. Fill in the blanks with words from the right column.**

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3. It changes ..., like night and day. c. hopefully
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15. "Can we come in?" she asked ... . p. deeply
16. Always try to breathe ... .

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- b. thoroughly
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**Ex. 7. Read and translate the sentences. Find adverbs-intensifiers.**

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1. You are right, (absolutely) 2. I got to bed at twelve, (always) 3. Do you go to parties? (ever) 4. You can be sure of anything, (never) But you can trust me. (certainly) 5. They meet every weekend, (usually) 6. My friends invite me to the theatre, (occasionally). 7. I have had such a shock! (never) 8. They met again, (never) 9. I remember meeting those people, (definitely). 10. Something is happening, (definitely) 11. Does he tell you the truth? (always) 12. He tries to do his best, (always) 13. He talks sensibly, (never) 14. He's late, (always) He was late for his own wedding, (even) 15. Can you be sincere? (ever) 16. Expensive remedies are useful (always), if not to the sick, then to the chemist. (*Russian proverb*) 17. We fans give up hope, (never) 18. Are you all right? (really)

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Model: *That was a perfect dance. — They danced perfectly.*

*She is a friendly girl. — She behaves in a friendly way.*

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1. Time deals gently with those who take it gently. (*Anatole France*) 2. "Dear Nobody" is a classic story which vividly portrays the feelings of teenagers and their parents when faced with the unknown. 3. It's difficult to grow old gracefully, 4. Act honestly and go boldly. 5. A full stomach studies unwillingly. 6. "The Wild Geese" is the most Japanese novel ever written. It was destined to become a classic. 7. She is as contemporary as the Greenwich time signal, as punctual as a tax demand, and as worldly as a punk. 8. The cheerful live longest in years. 9. If you want to live twice as long, eat half as much, sleep twice as much, drink water three times as much, and laugh four times as much. 10. Life is easier than you'd think: all that is necessary is to accept the impossible, do without the indispensable, and bear the intolerable.

**Ex. 12. Choose the right word.**

1. The chances are ... . This is a ... complex law. (high, highly) 2. He was a tall man with ... shoulders. The child yawned ... . (wide, widely) 3. We have a very ... opinion of you. The review is ... critical, (high, highly) 4. Her books sell ... . The gap between the poor and the rich is, very ... . (wide, widely) 5. They are ... educated people This is ... fashion, (high, highly) 6. She opened her eyes ... and stared. These books are ... known, (wide, widely) 7. The students spoke ... of the teacher. He lives to very ... standards, (high, highly) 8. She loved her husband ... . They dug ... down into the earth, (deep, deeply) 9. They are ... religious people. The river was three meters ... . (deep, deeply) 10. We had a ... talk. They stopped ... . He told me ... what to do next, (short, shortly) 11. The Marathon runner was breathing ... . We ... know each other, (hard, hardly) 12. The sun was ... above the trees. Her dress was cut ... in front, (low, lowly) 13. The crowd moved more ... around him. Nancy is a ... relative of Bess's, (close, closely) 14. Vladimir is a ... and able man Things should develop more ... . (dynamic, dynamically) 15. Turn the gas ... . I am in ... spirits today. The magazine ranked a ... 52nd among British publications, (low, lowly)

**Ex. 13. Translate into English.**

1. Откровенно говоря, ты не очень серьезно относишься к своим обязанностям. 2. Вообще-то мне очень нужна твоя помощь. 3. Я лишь частично согласен с вами. 4. Скажи нам честно, почему ты вел себя так глупо. 5. Он совершил добрый поступок, и от этого ему хорошо. 6. Простуда прошла, и я хорошо себя чувствовал. 7. Вчера шел сильный дождь, а сегодня снегопад. 8. Уже почти время ланча. Давай остановимся около ближайшего кафе. 9. Он упорно старается преуспеть. Но он едва ли знает, с чего начать. 10. Рано или поздно правда выходит наружу. 11. Все хорошо, что хорошо кончается. 12. Я определенно считаю, что мы все сделали правильно. 13. Лучше поздно, чем никогда. 14. Старайся излагать свои мысли логично. 15. У нас практически нет другого выхода. 16. Выслушай меня внимательно и начинай действовать немедленно. 17. Мой друг — постоянный читатель этого журнала. Он регулярно его выписывает. 18. Ландшафт был невероятно красив. 19. Мой брат — высокообразованный человек. 20. Дима живет дальше всех. 21. Относись к этому легче.

#### **Ex 14. Choose the right word.**

1. By nature all men are alike, but by education widely ... . Do you think ... about it? (different, differently) 2. My teacher taught me ... as he used the latest, most... methods of teaching, (effective, effectively) 3. Men talk ..., but live ... . Even ... men make ... mistakes, (wise, wisely, foolish, foolishly) 4. The children's presentation was very ... . The events developed ... . (dynamic, dynamically) 5. Life is too ... to learn more than one business well. They returned ... afterwards, (short, shortly) 6. — Act ... and go ... . — But I am neither ... nor ... . (honest, honestly, bold, boldly) 7. She is walking so ... . How ... this ballerina is! (graceful, gracefully) 8. — We must have a ... talk. — Is it so necessary to discuss all this ... ? (confidential, confidentially) 9. His name can be ... seen in many papers. What's the ... news? (current, currently) 10. — Charles and Diana were very ... matched. — Yes, it was a ... match from start to finish, (bad, badly) 11. Make haste ... . He is as ... as a snail, (slow, slowly) 12. Computers have ... made a difference in our lives. She is ... to arrive on time, (sure, surely) 13. On the new stereo, many of the records sounded ... . This time we shall do it ... . (different, differently) 14. The age difference between the brothers is really quite ... . Her husband was ... shorter than she was. (slight, slightly) 15. She paused ... Landing on the moon was one of the most ... scientific adventures of the twentieth century, (dramatic, dramatically)

#### **Ex. 15. Translate into English.**

1. Вообще-то это не имеет значения. 2. Она говорила легко, но твердо. 3. Успех пошел ему на пользу. 4. Этот магазин продает практически все. 5. Она воспринимает окружающий ее мир философски. 6. Он едва ли в состоянии работать сегодня. 7. Эта девушка необычайно эгоистична. 8. Вы ужасно добры. 9. Они сказали это одновременно и рассмеялись. 10. Малейший шум пугал его. 11. Не имею ни малейшего понятия, о чем вы говорите. 12. Белое вино следует слегка охлаждать. 13. — Ты уверен, что все правильно услышал? — Абсолютно. 14. Мне хотелось бы быть экономически независимым. 15. Эта

машина очень экономична. 16. Они слишком легко согласились на наше предложение. 17. Сегодня у нас будет нормальная (proper) еда. Ты никогда не ешь толком. Только помни слова: «Готовь быстро— ешь медленно.»

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1. The chances are ... . This is a ... complex law. (high, highly) 2. He was a tall man with ... shoulders. The child yawned ... . (wide, widely) 3. We have a very ... opinion of you. The review is ... critical, (high, highly) 4. Her books sell ... . The gap between the poor and the rich is, very ... . (wide, widely) 5. They are ... educated people This is ... fashion, (high, highly) 6. She opened her eyes ... and stared. These books are ... known, (wide, widely) 7. The students spoke ... of the teacher. He lives to very ... standards, (high, highly) 8. She loved her husband ... . They dug ... down into the earth, (deep, deeply) 9. They are ... religious people. The river was three meters ... . (deep, deeply) 10. We had a ... talk. They stopped ... . He told me ... what to do next, (short, shortly) 11. The Marathon runner was breathing ... . We ... know each other, (hard, hardly) 12. The sun was ... above the trees. Her dress was cut ... in front, (low, lowly) 13. The crowd moved more ... around him. Nancy is a ... relative of Bess's, (close, closely) 14. Vladimir is a ... and able man Things should develop more ... . (dynamic, dynamically) 15. Turn the gas ... . I am in ... spirits today. The magazine ranked a ... 52nd among British publications, (low, lowly)

**Ex. 13. Translate into English.**

1. Откровенно говоря, ты не очень серьезно относишься к своим обязанностям. 2. Вообще-то мне очень нужна твоя помощь. 3. Я лишь частично согласен с вами. 4. Скажи нам честно, почему ты вел себя так глупо. 5. Он совершил добрый поступок, и от этого ему хорошо. 6. Простуда прошла, и я хорошо себя чувствовал. 7. Вчера шел сильный дождь, а сегодня снегопад. 8. Уже почти время ланча. Давай остановимся около ближайшего кафе. 9. Он упорно старается преуспеть. Но он едва ли знает, с чего начать. 10. Рано или поздно правда выходит наружу. 11. Все хорошо, что хорошо кончается. 12. Я определенно считаю, что мы все сделали правильно. 13. Лучше поздно, чем никогда. 14. Старайся излагать свои мысли логично. 15. У нас практически нет другого выхода. 16. Выслушай меня внимательно и начинай действовать немедленно. 17. Мой друг — постоянный читатель этого журнала. Он регулярно его выписывает. 18. Ландшафт был невероятно красив. 19. Мой брат — высокообразованный человек. 20. Дима живет дальше всех. 21. Относись к этому легче.

#### **Ex 14. Choose the right word.**

1. By nature all men are alike, but by education widely ... . Do you think ... about it? (different, differently) 2. My teacher taught me ... as he used the latest, most... methods of teaching, (effective, effectively) 3. Men talk ..., but live ... . Even ... men make ... mistakes, (wise, wisely, foolish, foolishly) 4. The children's presentation was very ... . The events developed ... . (dynamic, dynamically) 5. Life is too ... to learn more than one business well. They returned ... afterwards, (short, shortly) 6. — Act ... and go ... . — But I am neither ... nor ... . (honest, honestly, bold, boldly) 7. She is walking so ... . How ... this ballerina is! (graceful, gracefully) 8. — We must have a ... talk. — Is it so necessary to discuss all this ... ? (confidential, confidentially) 9. His name can be ... seen in many papers. What's the ... news? (current, currently) 10. — Charles and Diana were very ... matched. — Yes, it was a ... match from start to finish, (bad, badly) 11. Make haste ... . He is as ... as a snail, (slow, slowly) 12. Computers have ... made a difference in our lives. She is ... to arrive on time, (sure, surely) 13. On the new stereo, many of the records sounded ... . This time we shall do it ... . (different, differently) 14. The age difference between the brothers is really quite ... . Her husband was ... shorter than she was. (slight, slightly) 15. She paused ... Landing on the moon was one of the most ... scientific adventures of the twentieth century, (dramatic, dramatically)

#### **Ex. 15. Translate into English.**

1. Вообще-то это не имеет значения. 2. Она говорила легко, но твердо. 3. Успех пошел ему на пользу. 4. Этот магазин продает практически все. 5. Она воспринимает окружающий ее мир философски. 6. Он едва ли в состоянии работать сегодня. 7. Эта девушка необычайно эгоистична. 8. Вы ужасно добры. 9. Они сказали это одновременно и рассмеялись. 10. Малейший шум пугал его. 11. Не имею ни малейшего понятия, о чем вы говорите. 12. Белое вино следует слегка охлаждать. 13. — Ты уверен, что все правильно услышал? — Абсолютно. 14. Мне хотелось бы быть экономически независимым. 15. Эта

машина очень экономична. 16. Они слишком легко согласились на наше предложение. 17. Сегодня у нас будет нормальная (proper) еда. Ты никогда не ешь толком. Только помни слова: «Готовь быстро— ешь медленно.»

## ARTICLES

### EXERCISE 1. Insert *a* or *an* if necessary.

- 1 My neighbour is . . . photographer; let's ask him for . . . advice about colour films.
- 2 We had . . . fish and . . . chips for . . . lunch. ~ That doesn't sound . . . very interesting lunch.
- 3 I had . . . very bad night. I didn't sleep . . . wink.
- 4 He is . . . vegetarian; you won't get . . . meat at his house. He'll give you . . . nut cutlet. ~ Last time I had . . . nut cutlet I had . . . indigestion.
- 5 . . . travel agent would give you . . . information about . . . hotels.
- 6 We'd better go by . . . taxi - if we can get . . . taxi at such . . . hour as 2 a.m.
- 7 . . . person who suffers from . . . claustrophobia has . . . dread of being confined in . . . small space, and would always prefer . . . stairs to . . . lift.
- 8 Do you take . . . sugar in . . . coffee? ~ I used to, but now I'm on . . . diet. I'm trying to lose . . . weight.
- 9 . . . man suffering from . . . shock should not be given anything to drink.
- 10 You'll get . . . shock if you touch . . . live wire with that screwdriver. Why don't you get . . . screwdriver with . . . insulated handle?
- 11 It costs fifty-five and . . . half pence and I've only got . . . fifty pence piece. ~ You can pay by . . . cheque here. ~ But can I write . . . cheque for . . . fifty-five and . . . half pence?
- 12 . . . Mr Smith is . . . old customer and . . . honest man. ~ Why do you say that? Has he been accused of . . . dishonesty?
- 13 I'm not . . . wage-earner; I'm . . . self-employed man. I have . . . business of my own. ~ Then you're not . . . worker; you're . . . capitalist!
- 14 When he was charged with . . . murder he said he had . . . alibi.
- 15 . . . friend of mine is expecting . . . baby. If it's . . . girl she's going to be called Etheldreda. ~ What . . . name to give . . . girl!
- 16 I have . . . hour and . . . half for lunch. ~ I only have . . . half . . . hour—barely . . . time for . . . smoke and . . . cup of coffee.
- 17 I hope you have . . . lovely time and . . . good weather. ~ But I'm not going for . . . holiday; I'm going on . . . business.
- 18 He looked at me with . . . horror when I explained that I was . . . double agent.
- 19 I wouldn't climb . . . mountain for J1,000! I have . . . horror of . . . heights.
- 20 I have . . . headache and . . . sore throat. I think I've got . . . cold. ~ I think you're getting . . . flu.
- 21 . . . Mr Jones called while you were out (neither of us knows this man). He wants to make . . . complaint about . . . article in the paper. He was in . . . very bad temper.
- 22 If you go by . . . train you can have quite . . . comfortable journey, but make sure you get . . . express, not . . . train that stops at all the stations.
- 23 . . . few people know (hardly anyone knows) that there is . . . secret passage from this house to . . . old smugglers' cave in the cliffs.
- 24 I'm having . . . few friends in to . . . coffee tomorrow evening. Would you like to come? ~ I'd love to, but I'm afraid I'm going to . . . concert.
- 25 It's time you had . . . holiday. You haven't had . . . day off for . . . month.

- 26 He broke ...leg in... skiing accident. It's still in . . . plaster.  
27 I want . . . assistant with . . . knowledge of French and . . . experience of . . . office routine.  
28 I see that your house is built of . . . wood. Are you insured against ... fire?  
29 The escaping prisoner camped in . . . wood but he didn't light . . . fire because . . . smoke rising from the wood might attract . . . attention.  
30 I had . . . amazing experience last night. I saw . . . dinosaur eating . . . meat pie in . . . London park. ~ You mean you had . . . nightmare. Anyway, dinosaurs didn't eat . . . meat.  
31 I'll pay you . . . hundred . . . week. It's not . . . enormous salary but after all you are . . . completely unskilled man.  
32 If you kept . . . graph you could see at . . . glance whether you were making . . . profit or . . . loss.  
33 . . . little (hardly anything) is known about the effect of this drug; yet . . . chemist will sell it to you without . . . prescription.  
34 I have . . . little money left; let's have dinner in . . . restaurant.  
35 Would it be . . . trouble to you to buy me . . . newspaper on your way home?  
36 . . . man is . . . reasoning animal.

**EXERCISE 2.** *Insert **the** if necessary.*

- 1 . . . youngest boy has just started going to . . . school; . . . eldest boy is at . . . college.  
2 She lives on . . . top floor of an old house. When . . . wind blows, all . . . windows rattle.  
3 . . . darkness doesn't worry . . . cats; . . . cats can see in . . . dark.  
4 My little boys say that they want to be . . . spacemen, but most of them will probably end up in . . . less dramatic jobs.  
5 Do you know . . . time? ~ Yes, . . . clock in . . . hall has just struck nine. ~ Then it isn't . . . time to go yet.  
6 He was sent to . . . prison for . . . six months for . . . shop-lifting.  
When . . . six months are over he'll be released; . . . difficulty then will be to find . . . work. ~ Do you go to . . . prison to visit him?  
7 I went to . . . school to talk to . . . headmistress. I persuaded her to let Ann give up . . . gymnastics and take . . . ballet lessons instead.  
8 . . . ballet isn't much use for . . . girls; it is much better to be able to play . . . piano.  
9 I am on... night duty. When you go to . . . bed, I go to . . . work.  
10 Peter's at . . . office but you could get him on . . . phone. There's a telephone box just round . . . corner  
11 He got... bronchitis and was taken to . . . hospital. I expect they'll send him home at . . . end of . . . week. ~ Have you rung . . . hospital to ask how he is?  
12 Ann's habit of riding a motorcycle up and down . . . road early in . . . morning annoyed . . . neighbours and in . . . end they took her to . . . court.  
13 He first went to . . . sea in a Swedish ship, so as well as learning . . . navigation he had to learn . . . Swedish.  
14 . . . family hotels are . . . hotels which welcome . . . parents and . . . children.

- 15 On . . . Sundays my father stays in . . . bed till ten o'clock, reading . . . Sunday papers.
- 16 Then he gets up, puts on . . . old clothes, has . . . breakfast and starts . . . work in . . . garden.
- 17 My mother goes to . . . church in . . . morning, and in . . . afternoon goes to visit . . . friends.
- 18 Like many women, she loves . . . tea parties and . . . gossip.
- 19 My parents have . . . cold meat and . . . salad for . . . supper, . . . winter and . . . summer.
- 20 During . . . meal he talks about . . . garden and she tells him . . . village gossip.
- 21 We have a very good train service from here to . . . city centre and most people go to . . . work by train. You can go by . . . bus too, of course, but you can't get a season ticket on . . . bus.
- 22 . . . dead no longer need . . . help. We must concern ourselves with . . . living. We must build . . . houses and . . . schools and . . . playgrounds.
- 23 I'd like to see . . . Mr Smith please. ~  
Do you mean . . . Mr Smith who works in . . . box office or . . . other Mr Smith?
- 24 Did you come by . . . air? ~ No, I came by . . . sea. I had a lovely voyage on . . . Queen Elizabeth II.
- 25 . . . most of . . . stories that . . . people tell about . . . Irish aren't true.
- 26 . . . married couples with . . . children often rent . . . cottages by . . . seaside for . . . summer holidays. . . . men hire boats and go for . . . trips along . . . coast; . . . children spend . . . day on . . . beach and . . . poor mothers spend . . . most of . . . time doing . . . cooking and cleaning.
- 27 It's usually safe to walk on . . . sand, but here, when . . . tide is coming in, . . . sand becomes dangerously soft. . . . people have been swallowed up by it.
- 28 When . . . Titanic was crossing . . . Atlantic she struck an iceberg which tore a huge hole in her bow. . . . captain ordered . . . crew to help . . . passengers into . . . boats.
- 29 Everywhere . . . man has cut down . . . forests in order to cultivate . . . ground, or to use . . . wood as . . . fuel or as . . . building material.
- 30 But . . . interference with . . . nature often brings . . . disaster. . . . tree-felling sometimes turns . . . fertile land into a dustbowl.
- 31 . . . people think that . . . lead is . . . heaviest metal, but . . . gold is heavier.
- 32 Our air hostess said, ' . . . rack is only for . . . light articles. . . . heavy things such as . . . bottles must be put on . . . floor.'
- 33 . . . windows are supposed to let in . . . light; but . . . windows of this house are so small that we have to have . . . electric light on all . . . time.
- 34 There'll always be a conflict between . . . old and . . . young. . . . young people want . . . change but . . . old people want . . . things to stay . . . same.
- 35 . . . power tends to corrupt and . . . absolute power corrupts absolutely.
- 36 You can fool some of . . . people all . . . time, and all . . . people some of . . . time; but you cannot fool all . . . people all . . . time.

**EXERCISE 3.** Insert *a*, *an* or *the* if necessary.

1 There was . . . knock on . . . door. I opened it and found . . . small dark man in . . . blue overcoat and . . . woollen cap.

2 He said he was . . . employee of . . . gas company and had come to read . . . meter.

3 But I had . . . suspicion that he wasn't speaking . . . truth because . . . meter readers usually wear . . . peaked caps.

4 However, I took him to . . . meter, which is in . . . dark corner under . . . stairs ( . . . meters are usually in . . . dark corners under . . . stairs).

5 I asked if he had . . . torch; he said he disliked torches and always read . . . meters by . . . light of . . . match.

6 I remarked that if there was . . . leak in . . . gaspipe there might be . . . explosion while he was reading . . . meter.

7 He said, 'As . . . matter of . . . fact, there was . . . explosion in . . . last house I visited; and Mr Smith, . . . owner of . . . house, was burnt in . . . face.'

8 'Mr Smith was holding . . . lighted match at . . . time of . . . explosion.'

9 To prevent . . . possible repetition of this accident, I lent him . . . torch.

10 He switched on . . . torch, read . . . meter and wrote . . . reading down on . . . back of . . . envelope.

11 I said in . . . surprise that . . . meter readers usually put . . . readings down in . . . book.

12 He said that he had had . . . book but that it had been burnt in . . . fire in . . . Mr Smith's house.

13 By this time I had come to . . . conclusion that he wasn't . . . genuine meter reader; and . . . moment he left . . . house I rang . . . police.

14 Are John and Mary . . . cousins? ~ No, they aren't . . . cousins; they are . . . brother and . . . sister.

15 . . . fog was so thick that we couldn't see . . . side of . . . road. We followed . . . car in front of us and hoped that we were going . . . right way.

16 I can't remember . . . exact date of . . . storm, but I know it was . . . Sunday because everybody was at . . . church. On . . . Monday . . . post didn't come because . . . roads were blocked by . . . fallen trees.

17 Peter thinks that this is quite . . . cheap restaurant.

18 There's been . . . murder here. ~ Where's . . . body? ~ There isn't . . . body. ~ Then how do you know there's been . . . murder?

19 Number . . . hundred and two, - . . . house next door to us, is for sale. It's quite . . . nice house with . . . big rooms. . . . back windows look out on . . . park.

20 I don't know what . . . price . . . owners are asking. But Dry and Rot are . . . agents. You could give them . . . ring and make them . . . offer.

21 . . . postman's little boy says that he'd rather be . . . dentist than . . . doctor, because . . . dentists don't get called out at . . . night.

22 Just as . . . air hostess (there was only one on the plane) was handing me . . . cup of . . . coffee . . . plane gave . . . lurch and . . . coffee went all over . . . person on . . . other side of . . . gangway.

23 There was . . . collision between . . . car and . . . cyclist at . . . crossroads near . . . my house early in . . . morning. . . . cyclist was taken to . . . hospital with . . . concussion. . . . driver of . . . car was treated for . . . shock. . . . witnesses say that . . . car was going at . . . seventy miles . . . hour.

- 24 Professor Jones, . . . man who discovered . . . new drug that everyone is talking about, refused to give . . . press conference.
- 25 Peter Piper, . . . student in . . . professor's college, asked him why he refused to talk to . . . press.
- 26 We're going to . . . tea with . . . Smiths today, aren't we? Shall we take . . . car?  
~ We can go by . . . car if you wash . . . car first. We can't go to . . . Mrs Smith's in . . . car all covered with . . . mud.
- 27 He got . . . job in . . . south and spent . . . next two years doing . . . work he really enjoyed.
- 28 It is . . . pleasure to do . . . business with such . . . efficient organization.
- 29 . . . day after . . . day passed without . . . news, and we began to lose . . . hope.
- 30 Would you like to hear . . . story about . . . Englishman, . . . Irishman and . . . Scotsman? ~ No. I've heard . . . stories about . . . Englishmen, . . . Irishmen and . . . Scotsmen before and they are all . . . same.
- 31 But mine is not . . . typical story. In my story . . . Scotsman is generous, . . . Irishman is logical and . . . Englishman is romantic. ~ Oh, if it's . . . fantastic story I'll listen with . . . pleasure.
- 32 My aunt lived on . . . ground floor of . . . old house on . . . River Thames. She was very much afraid of . . . burglars and always locked up . . . house very carefully before she went to . . . bed. She also took . . . precaution of looking under . . . bed to see if . . . burglar was hiding there.
- 33 '. . . modern burglars don't hide under . . . beds,' said her daughter. I'll go on looking just . . . same,' said my aunt.
- 34 One morning she rang her daughter in . . . triumph. 'I found . . . burglar under . . . bed . . . last night,' she said, 'and he was quite . . . young man.'
- 35 . . . apples are sold by . . . pound. These are forty pence . . . pound.
- 36 It was . . . windy morning but they hired . . . boat and went for . . . sail along . . . coast. In . . . - afternoon . . . wind increased and they soon found themselves in . . . difficulties.

**EXERCISE 4.** Insert *a, an, the, or my, his, her, our, your, their* if necessary.

- 1 He took off . . . coat and set to work.
- 2 Why are you standing there with . . . hands in . . . pockets?
- 3 At most meetings . . . people vote by raising . . . right hands.
- 4 The bullet struck him in . . . foot.
- 5 They tied . . . hands behind . . . back and locked him in a cellar.
- 6 He took . . . shoes off and entered on . . . tiptoe.
- 7 Someone threw . . . egg which struck the speaker on . . . shoulder.
- 8 I have . . . headache.
- 9 I have . . . pain in . . . shoulder.
- 10 The windscreen was smashed and the driver was cut in . . . face by broken glass.
- 11 He was . . . very tall man with . . . dark hair and . . . small beard, but I couldn't see . . . eyes because he was wearing . . . dark glasses.
- 12 He tore . . . trousers getting over a barbed wire fence.



- 13 Brother and sister were quite unlike each other. He had . . . fair wavy hair; . . . hair was dark and straight.
- 14 She pulled . . . sleeve to attract his attention.
- 15 She pulled him by . . . sleeve.
- 16 'Hands up!' said the masked man, and we all put . . . hands up.
- 17 Ask . . . woman in front of you to take off . . . hat.
- 18 He stroked . . . chin thoughtfully.
- 19 If you're too hot why don't you take off . . . coat?
- 20 I saw him raise . . . right hand and take . . . oath.
- 21 The lioness bit him in . . . leg.
- 22 You should change . . . wet shoes, or you'll catch another cold.
- 23 There was a shot and a policeman came out with . . . blood running down . . . face.
- 24 We shook . . . hands with . . . host.
- 25 He fell off his horse and injured . . . back.
- 26 The barman seized the drunk by . . . collar.
- 27 Leave . . . coats in . . . cloakroom; don't bring them into . . . theatre.
- 28 He fell down a flight of stairs and broke . . . rib.
- 29 He pointed to a woman in . . . green dress.
- 30 He is . . . thoroughly selfish man; he wouldn't lift . . . finger to help anyone.
- 31 You'll strain . . . eyes if you read in . . . bad light.
- 32 She was on . . . knees, scrubbing . . . kitchen floor.
- 33 He has . . . horrible job; I wouldn't like to be in . . . shoes.
- 34 You've got . . . shirt on inside out.
- 35 'Pull up . . . socks,' said his mother.
- 36 I hit . . . thumb with a hammer when I was hanging the picture.

**EXERCISE 5.** *Insert a/an or one if necessary.*

- 1 . . . of my friends advised me to take . . . taxi; another said that there was quite . . . good bus service.
- 2 . . . friend of mine lent me . . . book by Meredith. I've only . . . more chapter to read. Would you like . . . loan of it afterwards? ~ No, thanks. I read . . . of his books . . . few years ago and didn't like it. Besides I have . . . library book to finish. If I don't take it back tomorrow I'll have to pay . . . fine.
- 3 . . . man I met on the train told me . . . rather unusual story.
- 4 Most people like . . . rest after . . . hard day's work, but Tom seemed to have . . . inexhaustible supply of energy.
- 5 I've told you . . . hundred times not to come into . . . room with . . . hat on.
- 6 It's unlucky to light three cigarettes with . . . match. ~ That's only . . . superstition. Only . . . idiot believes in superstitions.
- 7 He says . . . caravan is no good; he needs . . . cottage.
- 8 . . . plate is no good; we need . . . dozen.
- 9 Last time there was . . . fog here . . . plane crash-landed in . . . field near the airport. The crew had . . . lucky escape. . . . man broke his leg; the rest were unhurt.
- 10 You've been . . . great help to me; . . . day I will repay you.

11 My car broke down near . . . bus stop. There was . . . man waiting for . . . bus so I asked him for . . . advice.

12 He took . . . quick look at my car and said, 'Buy . . . new . . . .'

13 There was . . . woman there. The rest were men. ~ There shouldn't have been even . . . woman. It was meant to be . . . stag party.

14 Don't tell . . . soul! Not even your wife! ~ Of course not! I'd never tell . . . secret to . . . woman.

15 Most of the staff had been there for only . . . very short time, but . . . man had been there . . . year and . . . half, so he knew . . . little more than the rest.

16 Could you lend me . . . dictionary, please? I'm trying to do . . . crossword puzzle. ~ I'm afraid I've only got . . . dictionary, and Tom's borrowed it.

17 . . . chop won't be enough for Tom; he'll want two; he's . . . small man but he's got . . . big appetite.

18 I want . . . volunteers for . . . dangerous job,' said the captain. There was . . . long silence. 'Isn't there even . . . man who will take . . . risk?' he asked. . . . voice called out from the back, 'Will there be . . . reward?'

19 I have . . . flat on the top floor. You get . . . lovely view from there.

20 . . . day a new director arrived. He was . . . ambitious, bad-tempered man, and the staff took . . . instant dislike to him.

21 Suddenly . . . bullet struck . . . street lamp . . . little to Bill's left. He looked up and saw . . . man with . . . gun standing at . . . open window.

22 Bill fired back twice. . . . bullet hit the wall, the other broke . . . pane of . . . glass. He heard . . . angry shout.

23 . . . day — it was . . . dry day with . . . good visibility — Tom was driving along . . . country road in . . . borrowed car.

24 You're making . . . mistake after another. Have you . . . hangover, or something? ~ No, but I had . . . very bad night last night. The people next door were having . . . party. ~ . . . bad night shouldn't have such . . . effect on your work. I often have three bad nights in succession. I live in . . . very noisy street.

## THE USE OF ARTICLES

***Exercise 1. Change the nouns into the plural. Use some (any) where necessary and make the other necessary changes.***

1. A kitten likes to play. 2. A violet does not smell so sweet as a lily of the valley. 3. Have you bought an apple for your child? 4. Here is a letter to be posted. 5. He ate a spoonful of broth and a sandwich. 6. I must buy a postcard. 7. She did not bring me a magazine, she brought me a newspaper. 8. She made a step towards him. 9. In the bedroom a candle was burning. 10. Did she ever lend you a book?

***Exercise 2. Insert articles where 'necessary. (Articles with class nouns.)***

1. Not \_\_\_ word was spoken in \_\_\_ parlour. (Caldwell) 2. \_\_\_ room itself was filling up, so was \_\_\_ staircase. (Snow) 3. I think that \_\_\_ man's life is worth saving, whoever it belongs to. (Shaw) 4. Though \_\_\_ earth was cold and wet, \_\_\_ sky was clear and \_\_\_ sun rose bright and beautiful. (Dickens) 5. He made them provide not one car, but half \_\_\_ dozen. (Snow) 6. \_\_\_ compass was invented in ancient China. 7. Not \_\_\_ word was spoken, not \_\_\_ sound was made. (Dickens) 8. \_\_\_ sky outside \_\_\_ window was already dark, \_\_\_ secretaries had gone home, all was quiet. (Snow) 9. Edward remained \_\_\_ week at \_\_\_ cottage. (Austen) 10. I tell you, he's as brave as \_\_\_ man can reasonably be. (Snow) 11. After that they would meet, perhaps, two or three times \_\_\_ year. (Galsworthy) 12. Dinny looked up at \_\_\_ house; and suddenly saw \_\_\_ face in \_\_\_ window of \_\_\_ dining-room. (Galsworthy) 13. You know I never cared for \_\_\_ drama. 14. "It is not \_\_\_ large house," I said. "We don't want \_\_\_ large house." (Jerome K. Jerome) 15. He looks older than he is, as \_\_\_ dark men often do. (Dickens) 16. Roger looked at him and, without \_\_\_ word, took out his wallet and gave him \_\_\_ ten-shilling note. (Snow) 17. As \_\_\_ man sows, so shall he reap. 18. This morning \_\_\_ tobacconist was at his door. (Bennett) 19. It was Sunday afternoon, and \_\_\_ sun, which had been shining now for several hours, was beginning to warm \_\_\_ earth. (Murdoch) 20. I have \_\_\_ long story to tell you. Come and sit down on \_\_\_ sofa and let us have \_\_\_ comfortable chat. (Marryat) 21. \_\_\_ arm in \_\_\_ arm, they walked toward home. (Shaw) 22. It was \_\_\_ cottage built like \_\_\_ mansion, having \_\_\_ central hall with \_\_\_ wooden gallery running round it, and \_\_\_ rooms no bigger than \_\_\_ closets. (Hardy) 23. And what \_\_\_ beautiful moth there is over there on \_\_\_ wall. (Murdoch) 24. She had \_\_\_ key of her own. (Conan Doyle) 25. He was \_\_\_ short, plump man with \_\_\_ very white face and \_\_\_ very white hands. It was rumoured in London that he powdered them like \_\_\_ woman. (Greene) 26. \_\_\_ old couldn't help \_\_\_ young... (Galsworthy) 27. To him she would always be \_\_\_ loveliest woman in \_\_\_ world. (Maugham) 28. \_\_\_ strongest have their hours of depression. (Dreiser) 29. Her aunt, in \_\_\_ straw hat so broad that it covered her to \_\_\_ very edges of her shoulders, was standing below with two gardeners behind her. (Galsworthy) 30. I am afraid I addressed \_\_\_ wrong person. (Collins) 31. They must have had very fair notions of \_\_\_ artistic and \_\_\_ beautiful. (Jerome K. Jerome) 32. \_\_\_ rich think they can buy anything. (Snow) 33. \_\_\_ room has three doors; one

on \_ same side as \_ fireplace, near \_ corner, leading to \_ best bedroom. (Shaw) 34. My thousand \_ year is not merely. \_ matter of dirty banknotes and jaundiced guineas... but, it may be, health to \_ drooping, strength to \_ weak, consolation to \_ sad. (Bronte) 35. Thank you, Stephen: I knew you would give me \_ right advice. (Shaw) 36. Sometimes... visitors rang \_ wrong bell. (Bennett) 37. My family came from hereabouts some generations back. I just wanted to have \_ look at \_ place, and ask you \_ question or two. (Galsworthy) 38. \_ woman will only be "the equal of \_ man when she earns her living in \_ same way that he does. (Maugham) 39. He arrived half \_ hour before dinner time, and went up to \_ schoolroom at \_ top of \_ house, to see \_ children. (Galsworthy) 40. You will see him \_ steady character yet. I am sure of it. There is something in. \_ very expression of his face that tells me so. (Marryat) 41. Far away in \_ little street there is \_ poor house. One of \_ windows is open and through it I can see \_ woman seated at \_ table. She is \_ seamstress. (Wilde) 42. \_ man who entered was short and broad. He had black hair, and was wearing \_ grey flannel trousers with \_ red woollen shirt, open at \_ neck, whose collar he carried outside \_ lapels of his dark tweed jacket. (Clark) 43. Believe me, when \_ woman really makes up her mind to marry \_ man nothing on God's earth can save him. (Maugham) 44. I stopped,, still uncertain of myself and whether I was saying. \_ right thing. (Du Maurier) 45. Then it was night and he was awake, standing in \_ street, looking up at \_ dark windows of \_ place where he lived. \_ front door was locked and there was no one in \_ house. (Saroyan) 46. I believe I can tell \_ very moment I began to love him. (Galsworthy) 47. We are told that \_ heart of \_ man is deceitful above all \_ things, and desperately wicked. (Shaw) 48. "I must do it," said Adam; "it's \_ right thing." (Eliot) 49. Mr. Boythorn lived in \_ pretty house with \_ lawn in front, \_ bright flower garden at \_ side and \_ kitchen-garden in \_ rear, enclosed with \_ wall. \_ house was \_ real old house. (Dickens) 50 \_ bartender was \_ pale little man in \_ vest and apron, with \_ pale, hairy arms and \_ long, nervous nose. (Shaw) 51. \_ face to \_ face, he was as warm and easy-natured as he had ever been. (Snow) 52. I had not yet learnt how contradictory is human nature; I did not know how much pose there is in \_ sincere, how much baseness in \_ noble, or how much goodness in \_ reprobate. 10 (Maugham) 53. During \_ country house parties one day is very like another. \_ men put on \_ same kind of variegated tie, eat \_ same breakfast, tap \_ same barometer, smoke \_ same pipes and kill \_ same birds. (Galsworthy) 54. Almost at \_ very moment when he had returned Aileen had appeared. (Dreiser) 55. \_ old man quitted \_ house secretly at \_ same hour as before. (Dickens) 56. We are told that \_ wicked shall be punished. (Shaw) 57. \_ arm in \_ arm we walked on, sometimes stumbling over \_ hump of earth or catching our feet in \_ rabbit-holes. (Hansford Johnson) 58. Clare was \_ most vivid member of \_ family. She had dark fine shingled hair and \_ pale expressive face, of which \_ lips were slightly brightened. \_ eyes were brown, with \_ straight and eager glance, \_ brow low and very white. Her expression was old for \_ girl of twenty, being calm and yet adventurous. (Galsworthy) 59. When I was \_ child my mother used to make \_ cakes and send me out with them as \_ presents to \_ neighbours. And. \_

neighbours would give us \_\_ presents too, and not only at Christmas time. (Murdoch) 60. I wrote to \_\_ Managing Editor that this was \_\_ wrong moment to change their correspondent. (Greene)

### ***Exercise 3. Translate into English.***

1. Приходил почтальон? 2. Это был высокий белый дом; он был окружен большим садом. 3. Дом построен два года назад. 4. Мое любимое дерево — дуб. 5. Возле дома рос старый дуб. 6. Мы опоздали на поезд, и нам пришлось долго ждать на вокзале. 7. Попугай может подражать человеческой речи. 8. Мы вошли в маленькую комнату, в которой стоял стол, несколько стульев и кресло. 9. Я надеюсь, что завтра вы дадите мне ответ. 10. Телескоп нужен астрономам, а микроскоп — биологам. 11. Серебряная луна светила на небе. 12. Скрипка — струнный инструмент, флейта — духовой. 13. Шекспир и Сервантес умерли в одном и том же году. 14. Мы получили телеграмму в самый день нашего отъезда. 15. Вы мне дали не тот адрес. 16. Некоторые из гостей ушли рано. 17. Они живут на одной улице. 18. Он постучался не в ту дверь.

### ***Exercise 4. Insert articles where necessary. (Articles with nouns modified by attributes in post-position.)***

1. \_\_ man of whom I speak is \_\_ low pantomime actor. 2. Excuse me now, I have to see \_\_ man who's in trouble... (Galsworthy) 3 \_\_ people familiar with these moors often miss their road on such evenings. (E. Bronte) 4. He listened attentively to a great many stories she told him about \_\_ amiable and handsome daughter of hers, who was married to \_\_ amiable and handsome man and lived in the country. (Dickens) 5. I always think there's something rather cold and cheerless about \_\_ house that lacks \_\_ woman's touch. (Maugham) 6. He stood up and looked at \_\_ house where he had been born, grown up, and played, as if asking for \_\_ answer. (Galsworthy) 7. Her throat aches because of \_\_ tears locked in it. (Lessing) 8. I am persuaded that this will be \_\_ shock of which he will feel \_\_ effects all his life- (Eliot) 9. There were half \_\_ dozen pocket robberies \_\_ day in \_\_ trams of Brussels. (Bennett) 10. There we were in \_\_ country none of us knew anything about, amongst Indians and \_\_ people that were only half civilised. (Galsworthy) 11. At last they reached \_\_ door at which \_\_ servant knocked cautiously. (Murdoch) 12. We passed—set of chambers where I had worked as \_\_ young man. (Snow) 13. It is in \_\_ hour of trial that \_\_ man finds his true profession. (Shaw) 14. We dropped into \_\_ very pleasant nook under \_\_ great elm tree, to \_\_ spreading roots of which we fastened \_\_ boat. (Jerome K. Jerome) 15. It chanced that when this lonely young lady was about nineteen, she, being \_\_ fearless horsewoman, was riding, with only \_\_ young lad... in one of \_\_ woods near her uncle's house... and, in trotting along, her horse stumbled over \_\_ root of \_\_ felled tree. She slipped to \_\_ ground, not seriously hurt, and was assisted home by \_\_ gentleman who came in view at \_\_ moment of her mishap. It turned out that this gentleman... was on \_\_

visit at \_\_\_ house of \_\_\_ neighbouring landowner. (Hardy) 16. He was staring at \_\_\_ waves like \_\_\_ man cornered by \_\_\_ strange animal. (Murdoch) 17. You don't know \_\_\_ man you are married to. (Shaw) 18. He spoke with a very slow, distinct voice... and always looked over \_\_\_ shoulder of \_\_\_ person to whom he was talking. (Wilde) 19. There had been at \_\_\_ dining table \_\_\_ middle-aged man with \_\_\_ dark eye and \_\_\_ sunburnt face, who had attracted Martin's attention. (Dickens) 20. And he had tea sitting on \_\_\_ edge of \_\_\_ chair that did not look too firm, all gilt and spindly. (Galsworthy) 21. They walked \_\_\_ mile or more along \_\_\_ handsome street which \_\_\_ colonel said was called Broadway... Turning, at length, into one of \_\_\_ numerous streets which branched from this main thoroughfare, they stopped before \_\_\_ rather meanlooking house. (Dickens) 22. Colonel Mordaunt does not look like \_\_\_ man who would do \_\_\_ mean or dishonourable thing. (Marryat) 23. She is \_\_\_ elderly matron who has worked hard and got nothing by it. (Shaw) 24. He was, in fact, \_\_\_ younger edition of his father. (Galsworthy) 25. As Dick took up his pipe, \_\_\_ man who had passed into \_\_\_ smoking car with him put down his newspaper and looked at him. For \_\_\_ moment Dick was puzzled. It was \_\_\_ face he knew, but he could not put \_\_\_ name to it. Where had he seen \_\_\_ man? (Winter) 26. During \_\_\_ twenty minutes Michael took to read \_\_\_ poem, there was not \_\_\_ sound, except from the sheets being turned. (Galsworthy) 27. Rosa then noticed with surprise that she was in \_\_\_ room in which \_\_\_ party had been held. (Murdoch)

### ***Exercise 5. Translate into English.***

1. Сегодня я, наконец, достал книгу, которую я уже давно хочу прочесть. 2. Вот человек, с которым вы хотите поговорить. 3. Я не люблю людей, которые ко всем придираются. 4. Я знаю девушку, которая удивительно хорошо декламирует стихи. Вчера она прочла стихотворение, которое мне очень понравилось. 5. Улицы, по которым он проходил, были узкие и грязные. 6. Старик постучал в дверь небольшого домика, окна которого были ярко освещены. 7. Когда Ольга вернулась домой, она увидела, что ее сестра разговаривает с человеком, которого она никогда прежде не видела. 8. Я нашла гостиницу, где мы жили несколько лет назад. 9. Письмо, которое она получила утром, расстроило ее. 10. Утром она получила письмо, которое ее расстроило. 11. Молодая девушка долго думала об удивительном открытии, которое она сделала. 12. На дороге они увидели большой камень, которого там раньше не было. 13. Я знаю адрес человека, которому вы хотите написать. 14. Дверь открыла женщина; в ней он сразу узнал оригинал портрета, который ему показал его приятель. 15. Она поехала в город, где жила ее дочь.

### ***Exercise 6.***

***(a) Insert articles or some where necessary. (Articles with nouns- of material.)***

1. We sipped \_\_\_ tea so weak that it tasted like \_\_\_ metal against the teeth. (Snow) 2. You will be wishing to have \_\_\_ tea after your journey, I'm thinking. (Shaw) 3.

George said that we must take \_\_ rug, \_\_ lamp, \_\_.soap, \_\_ brush and \_\_ comb, \_\_ tooth-brush, \_\_ tooth-powder and \_\_ couple of big towels for bathing. (Jerome K. Jerome) 4. \_\_ children of his age seldom have natural pleasure in \_\_ soap and water. (E. Bronte) 5. He bought \_\_ cold beef, and \_\_ ham, and \_\_ French bread and butter, and came back with his pockets pretty heavily laden. (Dickens) 6. There were two bottles of \_\_ wine, \_\_ plate of \_\_ oranges... with \_ powdered sugar. (Dickens) 7. Here, have \_\_ champagne, I quite forgot to offer you any, or would you rather have \_\_ tea? (Murdoch) 8. She made \_\_ coffee. (Murdoch) 9. \_\_ coffee without \_\_ bread could never honestly serve as supper. (Saroyan) 10 \_\_ rest of us had finished eating, but Cave had cut himself another slice of \_\_ cheese. (Snow) 11. Mrs. Leek... frankly gave way to \_\_ soft tears while eating \_\_ bread-and-butter, (Bennett) 12. You've caught cold: I saw you shivering, and you must have \_\_ gruel to drive it out. (E. Bronte) 13. She did not answer, but her face was hard and pale as \_\_ stone. (Galsworthy)

***(b) Insert articles where necessary. (Articles with nouns of material.)***

1. She hurried in again and found \_\_ water almost boiled away. (Lindsay) 2.... \_\_ blood is thicker than \_\_ water. (Galsworthy) 3. She went about looking into \_\_ dining room, which... had been transformed into \_\_ kind of jewel box glowing with \_\_ flowers, \_\_ silver, \_\_ gold, \_\_ tinted glass. (Dreiser) 4. Rosa tasted \_\_ wine. It was harsh but refreshing. (Murdoch) 5. You drank \_\_ wine with breakfast, dinner and supper, and fifty people always drank it with you. (/). Shaw) 6. She looked with \_\_ eager, hungry eyes at \_\_ bread and \_\_ meat and \_\_ beer that \_\_ landlady brought her. (Eliot) 7....Willows replied that he had made friends with \_\_ sculptor in Pisa... and had commissioned this artist to make \_\_ bust of himself in \_\_ marble. (Hardy) 8. \_\_ coffee was better than Dinny had hoped and very hot. (Galsworthy) 9. Without giving her \_\_ opportunity to protest any more, he went to \_\_. telephone and ordered \_\_ coffee and several sandwiches. (Caldwell) 10. She wears \_\_ little sailor hat of \_\_ black straw that has long been exposed to \_\_ dust and soot of London. (Shaw) 11. The mother was yellow in colour and her skin resembled \_\_ leather. (Murdoch) 12. The maid brought in \_\_ pears, \_\_ cold chicken, \_\_ tongue, \_\_ cheese. (Snow) 13. My heart... felt as heavy as \_\_ lead. (Di Maurier) 14. Every meal was \_\_ bread and \_\_ coffee and \_\_ cigarettes, and now - he had no more bread. (Saroyan)

***Exercise 7. Translate into English.***

1. Портфель мал, но кожа хорошая. 2. Я люблю зеленый бархат. 3. Он не любил кофе. 4. Ему не понравился кофе. 5. Чай слишком крепкий; я не люблю крепкий чай. 6. Не забудьте дать кошке молока, у нее теперь котята! (Чехов) 7. Я ходил по аллее и думал о вишневом варенье. (Чехов)

***Exercise 8. Insert articles where necessary. (Articles with abstract nouns.)***

1. We both appreciate \_\_\_ simplicity. (Du Maurier) 2. In less than \_\_\_ week Cowperwood knew \_\_\_ financial condition of Messrs. Waterman as well as they did, better, to \_\_\_ dollar. (Dreiser) 3. It is such \_\_\_ weary, weary work. (Dickens) 4. He [White] had \_\_\_ comfortable feeling of working alone in \_\_\_ large empty building, \_\_\_ feeling of \_\_\_ peace and \_\_\_ complete privacy. (Wilson) 5. I've reason to believe she [Fleur] has never properly got over \_\_\_ feeling she used to have. (Galsworthy) 6. I had seldom heard my friend speak with such \_\_\_ intensity of \_\_\_ feeling. (Conan Doyle) 7. His footsteps were now heard striking upon \_\_\_ stony road at \_\_\_ distance of about twenty yards. (Hardy) 8. We had \_\_\_ wonderful weather. (Du Maurier) 9. You must learn to face \_\_\_ life seriously, Stephen. (Shaw) 10. However, \_\_\_ life of such striking monotony does not seem to depress him. (Durrell) 11. May you be happy in — life you have chosen! (Dickens) 12. I love to think of \_\_\_ time that must come some day when \_\_\_ man will have conquered — nature, and \_\_\_ toilworn human race enter upon \_\_\_ era of — peace. (Leacock) 13. She was panting now, and in her face was \_\_\_ terror which was inexplicable. (Maugham) 14. His round blue eyes behind. \_\_\_ spectacles were ghastly with \_ terror. (Maugham) 15. I think in some curious way \_\_\_ horror which she felt for him was \_\_\_ transference of \_\_\_ horror which she felt for herself because he so strangely troubled her. (Maugham) 16. She was brilliantly familiar with- \_\_\_ literature, \_\_\_ tongues, \_\_\_ art, \_\_\_ history, \_\_\_ physics, \_\_\_ metaphysics, \_\_\_ philosophy, and — politics (in which I include \_\_\_ modern politics). (Bennett) 17. It was \_\_\_ cold, bleak, biting weather. (Dickens) 18. \_\_\_ weather was sunny and dry. (Hardy) 19.. \_\_\_ modern science is \_\_\_ wonderful thing. (Shaw) 20. He was \_\_\_ steady, uninspired researcher in \_\_\_ properties of \_\_\_ liquid state of \_\_\_ matter. (Wilson) 21. Their blue eyes became filled with \_\_\_ gaiety and \_\_\_ ferocity and \_\_\_ joy, and their mouths with \_\_\_ laughter. (Murdoch) 22. Jon laughed, and \_\_\_ sound of \_\_\_ laugh was hard. (Galsworthy) 23. Then she gave \_\_\_ crisp, ironic, almost cheerful laugh... (Snow) 24. On that fine day \_\_\_ poverty of \_\_\_ district she was entering seemed to her country-nurtured eyes intensely cheerless, (Galsworthy) 25. \_\_\_ reason is \_\_\_ greatest discovery ever made by \_\_\_ man. Yet it is \_\_\_ most disregarded and least used. (Jones) 26....what I offer is \_\_\_ security and \_\_\_ respect. That doesn't sound very exciting, but perhaps it's better than \_\_\_ passion. (Greene) 27. And \_\_\_ passion that held Strickland was \_\_\_ passion to create \_\_\_ beauty. (Maugham) 28. She looked \_\_\_ incarnation of \_\_\_ supreme loveliness, \_\_\_ loveliness which was always revealing itself anew. (Bennett) 29. She (Aileen) knew nothing of \_\_\_ literature except \_\_\_ certain authors who to \_\_\_ truly cultured might seem banal. (Dreiser) 30. \_\_\_ expression on her face — hungry and hard and feverish — had the most peculiar effect upon Soames. (Galsworthy) 31. She listened with, \_\_\_ expression impatient, strained and intent. (Snow) 32. At that age I had \_\_\_ very faulty view of \_\_\_ geography. (Miller) 33. \_\_\_ poor fellow's face looked haggard with \_\_\_ want: he had \_\_\_ aspect of \_\_\_ man who had not known what it was to live in \_\_\_ comfort... for \_\_\_ weeks, perhaps \_\_\_ months past. (Ch. Bronte) 34. He longed for \_\_\_ comfort of his sister's society. (Marryaf) 35. He pines for \_\_\_ kindness. (E. Bronte) 36. She sighed for \_\_\_ air, \_ liberty, \_\_\_ quiet of \_\_\_ country. (Austen) 37. Miss Cherrell, I am going to do all I can to remove \_\_\_ unpleasant impression you have of me. I am your very



humble servant, and I hope some day to have \_\_\_ chance to be something else to you. (Galsworthy) 38. Then all four sat down and began to inspect Hunter and Calvin with \_\_\_ air of suspicion and curiosity. (Murdoch) 39. He spoke with \_\_\_ air of someone who has got over with an unpleasant duty and can now get on to \_\_\_ brighter matters. (Murdoch) 40. How quietly you live, John. I love \_\_\_. silence of this room and garden. (Murdoch) 41. At other times he would come and sit for long periods in her room in \_\_\_ silence. (Murdoch) 42. What — noble thing \_\_\_ courage is. (Reade) 43. Nothing gave him [little Hans] greater pleasure than to listen to all \_\_\_ wonderful things \_\_\_ Miller used to say about \_\_\_ unselfishness of \_\_\_ true friendship. (Wilde) 44. \_\_\_ friendship which he had imposed from \_\_\_ beginning he now emphasised more than ever. (Greene) 45. And when multitudes of men are hurt to \_\_\_ death in wars I am driven to \_\_\_ grief which borders on \_\_\_ insanity. (Saroyan) 46. She could not only sing like \_\_\_ lark... but she had such \_\_\_ kindly, smiling, tender, gentle, generous heart of her own as won \_\_\_ love of everybody who came near her. (Thackeray) 47. What \_\_\_ delightful weather we are having! (Wilde) 48. Pray, don't talk to me about \_\_\_ weather, Mr. Worthing. Whenever \_\_\_ people talk to me about \_\_\_ weather, I always feel quite certain that they mean something else. (Wilde) 49. Such \_\_\_ weather makes everything and everybody disgusting. (Austen) 50. When he let her go, she sank breathless into \_\_\_ chair, gazing at him with \_\_\_ expression of such \_\_\_ terror that he put his hands over his face. (Galsworthy) 51. And so, concerned in talk that touched not on \_\_\_ feelings within them, they reached Mount Street. (Galsworthy) 52. Owen saw \_\_\_ figure of Edward at \_\_\_ distance of two or three hundred yards. (Hardy) 53. Mrs. Maylie took up her abode with her son and daughter-in-law to enjoy during \_\_\_ tranquil remainder of her days \_\_\_, greatest felicity that \_\_\_ age and worth can know, \_\_\_ contemplation of \_\_\_ happiness of those on whom \_\_\_ warmest affections and tenderest cares... have been unceasingly bestowed. (Dickens) 54. \_\_\_ art is — manifestation of \_\_\_ emotion, and \_\_\_ emotion speaks \_\_\_ language that all may understand. (Maugham) 55. Ada sat at \_\_\_ piano, Richard stood beside her. She touched \_\_\_ notes so softly, and sang so low, that \_\_\_ wind, sighing away in \_\_\_ distant hills, was as audible as \_\_\_ music. (Dickens) 56. Mr. Bob Sawyer adjusted his skates with \_\_\_ dexterity which to Mr. Winkle was perfectly marvellous. (Dickens) 57. He had not been stationary half \_\_\_ minute, when he heard his own name pronounced by \_\_\_ voice which he at once recognized as Mr. Tupman's, and looking upwards, he beheld \_\_\_ sight which filled him with \_\_\_ surprise and \_\_\_ pleasure. (Dickens) 58. She sat by \_\_\_ window reading. From her position she could see up \_\_\_ lane for \_\_\_ distance of at least \_\_\_ hundred yards. (Hardy) 59. I can see \_\_\_ beauty and \_\_\_ peace of this home; I think I have never been more at \_\_\_ rest in my life than at this moment. (Shaw) 60. Beside his bed, for \_\_\_ first time during \_\_\_ period of nearly twenty years, he fell down on his knees in \_\_\_ passionate outburst of \_\_\_ feeling. (Hardy) 61. It was \_\_\_ new fear, different from that which she had once confided in her own flat, yet grown from \_\_\_ same root. (Snow) 62. \_\_\_ empty windows of \_\_\_ ruins were filled with \_\_\_ life of their own. (Heym) 63. Cowperwood awakened to \_\_\_ sense of \_\_\_ joy in \_\_\_ life such as he fancied he had never experienced before. (Dreiser) 64. Mr. Pickwick stood in \_\_\_ principal street of

this illustrious town, and gazed with \_\_\_ air of \_\_\_ curiosity not unmixed with \_\_\_ interest, on \_\_\_ objects around him. (Dickens)

***Exercise 9. Translate into English.***

1. Декабристы погибли в борьбе за свободу народа. 2. Все народы земли хотят мира. 3. Мы никогда не забудем героизм тех, кто боролся против фашизма. 4. Я очень ценю в людях скромность и простоту. 5. Природа играла большую роль в творчестве романтиков. 6. Музыкант должен знать историю оперы. 7. С ней он мог говорить о литературе, об искусстве, о чем угодно, мог жаловаться ей на жизнь, на людей. (Чехов) 8. Я хочу быть артисткой, я хочу славы, успехов, свободы. (Чехов) 9. Оставим пока геометрию. Обратимся к науке, которую вы, как чиновник почтового ведомства, вероятно, любите. География — наука почтальонов. (Чехов) 10. Зачем я стереометрию учил, ежели ее в программе нет? (Чехов) 11. Я с детства люблю музыку. 12. Он изучает английскую историю. 13. Он изучает историю Англии. 14. На расстоянии 20—30 шагов мы увидели странную фигуру. 15. Если вы плохо себя чувствуете, не выходите в такую погоду. 16. Мой брат очень любит архитектуру и мечтает стать архитектором. 17. Меня интересует история развития английского романа.

***Exercise 10. insert articles where necessary. (Articles with names of persons.)***

1. Margaret was talking to \_\_\_ Osbaldistons. (Snow) 2. In \_\_\_ dim light streaming down \_\_\_ stairs from behind her, he scarcely recognised \_\_\_ Lily he had known. (Lindsay) 3. \_\_\_ barbaric Bertie got no hint whatever that he was barbaric. (Bennett) 4. \_\_\_ father and \_\_\_ daughter appeared at last. (Wells) 5. Gradman is here, darling, and \_\_\_ mother, and \_\_\_ Aunt Winifred, and Kit and Michael. Is there anyone you would like to see? (Galsworthy) 6. Louis seemed... rather \_\_\_ grave, still, retiring man, but \_\_\_ Caroline of this evening, which was not \_\_\_ Caroline of every day, thawed his reserve. (Ch. Bronte) 7. She watched \_\_\_ advent of \_\_\_ Tasburghs almost maliciously. Hubert and \_\_\_ young Tasburgh at once discovered mutual service in Mesopotamia. (Galsworthy) 8. My visit was specially made to \_\_\_ good Mrs. Ames. (Conan Doyle) 9. \_\_\_ professor Beans is \_\_\_ man to whom you'll be responsible for your undergraduate teaching. (Wilson) 10. This Pat wasn't at all like \_\_\_ Pat of his memories. When she smiled he saw \_\_\_ Pat he had known, \_\_\_ Pat smiling at him froirt \_\_\_ worn photo that still lay in — pocketbook against his heart. But watching her ...he grew aware that \_\_\_ family was divided in its attitude. Alice... and Mrs. Baxter... were partisans of — new Pat. He still felt that he couldn't bring \_\_\_ two Pats together; but he didn't hold that against \_\_\_ Pat of \_\_\_ present. (Lindsay) 11. — flustered Clarice stood beside me. (Du Maurier) 12. If you are — Napoleon, you will play \_\_\_ game of \_\_\_ power; if you're \_\_\_ Leonardo, you'll play for — knowledge; \_\_\_ stakes hardly matter. (Wallace) 13. At that time I had \_\_\_ greatest admiration for — Impressionists. I longed to possess \_\_\_ Sisley and \_\_\_ Degas, and I worshipped Manet. (Maugham) 14. I overtook \_\_\_ pretty little Hetty Sorrel as I was

coming to my den. (Eliot) 15. He cared to say no more; he had thrown quite dust enough into \_\_\_ honest Adam's eyes. (Eliot) 16. This was \_\_\_ famous Frank A. Cowperwood whom he had read about... (Dreiser) 17. \_\_\_ certain Joseph Zimmerman suggested that he undertake operating in street railway shares for him. (Dreiser) 18. Elsie said she would ring up \_\_\_ Doctor Worple. (Bennett) 19. \_\_\_ poor Edward muttered something, but what it was nobody knew. (Austen) 20. He was gayer than I had thought... youthful and ardent in \_\_\_ hundred happy ways, not.— Maxim I had first met. (Du Maurier) 21. I have \_\_\_ address of — man in London to whom \_\_\_ Professor writes. (Conan Doyle) 22. It is needless to multiply \_\_\_ instances of \_\_\_ high and lofty station, and \_\_\_ „ vast importance of \_\_\_ Chuzzlewits at different periods. (Dickens). 23. It has been said that there is no instance, in modern times, of \_\_\_ Chuzzlewit having been found on terms of \_\_\_ intimacy with \_\_\_ great. (Dickens) 24. \_\_\_ gentle, tender-hearted Amelia Sedley was \_\_\_ only person to whom she [Becky] could attach herself in \_\_\_ least. (Thackeray) 25. Yet \_\_\_ room itself was bright and elegant; on one wall was — fine Sisley, of poplars and sunny water, on another \_\_\_ still life by Nicholas de Stael, pastel fruit in \_\_\_ white dish. (Snow) 26. \_\_\_ captain Cuttle lived on \_\_\_ brink of — little canal. (Dickens) 27. Mr. Tupman, by \_\_\_ nod, intimated that his question applied to \_\_\_ disappointed Rachel. (Dickens) 28. I am \_\_\_ Mr. Martin for whom you were to inquire. (Dickens) 29. I'm to meet \_\_\_ Professor Hallorsen on Monday. (Galsworthy) 30. If you're going West may I come with you? I want to see \_\_\_ Aunt Emily and \_\_\_ Uncle Lawrence. (Galsworthy) 31. During — reading of \_\_\_ paragraph, and for \_\_\_ minute or two afterwards, he sat with his gaze fixed on — modest Mr. Toots, like — man entranced. (Dickens) 32. I had no doubt that you were — Miss Wilfer I have often heard named. (Dickens) 33. "Oh, good evening," he exclaimed, removing his cap and bowing. "How are you?" while his mind was registering that this truly was \_\_\_ beautiful, \_\_\_ exquisite Sondra whom months before he had met at his uncle's. (Dreiser) 34. "I don't care about \_\_\_ Captain Dobbin's complexion," she said... "I shall always like him, I know." "There is not \_\_\_ finer fellow in \_\_\_ service," Osborne said, "nor — better officer, though he is not \_\_\_ Adonis, certainly." (Thackeray) 35. \_\_\_ difference between \_\_\_ pair was that while \_\_\_ father was violent and \_\_\_ bully, — son had thrice \_\_\_ nerve and courage of — parent, and could not merely make \_\_\_ attack, but resist it; and finding that — moment was not come when \_\_\_ contest between him and his father was to be decided, he took his dinner with \_\_\_ perfect coolness and appetite before \_\_\_ engagement began. \_\_\_ old Osborne, on \_\_\_ contrary, was nervous and drank much. (Thackeray) 36. \_\_\_ medical practitioner quite, refused to accept \_\_\_ unhappy Selina's theory. (Hardy)

### ***Exercise 11. Translate into English.***

1. Он решил сходить к Туркиным. (Чехов) 2. Мой муж ревнив, это Отелло. (Чехов) 3. И мать и дочь приняли приглашение. 4. Подождите немножко, отец сейчас придет. 5. Мы сегодня пойдем в театр. Идет «Дядя Ваня». 6. Вы —Коля, тот самый Коля, неуклюжий, застенчивый... Коля? (Куприн)

**Exercise 12. Insert articles where necessary. (Articles with geographical names.)**

1. After \_\_\_ tour in \_\_\_ Austrian Alps they had gone to \_\_\_ Hotel Splendide at \_\_\_ Montreux, in order to enjoy for \_\_\_ day or two \_\_\_ charms of \_\_\_ Lake of \_\_\_ Geneva. (Bennett) 2. Dusk was already falling on \_\_\_ noble curve of \_\_\_ Thames. (Bennett) 3. I hear he's off to \_\_\_ Central Africa. (Bennett) 4. In Ivanhoe Walter Scott describes \_\_\_ England of \_\_\_ Middle Ages. 5. \_\_\_ Capetown is in \_\_\_ South Africa. 6. In \_\_\_ heart of \_\_\_ Central Asia lies \_\_\_ Khoresm, \_\_\_ small fertile area in \_\_\_ sea of \_\_\_ sand. 7. \_\_\_ prospect ends... in little hills that come nearly to \_\_\_ sea; rudiments, these, of \_\_\_ Atlas Mountains. (Shaw) 8. "We've been touring \_\_\_ world... We tried \_\_\_ South America... We lasted three days in \_\_\_ Australia..." "Have you ever been to. \_\_\_ States?" (Amis) 9. Michael looked quizzically at his parent. Did he quite understand \_\_\_ England of to-day? (Galsworthy)

**Exercise 13. Translate into English.**

1. Кордильеры находятся в Северной Америке. 2. Берега Рейна очень живописны. 3. Эльбрус — очень красивая гора. 4. «Пиковая дама» была написана Чайковским во Флоренции в 1890 г. 5. Средиземное море находится между Европой, Азией и Африкой. 6. Венеция расположена на берегу Адриатического моря. 7. Ливингстон погиб в Центральной Африке.

**Exercise 14, Insert articles where necessary. (Articles with names of hotels, streets, ships, and newspapers.)**

1. She nodded \_\_\_ command to \_\_\_ footman, and they drove off westward, down \_\_\_ Strand, and so into \_\_\_ little side street by \_\_\_ Charing Cross. (Bennett) 2. I am going to Folkestone to-day, and shall stay at \_\_\_ Metropole. (Bennett) 3. They were excited because they had been dining with \_\_\_ editor of \_\_\_ Times, and had been given \_\_\_ glimpse of next day's paper. (Snow) 4. She sat in her superb private drawing room at \_\_\_ Hotel Cecil. 5. \_\_\_ boys loved him because he told them that \_\_\_ Navy had borrowed him from \_\_\_ U. S. Army just in time to blow taps on \_\_\_ Maine as she was sinking, and he remained long after everyone including — captain had abandoned \_\_\_ ship. (Wilson) 6. He began to walk very rapidly up towards \_\_\_ Trafalgar Square. (Greene) 7. He went out and ate \_\_\_ ices at \_\_\_ pastry-cook's shop in \_\_\_ Charing Cross; tried \_\_\_ new coat in \_\_\_ Pall Mall; and called for \_\_\_ Captain Cannon, played eleven games at \_\_\_ billiards with \_\_\_ captain, and returned to \_\_\_ Russell Square. (Thackeray) 8. \_\_\_ street was empty, unlighted save by \_\_\_ reflection from \_\_\_ Grandlieu Street behind them... (Faulkner) 9. In 1905 \_\_\_ revolt broke out on \_\_\_ Potem- kin, one of \_\_\_ battleships of \_\_\_ Black Sea Fleet. 10. Yet, in — bright drawing room in \_\_\_ Lord North Street, all he was thinking of... was what \_\_\_ Telegraph, \_\_\_ Guardian, the popular press, would say next day. (Snow)

**Exercise 15. Insert articles where necessary. (Articles with nouns modified by**

*proper nouns.)*

1. I often go to \_\_\_ Pushkin Theatre. 2. I am very fond of — Pushkin's short tragedies. 3. \_\_\_ Tretyakov gallery was founded nearly \_\_\_ century ago by Pavel Tretyakov. \_\_\_ Tretyakov's devotion to \_\_\_ art and his indefatigable efforts had \_\_\_ magnificent results and furthered \_\_\_ development of \_\_\_ Russian painting. 4. I am \_\_\_ medical student and have held \_\_\_ post of house surgeon at one of \_\_\_ London hospitals for some time. (Marryat) 5. \_\_\_ Fox apartment had \_\_\_ spacious old-fashioned feeling. 6. Towards \_\_\_ end of \_\_\_ year 1913 several young students living in Moscow founded \_\_\_ small group known as \_\_\_ Students' Drama Studio. It was from that group that \_\_\_ Vakhtangov Theatre sprang. Vakhtangov was \_\_\_ tireless innovator. Some of Vakhtangov's pupils became \_\_\_ capable producers. 7. \_\_\_ sets of furniture were imitations of one of \_\_\_ Louis periods. (Dreiser) 8. \_\_\_ Pulkovo Observatory is over \_\_\_ hundred years old. 9. \_\_\_ chin of \_\_\_ founder of \_\_\_ Forsyte clan was settled comfortably between \_\_\_ widely separated points of. \_\_\_ old-fashioned collar. (Galsworthy) 10. He had known all \_\_\_ pretty Montjoy sisters scattered over — Society, but of them all Diana was \_\_\_ youngest, \_\_\_ prettiest, most tasteful and wittiest... (Galsworthy)

***Exercise 16, Insert articles where necessary. (Articles with set expressions.)***

1. I trust you to tell me \_\_\_ bare truth, whatever it is. (Snow) 2. The maid, looking to right and left, spoke in \_\_\_ low and hurried voice. (Galsworthy) 3. On his trip round \_\_\_ world with Fleur he had often put his nose out and watched the dancing on — deck. (Galsworthy) 4. He decided that he would not at \_\_\_ present explain to her who he was. (Bennett) 5. I saw \_\_\_ good deal of him during \_\_\_ war. (Snow) 6. He has taken his death very much to \_\_\_ heart indeed. (Collins) 7. What did her education and her accomplishments amount to? She could keep \_\_\_ house. (Bennett) 8. AH seemed perfectly at their ease, by no means in \_\_\_ hurry. (Dickens) 9. Somebody important must have been arriving from Europe by \_\_\_ air... (Greene) 10. Am I dealing, young people, with \_\_\_ case of \_\_\_ love at \_\_\_ first sight? (Galsworthy) 11. We've had some tea already on \_\_\_ board \_\_\_ yacht. (Shaw) 12. Rosa was well aware that she had never taken \_\_\_ trouble to get to know Annette. (Murdoch) 13. You will go to \_ sea and forget ail about me in \_\_\_ month. (Galsworthy) 14. He was about to start on \_\_\_ long journey, \_\_\_ difficult one, by \_\_\_ sea, and no soul would know where he was gone. (Eliot) 15. It is \_\_\_ pleasure to see you. (Galsworthy) 16. He held \_\_\_ very guarded conversation with her on his way home, for fear that she would take \_\_\_ additional offence. Argument was out of \_\_\_ question. (Dreiser) 17. On \_\_\_ other hand, if he was beaten he took it with complete good humour. (Maugham) 18. He is beginning to lose \_\_\_ heart, they say. (Reade) 19. She burned like \_\_\_ fire from \_\_\_ head to \_\_\_ foot. (Hardy) 20. I got into conversation with him by \_\_\_ chance at \_\_\_ concert. (Shaw) 21. She's taken quite \_\_\_ fancy to you, Ridgeon. (Shaw) 22. \_\_\_ furniture was all sent round by \_\_\_ water. (Austen) 23. I returned at once, and found Ada sitting at \_\_\_ work by \_\_\_ fireside. (Dickens) 24. He played \_\_\_ flute. (Miller) 25. Somewhere \_\_\_ great many men

were singing. (Greene) 26. He was chronically in \_\_\_ debt... (Snow) 27. \_\_\_ woman I fixed my eye on was \_\_\_ woman who kept \_\_\_ house for me at my cottage. (Collins) 28. It is \_\_\_ pity to worry her if she has \_\_\_ talent for \_\_\_ uneasiness. (Galsworthy) 29. He has given \_\_\_ permission to go up and see her there. (Priestley) 30. Behind \_\_\_ house was \_\_\_ large garden, and in summer, \_\_\_ pupils almost lived out of \_\_\_ doors. (Ch. Bronte) 31. \_\_\_ rain had stopped, and we went on \_\_\_ foot to \_\_\_ Ebury Street. (Snow) 32. They started at \_\_\_ dawn, and \_\_\_ boy I sent with them didn't come back till next day. (Maugham) 33. On being informed... that her departure would be delayed... she had flown into \_\_\_ violent passion. (Collins) 34. All of \_\_\_ sudden, his face had become stony. (Snow) 35. Dear, dear! It seems only \_\_\_ other day since I took you down to school at Slough! (Galsworthy) 36. Mr. Byron Waller could play \_\_\_ violin. (Lee)

***Exercise 17. Translate into English.***

1. Он всегда говорит очень тихо. 2. На днях я случайно встретила Нину. 3. Если вы ей так ответите, она придет в ярость. 4. По правде говоря, я так и не поняла, почему она обиделась. 5. Она читает с утра до ночи. 6. Я люблю путешествовать морем. 7. Вы по ошибке принесли не тот журнал. 8. Мы всегда заставляли его за работой. 9. Приходите ко мне завтра.—Об этом и речи быть не может, я очень занята. 10. Он даже не потрудился встретить нас на вокзале. 11. Жаль, что вы не можете пойти с нами в театр. 12. Мы уже можем читать Диккенса и Теккерея в оригинале. 13. Мой брат очень хорошо играет на скрипке.

***Exercise 18. Insert articles where necessary. (Articles with predicative nouns and nouns in apposition.)***

1. Ostrovsky commenced \_\_\_ clerk in \_\_\_ Moscow Commercial Court. 2. Selina, \_\_\_ daughter of \_\_\_ Paddocks, had been surprised that afternoon by receiving \_\_\_ letter from her once intended husband. (Hardy) 3. My father became \_\_\_ rector of Burnmore when I was nine. (Wells) 4. Cashel was to go to sea, so that if his affairs became desperate, he could at least turn \_\_\_ pirate. (Shaw) 5. He was \_\_\_ particular friend of Sir John's (Austen). 6. You are not \_\_\_ person you claim to be. (Dickens) 7. His money was \_\_\_ money I brought him as my marriage portion. (Shaw) 8. That meeting had occurred at \_\_\_ house of \_\_\_ high official of \_\_\_ British Museum, \_\_\_ scholar with whom Arthur was on friendly terms. (Bennett) 9. Mrs. Patterson, \_\_\_ lymphatic woman, was holding her son Jim by \_\_\_ hand. (Lindsay) 10. \_\_\_ trained diplomat and statesman as he was, his- stern aristocratic face was upside down with \_\_\_ fury. (Leacock) 11. I am not \_\_\_ good fisherman myself. (Jerome K. Jerome) 12. Ever since then I haven't been able to suppress — gnawing thoughts in my mind. I'm not strong enough to suppress them. I'm too weak. I'm not \_\_\_ man enough. (Caldwell) 13. You were \_\_\_ dear little girl; I see it now, looking back. But not \_\_\_ little girl I had in my mind. (Jerome K. Jerome) 14. He looked thin, and yellow as \_\_\_ guinea, and he had turned \_\_\_ miser. (Reade) 15. You should have

been \_\_\_ woman enough to control yourself. (Hardy) 16. Martha, who was \_\_\_ poor apprentice at \_\_\_ milliner's, then told them what kind of \_\_\_ work she had to do. (Dickens) 17. What \_\_\_ charming house you have, Lady Chiltern! (Wilde) 18. I am Anthony Anderron, \_\_\_ man you want. (Shaw) 19. Only, his forehead and mouth betray an extraordinary steadfastness; and his eyes are \_\_\_ eyes of \_\_\_ fanatic. (Shaw) 20. He had just been appointed \_\_\_ Lord Justice of appeal. (Snow) 21. His clothes are not \_\_\_ clothes, nor his anxious wife \_\_\_ wife of \_\_\_ prosperous man. (Shaw) 22.-1 was \_\_\_ fool enough to ask her to live here still, and direct \_\_\_ affairs of \_\_\_ house for me. (E. Bronte)

***Exercise 19. Translate into English.***

1. В 1937 г. археологическая экспедиция отправилась в Хорезм. Экспедицию возглавлял профессор С. Толстов, известный специалист по истории народов Средней Азии. (Советская литература) 2. Качалов, изумительный актер, которого оплакивали миллионы любителей театра, умер за месяц до 50-летнего юбилея Художественного театра. 3. Озеро Байкал, сердце Сибири, как его называют, замечательно редкой красотой берегов и удивительным цветом воды. Академик Берг, выдающийся советский географ, называет Байкал чудом природы. 4. Беранже, знаменитый французский поэт, родился в 1780 г. В детстве он жил с дедом, бедным парижским портным. Когда началась революция, его отправили в провинцию к тетке, содержательнице гостиницы.

***Exercise 20. Insert articles where necessary.***

1. \_\_\_ love seemed now so little \_\_\_ thing, seemed to have lost \_\_\_ warmth and \_\_\_ power... (Galsworthy) 2. It was too great \_\_\_ P shock to be borne with \_\_\_ calmness, and she immediately left \_\_\_ room. (Austen) 3. It's as good \_\_\_ place, I suppose, as you could find. (Galsworthy) 4. Mrs. Todgers was \_\_\_ lady, \_\_\_ rather bony and hard-featured lady. (Dickens) 5. It was quite \_\_\_ way down to \_\_\_ main road and then we walked along \_\_\_ main road about \_\_\_ mile and \_\_\_ half. (Hemingway) 6. But he,, gave her so long and so peculiar \_\_\_ stare from \_\_\_ corner where he was having tea, that she knew he had not forgiven her. (Galsworthy) 7. She seemed to take rather \_\_\_ fancy to me. (Galsworthy)

***Exercise 21. Translate into English.***

1. Такую интересную книгу приятно перечитать.
2. Это слишком длинный роман, чтобы его можно было прочесть в два дня.
3. Это такая же светлая каюта, как та.
4. Я не могу ответить на такой странный вопрос.
5. Это довольно интересная статья.
6. Как вы могли упустить такой редкий случай?
7. Какое нелепое возражение!

8. Оба письма были отправлены утром.
9. Все бумаги подписаны.
10. Это слишком сложная проблема, чтобы ее можно было разрешить в такое короткое время.

**Exercise 22. Translate into Russian.** (*Ways of expressing the meaning of the English articles in Russian.*)

1. I am very fond of Helen, there is a great charm about the girl. 2. The man was slowly walking along the street. 3. A man was slowly walking along the street 4. We've bought the butter in this shop. 5. We've bought some butter. 6. A girl showed me the way to the station. 7. I shouldn't like to live here; there is something gloomy about the house. 8. You had better not attempt to be a governess, as the duties of the position would be too severe for your constitution. (Ch. Bronte)

**Exercise 23. Translate into English.**

1. Я не знала, что собака в комнате.
2. Я не знала, что в комнате есть собака.
3. Принесите муку.
4. Принесите муки.
5. Девушка подошла к окну.
6. К окну подошла девушка.

**Exercise 24. Insert articles where necessary.** (*Special cases.*)

1. Outside it was \_\_\_ night. (Murdoch) 2. It was \_\_\_ warm summer night. (Snow) 3. \_\_\_ night outside seemed very quiet. (Greene) 4. It was \_\_\_ foggy evening in November. (Murdoch) 5. During \_ evening we played innumerable games of piquet... (Maugham) 6. It was \_\_\_ evening, and he was walking across the school grounds on his way home. (Saroyan) 7. He wondered what hour it was. \_\_\_ sun seemed to indicate \_\_\_ late morning... (Greene) 8. I think it's going to be \_\_\_ fine morning, after all. (Shaw) 9. \_\_\_ morning was cold and sharp and sunny. (Greene) 10. It is \_\_\_ early morning. (Shaw) 11. We are going to have \_\_\_ ideal night. (Shaw) 12. \_\_\_ night being sharp and frosty, we trembled from \_\_\_ head to \_\_\_ foot. (Dickens) 13. It was early in \_\_\_ afternoon. (Murdoch) 14. \_\_\_ night was \_\_\_ windy one, with broken clouds drifting swiftly across \_\_\_ face of \_\_\_ three-quarter moon. (Conan Doyle) 15. \_\_\_ night came and he sent his sadness into his sleep. (Saroyan) 16. I was up at six in \_\_\_ morning. (Shaw) 17. She has had \_\_\_ bad night, probably \_\_\_ rather delirious night. (Shaw) 18. \_\_\_ machines at \_\_\_ factory were in perpetual motion \_\_\_ day and \_\_\_ night. (Murdoch) 19. Arthur did not pass \_\_\_ sleepless night; he slept long and well, for \_\_\_ sleep comes to \_\_\_ perplexed, if \_\_\_ perplexed are only weary enough. (Eliot) 20. It was about ten o'clock at \_\_\_ night. (Maugham) 21. \_\_\_ fine September afternoon was dying fast. (Galsworthy) 22. I persuaded him to stay \_\_\_ night with me, and I put him into my own bed. (Maugham) 23. It was \_\_\_



morning after Roger had talked to me in \_\_ Park, and Margaret and I were sitting at breakfast. (Snow) 24. \_\_ day was by This time approaching; \_\_ West was dim, \_\_ East beginning to gleam. (Ch. Bronte) 25. On \_\_ bright January morning \_\_ telephones kept ringing in my office. (Snow) 26. I cannot describe to you \_\_ intense silence of \_\_ night. (Maugham) 27. I shall not forget \_\_ evening I spent with him. I had not intended to stay more than \_\_ hour, but he insisted that I should spend \_\_ night. (Maugham) 28. He painted and he read, and in ^ \_\_ evening, when it was dark, they sat together on \_\_ veranda, smoking and looking at \_\_ night. (Maugham) 29. It was as lovely \_\_ morning as one could desire. (Jerome K. Jerome) 30. It was \_\_ glorious night. \_\_ moon had sunk, and left \_\_ quiet earth alone with \_\_ stars. (Jerome K. Jerome) 31. Nell dropped \_\_ curtsey, and told him they were \_\_ poor travellers who sought \_\_ shelter for \_\_ night. \_\_ schoolmaster told them that they were welcome to remain under his roof till \_\_ morning. (Dickens) 32. Every day I was up at \_\_ dawn, clearing, planting, working on my house, and at — night when I threw myself on my bed it was to sleep like.— log till \_\_ morning. (Maugham)

***Exercise 25. Translate into English.***

1. Утро было холодное и ветреное.
2. Был теплый летний вечер.
3. Настала ночь, и путешественники решили отдохнуть.
4. Он пишет с утра до ночи.
5. Он переночевал у приятеля.
6. Он провел бессонную ночь и был очень бледен.
7. Приятно поехать за город в ясный летний день.
8. И днем и ночью он думал об одном.
9. Было прекрасное утро — солнечное и тихое.
10. Было раннее утро, и все в доме еще спали.

***Exercise 26. Insert articles where necessary.***

1. It was \_\_ winter, and \_\_ night of bitter cold. (Wilde) 2. You see, \_\_ winter was \_\_ very bad time for me, and I really had no money at all to buy \_\_ bread with. (Wilde) 3. It was \_\_ very dark evening for \_\_ summer. (E. Bronte) 4. \_\_ summer drew to \_\_ end, and \_\_ early autumn. (E. Bronte) 5. I wondered if \_\_ autumn would come upon us two months before her time. (Du Mañrier) 6. It was \_\_ lovely evening in \_\_ spring time of \_\_ year; and in. \_\_ soft stillness of \_\_ twilight, all \_\_ nature was very calm and beautiful. \_\_ day had been fine and warm; but at \_\_ coming on of \_\_ night, \_\_ air grew cool. (Dickens) 7. It was pretty late in \_\_ autumn of \_\_ year when \_\_ declining sun, struggling through \_\_ mist which had obscured it all day, looked brightly upon \_\_ little Wiltshire village. (Dickens) 8. There was going to be \_\_ election soon, we all knew: this was. \_\_ spring of 1955. (Snow) 9. It was \_\_ cold fall and \_\_ wind came down from \_\_ mountains. (Hemingway) 10. It was \_\_ fine day, early in \_\_ spring, and we were in \_\_ good

humour. (Maugham)

***Exercise 27. Translate into English.***

1. Была ранняя весна.
2. Была дождливая, холодная осень.
3. Осень была исключительно теплая; стояла ясная, солнечная погода.
4. Мое любимое время года — лето.
5. Лето 1941 года было очень жаркое.

***Exercise 28. Insert articles where necessary.***

1. It was eleven o'clock. Annette was still in \_\_\_ bed. (Murdoch)
2. Stefan, who had been sitting on the edge of \_\_\_ bed, came near to her and smiled for \_\_\_ first time. (Murdoch)
3. Maycomb was \_\_\_ old town. (Lee)
4. Dolores said nothing all \_\_\_ way to \_\_\_ town. (/ Shaw)
5. Yes, he and my brother had been to \_\_\_ school together. (Snow)
6. Before that she had taught history in \_\_\_ girls' school. (Murdoch)
7. \_\_\_ school was not \_\_\_ particularly good one. (Conan Doyle)
8. I never knew \_\_\_ lawyer yet who didn't threaten to put me in \_\_\_ prison sooner or later. (Shaw)
9. Steger next visited \_\_\_ county jail, close on to five o'clock, when it was already dark. (Dreiser)
10. In all probability he was already in \_\_\_ town. (Austen)
11. Among other public buildings in \_\_\_ certain town... there is one anciently common to most towns, great or small... — \_\_\_ workhouse. (Dickens)
12. After leaving \_\_\_ school, I became clerk to her father. (Lindsay)
13. She graduated from \_\_\_ Pedagogical Institute \_\_\_ year ago and now she is working at \_\_\_ school in \_\_\_ village near Leningrad.
14. \_\_\_ prison where Little Dorrit was born was called "The Marshalsea".
15. I haven't done anything that warrants my running away or going to \_\_\_ prison, either. I'm merely going there to save time at \_\_\_ present. (Dreiser)
16. It was in my walk that night, and in \_\_\_ sleepless hours which followed when I lay in. \_\_\_ bed, that \_\_\_ thought first occurred to me which afterwards shaped itself into \_\_\_ settled resolution\* (Dickens)
17. He told with \_\_\_ perfect truth... how he had in time been released from \_\_\_ prison. (Dickens)
18. "When you think of me at all, John, let it only be as \_\_\_ little child you have seen grow up in \_\_\_ prison. (Dickens)
19. You take your man home, Mrs. Dubedut, and get him to \_\_\_ bed before eleven. (Shaw)
20. I'm going to be out of \_\_\_ town for a few days. So I may not even see you again. (Faulkner)
21. Unless we can give \_\_\_ rector. \_\_\_ bed he had nowhere to lay his head this night. (Shaw)
22. Who could be in \_\_\_ prison \_\_\_ quarter of \_\_\_ century, and be prosperous! (Dickens)

***Exercise 29. Translate into English.***

1. Она легла спать в три часа и встала с головной болью.
2. Почему вы так поздно вернулись из города?
3. Женщина подошла к кровати и накрыла ребенка одеялом.
4. Она плохо себя чувствовала и провела весь день в постели.
5. Сегодня мне надо пойти в школу на родительское собрание.
6. Я

провела все лето в городе. 7. Когда сестра окончила школу, она поступила в консерваторию. 8. Мы провели несколько дней в маленьком городке на Кавказе. 9. Мы живем на даче, но часто приезжаем в город. 10. О. Генри был обвинен в краже, и, хотя он был невиновен, его посадили в тюрьму. Он сидел в тюрьме три года.

**Exercise 30. Insert articles where necessary.**

1. He said he had letters to write and if I would allow him, would remain in his room till \_\_\_ dinner was ready. (Jerome K. Jerome) 2. He came in one morning when I was having — breakfast on \_\_\_ terrace of \_\_\_ hotel and introduced himself. (Maugham) 3. I saw to it that he had \_\_\_ good dinner. (Jerome K. Jerome) 4. We had \_\_\_ cold bacon for \_\_\_ lunch that day. There was not much of it. I took it to be \_\_\_ bacon we had not eaten for — breakfast. But on \_\_\_ clean dish with parsley it looked rather neat. (Jerome K. Jerome) 5. Mr. Clay settled back in his chair, savoring his drink, expecting \_\_\_ good dinner. (/ . Shaw) 6. \_\_\_ dinner was very sound. (Bennett) 7. Come and have \_\_\_ tea on \_\_\_ deck. (Bennett) 8. They had \_\_\_ supper in \_\_\_ silence. (Murdoch) 9. \_\_\_ little expedition down \_\_\_ river was delightful, and \_\_\_ little room overlooking \_\_\_ river into which they were shown for \_\_\_ dinner was delightful. (Dickens) 10. In \_\_\_ tiny dining-room, we were having \_\_\_ excellent dinner, cooked by Mary Osbaldiston-.. (Snow) 11. She... began to dress for \_\_\_ dinner to which she had been invited. (Austen) 12. When he arrived... \_\_\_ famous Contract was at \_\_\_ dinner. (Dreiser) 13. When they arrived and mounted \_\_\_, stairs, Stefan behaved as usual, and soon they were eating. \_\_\_ supper which Jan had prepared. (Murdoch) 14. He assisted her... in setting forth \_\_\_ neat luncheon, consisting of \_\_\_ cold chicken, \_\_\_ ham and \_\_\_ tarts. (Ch. Bronte) 15. \_\_\_ dinner was \_\_\_ grand one. (Austen) 16. I shall be glad to see you at \_\_\_ lunch at half past one. (Shaw) 17. He had given me \_\_\_ dinner, and \_\_\_ good one. (Snow)

**Exercise 31. Translate into English.**

1. Мы позавтракали в восемь часов.
2. Завтрак состоял из хлеба с маслом, сыра и кофе.
3. Не опаздывайте к обеду.
4. Обед еще не готов.
5. Наши знакомые пригласили нас на обед.

**Exercise 32. Insert articles where necessary. (Articles with nouns modified by certain adjectives, pronouns, and numerals.)**

1. You have had \_\_\_ most distinguished career... (Snow) 2. This was \_\_\_ most painful thought of all. (Murdoch) 3. He had put himself in \_\_\_ most unsatisfactory position, politically and socially. (Dreiser) 4. She was \_\_\_ most beautiful young girl; \_\_\_ most beautiful girl he had ever seen. (Bennett) 5. \_\_\_ most of \_\_\_ women had flowers or little black feathers sticking up in their hair. (Glyn) 6. I started relating

\_\_ most interesting anecdote, but was somewhat surprised to observe... that nobody was paying \_\_ slightest attention to me whatever. (Jerome K. Jerome) 7. \_\_ news he had conveyed to her would have terrified \_\_ most women. (Cronin) 8. He was \_\_ man of \_\_ most subtle and refined intellect. \_\_ man of \_\_ culture, \_\_ charm and \_\_ distinction. One of \_\_ most intellectual men I ever met. (Wilde) 9. Her life held so little of \_\_ real charm; and Aileen Butler was \_\_ most significant element of \_\_ romance in it. (Dreiser) 10. Youth in her South Carolinian home had been simple and self-reliant; and unlike \_\_ most American girls, she had not had too good \_\_ time. (Galsworthy) 11. It was \_\_ most beautiful room. It was \_\_ most beautiful room in \_\_ house. (Du Maurier) 12. Gentleman, he was \_\_ most excellent man, \_\_ 'most gentle, tender and estimable man, with \_\_ simplicity of \_\_ child. (Dickens) 13. \_\_ Norman Conquest is one of \_\_ most important events in \_\_ English history, and it had \_\_ greatest influence on \_\_ history of \_\_ language.

***Exercise 33. Insert articles where necessary.***

1.. \_\_ mother and I are planning to go to \_\_ country for \_\_ few days. (Dreiser) 2. It was \_\_ cold, windy evening and there were \_\_ few people in \_\_ Park. 3. \_\_ few words that I have to add to what I have written, are soon penned. (Dickens) 4. We needn't take. \_\_ porter. We have \_\_ little luggage. 5. When you've wanted something very badly and it comes at last, it is somehow \_\_ little frightening. (Maugham) 6. \_\_ little I have to say can be said in \_\_ few minutes. 7. I am commonly \_\_ man of \_\_ few words. (Dickens) 8. One morning, when Rose was alone in \_\_ breakfast-parlour, Harry Maylie entered; and, with some hesitation, begged \_\_ permission to speak with her for \_\_ few moments. (Dickens) 9. What \_\_ little light there was came from one small window. (Priestley) 10. He paused, wishing he had not mentioned that fact. It was \_\_ slip of \_\_ tongue, one of \_\_ few he ever made, due to \_\_ peculiar pressure of \_\_ situation. (Dreiser) 11. Oh, I know there's no danger, but I'm \_\_ little frightened all \_\_ same. (Greene) 12. Well, for instance, why don't you tell me about your sister? She always sounds fascinating, from \_\_ little I hear, but I've no real idea what she's like. (Hansford Johnson) 13. \_\_ old man replied that there were \_\_ few grown persons as trustworthy or as careful as she [Nell]. (Dickens) 14. Harriet closed her coat quickly and walked \_\_ little faster. (/ . Shaw) 15. We can't disguise from ourselves that there's \_\_ little hope. (Greene) 16. He accepted willingly my invitation to remain for \_\_ few days in my apartment. (Maugham) 17. I seem to have forgotten \_\_ little I ever knew. (Conan Doyle) 18. He tried to orient himself by : \_\_ stars; but it was \_\_ cloudy night and \_\_ few stars that were visible did not announce any constellation that he could recognize. (Murdoch) 19. Carie expostulated, begged, was very angry, even wept \_\_ little, and then suddenly capitulated. (Buck) 20. Luf- kin's tastes were austere. He spent \_\_ little on himself. (Snow) 21. I see very \_\_ few women; but those are \_\_ women of rank. (James) 22. Mary offered to lend \_\_ little she had. (E. Bronte) 23. I've travelled \_\_ little, but not enough. (Hansford Johnson) 24. Surely, during \_\_ few hours he might pass in \_\_ cottage it would be easy for her to keep out of his way. (Marryat) 25. She respected him mightily but gave him \_\_ very little

thought. (Buck) 26. When \_\_\_ winter came... he suffered \_\_\_ good deal from — cold and \_\_\_ hunger, and often had to go to \_\_\_ bed without any supper but \_\_\_ few dried pears or some hard nuts. (Wilde) 27. He was one of \_\_\_ few men of science who never terrified me, probably because he never behaved like \_\_\_ doctor. (Lee)

***Exercise 34. Insert articles where necessary.***

1. Of all those to whom he appealed one was actually not in \_\_\_ position to do anything for him; another was afraid; \_\_\_ third was calculating eagerly to drive \_\_\_ hard bargain; \_\_\_ fourth was too deliberate, anxious to have much time. [Dreiser) 2. Two people would have to hold \_\_\_ chair, and \_\_\_ third would help him up on it, and \_\_\_ fourth would hand him \_\_\_ nail, and \_\_\_ fifth would pass him up \_\_\_ hammer. (Jerome K. Jerome) 3. \_\_\_ professor Earle Fox ignored for \_\_\_ second time \_\_\_ buzzing signal from the secretary in \_\_\_ adjoining office. (Wilson) 4. One evening \_\_\_ little Hans was sitting by his fireside when \_\_\_ loud rap came at \_\_\_ door... At first he thought it was merely the storm. But \_\_\_ second rap came, then \_\_\_ third. (Wilde) 5. Mr. Pickwick was perfectly aware that \_\_\_ tree is \_\_\_ very dangerous neighbour in \_\_\_ thunderstorm. He had \_\_\_ tree on his right, \_\_\_ tree on his left, \_\_\_ third before him, and \_\_\_ fourth behind. (Dickens) 6. Take care, Caroline. I've proposed twice now. I shall not propose \_\_\_ third time. (Maugham)

***Exercise 35. Insert another or the other.***

1. A person who has not done one half of his day's work by ten o'clock, runs the chance of leaving \_\_\_ half undone. (E. Bronte) 2. Her hands lay on her lap motionless, one in \_\_\_ loosely clasped. (Maugham) 3. There was \_\_\_ silence, not a long one. (Snow) 4. Then she came and sat down on \_\_\_ side of the hearth. (Galsworthy) 5. There was \_\_\_ reason why he was disturbed. Though he was ambitious, he had high standards of behaviour. (Snow) 6. Fleur stole \_\_\_ look. (Galsworthy) 7. The boy sidled nearer, moving one foot slowly after \_\_\_ 8. There was \_\_\_ thing I liked in Mrs. Strickland. (Maugham)

***Exercise 36. Insert articles where necessary.***

1. Thirteen years of life with Frank Cowperwood had taught her \_\_\_ number of things. (Dreiser) 2. \_\_\_ colonel says our losses have not been heavy. \_\_\_ exact number is not yet known. (Greene) 3. To this particular dinner \_\_\_ number of people... had been invited. (Dreiser) 4. Those who had any letters to deliver or... any settled plan of going anywhere or doing anything, discussed their prospects \_\_\_ hundred times \_\_\_ day; and as this class of passengers was small, and \_\_\_ number of those who had no prospects whatever was very large, there were plenty of listeners and few talkers. (Dickens) 5. While he was dancing, Cowperwood had occasion to look at Aileen... She passed close to him \_\_\_ number of times. (Dreiser) 6. He went up into \_\_\_ picture gallery. On \_\_\_ bureau there were laid \_\_\_ number of letters and things to be attended to. (Galsworthy)

**Exercise 37. Insert articles where necessary.**

1. What \_\_\_ strange feeling it was to be going home when it was not home, and to find that every object I looked at reminded me of \_\_\_ happy old home which was like \_\_\_ dream I could never dream again. (Dickens) 2. On her face I saw \_\_\_ placid and sweet expression of \_\_\_ : lady whose picture had looked at me downstairs. It seemed to my imagination as if \_\_\_ portrait had grown womanly and \_\_\_ original remained \_\_\_ child. (Dickens) 3. Rebecca's mother had had \_\_\_ education somewhere and her daughter spoke \_\_\_ French with \_\_\_ purity and \_\_\_ Parisian accent. It was in those days rather \_\_\_ rare accomplishment, and led to her engagement with \_\_\_ orthodox Miss Pinkerton. (Thackeray) 4. He had \_\_\_ wit, \_\_\_ keen sense of \_\_\_ humour, \_\_\_ sense of pathos. (Dreiser) 5. \_\_\_ one thing that really interested him in connection with his parents was \_\_\_ existence somewhere in \_\_\_ east in \_\_\_ small city called Lycurgus... of \_\_\_ uncle, \_\_\_ brother of his father's. (Dreiser) 6. But \_\_\_ bed I made up for myself was sufficiently uncomfortable to give me \_\_\_ wakeful night, and I thought \_\_\_ good deal of what \_\_\_ unlucky Dutchman had told me. (Maugham) 7. We went down \_\_\_ corridors, down \_\_\_ stone stairs. We crossed over \_\_\_ Park by \_\_\_ lake; one of \_\_\_ pelicans was spreading its wings. \_\_\_ trees- were creaking in. \_\_\_ blustery wind; on \_\_\_ grass, \_\_\_ first leaves had fallen. It was \_\_\_ dark evening, with \_\_\_ clouds, low and grey, driving across from \_\_\_ west. (Snow) 8. I breathed deeply two or three times, but felt \_\_\_ little calmer, \_\_\_ enormity of \_\_\_ situation was too overpowering. (Clark) 9. \_\_\_ English of \_\_\_ 14th century differs from \_\_\_ Modern English. 10. He was young still, and in \_\_\_ few years he would look back on all his misery with \_\_\_ sadness in which there would be something not unpleasurable. (Maugham) 11. After \_\_\_ lights within, it was very dark, and \_\_\_ night was enormous and silent with \_\_\_ intensity which for \_\_\_ moment made her pause in \_\_\_ awe. She was in \_\_\_ unfamiliar street. It was \_\_\_ damp night, with rare stars. (Murdoch) 12. I had often new temptations afterwards to wonder whether it was really singular, or only singular to me, that he, who was \_\_\_ most grateful of mankind upon \_\_\_ least occasion, should so desire to escape \_\_\_ gratitude of others. (Dickens) 13. Large drops of \_\_\_ rain, which pattered every now and then against \_\_\_ windows of \_\_\_ chaise, seemed to warn \_\_\_ travellers of \_\_\_ rapid approach of \_\_\_ stormy night. (Dickens) 14. It's pleasant to get used to \_\_\_ expensive, \_\_\_ soft, \_\_\_ comfortable. (Stone) 15. \_\_\_ children of \_\_\_ poor know but \_\_\_ few pleasures. Even \_\_\_ cheap delights of \_\_\_ childhood must be bought and paid for. (Dickens) 16. And there began for Soames \_\_\_ most confused evening he had ever spent. For in his heart were — great gladness and \_\_\_ great pity, and he must not show \_\_\_ sign of either. (Galsworthy) 17. \_\_\_ walls, down which ran \_\_\_ number and variety of ^ \_\_\_ pipes and cables, were painted in two contrasting shades of green — dark up to \_\_\_ height of five foot, lighter above that. (Clark) 18. In \_\_\_ evening \_\_\_ weather broke, \_\_\_ wind shifted from \_\_\_ South to \_\_\_ North-East and brought \_\_\_ rain first and then \_\_\_ sleet and \_\_\_ snow. (£. Bronte) 19. \_\_\_ Miller said all kinds of beautiful things about \_\_\_ friendship, which Hans took down in \_\_\_ note-book and used to read over at \_\_\_ night, for he was \_\_\_ very good scholar.

(Wilde) 20. She drew \_\_\_ little away from him; then perceived that unwittingly she had done \_\_\_ right thingr for he at once tried to take her hand again. And this was her first lesson too in \_\_\_ nature of \_\_\_ man. (Galsworthy) 21. \_\_\_ London train was on \_\_\_ point of \_\_\_ departure. It was yet \_\_\_ early morning, \_\_\_ hour of \_\_\_ milkmen and \_\_\_ postmen \_\_\_ station had \_\_\_ chill, unused, deserted look; \_\_\_, passengers were few. (Bennett) 22. In \_\_\_ hands of \_\_\_ strong, like himself when he was at his best, \_\_\_ law was \_\_\_ sword and \_\_\_ shield, \_\_\_ trap to place before \_\_\_ feet of \_\_\_ unwary; \_\_\_ pit to dig in \_\_\_ path of those who might pursue. (Dreiser) 23. It had been \_\_\_ severe winter, and \_\_\_ snow lay deep in \_\_\_ gorges of \_\_\_ mountains. (Conan Doyle) 24. \_\_\_ point is that \_\_\_ art now is just \_\_\_ subject for conversation; and anything that anybody can understand (at \_\_\_ first sight is not worth talking about and therefore not \_\_\_. art. (Galsworthy) 25. I do not consider that \_\_\_ cigars and whisky he consumed at my expense, and \_\_\_ few dollars, borrowed with \_\_\_ civil air of conferring. \_\_\_ favour upon me, that passed from my pocket to his, were in any way equivalent to \_\_\_ entertainment he afforded me. I remained his debtor. (Maugham) 26. He was \_\_\_ psycho-pathologist as well as \_\_\_ student of \_\_\_ art, and \_\_\_ subconscious had \_\_\_ few secrets from him. (Maugham) 27. And now he was in \_\_\_ large bedroom overlooking \_\_\_ Thames, \_\_\_ chamber with \_\_\_ writing table, \_\_\_ sofa, \_\_\_ telephone, \_\_\_ electric bells and \_\_\_ massive oak door with \_\_\_ lock and \_\_\_ key in \_\_\_ lock. (Bennett) 28. \_\_\_ sun comes up from \_\_\_ East and goes down to ; \_\_\_ West. (Shaw) 29. As that day closed in, \_\_\_ girl's excitement increased; and when \_\_\_ night came on... there was \_\_\_ unusual paleness in her cheek, and \_\_\_ fire in her eye, that even Sikes observed with \_\_\_ astonishment. (Dickens) 30. Mr. Skimpole could play \_\_\_ piano and \_\_\_ violoncello; and he was \_\_\_ composer, had composed half \_\_\_ opera once, and played what he composed with \_\_\_ taste. After \_\_\_ tea we had quite \_\_\_ little concert, in which Richard and Mr. Jarndyce and I were \_\_\_ audience. (Dickens) 31. In \_\_\_ civil life, Cassilis was \_\_\_ stage-designer on \_\_\_ threshold of \_\_\_ brilliant career. He was \_\_\_ quiet man, mildly handsome, mildly intellectual, mildly witty. He was fond of \_\_\_ women in \_\_\_ quiet sort of way, but behaved with them always as if he were in search of \_\_\_ good quiet wife. (Hansford Johnson) 32. Though \_\_\_ young man was \_\_\_ honest fellow, and \_\_\_ son of] \_\_\_ honest father, \_\_\_ latter had died so early, and his widow had J had such struggles to maintain herself, that \_\_\_ son was very irr-1 perfectly educated. (Hardy) 33. Next day, Margaret and I had to ! leave \_\_\_ house after \_\_\_ tea. \_\_\_ weather had not changed. Just as when we arrived, it was \_\_\_ evening so tranquil that \_\_\_ chimney smoke seemed painted on \_\_\_ sky, and in \_\_\_ air there was \_\_\_ smell of burning leaves. (Snow) 34. They never, one felt, dressed carelessly, ; said \_\_\_ wrong word, were \_\_\_ prey to \_\_\_ untidy passion. (Greene) 35. \_\_\_ Herzogs moved to \_\_\_ midwest. (Bellow) 36. She was \_\_\_ mountain-bred and ever \_\_\_ lover of \_\_\_ mountains. She could see \_\_\_ little beauty in \_\_\_ sea, and that only of \_\_\_ terrible and overwhelming kind. (Buck) 37. \_\_\_ very tall and very good-looking man who entered seemed about thirty-eight years old. His clean-shaven face was full of \_\_\_ health, his eyes full of \_\_\_ light, his dark hair had \_\_\_ fleck or two of premature grey in it. (Galsworthy) 38. I've been taught ' \_\_\_ Latin, and \_\_\_ Greek, and \_\_\_ mathematics. (Eliot) 39. At \_\_\_ dusk, on \_\_\_ evening of St. Valentine's day, Boldwood sat down to

\_\_ supper as usual. (Hardy) 40. Dinny wrote \_\_ letter to her brother in which she said nothing of \_\_ Hallorsen, \_\_ Saxenden, or \_\_ Tasburghs, but discoursed in lively fashion of \_\_ Aunt Em, Boswell and Johnson, \_\_ Uncle Adrian, \_\_ Lady Henrietta... (Galsworthy) 41. I guessed that \_\_ women would like her as much as \_\_ men, that if there was \_\_ little tenderness in her nature, there was also no spite. (Hansford Johnson) 42. He left \_\_ kitchen, went in \_\_ dining-room and excused himself to \_\_ Aunt Alexandra, put on his hat and went to \_\_ town. (Lee)

***Exercise 38. Follow the direction for Exercise 37.***

1. He had not been here five minutes when \_\_ vivid flash of lightning was followed by \_\_ loud peal of thunder, that crashed and rolled away in \_\_ distance with terrific noise; then came another flash of lightning brighter than \_\_ other, and \_\_ second peal of thunder, louder than \_\_ first. (Dickens) 2. Sedov died on his way to \_\_ North Pole. Most of \_\_ members of his expedition died too. \_\_ Soviet Government built \_\_ Arctic station at \_\_ place where Sedov died, and from that station another expedition, this time \_\_ Soviet expedition, went to \_\_ North and set \_\_ Soviet flag over \_\_ North Pole. 3. Glinka was born in 1804. His uncle had \_\_ orchestra of his own. Very often \_\_ boy would take up \_\_ violon and try to repeat \_\_ notes and rhythm of \_\_ music he had heard. In 1818 \_\_ Glinkas went to St. Petersburg, where Mikhail was placed in \_\_ boarding school at \_\_ St. Petersburg Central Pedagogical Institute. In 1830 Glinka went to Italy, where he stayed for \_\_ number of years. However, it was St. Petersburg that was \_\_ Glinka's home for \_\_ greater part of his life. \_\_ St. Petersburg of Pushkin played \_\_ great part in. \_\_ Glinka's life. — man and \_\_ human soul are expressed in \_\_ Glinka's music with \_\_ deep sincerity and understanding. (Soviet Literature) 4. She [Lillian] was slightly taller than he... and shapely, artistic in \_\_. form and \_\_ feature. Her hair was \_\_ colour of — dried English walnut and her complexion waxen, with \_\_ lips of faint pink and eyes that varied from gray to blue and from gray to brown according to. \_\_ light in which you saw them. Her beauty measured up to his present sense of \_\_ artistic. (Dreiser) 5. There were \_\_ number of young women who were very friendly to her, but there were \_\_ few with whom she was really intimate. \_\_ only person who stood out in her mind was \_\_ certain Mary Calligan... who had attended \_\_ school with Aileen in former years and was now \_\_ teacher in one of \_\_ local schools. (Dreiser) 6. Dick Stroeve, giving up his work entirely, nursed Strickland with \_\_ tenderness and \_\_ sympathy. He was dexterous to make him comfortable, and he exercised — cunning of which I should never have thought him capable to induce him to take \_\_ medicine prescribed by \_\_ doctor. I shall never forget \_\_ tactful patience with which he persuaded him to take — nourishment. (Maugham) 7. \_\_ reddish, fitful light was coming from \_\_ window above. Great God! His picture gallery! He ran to — foot of \_\_ stairs that led up to it. \_\_ stealthy sound, \_\_ scent of burning much more emphatic, staggered him. He hurried up \_\_ stairs and pulled open \_\_ door. Heavens! \_\_ far end of \_\_ gallery, at \_\_ extreme left corner of \_\_ house, was on fire. (Galsworthy) 8. Rosa knocked several times without getting any answer and had stepped back in to \_\_



pavement to look up at \_\_\_ closely curtained windows when \_\_\_ door opened very quietly to \_\_\_ gap of \_\_\_ few inches and c \_\_\_ pale face peered out. Rosa sprang forwards with such \_\_\_ alacrity that \_\_\_ owner of, \_\_\_ face immediately shut \_\_\_ door again, and Rosa could hear \_\_\_ chain being fixed. With this additional safeguard \_\_\_ door opened once more to \_\_\_ narrow slit and Rosa could see one pale blue eye looking out at her. (Murdoch) 9. But though so bad \_\_\_ painter he had \_\_\_ very delicate feeling for \_\_\_ art, and to go with him to \_\_\_ picture galleries was \_\_\_ rare treat. I think I have never known \_\_\_ man whose judgement was surer. And he was better educated than \_\_\_ most painters. He was not ignorant of \_\_\_ kindred arts, and his taste for \_\_\_ music and \_\_\_ literature gave \_\_\_ depth and variety to his comprehension of \_\_\_ painting. To \_\_\_ young man like myself his advice and guidance was of \_\_\_ incomparable value. (Maugham) 10. \_\_\_ Volterras had \_\_\_ six-room apartment with \_\_\_ hall which was like \_\_\_ cord holding all ' . \_\_\_ small rooms together. \_\_\_ kitchen was nearest to \_\_\_ front door, then came three bedrooms, and \_\_\_ bath, \_\_\_ dining room, and, at \_\_\_ far end, \_\_\_ living room. Despite \_\_\_ smallness of \_\_\_ rooms, they had \_\_\_ neat cosy quality that gave Erik \_\_\_ comfortable feeling. (Wilson) 11. Mrs. Pryor looked round her, and spoke of \_\_\_ neighbourhood as she had once before seen it long ago. She... compared its aspect with that of other parts of England: revealing in quiet, unconscious touches of description \_\_\_ sense of \_\_\_ picturesque, \_\_\_ appreciation of \_\_\_ beautiful or \_\_\_ commonplace, \_\_\_ power of comparing \_\_\_ wild with \_\_\_ cultured... that gave to her discourse — graphic charm as pleasant as it was unpretending. (Ch. Bronte) 12. They found themselves in \_\_\_ matted hall, lined almost to \_\_\_ ceiling with \_\_\_ pictures; through this they were conducted to \_\_\_ large parlour, with \_\_\_ magnificent fire in \_\_\_ grate; \_\_\_ most cheerful of rooms it appeared as \_ whole, and when you came to examine details, \_\_\_ enlivening effect was not diminished. There was no splendour, but there was \_\_\_ taste everywhere, \_\_\_ taste, you would have said, of \_\_\_ travelled man, \_\_\_ scholar, and \_\_\_ gentleman. \_\_\_ series of Italian views decked \_\_\_ walls; each of them was \_\_\_ specimen of \_\_\_ true art; \_\_\_ connoisseur had selected them. (Ch. Bronte) 13. Mrs. Dubedut is \_\_\_ arrestingly good-looking young woman. She has something of \_\_\_ grace and romance of \_\_\_ wild creature, with \_\_\_ good deal of \_\_\_ elegance and dignity of \_\_\_ fine lady. She has \_\_\_ figure on which any dress would look well, and carries herself with — unaffected distinction of \_\_\_ woman who has never in her life suffered from those doubts and fears as to her social position which spoil \_\_\_ mannens of \_\_\_ most middling people. (Shaw) 14. "I know," said Darnay, "that between you and Miss Manette there is \_\_\_ affection so unusual, so touching, so belonging to \_\_\_ circumstances in which it has been nurtured, that it can have \_\_\_ few parallels, even in \_\_\_ tenderness between \_\_\_ father and \_\_\_ child." (Dickens) 15. It is hard that \_\_\_ man's exterior should tally so little sometimes with his soul. Dirk Stroeve had \_\_\_ passion of Romeo in \_\_\_ body of Sir Toby Belch. He had \_\_\_ sweet and generous nature, and yet was always blundering; \_\_\_ real feeling for what was beautiful and \_\_\_ capacity to create only what was commonplace; \_\_\_ peculiar delicacy of sentiment and \_\_\_ gross manners. He could exercise \_\_\_ tact when dealing with \_\_\_ affairs of others, but none when dealing with his own. What \_\_\_ cruel practical joke \_\_\_ old Nature played when she flung so many contradictory

elements together, and left \_\_\_ man \_\_\_ face to \_\_\_ face with \_\_\_ perplexing callousness of \_\_\_ Universe. (Maugham) 16. Charmian, who had taken \_\_\_ great fancy to Ellen, spoke of her warmly. At last, she felt, here was \_\_\_ suitable wife for me; and she did her best to jockey me into \_\_\_ marriage. \_\_\_ experience of worrying about my future was \_\_\_ soothing one to her, taking her mind off her own troubles. (Hansford Johnson)

***Exercise 39. Comment on the use of articles or their absence.***

1. You can't become prime minister at once. (Shaw) 2. I began once at a dinner to tell a good story. (Jerome K. Jerome) 3. The scene of yesterday was quite transformed. The sea was now pale and almost colourless, yet at the same time brilliant, a sea of liquid light. It merged without a boundary into a sky which at the horizon was of an equal pallor, though changing at the zenith to a very pale vibrating blue. Here and there in the far distance, as if suspended motionless between sea and sky, there were small sailing-boats with triangular sails. (Murdoch) 4. Mr. Pickwick observed that fame was dear to the heart of every man. Poetic fame was dear to the heart of his friend Snodgrass; the fame of conquest was equally dear to his friend Tupman; and the desire of earning fame in the sports of the field, the air, and the water was uppermost in the breast of his friend Winkle. (Dickens) 5. The evening had already deepened into night. (Dreiser) 6. I know he couldn't love a Linton. (E. Bronte) 7. "John, dear," said Bella, "You're a good nurse; will you please hold baby?" (Dickens) 8. I must remind you again that Adam had the blood of the peasant in his veins. (Eliot) 9. She comes home to a late tea, and after tea she never sews. (Ch. Bronte) 10. He was already chairman of the department. (Wilson) 11. Thus he stood by the bank of this still lake... marvelling at the subtleties of reflected radiance, feeling the artist's joy in perfect natural beauty. (Dreiser) 12. This is Professor Hallorsen, who was head of the expedition. (Galsworthy) 13. Winter and summer a stove was burning in his room, stoked by Peter Saward's landlady, a Miss Glashan, who also brought him his meals and did the cleaning. (Murdoch) 14. George got out his banjo after supper and wanted to play it, but Harris objected. He said he had got a headache. George thought the music might do him good—said music often soothed the nerves and took away a headache. Harris said he would rather have the headache. (Jerome K. Jerome) 15. A full moon rode between the elm trees and there was silence as of the grave. (Galsworthy) 16. The world is all before him where to choose. A life of stirring work and interest, a life of change and excitement, a life of domestic ease and love! (Dickens) 17. After all, we all live in the future, even if it's a future where we aren't to be found anywhere upon the earth. (Murdoch) 18. But, ere that moment, an astonishing and vivid experience happened to them. One might have supposed that, in the life of Priam Farle at least, enough of the astonishing and the vivid had already happened. (Bennett) 19. There was a certain dignity in the little elderly gentleman's manner of rebuking these youths; though it was not, perhaps, quite the dignity most appropriate to the occasion. (Ch. Bronte) 20. I went into the war when I was seventeen, ran away from school to do it, enlisting as a Tommy and telling

them I was nineteen. (Priestley) 21. Phuong was drinking a glass of orange juice and I was having a beer and we sat in silence, content to be together. (Greene) 22. So it was that on the following day, which was a Saturday, Rosa was knocking on Mrs. Wingfield's door at about four o'clock. (Murdoch)

## THE ARTICLE

### 1. Write a or an before the indefinite singular nouns.

Don't write anything in the blank before the indefinite plural or noncount nouns.

A.: You have \_\_\_\_\_ nice things here. This is \_\_\_\_\_ unusual calendar. And these are \_\_\_\_\_ beautiful shoes.

T.: Jean has \_\_\_\_\_ new records, \_\_\_\_\_ new blouse, \_\_\_\_\_ postcards, and ... Jean, why are you keeping \_\_\_\_\_ four old movie tickets?

L.: Oh, they're just \_\_\_\_\_ souvenirs. We went to remember \_\_\_\_\_ special evening.

A.: Hmmmm ... you have \_\_\_\_\_ menu from \_\_\_\_\_ nice restaurant, too. Look at this! They serve \_\_\_\_\_ great food, I bet.

T.: Is the menu from \_\_\_\_\_ date with \_\_\_\_\_ two special guys?

L.: Um ... I ... you see, sometimes we get lost in \_\_\_\_\_ city, and then we ask \_\_\_\_\_ people for \_\_\_\_\_ direction, and then ...

A.: Tell us about them. Are they handsome? What do they do for a living? Do they have \_\_\_\_\_ money? Are you going to see them again? Well?

### 2. Insert a or an if necessary.

1. My neighbour is ... photographer; let's ask him for ... advice about colour films. 2. We had ... fish and ... chips for ... lunch. That doesn't sound ... very interesting lunch. 3. I had ... very bad night; I didn't sleep ... wink. 4. He is ... vegetarian; you won't get ... meat at his house. He'll give you ... nut cutlet. Last time I had ... nut cutlet I had ... indigestion. 5. ... travel agent would give you ... information about ... hotels. 6. We'd better go by ... taxi if we can get ... taxi at such ... hour as 2 a.m. 7. ... person who suffers from ... claustrophobia has ... dread of being confined in ... small space, and would always prefer ... stairs to ... lift. 8. Do you take ... sugar in ... coffee? I used to, but now I'm on ... diet. I'm trying to lose ... weight. 9. ... man suffering from ... shock should not be given anything to drink. 10. You'll get ... shock if you touch ... live wire with that screwdriver. Why don't you get ... screwdriver with ... insulated handle? 11. It costs fifty-five and ... half pence and I've got ... fifty pence piece. You can pay by ... cheque here. But can I write ... cheque for fifty-five and ... half pence? 12. ... Mr Smith is ... old customer and ... honest man. Why do you say that? Has he been accused of ... dishonesty? 13. I'm not ... wage-earner; I'm ... self-employed man. I have ... business of my own. Then you're not ... worker; you're ... capitalist! 14. When he was charged with ... murder he said he had ... alibi. 15. ... friend of mine is expecting ... baby. If it's ... girl she's going to be called Etheldreda. What ... name to give ... girl! 16. I have ... hour and ... half for lunch. I only have ... half ... hour-barely ... time for ... smoke and ... cup of coffee. 17. I hope you have ... lovely time and ... good weather; but I'm not going for ... holiday; I'm going on ... business. 18. He looked at me with ... horror when I explained that I was ... double agent. 19. I wouldn't climb ... mountain for £1,000! I have ... horror of ... heights. 20. I have ... headache and ... sore throat. I

think I've got ... cold. I think you're getting ... flu. 21. ... Mr Jones called while you were out (neither of us knows this man). He wants to make ... complaint about ... article in the paper. He was in ... very bad temper. 22. If you go by ... train you can have quite ... comfortable journey, but make sure you get ... express, not ... train that stops at all the stations. 23. ... few people know (hardly any one knows) that there is ... secret passage from this house to ... old smugglers' cave in the cliffs. 24. I'm having ... few friends in to ... coffee tomorrow evening. Would you like to come? I'd love to, but I'm afraid I'm going to ... concert. 25. It's time you had ... holiday. You haven't had ... day off for ... month. 26. He broke ... leg in ... skiing accident. It's still in ... plaster. 27. I want ... assistant with ... knowledge of French and ... experience of ... office routine. 28. I see that your house is built of ... wood. Are you insured against ... fire? 29. The escaping prisoner camped in ... wood but he didn't light ... fire because ... smoke rising from the wood might attract ... attention. 30. I had ... amazing experience last night. I saw ... dinosaur eating ... meat pie in ... London park. You mean you had ... nightmare. Anyway, dinosaurs didn't eat ... meat. 31. I'll pay you ... hundred ... week. It's not ... enormous salary but after all you are ... completely unskilled man. 32. If you kept ... graph you could see at ... glance whether you were making ... profit or ... loss. 33. ... little (hardly anything) is known about the effect of this drug; yet ... chemist will sell it to you without ... prescription. 34. I have ... little money left; let's have dinner in ... restaurant. 35. Would it be ... trouble to you to buy me ... newspaper on our way home? 36. ... man is ... reasoning animal.

### **3. Supply a/an or one in these sentences.**

1. I need ... picture-hook to hang this picture. 2. Did you say you wanted ... picture-hook or two? 3. ... nail won't be enough for this job. I need several. 4. You should use ... hammer to drive in those nails. 5. How many orange juices did you say? — Just ... orange juice, please. 6. You should get out into the fresh air on ... day like this! 7. ... day, many years later, I learnt the truth. 8. I was out walking late ... evening when I saw ... strange object in the sky. 9. He says he's going to be ... millionaire ... day. 10. There were over ... hundred people at the party. 11. Have you ever seen ... silent movie? 12. I've only ever seen ... silent movie.

### **4. Insert a/an or one if necessary.**

1. ... of my friends advised me to take ... taxi; another said that there was quite ... good bus service. 2. ... friend of mine lent me ... book by Meredith. I've only ... more chapter to read. Would you like ... loan of it afterwards? No, thanks. I read ... of his books ... few years ago and didn't like it. Besides I have ... library book to finish. If I don't take it back tomorrow I'll have to pay ... fine. 3. ... man I met on the train told me ... rather unusual story. 4. Most people like ... rest after ... hard day's work, but Tom seemed to have ... inexhaustible supply of energy. 5. I've told you ... hundred times not to come into ... room with ... hat on. 6. It's unlucky to light three cigarettes with ... match. That's only ... superstition. Only ... idiot

believes in superstitions. 7. He says ... caravan is not good; he needs ... cottage. 8. ... plate is no good; we need ... dozen. 9. Last time there was ... fog here ... plane crash-landed in ... field near the airport. The crew had ... lucky escape. ... man broke his leg; the rest were unhurt. 10. You've been ... great help to me; ... day I will repay you. 11. My car broke down near ... bus stop. There was ... man waiting for ... bus, so I asked him for ... advice. 12. He took ... quick look at my car and said, "Buy ... new ... ." 13. There was ... woman there. The rest were men. 14. Could you lend me ... dictionary, please? I'm trying to do ... crossword puzzle. I'm afraid I've only got ... dictionary, and Tom's borrowed it. 15. ... chop won't be enough for Tom; he'll want two; he's ... small man but he's got ... big appetite. 16. "I want ... volunteers for ... dangerous job," said the captain. There was ... long before. "Isn't there even ... man who will take ... risk?" he asked. ... voice called out from the back, "Will there be ... reward?" 17. I have ... flat on the top floor. You get ... lovely view from there. 18. ... day a new director arrived. He was ... ambitious, bad-tempered man, and the staff took ... instant dislike to him. 19. Suddenly ... bullet struck ... street lamp ... little to Bill's left. He looked up and saw ... man with ... gun standing at ... open window. 20. Bill fired back twice. ... bullet hit the wall, the other broke ... pane of ... glass. He heard ... angry shout. 21. ... day — it was ... dry day with ... good visibility — Tom was driving along ... country road in ... borrowed car. 22. You're making ... mistake after another. Have you ... hangover, or something? No, but I had ... very bad night last night. The people next door were having ... party. ... bad night shouldn't have such ... effect in your work. I often have three bad nights in succession. I live in ... very noisy street.

### **5. Supply a/an where necessary.**

1. I'm going to bed. I've got ... headache. 2. I was awake all night with ... toothache. 3. I think Gillian's got ... flue. 4. The children are in bed with ... mumps. 5. Mind you don't catch ... cold. 6. ... measles can be very unpleasant. 7. Don't come near me. I've got ... sore throat. 8. I think I've got ... cold! 9. I've had ... terrible backache. 10. I often suffer from ... backache.

### **6. Do you need a definite article? Open the brackets.**

*Hi, I'm Cidy Castello. My parents and I came to New York three years ago. We're from Greenville, Tennessee. Greenville is a small place where (unemployment) is very high. So you can imagine that my parents didn't decide to come here because of (freedom) that (people) try to find in a place like New York. We didn't come to live near (skyscrapers) of Manhattan either. Like most people we don't like (noise). And (noise) of traffic in New York is worse than in Greenville. We hate (dirt) that you find in big cities, too. But we still moved. Why? — We did what (people) have always done in (history) of the USA. We moved to a new place that offered better chances for us. And that meant new jobs for my father and my mother.*

**7. Write a/ an or no word in the blank before each indefinite noun. Write the before each definite noun.**

T.: Where is ..... menu from?

J: It is from ..... French restaurant downtown. They have ..... delicious food and ..... elegant atmosphere.

A.: How about ..... hotel? Is that .....postcard of it?

J: Yes it is..... rooms in ..... hotel have .....wonderful views from them. And this is ..... picture of.....famous statue. It's ..... landmark in ..... main square in ..... downtown section of ..... city. And here's ..... postcard of..... big park in .....middle of..... business section. We love ..... fountain in it. Doesn't it look beautiful in .....sun? There are ..... fish in ..... water, and ..... people play ..... guitar music in ..... park all day long. And look at this picture! It's ..... amazing flower market, and ... .

**8. Insert the if necessary.**

1. ... youngest boy has just started going to ... school; ... eldest boy is at ... college.  
2. She lives on ... top floor of an old house. When ... wind blows, all ... windows rattle.  
3. ... darkness doesn't worry ... cats; ... cats can see in ... dark.  
4. My little boys say that they want to be ... spacemen, but most of them will probably end up in ... less dramatic jobs.  
5. Do you know ... time? Yes, ... clock in ... hall has just struck nine. Then it isn't ... time to go yet.  
6. He was sent to ... prison for ... six months for ... shop-lifting. When ... six months are over he'll be released; ... difficulty then will be to find ... work. Do you go to ... prison to visit him?  
7. I went to ... school to talk to ... headmistress. I persuaded her to let Ann give up ... gymnastics and take ... ballet lessons instead.  
8. ... ballet isn't much use for ... girls; it is much better to be able to play ... piano.  
9. I am on ... night duty. When you go ... bed, I go to ... work.  
10. Peter's at ... office but you could get him on ... phone. There's a telephone box just round ... corner.  
11. He got ... bronchitis and was taken to ... hospital. I expect they'll send him home at ... end of ... week. Have you rung ... hospital to ask how he is?  
12. Ann's habit of riding a motorcycle up and down ... road early in ... morning annoyed ...neighbours and in ... end they took her to ... court.  
13. He first went to ... sea in a Swedish ship, so as well as learning ... navigation he had to learn ... Swedish.  
14. ... family hotels are ... hotels which welcome ... parents and ... children.  
15. On ... Sundays my father stays in ... bed till ten o'clock, reading ... Sunday papers.  
16. Then he gets up, puts on ... old clothes, has ... breakfast and starts ... work in ... garden.  
17. My mother goes to ... church in ... morning, and in ... afternoon goes to visit ... friends.  
18. Like many women, she loves ... tea parties and ... gossip.  
19. My parents have ... cold meat and ... salad for ... supper, ... winter and ... summer.  
20. During ... meal he talks about ... garden and she tells him ... village gossip.  
21. We have a very good train service from here to ... city centre and most people go to ... work by train. You can go by ... bus too, of course, but you can't get a season ticket on ... bus.  
22. ... dead no longer need ... help. We must concern ourselves with ... living. We must build ... houses and ...

schools and ... playgrounds. 23. I'd like to see ... Mr Smith, please. Do you mean ... Mr Smith who works in ... box office or ... other Mr Smith? 24. Did you come by ... air? No, I came by ... sea. I had a lovely voyage on ... Queen Elizabeth II. 25. ... most of ... stories that ... people tell about ... Irish aren't true. 26. ... married couples with ... children often rent ... cottages by ... seaside for ... summer holidays. ... men hire boats and go for ... trips along ... coast; ... children spend ... day on ... beach and ... poor mothers spend ... most of ... time doing ... cooking and cleaning. 27. It's usually safe to walk on ... sand, but here, when ... tide is coming in, ... sand becomes dangerously soft. ... people have been swallowed up by it. 28. When ... Titanic was crossing ... Atlantic she struck an iceberg which tore a huge hole in her bow ... captain ordered ... crew to help ... passengers into ... boats. 29. Everywhere ... man has cut down ... forests in order to cultivate ... ground, or to use ... wood as ... fuel or as ... building material. 30. But ... interference with ... nature often brings ... disaster ...; tree-felling sometimes turns ... fertile land into a dist-bowl. 31. ... people think that ... lead is ... heaviest metal, but ... gold is heavier. 32. Our air hostess said: "... rack is only for ... light articles. ...; heavy things such as ... bottles must be put on .. floor." 33. ... windows are supposed to let in ... light; but ... windows of this house are so small that we have to have ... electric light on all ... time. 34. There'll always be a conflict between old and ... young. ... young people want ... change but ... old people want ... things to stay ... same. 35. ... power tends to corrupt and ... absolute power corrupts absolutely. 36. You can fool some of ... people all ... time, and all ... people some of ... time; but you cannot fool all ... people all ... time.

**9. Put in a, the or one only where necessary.**

HERE'S HEALTH!

*"I think that's all, Mrs Grant," Dr Grey said as she handed her ... list of prescriptions. ... list was very long and Mrs Grant almost fainted as she tried to read it. She had ... headache and ... cold and felt as if she was getting ... flu. On top of this, one of her children was in bed with ... mumps. "I've prescribed some pills for ... high blood pressure as well," Dr Grey said. "How many do I have to take — ... pill ... day?" "No. One pill with each meal. Three pills ... day." Mrs Grant thanked ... doctor and walked out of her surgery with some difficulty. She staggered into the local chemist's and handed ... long prescription list to Mr Burt, ... chemist. Mr Burt greeted her cheerfully. "Good morning, Mrs Grant," he said, glancing at ... list. "What a list! I trust you're keeping well!"*

**10. Supply the or "—".**

1. A lot of people are giving up ... meat. 2. ... meat we had for lunch last Sunday was very tough. 3. As some one said, ... life is just one damned thing after another. 4. I don't know much about ... life of ... Napoleon. 5. ... running is supposed to be good for you. 6. I ought to be fit with all ... running I do, but I don't feel fit. 7.



Which is our favourite colour? ... Red. 8. I think ... red one will suit you best. ... red is more your colour. 9. We learnt ... English at school, but ... English we learnt was useless. 10. ... London is a safe city today, but ... London of the 18th century was pretty rough. 11. ... watches have become very cheap and very attractive. 12. Most of ... watches you see today work on ... quartz. 13. ... indoor plants require a lot of effort and attention. 14. ... Bach gives me a great deal of pleasure. 15. ... Bach recording you bought for my birthday is first class. 16. What has been the longest period of ... peace in ... history? 17. If you study ... History, you've got to read a lot. 18. ... fasting during ... Ramadan is more difficult in the summer months. 19. ... journeys to unknown places require a lot of preparation. 20. ... lives of ... poets and ... musicians have often been unbearably difficult. 21. I'm not interested in the price of ... silver or the price of ... gold. 22. ... time is ... money. 23. I can never regret ... time I've spent enjoying myself. 24. I often listen to ... music and I like ... jazz best.

**11. Supply a or the in the following text.**

We wanted to reach ... small village and knew we must be near. Then we saw ... woman just ahead and some children playing. When we stopped to ask the way, ... woman said she was ... stranger herself. We called out to ... children, but they ignored us. Just then two men came along and we asked them the way. ... men didn't know, but at least were helpful. "There is ... signpost a mile along this road," one of them said. We drove to ... signpost eagerly. This was what it said: NORTH POLE 6,000 MILES.

**12. Put in a or the.**

ANCIENT SECRETS

Mr Denys Stocks, ... retired policeman, has just been given ... B. Sc. for twelve years' research into ancient Egyptian industrial methods. Egyptologists have often wondered how ... Egyptians were able to cut such hard stone and how they produced such fine jewellery. Mr Stocks has shown that ... Egyptians used saws and drills. ... saws and drills were made of copper, which is very soft. But ... Egyptian craftsmen made ... cut in ... stone with  
..... soft saw. Then ... craftsmen turned them into very powerful tools. First ... craftsman made ... cut in ... stone with ... soft saw. Then ... craftsman poured sand into ... cut. ... hard sand got into ... teeth of ... saw and did ... cutting. In this way, ... worker could cut basalt, one of the hardest rocks. ... sand he used turned into very fine powder. ... powder was then used by jewellers to cut precious stones and to make delicate jewellery.

**13. Supply the or "—".**

1. I've always understood ... Dark Ages to refer to ... Medieval Europe. 2. Ferguson

has travelled everywhere from ... Central Asia to ... Arctic. 3. I've been to ... Brazil and ... Argentina, but I've never been to ... USA. 4. I'd love to do a tour of European capitals and visit ... London, ... Paris, and ... Vienna. 5. What's your address? I live in ... Montague Road, number 27. 6. I could never afford to stay at hotels like ... Brown's or ... Hilton. 7. Karl was born in ... Bavaria, but he now lives in ... Ohio. 8. You can't visit ... London without seeing ... Buckingham Palace. 9. I've been climbing in ... Alps, but I've never managed to get up ... Mont Blanc. 10. A lot of people have tried to cross ... Sahara without being properly prepared. 11. I'd love to travel down ... Nile as far as ... Luxor. 12. There's a splendid view of ... Lake Geneva from this hotel. 13. We had an early dinner at ... Leoni's and then go to a play at ... Globe Theatre. 14. Go down ... Oxford Street till you come to ... Oxford Circus, then turn right. 15. Do you know the song about ... London Bridge?

**14. Insert a, an or the if necessary.**

1. There was ... knock on ... door. I opened it and found ... small dark man in ... blue overcoat and ... woollen cap. 2. He said he was ... employee of ... gas company and had come to read ... meter. 3. But I had ... suspicion that he wasn't speaking ... truth because ... meter readers usually wear ... peaked caps. 4. However, I took him to ... meter, which is in ... dark corner under ... stairs (... meters are usually in ... dark corners under ... stairs). 5. I asked if he had ... torch; he said he disliked torches and always read ... meters by ... light of ... match. 6. I remarked that if there was ... leak in ... gaspipe there might be ... explosion while he was reading ... meter. 7. He said, "As ... matter of ... fact, there was ... explosion in ... last house I visited; and Mr Smith, ... owner of ... house, was burnt in ... face." 8. "Mr Smith was holding ... lighted match at ... time of ... explosion." 9. To prevent ... possible repetition of this accident, I lent him ... torch. 10. He switched on ... torch, read ... meter and wrote ... reading down on ... back of ... envelope. 11. I said in ... surprise that ... meter readers usually put ... readings down in ... book. 12. He said that he had had ... book but that it had been burnt in ... fire in ... Mr Smith's house. 13. By this time I had come to ... conclusion that he wasn't ... genuine meter reader; and ... moment he left ... house I rang ... police. 14. Are John and Mary ... cousins? — No, they aren't ... cousins; they are ... brother and ... sister. 15. ... fog was so thick that we couldn't see ... side of ... road. We followed ... car in front of us and hoped that we were going ... right way. 16. I can't remember ... exact date of ... storm, but I know it was ... Sunday because everybody was at ... church. On ... Monday ... post didn't come because ... roads were blocked by ... fallen trees. 17. Peter thinks that this is quite ... cheap restaurant. 18. There's been ... murder here. — Where's ... body? — There isn't ... body. — Then how do you know there's been ... murder? 19. Number ... hundred and two, ... house next door to us, is for sale. It's quite ... nice house with ... big rooms. ... back windows look out on ... park. 20. I don't know what ... price ... owners are asking. But Dry and Rot are ... agents. You could give them ... ring and make them ... offer. 21. ... postman's little boy says that he'd rather be ... dentist than ... doctor, because ... dentists don't get called out at ... night. 22. Just as ... air

hostess (there was only one on the plane) was handing me ... cup of ... coffee ... plane gave ... lunch and ... coffee went all over ... person on ... other side of ... gangway. 23. There was ... collision between ... car and ... cyclist at ... crossroads near ... my house early in ... morning. ... cyclist was taken to ... hospital with ... concussion. ... driver of ... car was treated for ... shock. ... witnesses say that ... car was going at ... seventy miles ... hour. 24. Professor Jones, ... man who discovered ... new drug that everyone is talking about, refused to give ... press conference. 25. Peter Piper, ... student in ... professor's college, asked him why he refused to talk to ... press. 26. We're going to ... tea with ... Smiths today, aren't we? Shall we take ... car? — We can go by ... car if you wash ... car first. We can't go to ... Mrs Smith's in ... car all covered with ... mud. 27. He got ... job in ... south and spent ... next two years doing ... work he really enjoyed. 28. It is ... pleasure to do ... business with such ... efficient organization. 29. ... day after ... day passed without ... news, and we began to lose ... hope. 30. Would you like to hear ... story about ... Englishman, ... Irishman and ... Scotsman? — No. I've heard ... stories about ... Englishmen, ... Irishmen and ... Scotsmen before and they are all ... same. 31. But mine is not ... typical story. In my story ... Scotsman is generous, ... Irishman is logical and ... Englishman is romantic.— Oh, if it's ... fantastic story. I'll listen with ... pleasure. 32. My aunt lived on ... ground floor of ... old house on ... River Thames. She was very much afraid of ... burglars and always locked up ... house very carefully before she went to ... bed. She also took ... precaution of looking under ... bed to see if ... burglar was hiding there. 33. "... modern burglars don't hide under ... beds," said her-daughter. "I'll go on looking just ... same," said my aunt. 34. One morning she rang her daughter in ... triumph. "I found ... burglar under ... bed ... last night," she said, "and he was quite ... young man." 35. ... apples are sold by ... pound. These are forty pence ... pound. 36. It was ... windy morning but they hired ... boat and went for ... sail along ... coast. In ... afternoon ... wind increased and they soon found themselves in ... difficulties.

***15. In the following sentences supply the articles (a, an, or the) if they are necessary. If no article is necessary, leave the space blank.***

1. Jason's father bought him ... bicycle that he had wanted for his birthday. 2. ... Statue of Liberty was a gift of friendship from ... France to ... United States. 3. Rita is studying ... English and ... math this semester. 4. ... judge asked ... witness to tell ... truth. 5. Please give me ... cup of... coffee with ... cream and ... sugar. 6. ... big books on ... table are for my history class. 7. No one in ... Spanish class knew ... correct answer to ... Mr. Perea's question. 8. My ... car is four years old and it still runs well. 9. When you go to ... store, please buy ... bottle of ... chocolate milk and ... dozen oranges. 10. There are"only ... few seats left for ... tonight's musical at ... university. 11. John and Marcy went to ... school yesterday and then studied in ... library before returning home. 12. ... Lake Erie is one of ... five great Lakes in ... North America. 13. On our trip to ... Spain, we crossed ... Atlantic Ocean. 14. ... Mount Rushmore is the site of ... magnificent tribute to ...

four great American presidents. 15. What did you eat for ... breakfast this morning? 16. Louie played ... basketball and ... baseball at ... Boys' Club this year. 17. Rita plays ... violin and her sister plays ... guitar. 18. While we were in ... Alaska, we saw ... Eskimo village. 19. Phil can't go to ... movies tonight because he has to write ... essay. 20. David attended ... Princeton University. 21. Harry has been admitted to ... School of Medicine at ... Midwestern university. 22. Mel's grandmother is in ... hospital, so we went to visit her ... last night. 23. ... political science class is taking ... trip to ... Russia in ... spring. 24. ... Queen Elisabeth II is ... monarch of ... Great Britain. 25. ... Declaration of Independence was drawn up in 1776. 26. Scientists hope to send ... expedition to ... Mars during ... 1989. 27. Last night there was ... bird singing outside my house. 28. ... chair that you are sitting on is broken. 29. ... Civil War was fought in ... United States between 1861 and 1865. 30. ... Florida State University is smaller than ... University of Florida.

**16. Put in a(n) or the if necessary.**

1. She wants to be ... architect. 2. What's ... time? 3. I like ... music. 4. "What's your husband interested in?" " ... cars and ... money." 5. I went to get ... photos, but they weren't ready. 6. "Who broke the window?" "I don't know. Somebody threw ... stone at it." 7. "Do you know ... people in ... house next door?" "Not very well." 8. ... food is really expensive these days. 9. My daughter wants to study ... engineering at university. 10. Would you like ... drink? 11. I can remember ... faces, but I can never remember ... names 12. "Can I borrow your car?" "Yes, sure. Here are ... keys."

**17. Put in a, an, or the.**

### SUNRAYCER

I read recently in ... Times that the big American company, General Motors, has developed ... vehicle that uses ... power of ... sun instead of petrol. ... vehicle is called Sunraycer. Sunraycer has just taken part in ... race against 25 solar-powered vehicles. ... route of ... race was from Darwin to Adelaide, ... immense distance. Sunraycer covered ... distance in 45 hours at ... average speed of 41 miles ... hours in temperatures as high as 48 °C. It beat all other cars by two and ... half days! Sunraycer ("ray of the sun" + "raycer") is certainly ... car of ... future!

**18. Put in a, an, the or "—".**

### FOOD FIT FOR A KING!

... seeds dating from 1325 B.C. have been found at ... Kew gardens in ... London. "It's ... exciting discovery, "... Professor Arthur Bell, ... Director, said yesterday. ... seeds were found in 30 cardboard boxes by ... French student, ... Christian Tutundjian de Vartavan. ... seeds come from ... tomb of ... King

Tutankha-mun. Inside ... tomb were shawabtis, that is model human beings who would serve ... King after ... death. Inside ... Tutankhamun's tomb, there was ... wheat for making ... bread, ... barley, perhaps for brewing ... beer, and spices like ... coriander, ... cumin and ... sesame, as well as ... grapes and ... tropical fruits. ... food had to be suitable for ... King's last journey, but it was very tasty, too.

### ***19. Insert the definite or the indefinite article.***

I. What ... easy exercise! 2 We have chosen ... easiest exercise. 3 Do you know which is ... shortest day in ... year? 4. We have holidays four times ... year. 5. There are nearly ... thousand pupils in our school. 6. ... baby is playing in ... hall. 7. It caused ... great deal of trouble. 8. ... fifth month of ... year is May. 9. It is ... lovely month. 10. ... ground is white in winter. 11. London is on ... River Thames. 12. ... Volga is ... important waterway. 13. Can you tell me ... time? 14. Are you in ... hurry? 15. It is ... shame to be late. 16. ... few of ... old people lives over ... hundred years.

### ***20. Insert the articles.***

1. ... beef is kind of ... meat. 2. ... beef we had for dinner last night was excellent. 3. Jack is wearing ... straw hat today. 4. Jack likes to wear ... hats. 5. ... hat is ... article of clothing. 6. ... hats are ... articles of clothing. 7. ... brown hat on that hook over there belongs to Mark. 8. Everyone has ... problems in ... life. 9. My grandmother had ... long life. 10. Tommy wants to be ... engineer when he grows up. II. John Roebling is ... name of ... engineer who designed the Brooklyn Bridge. He died in 1869 from ... infection. He died before ... bridge was completed. 12. The Brooklyn Bridge was designed by ... engineer. 13. ... people wear ... jewellery to make themselves more attractive. 14. ... jewellery Diana is wearing today is beautiful. 15. Mary is wearing ... beautiful ring today. It is made of ... gold and ... rubies. ... gold in her ring was mined in Canada. ... rubies came from Burma. 16. One of the first things you need to do when you move to ... new city is to find ... place to live. Most ... newspapers carry ... advertisements (called "wantads") for ... apartments that are for rent. If you find ... ad for ... furnished apartment, ... apartment will probably contain ... stove and refrigerator. It will also probably have ... furniture such as ... beds, ... tables, ... chairs, and may be ... sofa. 17. My wife and I have recently moved to this city. Since we're going to be here for only ... short time, we're renting ... furnished apartment. We decided that we didn't want to bring our furniture with us. ... apartment is in ... good location, but that's about the only good thing I can say about it. Only one burner on ... stove works. ... refrigerator is noisy, and ... refrigerator door won't stay closed unless we tape it shut. ... bed sags in the middle and creaks. All of the rest of ... furniture is old and decrepit, too. Nevertheless, we're still enjoying living in this city. We may have to look for ... another apartment, however.

### ***21. Supply a, an, the or "—".***

1. Jim got ... B.Sc. from Durham University in 1988. 2. Celia is sure she's seen ... UFO. 3. ... EC does a lot of trade with the rest of the world. 4. I don't know how much ... MP (Member of the Parliament) earns. 5. Which countries belong to ... NATO? 6. ... H<sub>2</sub>O is the chemical formula for water. 7. I've used my computer to learn ... BASIC. 8. ... NASA had a setback in 1986.

**22. Supply a, an, the or "—".**

1. I'm really tired and I'm going to ... bed. 2. Your shoes are under ... bed. 3. Tim's been in ... bed for hours. 4. We've bought ... lovely new bed. 5. We took some photos outside ... church. 6. We always go to ... church on Sunday. 7. Have you ever worked in ... factory? 8. Susan's in ... class at the moment. 9. My father went to ... sea when he was 14. 10. When do you hope to go to ... university? 11. Martha's been taken to ... hospital. 12. How long will she be ... hospital? 13. There's a strike at ... hospital. 14. We've got ... fine new hospital. 15. When do you get home from ... office? 16. John's at ... work at the moment.

**23. Put a, an, the or "—".**

**HIGH FLYER**

I travel all over ... world on business and my neighbour thinks my life is one long holiday. You know what ... business travel is like: up at ... dawn to catch ... plane; ... breakfast in ... London, ... lunch in ... New York, ... luggage in ... Bermuda. When you're in ... sky, you see only snow in ... Arctic or ... Greenland. You have glimpses of ... Andes or ... Pacific. You're always exhausted. Your wife or husband complains you're never there to take ... children to ... school or put them to ... bed. When you get home, your neighbour says, "Another nice holiday, eh?" Give me Home Sweet Home any day!

**24. Insert an article where necessary.**

1. Both ... English and ... German are taught at school. 2. ... Shelley has studied at ... Oxford University. 3. ... father is not at home but you may ask ... mother's opinion. 4. ... ground is covered with ... snow in ... January. 5. Shall we go to ... pictures? 6. ... dinner is ready. 7. We finished ... dinner and went out into ... garden. 8. They went to ... seaside on ... hot summer day. 9. It was ... evening when we stopped working. 10. It took ... two boys only ... minute to reach ... top of ... tree. 11. George knows ... lot about ... USA. 12. He has studied ... geography of ... USA at ... school. 13. ... Americans spell some English words differently. 14. I have ... few friends in St Petersburg. 15. We had ... hot breakfast at ... hotel in ... Minsk. 16. We'll stay there for ... month. 17. Why did you not read ... last ten pages of ... book? 18. May I have another ... cup of ... tea? 19. ... child looked at us with ... charming smile. 20. She stopped at ... kitchen door. 21. ... boy grew

stronger from... day to ... day. 22. Well, ... young man, what can I do for you? 23. After ... long silence she was ... first to speak. 24. She broke ... silence. 25. It was ... pleasure to see ... Urals. 26. I'll do it with ... pleasure. 27. Ann was making ... great progress. ... teacher told us of ... progress she was making. 28. What is ... weather like today? 29. ... life went on as usual. 30. Charles was sent to ... school when he was seven. He was sent to secondary school. It was ... oldest school in ... town. 31. What will ... future promise him? 32. He has ... bright future before him. 33. Is ... North Sea stormy in ... autumn? 34. ... Fleet Street is in ... City of ... London. 35. ... Mount Cook is ... highest peak in ... Southern Alps of ... New Zealand. 36. Besides ... English, ... French is also ... official language in ... Canada. 37. Let's go to see ... uncle Alfred! 38. I want to read ... next chapter now, there are only two chapters left before ... last one. 39. It was almost ... evening when I went home. 40. We wanted to reach ... home before ... sunset. 41. On ... Saturday evening most of ... schoolchildren had gone to the country. 42. It was raining for ... three whole days. 43. ... whole weekend was spoiled.

## **25. Insert an article where necessary.**

1. I had ... very nice holiday. 2. There was ... knock at ... door and ... young girl wearing ... summer dress entered ... room. 3. She looked at everything with ... great interest. 4. Were you at ... home ... every evening ... last week? 5. Come to ... dinner with me. 6. Are you coming to ... dinner we are having on May's birthday? 7. ... Father earns 2 mln roubles ... month. 8. ... Robert lives in ... Parker street, ... Sidney. 9. ... largest central park in ... London is ... Hyde Park. 10. I'll play hockey ... next winter. 11. Our fishermen went to fish in ... Atlantic. 12. It was ... fine evening and we decided to walk ... home. 13. Ann was here yesterday ... afternoon. 14. We went on ... tour Saturday evening. 15. It was ... late autumn. 16. It was ... very warm autumn. 17. Can you get ... good supper here? 18. ... sky was cloudless. 19. ... Times is ... popular newspaper. 20. ... both ... girls wore ... jumpers and ... skirts. 21. It will take you ... half ... hour to get there. 22. Eskimos live in ... north of Canada. 23. ... most of my friends have ... thirst for knowledge. 24. I want to read something on ... development of ... science. 25. This is not ... question of ... importance. 26. ... Aunt Helen sent us ... telegram and on ... next day we met her at ... station. 27. ... writer has just finished ... historical novel. 28. Let's go to ... clothing department. 29. Do you feel ... smell of ... fallen leaves coming from ... park? 30. He seems to be ... clever man. 31. He has ... uncle who is ... teacher at ... university. 32. Can you drive ... eighty kilometres ... hour? 33. ... weather was cold on ... day of his arrival. 34. He did not want to show ... anger he felt. 35. She had ... strange feeling that it was all wrong.

## **26. Translate into English.**

1. Поблизости есть хороший итальянский ресторан. 2. Мне хотелось бы выпить чашку кофе. 3. Джейн — редактор. 4. Джек — редактор университетской газеты. 5. На столе — журнал. 6. Вы нашли журнал,

который вы искали? 7. Вчера впервые я видел новый фильм. — Как вам понравился фильм? 8. Том собирается купить новый автомобиль. 9. Том собирается застраховать автомобиль. 10. Я читаю интересную книгу. 11. Книга, которую я читаю, на столе. 12. Светило солнце. 13. Линда — дочь известного адвоката. 14. "Вишневый сад" — пьеса Чехова. 15. Из-за плохой погоды в пятницу мы не смогли поехать в Кливленд. 16. Смиты купили новый дом. 17. Вы правы. Питание здесь могло бы быть лучше. 18. Она нам предложила еду и напитки. 19. Они каждое лето ездили в Альпы. 20. Сегодня вечером я уезжаю в Бостон. 21. Я вам показал часы, которые я купил в Швейцарии? 22. Вы не могли бы доставлять молоко ко мне на дом? 23. Молоко полезно для здоровья. 24. Цена на золото падает. 25. Золото — драгоценный металл. 26. Он окончил Колумбийский университет. 27. Студенческий городок Колумбийского университета находится на Вест Сайде. 28. Лондон — старый город. 29. В Лондоне много музеев. 30. Вы когда-нибудь были в Британском музее? 31. Всегда есть надежда. 32. Вчера впервые я слушал оперу "Риголетто", и музыка мне очень понравилась. 33. Я очень люблю музыку. 34. Я встретил сестру Нэнси. 35. В Гринвич Виллэдже много хороших ресторанов. 36. Поедем на Бродвейском автобусе. 37. Я жду Бродвейский автобус. 38. Мексика богата нефтью. 39. Париж — столица Франции. 40. Миссисипи — самая большая река в США. 41. Пит обычно ходит к зубному врачу раз — в год. 42. В прошлое воскресенье мы пошли на концерт джаза. — Вам понравился концерт? 43. У вас есть телефон? 44. Очень часто раздается телефонный звонок. 45. Моя жена у доктора. 46. Ученый был награжден Нобелевской премией. 47. Джек — хороший работник.



## THE ARTICLE

*Exercise 1. Fill in the blanks with the appropriate article where necessary.*

1. I saw \_\_\_ man in \_\_\_ armchair at \_\_\_ window. He was reading \_\_\_ newspaper.  
2. \_\_\_ boy said that he wanted two candies. 3. Is there anybody else in \_\_\_ waiting-room? — Yes, \_\_\_ man wants to speak to you. 4. Where is \_\_\_ brief-case? I put it on \_\_\_ table. 5. Is there \_\_\_ enquiry office at this airport? 6. Could you open \_\_\_ door, please? I see \_\_\_ girl knocking. 7. Let's make \_\_\_ speech at \_\_\_ reception. 8. \_\_\_ advice you gave me helped \_\_\_ lot. 9. I like to be in \_\_\_ centre of everything. 10. At \_\_\_ night I had \_\_\_ terrible headache after I had drunk \_\_\_ lot of \_\_\_ wine in \_\_\_ evening. 11. Look out! There is \_\_\_ dangerous bend in the road. 12. Mrs. Patsy is \_\_\_ last person I'd like to meet. 13. Tom's planning to take \_\_\_ boat to go fishing on \_\_\_ Sunday. 14. Could you phone later, please? Kate's having \_\_\_ bath. 15. The rent is 150 dollars \_\_\_ month. 16. We often go to \_\_\_ theatre and to \_\_\_ cinema, but very rarely to \_\_\_ circus. 17. When \_\_\_ father came home, they had \_\_\_ dinner and then watched \_\_\_ TV. They went to \_\_\_ bed at 11 p.m. 18. What \_\_\_ pity they haven't seen this performance! 19. She can't find \_\_\_ telegram which she received this morning. 20. Are you going to \_\_\_ country for \_\_\_ weekend? 21. She usually goes shopping on \_\_\_ Thursdays, but \_\_\_ last Thursday she didn't do shopping. She had to go to \_\_\_ dentist's. 22. What \_\_\_ lovely song! What \_\_\_ beautiful music! 23. Could you tell me \_\_\_ time, please? — It's \_\_\_ quarter past six. 24. Do you usually go by \_\_\_ train or in \_\_\_ car there?

*Exercise 2. Fill in the blanks with the appropriate article where necessary.*

### **A. Geographical names.**

1. They travelled by car around \_\_\_ Europe last month. 2. \_\_\_ Great American Lakes are \_\_\_ Lake Huron, \_\_\_ Lake Superior, \_\_\_ Lake Ontario, \_\_\_ Lake Michigan and \_\_\_ Lake Erie. 3. \_\_\_ north of \_\_\_ Scotland is known for its wild beauty. 4. Are \_\_\_ Urals higher or lower than \_\_\_ Alps? 5. It was Burns who wrote "My heart's in \_\_\_ Highlands". 6. \_\_\_ Mediterranean Sea washes \_\_\_ Europe, \_\_\_ Asia and \_\_\_ northern coast of \_\_\_ Africa. 7. What oceans does \_\_\_ Panama Canal connect? — I suppose \_\_\_ Atlantic and \_\_\_ Pacific Oceans. 8. \_\_\_ Seine flows through \_\_\_ Paris to \_\_\_ Atlantic Ocean. 9. We get coffee mostly from \_\_\_ Brazil and \_\_\_ Columbia. 10. \_\_\_ Alaska is the biggest and coldest state in \_\_\_ USA. 11. Where are \_\_\_ Canaries situated? 12. \_\_\_ United Kingdom consists of four parts: \_\_\_ England, \_\_\_ Scotland, \_\_\_ Wales and \_\_\_ Northern Ireland, or \_\_\_ Ulster. 13. \_\_\_ Himalayas are the highest mountains in \_\_\_ Asia. 14. I went to \_\_\_ German Republic last summer, but I haven't been to \_\_\_ Netherlands yet. Of course, I would like to see \_\_\_ Hague. 15. \_\_\_ Thames is not the longest river in \_\_\_ Great Britain but it is rather wide and navigable. 16. \_\_\_ America consists of two parts, \_\_\_ South and North America, doesn't it? 17. In \_\_\_ north there are \_\_\_ Cheviots. These are the mountains which separate \_\_\_ England from \_\_\_ Scotland. 18. \_\_\_ Brazil is the largest country of \_\_\_ South America. \_\_\_ Amazon, the widest river in \_\_\_ world, flows there. 19. What city is the capital of \_\_\_ Philippines? 20. \_\_\_ Republic of China is

the third largest country in\_\_\_world after Russia and\_\_\_Canada.

***B. Abstract nouns and names of materials.***

1.\_\_\_life is impossible without\_\_\_water and\_\_\_air. 2. You can't swim in the river,\_\_\_water isn't warm enough. 3. She hurried in and found\_\_\_coffee almost boiled away. 4.\_\_\_oil is lighter than\_\_\_water. 5. He has\_\_\_deep knowledge in mathematics. 6. You can't do any work without \_\_\_knowledge. 7.\_\_\_life is \_\_\_complicated matter. 8.\_\_\_Browns lived\_\_\_quiet life somewhere in South Carolina, 9. The Moslems don't eat \_\_\_pork. 10.\_\_\_water is precious in deserts and can be found in oases. 11. This is\_\_\_coffee I am so fond of. I don't think there is\_\_\_better coffee than this. 12.\_\_\_ coffee is cultivated in the south of the island. 13. It seems to me Englishmen show\_\_\_ deep distrust of strangers. 14. He wanted to give his son\_\_\_ good education. 15.\_\_\_ air was fresh and cool. 16. Nothing can travel faster than\_\_\_light. 17. He can give you\_\_\_good piece of \_\_\_advice. He is fond of giving.\_\_\_advice. — But\_\_\_ advice he gave us did not help. 18. The patient was making \_\_\_noticeable progress, 19. You can be satisfied with \_\_\_progress you have made. 20. Our plane ran into\_\_\_ heavy weather.

***C. School, college, etc.***

1. He had a headache and didn't go to \_\_\_work yesterday. 2. "What did you get in\_\_\_,literature?" the mother asked her daughter when she came \_\_\_home from\_\_\_school. 3. It was twelve o'clock but Andrew was still in\_\_\_bed. 4, Could you give me a lift to\_\_\_ college? 5. In summer they seldom go to\_\_\_college. 6. I like to stay at\_\_\_home on cold evenings. 7. Have you heard anything from John lately? — Yes, he graduated from\_\_\_Cambridge University. 8. The queen is going to open\_\_\_new hospital in the capital next week. 9. Mom came to\_\_\_school to see my teacher yesterday. 10. "You must do this exercise at\_\_\_school and that one at\_\_\_ home," said our teacher in a loud voice. 11. I left my bag in\_\_\_hospital when I was visiting Judy. 12. What a strange building! — It's\_\_\_prison. It was built in the last century. 13. When I came to\_\_\_prison to see my cousin, I found out that he had escaped two days before. 14. Look at this man. Can you imagine that he was in \_\_\_prison five years ago? 15. Let's meet at\_\_\_church. It's on the left of\_\_\_university. 16. I went to\_\_\_church last Sunday but I couldn't pray. There were two many people in\_\_\_ church. 17. The doctor hoped that the patient would not stay in\_\_\_bed for a long time. 18. Look at this ring. What a fine piece of\_\_\_work! 19. They called a plumber to \_\_\_ prison to repair bad taps. 20. The parents were waiting for their children outside \_\_\_ school. 21. Oh, what\_\_\_beautiful church! Let's go there to make some photos.

***D. Proper names.***

1.\_\_\_Mall is a wide avenue leading from\_\_\_Trafalgar Square to\_\_\_Buckingham Palace, the residence of the English kings. 2. The centre of\_\_\_City is represented by three buildings:\_\_\_Mansion House,\_\_\_Royal Exchange and\_\_\_Bank of\_\_\_England. 3. When will he arrive at \_\_\_Heathrow airport? 4.\_\_\_ Bolshoi

Theatre is famous for its ballet performances. 5. What is on at \_\_\_ "Pushkinsky"? 6. \_\_\_ Princess Diana stayed at \_\_\_ Hilton Hotel. 7. People coming to London often do shopping in \_\_\_ Oxford Street. 8. \_\_\_ London Zoo is situated in \_\_\_ Regent Park in London. 9. If you are interested in churches and historical places, you should by no means see \_\_\_ Westminster Abbey, \_\_\_ Houses of Parliament, \_\_\_ St. Paul's Cathedral and \_\_\_ Tower. 10. \_\_\_ British Museum is famous for its library, one of the richest in the world. 11. The English parks — \_\_\_ Hyde Park, \_\_\_ Kensington Gardens and \_\_\_ Kew Gardens where you forget that you are in the big city, struck me most of all. 12. Julius Caesar founded \_\_\_ Tower of London. 13. Across the road from Westminster Abbey is \_\_\_ Westminster Palace, the seat of \_\_\_ British Parliament. 14. My train leaves from \_\_\_ Waterloo Station at 2.10 a.m. 15. \_\_\_ West End is the symbol of a wealthy and luxurious life. 16. If you like art galleries you should go to \_\_\_ National Gallery and \_\_\_ Tate. 17. Where do you live? — I live in \_\_\_ High Street. 18. On \_\_\_ Wednesday \_\_\_ *Financial Times* published an article about the situation in \_\_\_ North Korea. 19. Are you going to stay at \_\_\_ St. Marcus Hotel? — No, at \_\_\_ Plaza Hotel. 20. If you want to do shopping, go to \_\_\_ Oxford Street or \_\_\_ Bond Street.

***E. Nouns denoting parts of the day and names of seasons.***

1. It was \_\_\_ evening. 2. It was \_\_\_ warm summer evening. 3. \_\_\_ evening was very pleasant. 4. Let's meet in \_\_\_ evening, I'll be very busy in \_\_\_ afternoon. 5. It was \_\_\_ early morning. 6. It snowed at \_\_\_ night. 7. We started early in \_\_\_ morning. 8. We were shivering though it was \_\_\_ warm night. 9. They got up at \_\_\_ dawn. The sun was shining brightly, there were no clouds in the sky. But they started off late in \_\_\_ morning. 10. What do you usually do in \_\_\_ autumn? 11. Russians like \_\_\_ hard winter with plenty of \_\_\_ snow and \_\_\_ frost. 12. Nature is so beautiful in \_\_\_ spring. 13. In this country \_\_\_ spring is rather wet, \_\_\_ summer is sometimes hot, \_\_\_ autumn is windy and muddy, \_\_\_ winter is seldom cold and snowy. How can people live here? I prefer \_\_\_ summer all the year round. 14. She still remembers \_\_\_ autumn when he first told her of his love. 15. Nothing can be more beautiful than green forests in \_\_\_ early spring. 16. It was \_\_\_ late autumn. 17. \_\_\_ autumn of 1996 was very warm and sunny. 18. \_\_\_ spring and love make people feel young. 19. I am going to France in \_\_\_ summer. 20. In Great Britain \_\_\_ winters are not severely cold, while \_\_\_ summers are rarely hot.

***Exercise 3. Fill in the blanks with the appropriate article where necessary.***

1. \_\_\_ pine grows in many parts of the world. 2. \_\_\_ life would be more difficult without \_\_\_ telephone. 3. \_\_\_ whale is in \_\_\_ danger of becoming extinct. 4. He prefers \_\_\_ town to \_\_\_ country. 5. Can you play \_\_\_ violin? 6. Will you play \_\_\_ draughts with me? 7. \_\_\_ tulips and daffodils are my favourite spring flowers. 8. \_\_\_ Chinese invented \_\_\_ paper and \_\_\_ powder. 9. \_\_\_ gulden is the currency of \_\_\_ Dutch. 10. \_\_\_ man and \_\_\_ woman were created equal. 11. The government should take more care of \_\_\_ disabled and \_\_\_ unemployed. 12. Yesterday we went to the Zoo. We saw \_\_\_ small bear there. He was like \_\_\_ Teddy bear. 13. Does \_\_\_ polar bear live in \_\_\_ Arctic or in \_\_\_ Antarctic? 14. He brought

her\_\_\_black rose. \_\_\_black rose is\_\_\_very rare species. 15.\_\_\_bicycle is one of the main transport means in \_\_\_Amsterdam. 16. Was it difficult for you to communicate in \_\_\_, Switzerland? — No, fortunately I met\_\_\_Swiss who spoke \_\_\_English very well. He helped us a lot. 17. When did \_\_\_man first go into\_\_\_space? 18.\_\_\_daffodil is the national emblem of\_\_\_Welsh.

**Exercise 4 (Revision).** *Fill in the blanks with the appropriate article where necessary.*

1. He lives in\_\_\_south of\_\_\_Australia. 2. In his novels Jack London, \_\_\_ famous American writer, described\_\_\_life of\_\_\_poor. 3. It seemed to him that nothing would break such\_\_\_peaceful silence. Suddenly there was\_\_\_scream, then\_\_\_second and\_\_\_third. 4. Can you play\_\_\_guitar? 5. He came in one morning when we were having\_\_\_dinner on\_\_\_terrace of\_\_\_ hotel and introduced himself. 6.\_\_\_world tour costs \_\_\_lot of money. 7. Did he fail you? What\_\_\_surprise! 8. I don't believe you. I think you're telling \_\_\_lie. 9. Did you have\_\_\_lovely time in\_\_\_Hague? 10. It was \_\_\_ early evening but I was feeling sleepy so I decided to have\_\_\_nap. 11. He made\_\_\_gross mistake.\_\_\_ economists can't make such\_\_\_mistakes. 12. Have\_\_\_look at the sky. It looks like\_\_\_rain, 13. She'll have\_\_\_swim and return in\_\_\_quarter of\_\_\_hour. 14. I'll have to convince him that I'm telling\_\_\_truth. 15. He wasn't used to driving on\_\_\_left. 16.\_\_\_Christmas Eve is on \_\_\_ 24th of December, 17, Don't worry, we'll get\_\_\_home before\_\_\_sunset. 18, I'd like to have\_\_\_sandwich with\_\_\_sausage for\_\_\_breakfast. 19. My favourite subject at\_\_\_school was\_\_\_biology. 20. He knows\_\_\_history of\_\_\_French Revolution well. 21. To tell\_\_\_truth, I didn't expect to find\_\_\_homeless man here. 22. It's\_\_\_high time you stopped being so selfish. 23.\_\_\_earth goes round \_\_\_sun. 24.\_\_\_Lombard Street in\_\_\_City of London is\_\_\_centre of\_\_\_banking in Great Britain. 25.\_\_\_Queen Elizabeth\_\_\_II won't speak on\_\_\_radio tomorrow, 26.\_\_\_English Channel is between\_\_\_Great Britain and\_\_\_France. 27.\_\_\_Trafalgar Square is \_\_\_geographical centre of \_\_\_London. 28. When\_\_\_student, Jane spent two years in \_\_\_Europe. 29.\_\_\_Pacific is\_\_\_largest ocean on our planet. 30. Have you ever been to\_\_\_Museum of\_\_\_Fine Arts? 31. Show me\_\_\_Bermudas on this map, please. 32.\_\_\_Mississippi is\_\_\_longest river in \_\_\_USA. 33. One of my classmates entered \_\_\_Moscow State University last year. As for me, I chose\_\_\_Higher School of\_\_\_Economics. 34 \_\_\_Urals are old and not very high. 35. We are just taking\_\_\_first steps into\_\_\_space.\_\_\_universe is still *terra incognita* for us. 36.\_\_\_Russians have \_\_\_wonderful folk song tradition. 37. Why don't you eat with\_\_\_knife and \_\_\_fork? 38. They've been waiting to hear from him all\_\_\_month. 39. We met on\_\_\_wet Monday in\_\_\_June. 40. Look out!\_\_\_cat is on\_\_\_TV! 41.\_\_\_Queen Elizabeth had \_\_\_dinner with\_\_\_President Clinton. 42. lie was elected \_\_\_President in 1996. 43. Mr. Smith, \_\_\_engineer of Black &Co., returned from his trip to\_\_\_Malta. 44. He sat to his letter to\_\_\_Sun. 45. Mary was talking with \_\_\_Dodges who were sitting near the fire-place. 46. I saw\_\_\_beautiful Goya in Milan once. 47. He looked at me from\_\_\_head to\_\_\_toe. 48. I fought for.\_\_\_freedom, for the brotherhood of\_\_\_man, 49. He is\_\_\_very sociable man. He always has many invitations to\_\_\_dinner, 50. On\_\_\_one hand,\_\_\_facts he presented are true, but

on\_\_\_other hand, I can't trust them. I know he often tells\_\_\_lies. 51. He fell in love with her at\_\_\_ first sight. 52. Don't take my words close to\_\_\_heart. 53.\_\_\_ Moscow of 1950's is not\_\_\_Moscow of\_\_\_1990's.

**Exercise 5.** *Translate into English.*

1. Будьте добры, передайте мне соль, пожалуйста.
2. Вечер был влажный (damp) и прохладный.
3. Был холодный и ветреный (windy) день.
4. Вино слишком сладкое.
5. Я люблю сухое вино.
6. Она нашла такую хорошую работу.
7. Погода плохая. Ночь была очень холодная. Я не хочу гулять в такую холодную погоду.
8. Человек приручил (domesticate) собаку много лет назад.
9. Это неожиданная новость.
10. Он обладает обширными знаниями в области медицины.
11. Кипр и Мальта известные туристические центры.
12. Она прожила трудную жизнь.
13. Нефть используют для производства бензина.
14. Шотландия — гористая часть Великобритании. Самая высокая гора — пик Бен-Невис.
15. Где они остановились? — В отеле «Континенталь». Это на Хай-стрит.

**Test.** *Choose the right variant.*

1. He crossed\_\_\_stream which was below the pool stepping cautiously from\_\_\_stone to\_\_\_stone.

- a) the,\_\_\_,\_\_\_
- b) the, the, the
- c) a, a, a
- d) the, a, a

2. In\_\_\_ spring of\_\_\_following year we went\_\_\_abroad and were absent several months.

- a) \_\_\_, the,\_\_\_
- b) the, the, the
- c) \_\_\_,\_\_\_,\_\_\_
- d) the, the\_\_\_

3. \_\_\_day after my talk with Isabel I left\_\_\_Chicago for\_\_\_ San Francisco where I was to take ship for\_\_\_ Far East.

- a) a,\_\_\_,\_\_\_,\_\_\_
- b) the,\_\_\_,\_\_\_, the

- c) \_\_\_\_, \_\_\_\_, the, the
- d) the, the, the, the

4. After\_\_lunch they sat down under the oak tree drinking\_\_Turkish coffee.

- a) the, the
- b) \_\_\_\_, \_\_\_\_,
- c) \_\_\_\_, the
- d) a, a

5.I had scarcely got into\_\_bed when a strain of \_\_\_\_ music seemed to break forth in\_\_air just below my window.

- a) \_\_\_\_, \_\_\_\_, \_\_\_\_,
- b) a, \_\_\_\_, the
- c) the, the, \_\_\_\_,
- d) the, \_\_\_\_, the

6. But after\_\_fortnight of\_\_bad weather it cleared. "Let's see how\_\_weather turns out?" he said and took a chair nearer at\_\_hand.

- a) \_\_\_\_, a, \_\_\_\_, the
- b) a, the, the, a
- c) a, \_\_\_\_, the, \_\_\_\_,
- d) the, the, the, the

7. At\_\_tea, which they both took with\_\_lemon, John spoke about\_\_Bahamas.

- a) \_\_\_\_, the, the
- b) \_\_\_\_, \_\_\_\_, \_\_\_\_,
- e) \_\_\_\_, \_\_\_\_, the
- d) the, the, the

8.\_\_map of \_\_\_\_world, until \_\_\_\_end of \_\_\_\_ fifteenth century exhibited only\_\_one hemisphere, and even that was not completely explored.

- a) the, the, the, the, the
- b) the, \_\_\_\_, \_\_\_\_, the, \_\_\_\_,
- c) a, the, \_\_\_\_, \_\_\_\_, s\_\_
- d) the, the, the, the, \_\_\_\_,

9. As\_\_weather was fine, they had\_\_pleasant walk across\_\_park which stretched along\_\_Thames.

- a) the, the, the, the
- b) \_\_\_\_, the, a, the
- c) the, \_\_\_\_, the, \_\_\_\_,

d) the, a, the, the

10. On \_\_\_ first of \_\_\_ May, after their last year together at \_\_\_ college, Frank and Robert were on \_\_\_ tram.

a) the, the, \_\_\_, \_\_\_

b) \_\_\_, \_\_\_, \_\_\_, the

c) the, \_\_\_, \_\_\_, a

d) the, \_\_\_, the, a

11. At that time of \_\_\_ year the wild animals — \_\_\_ lion, \_\_\_ gazelle and \_\_\_ antelope also wander further to \_\_\_ south.

a) the, the, the, the, the

b) \_\_\_, a, a, a, the

c) a, the, the, the, \_\_\_

d) the, \_\_\_, \_\_\_, \_\_\_, the

12. After \_\_\_ tea Edgar and the brothers received \_\_\_ permission to leave \_\_\_ table.

a) the, a, the

b) \_\_\_, the, \_\_\_

c) \_\_\_, \_\_\_, the

d) \_\_\_, \_\_\_, \_\_\_

13. "I am in \_\_\_ hurry. Turn to \_\_\_ left in \_\_\_ High Street and drive me down to \_\_\_ East End," I ordered taking my seat.

a) a, the, the, the

b) a, the, \_\_\_, the

c) \_\_\_, \_\_\_, \_\_\_, \_\_\_

d) the, a, the, an

14. Through an open window a peak of \_\_\_ Balkans, wonderfully white and beautiful in \_\_\_ starlit snow seems quite close at \_\_\_ hand.

a) the, the, the

b) the, the, \_\_\_

c) \_\_\_, a, a

d) the, a, a

15. \_\_\_ great Sahara, that frightful desert of \_\_\_ vast scorching sand, stretching from \_\_\_ Red Sea to \_\_\_ Atlantic, is cleft by one solitary thread of \_\_\_ water.

a) the, \_\_\_, the, *the*, \_\_\_

b) \_\_\_, a, the, the, the

c) the, the, the, \_\_\_, \_\_\_

d) \_\_\_, \_\_\_, \_\_\_, the, the

16. It was\_\_\_late evening, and after\_\_\_lamp-heated air of\_\_\_dining-room,\_\_\_coolness of\_\_\_night was delicious.

- a) a, a, the,\_\_\_,\_\_\_
- b) the, the, the, the,the
- c) \_\_\_,\_\_\_, a,\_\_\_, a
- d) \_\_\_, the, the, the, the

17. He walked into\_\_\_Green Park that he might cross to\_\_\_Victoria Station and take\_\_\_underground into\_\_\_City.

- a) the, \_\_\_, the, the
- b) the, the, the, the
- c) \_\_\_,\_\_\_,\_\_\_\_\_
- d) \_\_\_,\_\_\_, an,\_\_\_

18. \_\_\_rice,\_\_\_jute,\_\_\_indigo,\_\_\_opium oilseeds, and\_\_\_tea are\_\_\_principle articles which come into export trade from\_\_\_Calcutta.

- a) \_\_\_,\_\_\_,\_\_\_, \_\_\_,\_\_\_,the,\_\_\_
- b) the, the, the, the, the, the,\_\_\_
- c) \_\_\_,\_\_\_,\_\_\_the,\_\_\_,\_\_\_, the
- d) the, the, the,\_\_\_, the, \_\_\_,\_\_\_

19. They reached\_\_\_outskirts of\_\_\_forest, and saw\_\_\_lights of\_\_\_village in which they dwelled.

- a) \_\_\_, a,\_\_\_, a,
- b) the, the, the, the
- c) \_\_\_, the, the, the
- d) the, the, the, a

20. "\_\_\_telephone may quicken some of\_\_\_labours, but it hardly lightens them, since by its power to interrupt it usually wastes quite as much time as it otherwise saves," he said with\_\_\_laughter.

- a) a, the, the
- b) the,\_\_\_, a
- c) \_\_\_, the,\_\_\_
- d) the, the,\_\_\_

21. He came into\_\_\_lounge.\_\_\_woman with\_\_\_ dark hair and\_\_\_ thin straight face was arranging some flowers in the hall.

- a) the, a,\_\_\_, a
- b) a, a, the, the
- c) \_\_\_, the, the, the
- d) the, a, the, a



22. What\_\_\_wonderful frame it is! Is it made of \_\_\_birch?\_\_\_birch is my favourite tree.

- a) \_\_\_, the, the
- b) a, the, a
- c) a, \_\_\_, the
- d) \_\_\_, a, a

23. They went\_\_\_side by\_\_\_side,\_\_\_hand in\_\_\_ hand silently towards the hedge, where\_\_\_mayflowers, both pink and white, were in\_\_\_full blossom.

- a) \_\_\_, \_\_\_, the, the, \_\_\_, a
- b) the, the \_\_\_, \_\_\_, \_\_\_, \_\_\_
- c) a, a, \_\_\_, \_\_\_, the, the
- d) \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_

24. There are several ways of capturing\_\_\_tigers. But\_\_\_hunters must be very careful because\_\_\_tiger is\_\_\_ferocious beast.

- a) \_\_\_, \_\_\_, the, a
- b) the, \_\_\_, a, a
- c) \_\_\_, the, a, the
- d) \_\_\_, \_\_\_, the, the

25. During\_\_\_last ten years she has been\_\_\_head mistress of\_\_\_elementary school.

- a) the, \_\_\_, an
- b) \_\_\_.the \_\_\_
- c) \_\_\_, \_\_\_, \_\_\_
- d) the, the, the

# ARTICLES



## ARTICLES WITH PERSONAL NAMES

1. This was not ..... Nancy he used to know. 2. This Tom wasn't at all like ..... Tom of her sweet memories. 3. Soon between ..... Browns and ..... Smiths there had arisen the intimacy of true friendship. 4. He was not ..... David I had first met. 5. There was ..... Sara with whom you could easily be on friendly terms, who made no claims on you. 6. .... only Nicole I know is ..... Nicole Wicked. 7. I mean ..... London who wrote "Martin Eden". 8. .... young Jolyon was standing by the piano. 9. - What make is your car? - ..... Ford. 10. Did he really bought ..... Picasso yesterday? 11. Her husband is quite ..... Othello.

## ARTICLES WITH WORDS BED, SCHOOL, PRISON, CHURCH, HOSPITAL

1. Mary came up to ..... bed and took her sleeping child. 2. I saw ..... bed which was made specially for me. 3. I found the edge of ..... bed in the dark and groaned. 4. When she went to ..... bed she kept thinking about him. 5. Helen had two children, one of them still at ..... school, the other in his first year at ..... university. 6. Having recovered Peter was reluctant to go back to ..... school. 7. If she goes to ..... hospital for some treatment it ought to be quite all right. 8. She reached ..... hospital and parked her car not far from it. 9. Mrs. Burton usually goes to ..... church on Sunday morning. 10. Excuse me, where is ..... university, please? 11. .... church was built in the XVI century. 12. There is ..... small church in the village. 13. Nick's uncle is in ..... prison for knavery. 14. Mrs. Robertson went to ..... school to meet her son's teacher. 15. There is ..... bed, a table, two chairs and a wardrobe in my parents' bedroom.



## ARTICLES WITH THE NAMES OF DAYS, MONTHS, NIGHT, MORNING, EVENING

1. .... October is my favourite autumn month. 2. I'll never forget ..... December of 1999. 3. It was ..... cold July. 4. My favourite season is ..... spring. 5. It happened in ..... autumn of 1973. 6. It was ..... early spring. 7. Dave spent ..... sleepless night and ..... fussy day. 8. I miss you from ..... morning till ..... night. 9. She fell asleep only at ..... dawn. 10. .... day is meant for work and ..... night for sleep. 11. My friend has to get up early in ..... morning. 12. We played in the garden till late in .... Evening. 13. We usually rest on ..... Sunday. 14. In ..... summer we usually go to the country. 15. I'll go to the library in .... day.

# ARTICLES



## ARTICLES WITH NATIONALITIES, GAMES, SPORTS, SCIENCES, LANGUAGES

1. I like to play ..... chess with my grandfather.
2. Would you like me to play ..... guitar for you.
3. My sister often plays ..... piano in the evening.
4. The children are playing ..... badminton in the yard.
5. When my father was a young man he was interested in ..... Chemistry.
6. My brother is a great specialist in ..... Physics.
7. I am good at ..... Mathematics.
8. I speak ..... English and ..... French, but I don't speak ..... Spanish.
9. .... Chinese language is rather difficult.
10. .... Gymnastics is very popular in our country.
11. .... English are known to be rather conservative and reserved nation.
12. She is ..... American.
13. .... Italian is a very beautiful language.
14. .... Biology is my favourite subject.
15. My favourite winter sports are ..... Skating and ..... skiing.
16. I like to play ..... football with my friends.

## ARTICLES WITH NUMERALS AND ADJECTIVES IN THE SUPERLATIVE DEGREE.

1. Thomas has won ..... thousand roubles.
2. The box weighs ..... hundred pounds.
3. Mary has bought ..... pound of sugar.
4. I bought ..... three pairs of shoes yesterday.
5. My family lives on ..... third floor.
6. These are .... two women I saw at the post-office yesterday.
7. February is .... second month of the year.
8. Your ..... second composition is much better than ..... first.
9. Would you like ..... second cup of tea? (meaning: one more cup)
10. He lives in ..... apartment 15.
11. She wears ..... size 36 shoes.
12. Open your books at ..... page 48.
13. I am reading ..... 12<sup>th</sup> chapter at the moment.
14. The lesson will take place in ..... classroom № 33.
15. I usually take ..... bus № 13.
16. This is ..... most interesting book. (meaning: extremely, very interesting).
17. .... most students often go to the library. (meaning: the majority of students).
18. Today is ..... 10<sup>th</sup> of September.

## ARTICLES WITH THE NAMES OF MEALS

1. .... dinner was a success.
2. Did you have ..... dinner?
3. .... breakfast we had today was very good.
4. After ..... heavy breakfast I went to school.
5. That was ..... very nice supper.
6. What do you usually do after ..... breakfast?
7. After ..... dinner sleep awhile, after ..... supper walk a mile.
8. My mother never has ..... supper with us because she does not like to eat in the evening.
9. As a rule I have ..... breakfast and ..... lunch at home.
10. .... dinner you cooked was really delicious.
11. We had ..... amazing supper yesterday.



# ARTICLES



## ARTICLES WITH GEOGRAPHICAL NAMES

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1. ____ United States of America; | 16. ____ Crete;                |
| 2. ____ Netherlands;              | 17. ____ Azores;               |
| 3. ____ Great Britain;            | 18. ____ Black Sea;            |
| 4. ____ North;                    | 19. ____ Gobi Desert;          |
| 5. ____ East;                     | 20. ____ Sahara Desert;        |
| 6. ____ Thames;                   | 21. ____ Pacific;              |
| 7. ____ Russia;                   | 22. ____ Ben Nevis;            |
| 8. ____ Mediterranean;            | 23. ____ Gulf of ____ Finland; |
| 9. ____ Nile;                     | 24. ____ Shetland Islands;     |
| 10. ____ United Kingdom;          | 25. ____ Paris;                |
| 11. ____ Vatican;                 | 26. ____ Caspian Sea;          |
| 12. ____ Spain;                   | 27. ____ Balkans;              |
| 13. ____ North America;           | 28. ____ Australia;            |
| 14. ____ Middle East;             | 29. ____ Lake Baikal;          |
| 15. ____ South Pole;              | 30. ____ Elbrus.               |

## ARTICLES WITH THE NAMES OF STREETS, SQUARES, PARKS, BRIDGES, STATIONS, AIRPORTS, BANKS, RESTAURANTS, NEWSPAPERS, PROFESSIONS ETC.

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1. ____ Trafalgar Square;           | 12. ____ Queen Elizabeth II;         |
| 2. ____ Munich Airport;             | 13. ____ French Revolution;          |
| 3. ____ High Street;                | 14. ____ Second World War;           |
| 4. ____ Mall;                       | 15. “____ Times”;                    |
| 5. ____ Coronation Street;          | 16. ____ Jim’s Café’                 |
| 6. ____ Hilton (hotel);             | 17. ____ Baring’s Bank;              |
| 7. ____ Tate Gallery (art gallery); | 18. ____ Star of India (restaurant); |
| 8. “____ Daily Mirror”;             | 19. ____ St. Paul’s Cathedral;       |
| 9. ____ Bank of England;            | 20. ____ Tower of London;            |
| 10. ____ Great Wall of China;       | 21. ____ Doctor House;               |
| 11. ____ President;                 | 22. ____ Professor Smirnov.          |



# ARTICLES



## ARTICLES IN SET EXPRESSIONS

1. The children were sleeping so the parents were talking in ..... low voice.
2. Mother kissed me good-bye and wished us to have ..... good time.
3. I've always wanted to have ..... look at the Great Wall of China.
4. I'm leaving for Egypt ..... day after tomorrow.
5. Write your name at ..... top of the page.
6. On ..... one hand the story is funny, but on ..... other hand it is too long.
7. We went for .... walk at ..... sunset.
8. In ..... conclusion I'd like to express my gratitude.
9. These goods are in ..... demand nowadays.
10. I met him by ..... chance on my way home.
11. On ...whole I liked the film we saw yesterday.
12. Peter stood motionless with his eyes opened wide. It was evident that he was at ..... loss.
13. As far as I understand you've told .... lie again! What ..... shame!



# ANSWERKEY

## ARTICLES WITH PERSONAL NAMES

1. This was not THE Nancy he used to know. 2. This Tom wasn't at all like THE Tom of her sweet memories. 3. Soon between THE Browns and THE Smiths there had arisen the intimacy of true friendship. 4. He was not THE David I had first met. 5. There was A Sara with whom you could easily be on friendly terms, who made no claims on you. 6. THE only Nicole I know is \_\_ Nicole Wicked. 7. I mean THE London who wrote "Martin Eden". 8. \_\_ young Jolyon was standing by the piano. 9. - What make is your car? - A Ford. 10. Did he really bought A Picasso yesterday? 11. Her husband is quite AN Othello.

## ARTICLES WITH WORDS BED, SCHOOL, PRISON, CHURCH, HOSPITAL

1. Mary came up to THE bed and took her sleeping child. 2. I saw THE bed which was made specially for me. 3. I found the edge of THE bed in the dark and groaned. 4. When she went to \_\_ bed she kept thinking about him. 5. Helen had two children, one of them still at \_\_ school, the other in his first year at \_\_ university. 6. Having recovered Peter was reluctant to go back to \_\_ school. 7. If she goes to \_\_ hospital for some treatment it ought to be quite all right. 8. She reached THE hospital and parked her car not far from it. 9. Mrs. Burton usually goes to \_\_ church on Sunday morning. 10. Excuse me, where is THE university, please? 11. THE church was built in the XVI century. 12. There is A small church in the village. 13. Nick's uncle is in \_\_ prison for knavery. 14. Mrs. Robertson went to THE school to meet her son's teacher. 15. There is A bed, a table, two chairs and a wardrobe in my parents' bedroom.

## ARTICLES WITH THE NAMES OF DAYS, MONTHS, NIGHT, MORNING, EVENING

1. \_\_ October is my favourite autumn month. 2. I'll never forget THE December of 1999. 3. It was A cold July. 4. My favourite season is \_\_ spring. 5. It happened in THE autumn of 1973. 6. It was \_\_ early spring. 7. Dave spent A sleepless night and A fussy day. 8. I miss you from \_\_ morning till \_\_ night. 9. She fell asleep only at \_\_ dawn. 10. \_\_ day is meant for work and \_\_ night for sleep. 11. My friend has to get up early in THE morning. 12. We played in the garden till late in THE evening. 13. We usually rest on \_\_ Sunday. 14. In \_\_ summer we usually go to the country. 15. I'll go to the library in A day.

## ARTICLES WITH NATIONALITIES, GAMES, SPORTS, SCIENCES, LANGUAGES

1. I like to play \_\_\_ chess with my grandfather. 2. Would you like me to play THE guitar for you? 3. My sister often plays THE piano in the evening. 4. The children are playing \_\_\_ badminton in the yard. 5. When my father was a young man he was interested in \_\_\_ Chemistry. 6. My brother is a great specialist in \_\_\_ Physics. 7. I am good at \_\_\_ Mathematics. 8. I speak \_\_\_ English and \_\_\_ French, but I don't speak \_\_\_ Spanish. 9. THE Chinese language is rather difficult. 10. \_\_\_ Gymnastics is very popular in our country. 11. THE English are known to be rather conservative and reserved nation. 12. She is AN American. 13. \_\_\_ Italian is a very beautiful language. 14. \_\_\_ Biology is my favourite subject. 15. My favourite winter sports are \_\_\_ skating and \_\_\_ skiing. 16. I like to play \_\_\_ football with my friends.

## ARTICLES WITH NUMERALS AND ADJECTIVES IN THE SUPERLATIVE DEGREE.

1. Thomas has won A thousand roubles. 2. The box weighs A hundred pounds. 3. Mary has bought A pound of sugar. 4. I bought \_\_\_ three pairs of shoes yesterday, 5. My family lives on THE third floor. 6. These are THE. two women I saw at the post-office yesterday. 7. February is THE. second month of the year. 8. Your \_\_\_ second composition is much better than THE first. 9. Would you like A second cup of tea? (meaning: one more cup) 10. He lives in \_\_\_ apartment 15. 11. She wears \_\_\_ size 36 shoes. 12. Open your books at \_\_\_ page 48. 13. I am reading THE 12<sup>th</sup> chapter at the moment. 14. The lesson will take place in \_\_\_ classroom № 33. 15. I usually take \_\_\_ bus № 13. 16. This is A most interesting book. (meaning: extremely, very interesting). 17. \_\_\_ most students often go to the library. (meaning: the majority of students). 18. Today is THE 10<sup>th</sup> of September.

## ARTICLES WITH THE NAMES OF MEALS

1. THE dinner was a success. 2. Did you have \_\_\_ dinner? 3. THE breakfast we had today was very good. 4. After A heavy breakfast I went to school. 5. That was A very nice supper. 6. What do you usually do after \_\_\_ breakfast? 7. After \_\_\_ dinner sleep awhile, after \_\_\_ supper walk a mile. 8. My mother never has \_\_\_ supper with us because she does not like to eat in the evening. 9. As a rule I have \_\_\_ breakfast and \_\_\_ lunch at home. 10. THE dinner you cooked was really delicious. 11. We had AN amazing supper yesterday.

## ARTICLES WITH GEOGRAPHICAL NAMES

1. THE United States of America;
2. THE Netherlands;
3. \_\_\_\_ Great Britain;
4. THE North;
5. THE East;
6. THE Thames;
7. \_\_\_\_ Russia;
8. THE Mediterranean;
9. THE Nile;
10. THE United Kingdom;
11. THE Vatican;
12. \_\_\_\_ Spain;
13. \_\_\_\_ North America;
14. THE Middle East;
15. THE South Pole;
16. \_\_\_\_ Crete;
17. THE Azores;
18. THE Black Sea;
19. THE Gobi Desert;
20. THE Sahara Desert;
21. THE Pacific;
22. \_\_\_\_ Ben Nevis;
23. THE Gulf of \_\_\_\_ Finland;
24. THE Shetland Islands;
25. \_\_\_\_ Paris;
26. THE Caspian Sea;
27. THE Balkans;
28. \_\_\_\_ Australia;
29. \_\_\_\_ Lake Baikal;
30. \_\_\_\_ Elbrus.

## ARTICLES WITH THE NAMES OF STREETS, SQUARES, PARKS, BRIDGES, STATIONS, AIRPORTS, BANKS, RESTAURANTS, NEWSPAPERS, PROFESSIONS ETC.

1. \_\_\_\_ Trafalgar Square;
2. \_\_\_\_ Munich Airport;
3. THE High Street;
4. THE Mall (street);
5. \_\_\_\_ Coronation Street;
6. THE Hilton (hotel);
7. THE Tate Gallery (art gallery);
8. "THE Daily Mirror";
9. THE Bank of England;
10. THE Great Wall of China;
11. THE President;
12. \_\_\_\_ Queen Elizabeth II;
13. THE French Revolution;
14. THE Second World War;
15. "THE Times";
16. \_\_\_\_ Jim's Café
17. \_\_\_\_ Baring's Bank;
18. THE Star of India (restaurant);
19. \_\_\_\_ St. Paul's Cathedral;
20. THE Tower of London;
21. \_\_\_\_ Doctor House;
22. \_\_\_\_ Professor Smirnov.



## ARTICLES IN SET EXPRESSIONS

1. The children were sleeping so the parents were talking in A low voice. 2. Mother kissed me good-bye and wished us to have A good time. 3. I've always wanted to have A look at the Great Wall of China. 4. I'm leaving for Egypt THE day after tomorrow. 5. Write your name at THE top of the page. 6. On THE one hand the story is funny, but on THE other hand it is too long. 7. We went for A walk at \_\_\_ sunset. 8. In \_\_\_ conclusion I'd like to express my gratitude. 9. These goods are in \_\_\_ demand nowadays. 10. I met him by \_\_\_ chance on my way home. 11. On THE whole I liked the film we saw yesterday. 12. Peter stood motionless with his eyes opened wide. It was evident that he was at A loss. 13. As far as I understand you've told A lie again! What A shame!

## The future simple tense

**Ex. 1.** *Put the verbs in brackets into the future simple.*

- 1 I (know) the result in a week.
- 2 You (be) in Rome tonight.
- 3 You (have) time to help me tomorrow?
- 4 It (matter) if I don't come home till morning?
- 5 You (be) able to drive after another five lessons.
- 6 Do you think that he (recognize) me?
- 7 Unless he runs he (not catch) the train.
- 8 He (lend) it to you if you ask him.
- 9 I hope I (find) it.
- 10 If petrol pump attendants go on strike we (not have) any petrol.
- 11 He (believe) whatever you tell him.
- 12 I (remember) this day all my life.
- 13 Perhaps he (arrive) in time for lunch.
- 14 If he works well I (pay) him £10.
- 15 I wonder how many of us still (be) here next year.

## The future continuous tense

**Ex. 2.** *Put the verbs in brackets into the future continuous tense.*

- 1 This time next month I (sit) on a beach.
- 2 When you arrive I probably (pick) fruit.
- 3 When we reach England it very likely (rain).
- 4 In a few days time we (fly) over the Pyrenees.
- 5 I'll call for her at eight. ~  
No, don't; she still (have) breakfast then.
- 6 I (wait) for you when you come out.
- 7 When you next see me I (wear) my new dress.
- 8 My son will be in the sixth form next year. ~  
That means that old Dr Adder (teach) him mathematics.
- 9 I'll give Jack your message. I can do it easily because I (see) him tomorrow. We go to work on the same train.
- 10 You (do) geometry next term.
- 11 I'll look out for you at the parade. ~  
Do, but I (wear) uniform so you may find it hard to recognize me.
- 12 We have to do night duty here. I (do) mine next week.
- 13 In a hundred years' time people (go) to Mars for their holidays.
- 14 He (use) the car this afternoon.
- 15 I (see) you again.
- 16 It's a serious injury but he (walk) again in six weeks.
- 17 I'll come at three o'clock. ~  
Good, I (expect) you.

18 They are pulling down all the old houses in this street. I expect they (pull) down mine in a few years' time.

19 I'd like to see your new flat. ~

Well, come tomorrow, but it (not look) its best, for the painters still (work) on it.

20 Stand there, they (change) the guard in a minute and you'll get a good view.

### **The future perfect tense**

**Ex. 3.** *Put the verbs in brackets into the future perfect tense.*

1 In a fortnight's time we (take) our exam.

2 I (finish) this book by tomorrow evening.

3 By this time tomorrow we (have) our injections.

4 By the end of next year I (be) here twenty-five years.

5 I'll still be here next summer but Tom (leave).

6 I (finish) this job in twenty minutes.

7 By next winter they (build) four houses in that field.

8 When we reach Valparaiso we (sail) all round the world.

9 At the rate he is going he (spend) all his money by the time he is twenty-one.

10 By this time next year I (save) J250.

11 By the time we get to the party everything (be) eaten.

12 The train (leave) before we reach the station.

13 If I continue with my diet I (lose) 10 kilos by the end of the month.

14 By the end of my university course I (attend) 1,200 lectures.

15 By the end of this week my illness (cost) me J100.

16 By the time that he leaves school his parents (spend) J25,000 on his education.

17 By the end of the term I (read) all twelve volumes.

18 When you come back I (finish) all the housework.

19 The police (hear) of the theft by this time.

20 We (drink) all that wine by the end of the year.

### **The future perfect continuous tense**

**Ex. 4** **Read and translate the sentences. Comment on the use of the Future Perfect Continuous.**

1. Next year I will have been living in Moscow for thirty years.

2. Next month we shall have owned this house for ten years.

3. When he is forty, he will have been learning English for twenty five years.

4. By the time the manager turns up, the customers will have been waiting for him for several hours.

5. He complains that by May he will have been reading "War and Peace" for five months.

6. I shall have been staying here just a year this July.

### **Ex. 5 Translate into English.**

1. К первому сентября этого года я уже десять лет буду работать в этом университете.
2. В июле будет год, как они женаты.
3. К тому времени, как ты проснешься завтра утром, мы уже три часа будем лететь над Европой.
4. К маю будет пять лет, как он водит эту ма-шину.
5. Они будут экспериментировать в этой области уже много лет к концу тысячелетия.
6. К тому времени, как приедет полиция, детектив уже два часа будет изучать место происшествия.

### **The present continuous tense as a future form**

#### **Ex. 6. Put the verbs in brackets into the present continuous tense.**

- 1 They are going to drill for oil here. They (start) on Monday.
- 2 My uncle (make) a speech on Friday.
- 3 I (take) my sister to the ballet tomorrow.
- 4 She (call) for me at six.
- 5 He (play) at Wimbledon next summer.
- 6 I (meet) her at the station at ten.
- 7 The sales (not start) till Monday.
- 8 How you (get) to the party tomorrow? ~  
I (go) by car. ~  
Who (drive)?
- 9 The piano tuner (come) this afternoon.
- 10 You (give) him anything for his birthday? ~  
Yes, I (give) him a dictionary.
- 11 The windows (be) cleaned today. Then we'll be able to see out.
- 12 She (come) out of hospital next week.
- 13 We (have) dinner early tonight as we (go) to the theatre.
- 14 Where you (go) for your holidays this year? ~  
I (go) to Holland.
- 15 He (not give) a lecture tonight.
- 16 I (have) my photograph taken tomorrow.
- 17 I (buy) her a burglar alarm for a wedding present.
- 18 The elections (be) held next week.
- 19 I (have) lunch with my aunt on Thursday.
- 20 The committee (meet) next Wednesday.
- 21 My grandparents (celebrate) their golden wedding next week.
- 22 I (lend) him my car for his holidays.
- 23 The strikers (return) to work next week.
- 24 Smith's (open) a new branch in this street in July.
- 25 We've bought a new house and (move) in very soon.

- 26 I (not take) up judo next winter.
- 27 They (get) married next week.
- 28 You (do) anything tonight? ~  
Yes, I (go) to my carpentry class.
- 29 The Prime Minister (fly) to America tomorrow.
- 30 He (start) a new job on Friday.

### **The be going to form**

**Ex. 7.** *Put the verbs in brackets into the **be going to** form.*

- 1 You (miss) your train.
- 2 The pressure cooker (explode).
- 3 When you (pay) the bill?
- 4 She (dye) the old curtains blue.
- 5 We (make) this whisky bottle into a lamp.
- 6 What you (do) with this room? ~  
I (paint) the walls in black and white stripes.
- 7 The umpire (blow) his whistle.
- 8 You (eat) all that?
- 9 That man with the tomato in his hand (throw) it at the speaker.
- 10 That door (slam).
- 11 The bull (attack) us.
- 12 It (rain). Look at those clouds.
- 13 The cat (have) kittens.
- 14 The men in the helicopter (try) to rescue the man in the water.
- 15 That rider (fall) off.
- 16 These two men (cycle) across Africa.
- 17 The Lord Mayor is standing up. He (make) a speech.
- 18 He (grow) a beard when he leaves school.
- 19 This aeroplane (crash).
- 20 I (stop) here for a moment to get some petrol.

### **The present continuous tense and the be going to form**

**Ex. 8.** *Use the present continuous where possible in the following sentences and put the remaining verbs into the **be going to** form.*

- 1 I (play) bridge tonight with Tom and Ann.
- 2 He (have) an operation next week.
- 3 It's very cold. I (light) a fire.
- 4 We (have) some friends to lunch tomorrow.
- 5 I've bought a piano; it (be) delivered this afternoon. ~  
Where you (put) it? ~  
I (put) it in the dining room.

- 6 You (go) to the auction tomorrow? ~  
Yes, I (go) but I (not buy) anything.
- 7 I've reminded you once; I (not do) it again.
- 8 I (have) my hair cut this afternoon.
- 9 My nephew (come) to stay with me next weekend. ~  
Where you (put) him? ~  
I (put) him in the room in the tower.
- 10 Our class (start) German next term.
- 11 I (spend) a few days in London next week.
- 12 The Town Council (build) a new school here.
- 13 What you (tell) the police? ~  
I (tell) them the truth.
- 14 He (start) tomorrow.
- 15 The Queen (open) Parliament next month.
- 16 The Prime Minister (speak) on TV tonight.
- 17 This shop (close) down next week.
- 18 When you (have) your next lesson? ~  
I (have) it on Monday.
- 19 I (collect) my new dress this afternoon.
- 20 We (take) the children to the seaside this summer.
- 21 I (give) him a football for his next birthday.

### **The present continuous and the future simple**

**Ex. 9.** *Put the verbs in brackets into the present continuous or the future simple using the present continuous where possible. (The **be going to** form could be used here instead of the present continuous, but for the sake of simplicity students are advised to use only the two tenses first mentioned.)*

- 1 I am sure that I (recognize) him.
- 2 I (see) her tomorrow. I
- 3 He (play) in a tennis match on Friday.
- 4 She (come) back on Monday.
- 5 I (go) again next year.
- 6 We (know) tonight.
- 7 You pay and I (owe) you the money.
- 8 I (believe) it when I see it.
- 9 I (have) my car repainted next week.
- 10 I hope that you (have) a good time tomorrow.
- 11 His speech (be) broadcast tonight.
- 12 The window-cleaner (come) at eight tomorrow.
- 13 Tom (catch) the 7.40 train.
- 14 Where you (meet) them?~  
I (meet) them at midnight in the middle of the wood.

- 15 What horse you (ride) tomorrow?
- 16 Look! I've broken the teapot. What Mrs Pitt (say)? ~  
She (not mind); she never liked that one.
- 17 I've left the light on. It (matter)?
- 18 He (not forget) to come.
- 19 He (leave) in a few days.
- 20 I (remember) it.

### **will + infinitive and the be going to form**

Future with intention can usually be expressed by will + infinitive or the be going to form. Very often either of these can be used, but when the intention is clearly premeditated the be going to form must be used, and when the intention is clearly unpremeditated we must list will + infinitive.

**Ex. 10.** *Put the verbs in brackets into one of these two forms. (In some of the examples the present continuous could be used instead of the be going to form.)*

- 1 The fire has gone out! ~  
So it has. I (go) and get some sticks.
- 2 Did you remember to book seats? ~  
Oh no, I forgot. I (telephone) for them now.
- 3 He has just been taken to hospital with a broken leg. ~  
I'm sorry to hear that. I (send) him some grapes.
- 4 I've hired a typewriter and I (learn) to type.
- 5 I see that you have got a loom. You (do) some weaving?
- 6 I can't understand this letter. ~  
I (call) my son. He (translate) it for you.
- 7 You (buy) meat? ~  
No, I (not eat) meat any more. I (eat) vegetables.
- 8 You've bought a lot of paint. You (redecorate) your kitchen?
- 9 Why are you getting out the jack? ~  
We have a puncture and I (change) the wheel. ~  
I (help) you.
- 10 Look what I've just bought at an auction! ~  
What an extraordinary thing! Where you (put) it?
- 11 Why are you peeling that bit of garlic? ~  
I (put) it in the stew.
- 12 What you (do) when you grow up? ~  
I (be) an acrobat in a circus.
- 13 What are you going to do with that dress? ~  
I (shorten) the skirt.
- 14 Will you lend me your season ticket? ~  
No, I (not lend) it to you. It is against the law.
- 15 That tree makes the house very dark. ~

Very well, I (cut) it down.

16 I've just enrolled at the local technical college. I (attend) pottery classes next winter.



## Indirect speech

### Ex.1 Put the following statements into Indirect speech

1. If you let the iron get too hot you will scorch your clothes,' I warned her.
2. 'You haven't given me quite enough. The bill is for £14 and you've paid me only £13,'he pointed out.
3. Ann said, 'Englishmen make good husbands because they are nearly always willing to help in the house.'
4. I have a Turkish bath occasionally, but it doesn't seem to make any difference to my weight,' she said.
5. This is quite a good model, madam. I use one of these myself,' said the salesman.
6. 'My new house is supposed to be haunted, but so far I haven't seen any ghosts,' she said.
7. The advertisement said, If you answer the questions correctly you may win £100.'
8. 'The mirror is there so that you can see yourself when you are dancing,' she said.
9. I wrote to him the day before yesterday. I wonder why he hasn't rung up,' she said.

### Ex.2 Put the following statements into indirect speech.

- 1 I'm going out now, but I'll be in by nine, 'he said. (*Omit now.*)
- 2 I'm working in a restaurant, and don't much care for it,' she said.
- 3 I can't live on my basic salary,' said Peter. I'll have to offer to do overtime.'
- 4 'My young brother wants to be a tax inspector,' said Mary. I can't think why. None of my family has ever been a tax inspector.'
- 5 'We're waiting for the school bus,' said the children. It's late again.'
- 6 I've made a terrible mistake!' said Peter.  
'You're always making terrible mistakes,' I said. 'You should be used to it by now.'
- 7 'We make £450 a week,' said one of the men, 'and send most of it home to our wives.'
- 8 'It's lonely being away from our families,' said another, 'but we earn three times as much in this factory as we would in our own country.'
- 9 'We've been here for two and a half years,' said the man who have spoken first, 'and we're going to stay another six months.'
- 10 'I've got a job on an oil-rig,' said Paul.  
'That'll be very hard work,' I said.  
'I know it'll be hard,' he replied, 'but I don't mind hard work, and I it'll be a good experience.'

### Ex. 3 Put the following questions into Indirect speech

1. 'Which team won the previous match?' said Bill.
2. 'Who is playing next week?' he asked.

3. 'Who will be umpiring that match?' asked Tom.
4. 'Do puppies travel free?' asked a dog owner.
5. 'Can I bring my dog into the compartment with me?' she asked.
6. 'Does this train stop at York?' asked Bill.
7. 'Can you telephone from inter-city trains?' said the businessman.
8. 'Does the 2.40 have a restaurant car?' he enquired.
9. 'Can you get coffee on the train?' asked my aunt.
10. 'Have you reserved a seat?' I asked him.

**Ex. 4 Put the following questions into indirect speech.**

- 1 'Who has been using my typewriter?' said my mother.
- 2 'Do you want to see the cathedral?' said the guide.
- 3 'Do you mind working on the night shifts?' he asked.
- 4 'Would you like to come with us?' they said.
- 5 'Who did you give the money to?' asked Ann.
- 6 'How long does it take to get to Edinburgh by coach?' asked the tourist.
- 7 'How much do you think it will cost?' he said.
- 8 'What did you miss most when you were in prison?' Mary asked the ex-convict.
- 9 Another passenger came in and said, 'Is this seat taken?'
- 10 'How do you get on with your mother-in-law?' said Paul.
- 11 'How did you get into the house?' they asked him.
- 12 'What were you doing with these skeleton keys?' said Mr Jones.  
'Were you trying to get at the secret files?'
- 13 'Did you sleep well?' asked my hostess.
- 14 'Have you been here long?' the other students asked him.
- 15 'Can you tell me why Paul left the university without taking his degree?' Paul's sister asked.
- 16 'How many people know the combination of the safe?' said the detective.
- 17 'Are there any letters for me?' said Mary.
- 18 'How long have you been learning English?' the examiner said.
- 19 'Why aren't you taking the exams?' said Paul.
- 20 'Are these free-range eggs?' said the customer.

**Ex. 5 Put the following commands, requests, advice into Indirect speech**

1. He said, 'Get out of my way.'
2. 'Climb in through the window,' he ordered.
3. 'Please pay at the desk,' said the assistant.
4. 'Open your bag, please,' said the store detective.
5. 'Don't worry about anything, Mrs Pitt,' said her solicitor. 'Leave it all to me.'
6. 'Wait for me at the bridge,' said the young man.
7. 'Don't eat too much starch,' I advised her, 'and avoid fried food.'
8. 'Don't say anything to make her angry,' said my father.
9. Notice: Please do not ask at the desk for change for telephone calls.
10. 'Don't forget to feed the goldfish,' Mary said to her brother.

**Ex. 6 Put the following sentences into indirect speech, using *tell/order/urge/ask/beg/invite/advise/warn/remind* + object + infinitive, or *ask* (+ object) + *for*, or, in some cases, *ask* + infinitive.**

- 1 'Don't put sticky things in your pockets,' said his mother.
- 2 'Please, please don't do anything dangerous,' said his wife.
- 3 'Go on—apply for the job,' said my friend. It would just suit you.'
- 4 'I should say nothing about it if I were you,' said my brother.
- 5 'Would you please wait in the lounge till your flight number is called?' she said.
- 6 'Don't lend Harry any money,' I said to Ann. 'He never pays his debts.'
- 7 'Could you please ring back in half an hour?' said the secretary.
- 8 'Would you mind moving your case?' said the other passenger. It's blocking the door.'
- 9 'Remember to book a table,' said Ann.
- 10 'Get into the right lane,' said the driving instructor.
- 11 'Avoid Marble Arch,' said the policeman. There's going to be a big demonstration there.'
- 12 'Hold the ladder,' he said. It's rather unsteady.'  
'Why don't you tie it at the top?' I said. It's much safer that way.'
- 13 'Read the questions twice,' said the teacher, 'and don't write in the margin.'
- 14 'You'd better not leave your money lying about,' said one of the students.
- 15 'Why don't you open a bank account?' said another. (*Use advise.*)
- 16 'Would you like to have lunch with me today?' said Tom.  
'I'm afraid I couldn't; I can't leave the office,' said the girl.
- 17 'Don't take more than two of these at once,' said the doctor, handing me a bottle of pills.
- 18 'Could I speak to Albert, please?' I said.  
'He's still asleep,' said his mother.  
'Then please wake him,' I said. I have news for him.'
- 19 'I'd buy the big tin if I were you,' said the grocer.
- 20 'You're being exploited,' said the other au pair girls. 'You ought to leave your job.'

## THE NOUN

### ***Exercise 1. State the morphological composition of the following nouns.***

Snow, sandstone, impossibility, widower, opinion, exclamation, passer-by, misunderstanding, inactivity, snowball, kingdom, anticyclone, mother-of-pearl, immobility, might, warmth, succession, ex-president, nurse, misdeed, wisdom, blackbird, attention, policeman, merry-go-round, girlhood, usefulness, fortune, friendship, statesman, brother-in-law, population, fellow-boarder, smelling-salt.

### ***Exercise 2. Point out the nouns and define the class each belongs to.***

1. Don't forget, Pettinger, Europe is still the heart of the world, and Germany the heart of Europe. (*Heym*) 2. Pursuing his inquiries, Clennam found that the Gowan family were a very distant ramification of the Barnacles... (*Dickens*) 3. His face was sick with pain and rage. (*Maltz*) 4. He drank coffee, letting the warmth go through his cold, tired body. (*This is America*) 5. But there is only one place I met with the brotherhood of man, and it was in the Communist Party. (*This is America*) 6. The mysteries of storm and the rain and tide were revealed. (*Galsworthy*) 7. Having set the tea, she stood by the table and said slowly: "Tea's ready, Father. I'm going to London." (*Galsworthy*) 8. By this time, quite a small crowd had collected, and people were asking each other what was the matter. (*Jerome*) 9. There were several small losses: a spoon used for the baby's feeding, a pair of scissors. (*Lessing*) 10. He was professor of physics. (*London*) 11. A band of dark clouds lay across the sky, and underneath it was the last pale brilliance of the evening. (*Murdoch*) 12. "I have some luggage," he said, "at the Brumlehurst Station," and he asked her how he could have it. (*Wells*) 13. In the kitchen Bowen read the telegram aloud. (*Amis*) 14. The crowd laughed and moved, pushing every way and everybody. (*This is America*) 15. De Witt fished through his pockets, found his eyeglasses, carefully slipped them out of their case... (*Heylri*) 16. A stone caught her heel. (*Maltz*) 17. George suggested meat and fruit pies, cold meat, tomatoes, fruit and green stuff. (*Jerome K. Jerome*) 18. The silvercoloured carpet felt wonderfully soft beneath his feet, the furniture was of a golden wood. (*Galsworthy*) 19. The major seemed to be looking out at the sky... (*Heytn*) 20. Winslow spoke with his usual caustic courtesy. (*Snow*) 21. The bourgeoisie is cowardly. (*London*) 22. The moon was shining through the tree stems when they sat again side by side on the log seat. (*Galsworthy*) 23. "It's not Sunday, tomorrow," said Karg. (*Heytn*) 24. He looked down at his audience. (*Heyrri*) 25. His hair was grey and he was short and fat. (*Hemingway*)

### ***Exercise 3. Give the plural of the following nouns.***

Face, portfolio, swine, house, tomato, hearth, mother-in-law, basis, clergyman, ox, cry, key, fox, downfall, looker-on, rock, bush, enemy, leaf, roof, genius, hero, bunch, sheep, ship, criterion, youth, journey, penknife, man-of-war, loss, datum, goose, deer, pie, Englishwoman, wolf, mouse, formula, bath, volcano, possibility, forget-me-not, foot, handkerchief, thief, crisis, stepdaughter, birth, echo, finger-tip, court martial, joy, mischief-maker, extremity, spy, lie.

**Exercise 4. Use the appropriate form of the verb.**

1. "There — money in my pocket," I said to the porter, (is, are) (*Hemingway*) 2. I know my hair \_\_\_ beautiful, everybody says so. (is, are) (*Hardy*) 3. The works \_\_\_ his country, his home, his reason for being, (was, were) (*Heym*) 4. These white swine — not live, (does, do) (*Sabatini*) 5. Means \_\_\_ easily found, (was, were) (*Thackeray*) 6....this watch \_\_\_ a special favourite with Mr. Pickwick, having been carried about... for a greater number of years than we feel called upon to state, at present, (was, were) (*Dickens*) 7. "Good," I said. "No one shall tell me again that fish — no sense with them." (has, have) (*Llewellyn*) 8. The deer \_\_\_ ravaging the man's fields, (was, were) (*Twain*) 9. Money \_\_\_ so scarce that it could fairly be said not to exist at all. (was, were) (*Dreiser*) 10. I was here before the gates \_\_\_ opened, but I was afraid to come straight to you. (was, were) (*Dickens*) 11. The papers \_\_\_ dull, the news \_ local and stale, and the war news \_\_\_ all old. (was, were) (*Hemingway*) 12. At Capracotta, he had told me, there \_\_\_ trout in the stream below the town, (was, were) (*Hemingway*) 13. The sugartongs \_\_\_ too wide for one of her hands, and she had to use both in wielding them, (was, were) (*Ch. Bronte*) 14. Her hair \_\_\_ loose and half-falling, and she wore a nurse's dress, (was, were) (*Hemingway*) 15. And the baggage \_\_\_ apparatus and appliances, (contain, contains) (*Wells*) 16. The china \_\_\_ good, of a delicate pattern, (was, were) (*Dreiser*) 17. The nurse's wages.: \_\_\_ good... (was, were) (*Collins*)

**Exercise 5. Explain the use of the genitive case.**

1. For four months, since in the canteen she saw Jon's tired smile, he had been one long thought in her mind. (*Galsworthy*) 2. Agnes was at her wit's-end. (*Lindsay*) 3. Since his illness, however, he had reluctantly abandoned this attempt to get twenty four hours' work out of each day. (*Murdoch*) 4....the Radicals' real supporters were the urban classes. (*Galsworthy*) 5. To Elizabeth it seemed that the lines with which fear had falsely aged his face were smoothed away, and it was a boy's face which watched her with a boy's enthusiasm. (*Greene*) 6. For his honor's sake Torn has got to commit suicide. (*Saroyan*) 7. They were to leave the house without an instant's delay and go at once to the river's edge and go aboard a steamer that would be waiting there for them. (*Buck*) 8. And he lifted his strange lowering eyes to Derek's. (*Galsworthy*) 9. I was encouraged when, after Roger had proposed the guest of honor's health, Lufkin got up to reply. (*Snow*) 10. "Where are the children?" "I sent them to mother's." (*Cronin*) 11. Philip heard a man's voice talking quickly, but soothingly, over the phone. (*Shaw*) 12. Presently Rex was on his two miles' walk to Offendene. (*Eliot*) 13. That early morning he had already done a good two hours' work. (*Galsworthy*) 14. Bowen sat on the veranda of Buckmaster's house. (*Amis*) 15. Crime is the product of a country's social order. (*Cronin*) 16. I spotted the bride's father's uncle's silk hat on the seat of a straight chair across the room. (*Salinger*) 17. I spent Christmas at my aunt Emily's. (*Braine*) 18. We took some bread and cheese with us and got some goat's milk up there on the pasture. (*Voynich*) 19. He was still thinking of next morning's papers. (*Snow*) 20. Why, for God's sake, why must we go through all this hell? (*Saroyan*) 21. A man stepped out from a tobacconist's and waved to them, and the car slid to the kerb and. stopped. (*Greene*) 22. A woman's love is not worth anything until it has been cleaned of all romanticism. (*Murdoch*) 23. Her skin was as dry as a child's with fever. (*Greene*)

**Exercise 6. Put the noun in the genitive case. Explain the use of the genitive case.**

1. Well, I'd rather be married to a saint that never saw my good looks than to a sinner who saw every other \_\_\_. (woman) (*Buck*) 2. The breakfast table at \_\_\_ was usually a very pleasant one, and was always presided over by Bella. (Mr. Boffin) (*Dickens*) 3. "I think \_\_\_ friendships are much deeper than \_\_," Mrs. Thompson said, (men, women) (*Braine*) 4. That night he had chosen a basement bar a \_\_\_ throw from Scotland Yard... (stone) (*Hansford Johnson*) 5. As he passed through the \_\_\_ room he saw an evening paper spread out conspicuously on the desk of the \_\_\_ nephew. (clerks, director) (*Greene*) 6. But I suppose that need not prevent us from quarrelling to our \_\_\_ content in future, (heart) (*Voynich*) 7. With one cold glance could she send me back into childhood with all a lonely \_\_\_ terrors and shames, (child) (*Lindsay*) 8. I will even go farther, if you like, and admit, for \_\_\_ sake and for \_\_\_ sake, that the identity of Lady Glyde, as a living person, is a proved fact to Miss Halcombe and yourself, (courtesy, argument) (*Collins*) 9. He stopped to dinner that evening and much to \_\_\_ satisfaction made a favorable impression on her father. (Ruth) (*London*) 10. He said to her: "Look at my brother \_\_\_ property." (James) (*Galsworthy*) 11. He had not been at \_\_\_ for nearly two years. (Timothy) (*Galsworthy*) 12. Benson... was listening among the \_\_\_ representatives cocking his head on one side, (workers) (*Lindsay*) 13. He had never thought that a mere \_\_\_ hand could be sweetly soft, (woman) (*London*) 14. But he was daunted the next moment by his own and \_\_\_ insignificance. (Milly) (*Greene*) 15. But by that time the bride was near the end of the first \_\_\_ journey towards Florence, (day) (*Dickens*) 16....he too wished she had remained at home, as did most of the \_\_\_ families, (congressmen) (*Stone*) 17. You need a good \_\_\_ sleep, (night) (*Shaw*) 18. Haven't you noticed that other \_\_\_ bread-and-butter is always much nicer than your own? Robert is like that. He always prefers \_\_\_ fireside, (people, somebody else) (*Maugham*) 19. The \_\_\_ wives were more expensively dressed than the Civil \_\_\_, and in general more spectacular, (politicians, servants) (*Snow*) 20. One evening, on the way to the \_\_\_, I saw Irwing sitting on the steps of his house, (grocer) (*Saroyan*) 21. I cannot be blamed for all my \_\_\_ doings, (kin) (*Lindsay*)

**Exercise 7. Translate into English, using a noun in the genitive case where possible.**

Давид провел две недели в Ярмуте у мистера Пеготти. Уезжая в Ярмут, мальчик ничего не знал о предполагаемом (*intended*) браке своей матери. После путешествия, которое длилось несколько часов, Пеготти с Давидом прибыли в Ярмут. Приближаясь к дому мистера Пеготти, Давид увидел детскую фигурку, стоявшую на пороге. Дядя Хэма и Эмили усыновил их, когда они были детьми. Пеготти с гордостью говорила о доброте своего брата. Двухнедельное пребывание в Ярмуте доставило Давиду большое удовольствие. В присутствии мужа миссис Конперфильд боялась приласкать своего сына. После минутной нерешительности Давид подошел к миссис Конперфильд и поцеловал ее. После смерти жены мистер Мердстон послал Давида в Лондон, где мальчик должен был работать в торговом доме (*warehouse*) Мердстона и Гринби.

## THE NOUN

**Exercise 1. Write the plural form of the following.**

**A) regular nouns**

story, play, glass, flag, photo, name, match, knife, bush, chief, page, radio, roof, prize, set, key, factory, wolf, piano, class, cup, city

**B) irregular nouns**

child, goose, man, foot, mouse, woman, sheep, person, deer, tooth, ox

**C) nouns of Greek or Latin origin**

criterion, datum, formula, crisis, stimulus, index, phenomenon, medium, oasis, nucleus, memorandum, basis, radius, analysis, symposium, hypothesis

**D) compound nouns**

fellow-worker, merry-go-round, man-of-war, passer-by, sister-in-law, forget-me-not, room-mate, lily-of-the-valley, ticket-holder, commander-in-chief, governor-general

**Exercise 2. Divide the following words into two columns:**

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
...	...

*you must get 25 uncountable nouns.*

furniture, coffee, leaf, food, computer, list, blood, job, work, language, country, advice, information, money, progress, permit, permission, baggage, luggage, beach, traffic, weather, window, knowledge, air, water, holiday, damage, accommodation, scenery, scene, pigeon, bread, mountain, kick, news, accident, laugh, flour, laughter

**Exercise 3. Translate the following sentences into Russian paying attention to the words in bold type.**

1. The windows in his car are made of unbreakable glass. 2. He gave me a glass of water. 3. These are the works of Shakespeare. 4. He is not at home, he is at the works. He is installing new equipment. 5. His work is rather dull, he thinks. 6. Do you have scales? I want to weigh this fish. 7. Celsius or Fahrenheit scales are used in many countries. 8. I spilled the water, give me a cloth, please. 9. Have you bought cloth for draperies? 10. He's got his car insurance police. 11. She always criticizes the government's policy. 12. I need an iron to press my dress. 13. These items are made of iron. 14. There is neither salt nor pepper on the table. 15. He planted several peppers in the hothouse. 16. Would you like some chocolate? 17. She took chocolate out of the box. 18. He meets a lot of people every day. 19. A lot

of different peoples live in Asia. 20. They run a very profitable business somewhere in South Africa. 21. Business is an essential part of American life.

**Exercise 4. Match the word on the left with its partner on the right.**

*Example: a piece/music — a piece of music*

1) a lump	a) lightening
2) a bit	b) thunder
3) a flash	c) clothing
4) a stroke	d) air
5) a slice	e) salt
6) a clap	f) bread
7) a sum	g) rain
8) an article	h) milk
9) a loaf	i) soap
10) a bar	j) toothpaste
11) a spot	k) cloth
12) a carton	l) furniture
13) a tube	m) paper
14) a puff	n) cheese
15) an item	o) money
16) a sheet	p) luck
17) a strip	q) ice
18) a grain	r) sugar
19) a block	s) information
20) a breath	t) smoke

**Exercise 5. Change the uncountable nouns in bold type into countable ones in the sentences using the words from Exercise 4.**

Example: Buy some bread on your way home. —  
*Buy a loaf of bread on your way home.*

1. I had *luck* in the casino yesterday. 2. I saw *lightening* and then heard *thunder* in the west. 3. How much *luggage* have you got with you? 4. Would you like some more *cake*? 5. Daddy brought me milk *chocolate*! 6. He blew *smoke* out of his pipe into the open window. 7. How much *sugar* do you take with your tea? 8. We need to buy some *furniture* for our kitchen. 9. Give me please brown shoe *polish*. 10. He told us very interesting *information* last night,

**Exercise 6. Write out the nouns which are used only in the plural form (you must get 25 nouns).**

athletics, cattle, scissors, taxes, pyjamas, economics, police, news, means, goods, pants, subjects, billiards, darts, outskirts, premises, mechanics, spectacles, clothes, stairs, maths, shorts, tights, gymnastics, congratulations, crossroads, patience,



scales, lodgings, foundations, equipment, research, authorities, soap, contents, looks, countryside, traffic-lights, tongs, toothpaste, headphones, delays, binoculars, electronics, eyes, trousers

**Exercise 7. Complete the following table and give the corresponding singular or plural form of the nouns, if any. If there is no the corresponding form, put a v. The first two words are given as examples.**

Singular	Plural	Singular	Plural
means	means		
V	scissors		

means, scissors, pence, Frenchman, Roman, photo, physics, cloth, sheep, halves, news, sleeves, mice, species, contents, athletics, series, knowledge, feet, phenomena, clothes, bases, headquarters, Japanese

**Exercise 8. Find the odd word in the chain of the nouns.**

*Example: tea — butter — **onions** — meat*

- 1) trousers — spectacles — scales — news
- 2) advice — knowledge — contents — progress
- 3) phonetics - vacation - goods – information
- 4) criteria — datum — oases — radii
- 5) mice — men — goats — geese
- 6) police — work — weather — furniture
- 7) congress — team — government — equipment
- 8) water — potato — milk — bread
- 9) time — business — stone — bird
- 10) means — species — crossroads — wolves
- 11) thanks — barracks — congratulations — authorities
- 12) diagnoses — roofs — cattle — accommodation
- 13) premises — mechanics — darts — laughter
- 14) success — research — applause — path

15) journey — voyage — travel — walk

**Exercise 9. Open the brackets and choose the proper form.**

1.1 feel that the jury already (have/has) thought that you are innocent. 2. The government (was/were) not able to pursue the policy which had been promised before the elections. 3. The police (is/are) investigating the case now. 4. The crew of the plane (consist/consists) of four people. 5. His company (was/were) founded in 1996. 6. The party (was/were) in full swing. The music was playing, the company (was/were) eating and drinking. 7. My family (is/are) early risers, so at 11 o'clock p.m. the family (is/are) always in bed. 8. The cattle (is/are) in the field next to it. 9. The committee (is/are) full of enthusiasm. 10. Such an organization as the board of directors (is/are) elected by stockholders. 11. The ship turned out to be a good ship, the crew (was/were) skilled seamen. 12. The government usually (consist/consists) of the prime minister and several ministers. 13. The average American family (have/has) three children. 14. The jury (is/are) represented by twelve people. 15. The crops (is/are) good this summer,

**Exercise 10. Fill in the blanks with the appropriate form of the verb to be.**

**A)**

1. The crew \_\_\_ rescued by our boat. 2. Her clothes \_\_\_ very fashionable. 3. Your advice \_\_\_ always welcome. 4. The information he gave us \_\_\_ very useful. 5. A little money \_\_\_ better than nothing. 6. That species of spiders \_\_\_ commonly seen in deserts of North Africa. 7. I think her hair \_\_\_ dyed. 8. No news \_\_\_ good news. 9. I don't want to work here. The equipment \_\_\_ too complicated. 10. There \_\_\_ a lot of sheep in the field. 11. I think this \_\_\_ detailed research. 12. Where \_\_\_ my spectacles? 13. The phenomena \_\_\_ unusual. 14. Mathematics \_\_\_ difficult, but physics \_\_\_ more difficult to my mind. 15. The cattle \_\_\_ up the hill.

**B)**

1. Look out! The stairs \_\_\_ very old. 2. In my opinion, looks \_\_\_ very important for an actor. 3. The police \_\_\_ responsible for these actions. 4. Criteria \_\_\_ changing, you know. 5. The committee \_\_\_ set up several months ago. 6. The traffic \_\_\_ very heavy in this street. Be careful at the corner. When the traffic-lights \_\_\_ red, don't cross the street. 7. The working wages \_\_\_ up. 8. The knowledge she has got at college \_\_\_ very deep. 9. The carrots \_\_\_ delicious. 10. The vacation \_\_\_ always fun. 11. The funeral \_\_\_ usually a sad occasion. 12. The evidence \_\_\_ against him. 13. The contents of the letter \_\_\_ made public. 14. The opera-glasses \_\_\_ out of focus. 15. The grapes \_\_\_ ripe.

**Exercise 11. Match the words on the left (1-10) with the appropriate phrases on the right (a-j) to get 10 sentences.**

- |                     |                                |
|---------------------|--------------------------------|
| 1) Your advice      | a) are located outside London. |
| 2) Our headquarters | b) she lent us was not enough. |
| 3) The money        | c) are fit.                    |

- |                    |  |
|--------------------|--|
| 4) The premises    | d) is an important part of the Olympic Games.      |
| 5) The information | e) are often deceptive.                            |
| 6) Best news       | f) is installed in our new shop.                   |
| 7) New equipment   | g) against applying for that job was good.         |
| 8) Athletics       | h) was not reliable. It was published in tabloids. |
| 9) The scales      | i) is always printed in morning newspapers.        |
| 10) Appearances    | j) where he worked were in the suburbs.            |

***Exercise 12. Find the mistakes in the following sentences and correct them. Some sentences have more than one mistake.***

1. We had such a terrible weather that we left the hotel in the country (we did not have heatings there) and took an accommodation with a fire place in town instead.  
 2. Yesterday I got a permission to go there. What about you? Have you got your permits?  
 3. I love French impressionists but I would need an advice from a specialist before I bought any. My knowledges in that area are very poor.  
 4. Her works are definitely making great progresses these days. She has done a lot of researches lately.  
 5. Have you heard that Jack's lodging is in London, but in the outskirts of the city? These are interesting news, aren't they?  
 6. The police is looking for the criminals who escaped last night. The informations about them were sent to all the police stations of the district.  
 7. Political and economic crises is frequent for Africa.  
 8. How many luggages are you taking? Oh, I think you won't be able to cope with them. You'll have to hire a porter.  
 9. Last week was awful for her. She had two tooth pulled out, her childs got ill and finally her husband lost moneys.  
 10. The tights is too loose for her.

***Exercise 13. Translate the sentences into English.***

1. Его советы всегда бывают такими убедительными (convincing). Почему ты никогда им не следуешь?  
 2. Какая ненастная (nasty) погода! В такую дождливую погоду лучше сидеть дома.  
 3. Она делает хорошие успехи в английском.  
 4. Я удивлен (be surprised), что она поверила этим странным новостям. Боюсь, они недостоверны. Кто их ей сообщил?  
 5. Мне кажется, эти весы сломаны.  
 6. Вчера я положил сюда деньги. Где они? Я не могу их найти.  
 7. Я считаю, что помещение для нашего магазина вполне подходящее.  
 8. Мне не нравятся эти джинсы. Мне кажется, та пара джинсов лучше.  
 9. Экипаж был готов выполнить (fulfil) приказ капитана.  
 10. Критерии часто меняются.  
 11. Ваши товары сделаны очень плохо.  
 12. Нику необходимо сшить (sew) новые брюки. У меня есть хорошая синяя материя.  
 13. Он купил буханку хлеба, пакет молока, кусок мыла и тюбик зубной пасты.  
 14. Информация о ценах очень интересна.  
 15. Здесь нет светофора, и перекресток очень опасное место.  
 16. Виды этих растений (plant) неизвестны.  
 17. Вдруг позади себя я услышал громкий смех.  
 18. Его знания по математике лучше моих.  
 19. Ты взял бинокль? — Нет, он нам не понадобится. Наши места во втором ряду (row).  
 20. Улики были важными, и он чувствовал, что суд присяжных был против него.  
 21. В Англии зарплата рабочим выплачивается каждую неделю.  
 22. Актеров встретили аплодисментами.  
 23. Мои часы отстают.  
 24. Морковь

богата витаминами. 25. Она считает, что современная одежда красива и удобна (convenient)

## NOUN STRUCTURES

**Exercise 14. Read and translate the following compound nouns. Find compounds which are countable (8), uncountable (6) and those which are used either in the singular (6) or the plural (6).**

heart attack, greenhouse effect, luxury goods, pedestrian crossing, contact lens, package holiday, food poisoning, mother tongue, birth control, roadworks, human rights, arms race, alarm clock, pocket money, hay fever, blood donor, blood pressure, data processing, generation gap, kitchen scissors, assembly line, sunglasses, labour force, race relations, windscreen wiper, brain drain

**Exercise 15. Match the words on the left (1-10) with their definitions on the right (a-j).**

- |                      |  |
|----------------------|--|
| 1) a baby-sitter     | a) your first language   |
| 2) a traffic jam     | b) money you pay on your salary  |
| 3) a box office      | c) an office where you buy tickets for trains  |
| 4) mother tongue     | d) an office where you buy tickets for cinemas   |
| 5) income tax        | e) a person who patrols streets to make sure you are not parked in the wrong place illegally |
| 6) handcuffs         | f) a knife for opening tins  |
| 7) greenhouse effect | g) a person who looks after children when their parents are out                              |
| 8) ticket office     | h) a long line of cars which move slowly because the road is busy                            |
| 9) a traffic warden  | i) it is caused by hair sprays and old fridges   |
| 10) a tin opener     | j) every policeman has them  |

**Exercise 16. Rewrite the following phrases according to the example.**

**Example:**

*a factory which produces automobiles — an automobile factory;*

*a man who drives a bus — a bus driver;*

*a machine that washes dishes — a dish washer;*

*paper for writing letters — writing paper.*

- 1) a shop that sells books;
- 2) an editor of a newspaper;
- 3) a person who pays taxes;
- 4) a brush for shoes;
- 5) cake made with raisin;
- 6) a garage for cars;
- 7) a company which provides insurance;

- 8) a bag made of leather;
- 9) a tool for sharpening pencils;
- 10) a book which has cheques;
- 11) a machine for washing clothes;
- 12) a license to drive a car;
- 13) a person who dresses and cuts hair;
- 14) an office that sells tickets;
- 15) a device for opening tins.

**Exercise 17.**

**A) Make up compound structures according to the example.**

**Example:**

*a child who is five years old — a five year old child*

- 1) a man whose height is six feet;
- 2) a walk which covers three miles;
- 3) a programme which lasts half an hour;
- 4) a flight which takes two hours and a half;
- 5) a hotel having four stars;
- 6) a lorry which can carry 5 tonnes;
- 7) a field of fifty acres.

**B) Paraphrase the sentences according to the example.**

**Example:**

*She's got a flat of two rooms. — She's got a two-room flat.*

*His trip lasted four days. — He had a four-day trip,*

1. He covered a distance of two miles.
2. Her holiday in California lasted 10 days.
3. They decided to take an interval of three hours.
4. She lives in a building that has sixteen storeys.
5. His call to Paris lasted five minutes.
6. While I was on holiday I met two charming girls of twenty years old.
7. He saw a film of two series yesterday.
8. She bought two bags of potatoes that weigh five kilos.
9. He gave us a banknote of fifty dollars to change.
10. I wrote a composition which covered twenty pages.

## **THE POSSESSIVE CASE**

**Exercise 18. Paraphrase the following using the possessive case.**

*Example: The son of our manager — our manager's son*

**A)**

- 1) the house of Mr. Smith;
- 2) a doll of the girls;
- 3) the works of Rembrandt;
- 4) a toy of the baby;
- 5) a meeting of the employees;
- 6) the bags of those women;
- 7) the orders of our boss;
- 8) the books of the children;
- 9) the cottage of my parents;
- 10) a garage of her cousin.

**B)**

- 1) coal deposits of the world;
- 2) the influence of the sun;
- 3) the atmosphere of the earth;
- 4) the joys and grieves of life;
- 5) the arrival of the ship;
- 6) icy mountains of Greenland;
- 7) the policy of the company;
- 8) gold reserves of Russia;
- 9) the gravitation of the planet;
- 10) the decisions of the commission.

**C)**

- 1) the mother of Kate and Mary;
- 2) the children of my aunt Ann;
- 3) the paintings by Picasso and Dali;
- 4) the gun of the commander-in-chief;
- 5) the times of Ivan the Terrible;
- 6) the speech of the Minister of Foreign Trade;
- 7) the correspondent of *the Herald Tribune*;
- 8) a flat of my father-in-law;
- 9) the wives of Henry the Eighth;
- 10) oil wells of Saudi Arabia.

**D)**

- 1) a cruise which lasts three weeks;
- 2) work which takes two hours;
- 3) a distance of five kilometres;
- 4) the operation which lasted four hours;
- 5) the flight which took three hours;
- 6) a semester of eight weeks;
- 7) the rest which lasted an hour;
- 8) a play of three acts;
- 9) a football match which lasts ninety minutes;
- 10) a telephone conversation which lasts three minutes.

**Exercise 19. Paraphrase the following using the possessive case.**

**Example:**

*I must sleep 9 hours a day to feel well. —  
I must have nine-hours' sleep to feel well.*

1. Every day at noon we have a break, which lasts fifteen minutes. 2. I can't understand why he is so tired. The distance he covered is a mile only. 3. The walk to the station was short. It took us ten minutes. 4. Last year we spent two weeks in Greece. The holiday was terrific. 5. If you want to get there, a trip will take you only five hours. 6. Don't take a training course that lasts a week. It won't do you good. 7. I slept only five hours yesterday because my train came late. 8. Yesterday our lesson lasted thirty minutes because our teacher was to leave at 12 o'clock. 9. If you want to have a voyage round Europe, you will need at least three weeks. 10. My workweek lasts five days.

**Exercise 20. Replace the nouns in the possessive case by the prepositional groups where possible.**

**Example:**

*He always takes his brothers' books. —  
He always takes books of his brothers.*

1. The only thing she wanted was to see her parents' house again. 2. No one could explain the young girl's behaviour at yesterday's supper. 3. Last Sunday's rugby match was disappointing. Our team lost. 4. The boy was looking through a children's magazine. 5. After an hour's break we resumed our work. 6. At that time he lived in a little flat for economy's sake. 7. It was four and a half hours' ride. 8. I don't like cow's milk. 9. He was puzzled by Ann and Peter's visit. 10. When Friday came, he was at his wit's ends. 11. She dropped in at the chemist's to buy some aspirin. 12. This is John's coat, and that is Peter's.

**Exercise 21. Translate into English using noun structures.**

1. Президент прибыл в страну с трехдневным визитом (2 варианта). 2. Мне нужно купить туфли. Ты не знаешь, где здесь обувной отдел (department)? 3. Никто не знал, что сказать, и наступило минутное молчание. 4. Когда утром он спустился в столовую, на столе лежали остатки (remains) вчерашнего ужина. 5. Доклад главнокомандующего был краток. 6. Мне кажется, что проблема «отцов и детей» — вечная (eternal) проблема. 7. Эта дорога закрыта. Ведутся дорожные работы. 8. «Утечка мозгов» — острая (acute) проблема развивающихся (developing) стран. 9. Ты считаешь, что в Китае необходимо ввести (implement) регулирование рождаемости? 10. Приезд Поля и Кет был неожиданностью (surprise) для тети Эня. 11. Самые богатые залежи (deposits) нефти находятся в Арабских Эмиратах. 12. Проблемы, с которыми человечество столкнулось в конце двадцатого века, — это загрязнение воздуха и воды, а также «парниковый эффект». 13. После

двухчасовой прогулки все захотели есть (2 варианта). 14, Портрет жены Рембрандта — одна из самых известных картин художника. 15, Этому замку триста лет.

## TEST

*Choose the right variant.*

1. His advice\_\_\_always reasonable. I advise you to follow\_\_\_.  
a) are, them                      c) is, it  
b) are, it                          d) is, them
2. The applause\_\_\_deafening. I can't stand\_\_\_any longer. Let's go out.  
a) are, them                      c) is, them  
b) is, it                            d) are, it
3. The second witness's evidence\_\_\_more convincing. \_\_\_made me believe that the suspect is innocent.  
a) are, it                          c) are, they  
b) is, it                            d) is, they
4. Look, her clothes\_\_\_brand new. Where did she get the money to buy\_\_\_?  
a) is, it                            c) are, them  
b) are, it                            d) is, them
5. The Browns who lived in\_\_\_house\_\_\_dining with the Harrisons who\_\_\_their best friends.  
a) a three-storey, were, were                      c) a three-storey's, were, were  
b) three-storeys, were, was                      d) three-storeys', was, were
6. The information he gave us\_\_\_convincing. I don't think we should check\_\_\_.  
a) is, it                            c) are, them  
b) is, them                          d) are, it
7. Her pyjamas\_\_\_made of silk. I like\_\_\_very much.  
a) is, it                            c) are, it  
b) is, them                          d) are, them
8. These scissors\_\_\_dull! I can't cut anything with  
a) are, them                      c) is, it  
b) is, them                          d) are, it
9. When I move to London, I'll have to find lodgings. I'm afraid\_\_\_will be very expensive and I'll have to pay for\_\_\_half of my salary,  
a) it, it                            c) they, it  
b) they, them                      d) it, them



10. I think billiards\_\_\_a dull game. I wonder why the youth nowadays\_\_\_so fond of\_\_\_?

- a) are, is, it                      c) are, are, them  
b) is, are, it                        d) is, are, them

11. He is so depressed. The contents of the letter\_\_\_ made public. General public\_\_\_discussing\_\_\_.

- a) have been, is, them                      c) have been, are, them  
b) has been, are, it                          d) has been, is, it

12. Look! Goods\_\_\_displayed in the window. The manager says that there will be\_\_\_sale.

- a) are, two-days'                      c) are, a two-days  
b) is, two-day's                        d) is, a two-day

13. Our family \_\_\_\_ good at playing draughts. Draughts\_\_\_\_our favourite game.  
We play\_\_\_\_every weekend.

- a) is, is, it                      c) are, are, them  
b) are, is, it                      d) is, are, it

14. Stop! The traffic\_\_\_heavy and the traffic lights \_\_\_red. In\_\_\_time you will cross the street.

- a) is, is, two-minutes                      c) are, is, a two-minutes'
- b) are, are, a two-minute                    d) is, are, two-minutes'

15. He spent\_\_\_\_holiday at the\_\_\_\_\_.

- a) a week, Richardsons'                      c) a weeks, Richardsons  
b) week's, Richardson                      d) week, Richardson's

16. She was going for\_\_\_walk across the fields to the\_\_\_house. She was sure that he would help her because it was the duty of\_\_\_to help poor people like her.

- a) a ten-miles, governor's-general, governor-generals  
b) a ten-mile's, governor-general's, governors-general  
c) a ten-mile, governor-general's, governor-generals  
d) ten miles', governor-generals', governors-general

17. She wished she had a little garden with\_\_\_and like that of\_\_\_.

- lilies-of-the-valleys, forgets-me-nots, Mrs. Sand
- lily-of-the-valleys, forget-me-nots, Mrs. Sand's
- lilies-of-the-valley, forget-me-nots, Mrs. Sand's
- lilies-of-the-valleys, forgets-me-not, Mrs. Sand

18. Take your\_\_\_and get out with\_\_\_! You got my \_\_\_ notice, didn't you?

- a) belonging, it, two weeks                      c) belongings, them, two week's
- b) belongings, it, a two weeks                  d) belonging, them, two week's

19. We want to equip our factory with\_\_\_\_and to install\_\_\_\_ in the assembly shop.

- a) new machineries, them                      c) new machines, it
- b) a new machinery, it                      d) new machinery, it

20. Have you got all the\_\_\_\_of Byron in your home library? — Yes, I have, but I haven't read all of\_\_\_\_\_.

- a) works, them                      c) works, it
- b) work, it                      d) work, them

## THE NUMERAL

### Exercise 1. Answer the questions. Write the numbers in full.

1. How many minutes are there in two hours? 2. How many kilometers are there in a mile? 3. What is your normal temperature? 4. How much do you weigh? 5. How many cents are there in \$2,5? 6. How many days are there in a year? 7. When were you born? 8. What is your telephone number? 9. What is the number of your flat? 10. What is the approximate population of Russia?

### Exercise 2. Write these numbers in English.

- |                   |  |
|-------------------|--|
| 1) 567            | 11) 3 August                             |
| 2) $6\frac{1}{2}$ | 12) 969 64 85 (telephone number)         |
| 3) 3,267          | 13) ~3 Centigrade                        |
| 4) 8.93           | 14) (In) 1907                            |
| 5) 0.34           | 15) $3^3$                                |
| 6) $7\frac{1}{2}$ | 16) 3,000,000,000                        |
| 7) 2,359,000      | 17) 7,082                                |
| 8) 11.06          | 18) 40-0 (the result in a tennis game)   |
| 9) 58%            | 19) 37%                                  |
| 10) 9 May         | 20) 4-1 (the result in a football match) |

### Exercise 3. Write the answers to these sums and read them aloud.

1) 47 and 34 is\_\_\_ 2) 33 multiplied by 4 is\_\_\_ 3) 45 times 4 is\_\_\_ 4) 314 plus 216 is\_\_\_ 5) 112 minus 45 is\_\_\_ 6) Add 12 and 4, multiply by 8, then subtract 40 and divide by 11. You have got\_\_\_. 7) 90 divided by 6 is\_\_\_ 8) Divide 66 by 11, multiply by 5, add 20, and subtract 18. You have got\_\_\_.

### Exercise 4. Correct the mistakes (if any) in these sentences.

1. The radio said that there were more than ten thousands people taking part in the meeting. 2. She bought two dozens eggs. 3. My birthday is on the twenty-one of March. 4. His telephone number is four six seven, five nought, nine two. 5. There are two hundred fifteen pages in this book. 6. Write down the following: zero point six hundred and twelve plus six point nought two. 7. This is twenty-five per cents of the total. 8. The game ended with the score three nought. 9. The temperature is two degrees below oh. 10. He was born in nineteen eighty-first.

### Exercise 5. Translate into English. Write the numbers in full.

1. Он заплатил за это ожерелье (necklace) пятнадцать с половиной тысяч долларов. 2. Подождите полчаса, пожалуйста. Документы скоро будут готовы. 3. Нам нужно спешить. Самолет улетает через полтора часа. 4. Сколько безработных (unemployed) в этом городе? — На сегодняшний день 2338 человек. Джейн купила три дюжины яиц. 6. Он родился 3 октября 1979 года. 7. На митинге присутствовало три тысячи студентов. 8. Тысячи студентов заканчивают колледжи Оксфорда и Кембриджа ежегодно. 9. Миллионы звезд ярко мерцали (sparkle) на черном южном небе. 10. Если тебе нужно вызвать

пожарную команду (fire brigade), звони 01. 11. Его состояние (fortune) составляет три миллиона долларов. 12. Одна четверть равна 25-ти процентам. 13. Этот замок (castle) был построен во времена Генриха V. 14. Один дюйм (inch) равен двум с половиной сантиметрам. 15. Эти дома были построены в девяностые годы девятнадцатого века.

## THE NUMERAL

### **Ex. 1. Give the right form of the figures in brackets in letters.**

1. My birthday is on ... of.... 2. They got flat (40) on (5) floor in house (123). 3. Find file (11) and correct (2) sentence. 4. Catherine (2) put a monument to Peter (1) in St. Petersburg. 5. - What's the date today? - It's ... of ... today. 6. Read (3) paragraph. 7. My son is (21) today. 8. They are celebrating their (15) anniversary on Saturday. 9. Take (1) turning to the right. 10. You'll find text (12) on (30) page. 11. We live on (6) floor. 12. Is (2) o'clock all right with you? 13. There are more than (200) languages spoken in Nigeria. 14. A (1000) is a (1000) years. 15. In the jungle we were attacked by (1 000 000) of mosquitoes. 16. If you need money badly, we can give you a loan of (200) dollars. 17. Will you give me (2) chance? 18. (2) song will certainly become a hit. 19. He was said to have salted away (4 000 000) dollars. 20. There are (300) kinds of macaroni in Italy. 21. Statistics say that more than (4 000 000) adults in Britain have trouble with reading and writing.

### **Ex. 2. How do you say these numbers in English? Write your answers after each one.**

1. 462
2. 2 1/2
3. 2,345
4. 6.75
5. 0.25
6. 3 1/3
7. 1,250.000
8. 10,04
9. 47 %
10. 10 September
11. 3 July
12. 602 8477 (phone number)
13. -5° Centigrade
14. In 1903
15. In 2001
16. 0.7

### **Ex. 3. Insert the right article if necessary.**

1. Today in court we are listening to ... case 243. 2. ... second part of the book was much more interesting than ... first one. 3. ... participle one is used for building up progressive tenses. 4. ... second participle is used to build up Passive forms. 5. ... flight 579 starts at five sharp. 6. The planes came again for ... second attack. 7. Let's regard it as ... first step, just ... beginning. 8. It was ... first-night and the actors were nervous. 9. ... exercise 27 begins at ... page 44. 10. ... year passed, then ... second, and ... third, but there was still no news. 11. They agreed to meet on ... Fifth Avenue near ... building No. 112. 12. ... two years in Africa taught him a lot. 13. ... flat 55 is on ...

fifth floor. 14. The room was at ... sixes and sevens. 15. This style was in fashion in ... eighties. 16. It was ... fifty-fifty deal. 17. She was ... third-year medical student.

**Ex. 4. Write answers to these problems.**

1. 23 and 36 is... . 2. 24 times 8 is ... . 3. 80 minus 20 is ... . 4. 65 divided by 13 is ... . 5. Add 10 and 6, multiply by 8, then subtract 40 and divide by 11. What have you got left? 6. Divide 33 by 11, multiply by 7, and subtract 16. What number is left?

**Ex. 5. Answer these questions. Write your answers in words.**

1. When were you born? 2. How much do you weigh? 3. What is the number of the flat or the house where you live? 4. Is that an odd or an even number? 5. What is the approximate population of your town? 6. What is the approximate population of your country? 7. What is the normal temperature of a healthy person? 8. How many kilometers are there in a mile? 9. How many years are there in a millennium?

**Ex. 6. Read and translate the sentences. Comment on the words in bold type.**

1. She is a second cousin of Mark's father. 2. He was quite certain she had no need or desire to meet with him a second time. 3. Edvina returned to her book without giving her mother a second glance or a second thought. 4. It's said that everything goes in threes. 5. And then, to be a second wife was so much more difficult than to be a first. 6. I'm glad they've gone to Venice for a second honeymoon. 7. He was heavily defeated in a second round of local elections. 8. In the bookshop to his delight Maxim spotted a copy of "The Young Lions" by Irwin Shaw, his favourite writer. It was a first edition, published in 1948. 9. Over the years I have acquired a sixth sense about my mother's mood. 10. Is it possible to find a second job? 11. A third clerk left her desk and prepared to leave. 12. Without a second thought Blackie said urgently, "I have a solution, Emma! Marry me!" 13. The boy slopped through the ledge on all fours. 14. I think it's better this way, that we go out in twos and threes — less noticeable, for one thing. 15. I was worried. Everything seemed to be at sixes and sevens. 16. I began, as they say, to put two and two together. 17. A first class college offers you the highest standards of educating. 18. Elevenses is a light snack that you have in the middle of the morning.

**Ex. 7. Translate into English.**

1. Я родился 31 декабря, так что это двойной праздник для меня. 2. Ум хорошо, а два лучше. 3. Конференц зал находится на четвертом этаже. 4. Школа №1236 находится на 15-й Парковой улице. 5. Дело номер 587 слушается в шестой комнате. 6. Седьмая часть прибыли этой фирмы идет на благотворительность. 7. - Как насчет второй чашечки кофе? — Спасибо, одной достаточно. 8. Он сделал вторую, третью попытку, и лишь четвертая увенчалась успехом. 9. У них большая семья. Вторая машина не помешала бы. 10. В гараже две машины. Одна папина, а вторая моего старшего брата. 11. Александр закончил школу в 2001 году. 12. Кто говорит, что третий лишний? Наоборот, бог троицу любит. 13. Сейчас я перечитываю «Тысячу и одну ночь». 14. Население этого города - семь миллионов человек. 15. Первая любовь не забывается. 16. Они

встретились на премьере. 17. Давай устроим чай на двоих, хорошо? 18. Книгами А. Кристи зачитываются миллионы. 19. Многим нравятся фильмы шестидесятых. 20. Ему было где-то ближе к пятидесяти. 21. Мои друзья живут на Третьей улице Строителей. 22. Дети пробрались через изгородь на четвереньках. 23. Вода покрывает четыре пятых земной поверхности. 24. В Ватикане 11 500 комнат. 25. В республике Сан-Марино живет всего 20 000 жителей.

## SUBSTANTIVIZED PARTS OF SPEECH

**Ex. 8. Read and translate the sentences. Comment on the words in bold type.**

1. Let me have my say! 2. May I have a think? 3. No ifs, no buts, no more cuts. 4. We are among the don't knows. I first heard it from someone who is in the know. 5. It was her duty to feed, punish, dress and bed down seven of the eight children. 6. I hope you'll approve my plans and give me the go-ahead. 7. These stores specialize in seconds. 8. She believed her servants to be real finds. 9. A cup of hot lemon tea will do you a lot of good. 10. She had restored to alcohol as an anodyne for her ills only in the last year. 11. Emma had many imperatives but the first one was her child. 12. The cloth manufacturers were making khaki and navy and air force blue for Great Britain and her allies. 13. These pictures satisfy the European taste for the fantastical, the exotic and the sublime. 14. He is argumentative. He's had several run-ins with Gideon recently, and when Gideon was not in the least at fault. 15. This attractive book is a "must-have" for all lovers of fine food. 16. I do sit-ups for ten minutes every morning. 17. We've been through thick and thin over the years. You are my very best friend. 18. They were opposites both in appearance and in character. 19. This Ranger defended the weak against the powerful in the American Midwest. 20. We usually store our impressions in our subconscious. Sometimes what truly frightens a person can come to the fore in sleep, when the unconscious rises. 21. "What if they come after us?" said Mr. Bucket. "What if they capture us?" said Mrs. Bucket. "What if they shoot us?" said Grandma Georgina. "You'll never get anywhere if you go about what-iffing like that. Would Columbus have discovered America if he'd said 'What if I sink on the way over? What if I meet pirates? What if I never come back?' He wouldn't even have started. We want no what-iffers around here."

**Ex. 9. Read and translate the sentences. Find substantivized parts of speech and comment on them.**

1. With the wisdom of the old she found a way out. 2. The uniform suits you. You should wear more blue. 3. She knew she had done me a terrible wrong. 4. After a most enjoyable Maths lesson I felt it was my duty as a monitor to lecture the first years on the importance of having spotless finger nails. 5. The young are slaves to novelty, the old to custom. 6. The most learned are not the wisest. 7. The room was bursting with sofas and chairs and mahogany whatnots. 8. Fascinated, she walked slowly around the bedroom, which was decorated in a mixture of greyish pinks, smoky blues and greens. 9. "Why do you think you had this flashback all of a sudden?" Catherine asked curiously. 10. He was a German through and through. 11.

It's a possible, but I must think about it. 12. Will you drop in at the shop and buy a bitter for me? 13. And then the unpredictable happened. 14. Why, one might say we're more English than the English. 15. Convention is the great enemy of human good. 16. The wise must endure fools. 17. After a storm comes a calm. 18. Matilda was losing her cool. 19. For their own good and for the good of society, they should be interned behind barbed wire. 20. Promptness in business is a must. 21. There are so many Englishes in the world.

**Ex. 10. Substantivize the following words and make up sentences of your own with them.**

Classic, essential, fundamental, extreme, romantic, negative, must, if, not, Roman, up, down, five, educated, Irish, radical, cold, official, remake, royal.

**Ex. 11. Translate into English.**

1. «Зеленые» протестуют против строительства здесь химического завода. 2. Моя любимая популярная группа — «Неприкасаемые». 3. Мистер Маршал — всезнайка. 4. Впервые отец и сын разговаривали как равные. 5. Это мои производственные технологии (умения), и я никому их не дам. 6. Потенциал человека — это набор способностей и талантов, с которыми он родился. 7. Он ведет себя как дикарь, хотя и считает, что принадлежит к избранным. 8. Двухнедельный отпуск, который они провели в Венеции, был для них вторым медовым месяцем. 9. Летом он предпринял третью поездку в Гималаи. 10. Мой дядя — большой либерал. 11. Нам нужны истинные профессионалы, чтобы выполнить эту работу. 12. Это настоятельная необходимость, так что я не принимаю никаких «нет». 13. — Какая славная кошечка! — Это не она, а он. 14. Произошло нечто из ряда вон выходящее. 15. У многих учителей бывают любимчики.



## The passive

**Ex. 1 Use the required tense of the Passive Voice instead of the infinitives in brackets.**

1. Each candidate (to question) in turn by two separate examiners.
2. Andrew saw at once that she (to instruct) carefully beforehand.
3. He insisted on seeing the article before it (to publish).
4. He opened his eyes and (to blind) by a circle smaller than the moon.
5. Not a single copy of the books he spoke of ever (to ask).
6. I (to inform) that you (to see) in Church Street in conversation with a young gentleman.
7. The room just (to move) into, it smells wet paint.
8. He didn't utter a word, knowing that whatever he said (to meet) by the same silence.
9. My question (not to answer) properly yet.
10. The shop looked shabbier in artificial light: the shelves were dusty and the ceiling (not to paint) since I went there.

**Ex. 2. Put the transitive verbs into the passive voice. Do not mention the agent unless it seems necessary.**

- 1 The milkman brings the milk to my door but the postman leaves the letters in the hall.
- 2 In future, perhaps, they won't bring letters to the houses, and we shall have to collect them from the Post Office.
- 3 People steal things from supermarkets every day; someone stole twenty bottles of whisky from this one last week.
- 4 Normally men sweep this street every day, but nobody swept it last week.
- 5 The postman clears this box three time a day. He last cleared it at 2.30.
- 6 Someone turned on a light in the hall and opened the door.
- 7 Women clean this office in the evening after the staff have left; they clean the upstairs offices between seven and eight in the morning.
- 8 We never saw him in the dining-room. A maid took all his meals up to him.
- 9 Someone left this purse in a classroom yesterday; the cleaner found it.
- 10 We build well over 1,000 new houses a year. Last year we built 1,500.
- 11 We serve hot meals till 10.30, and guests can order coffee and sandwiches up to 11.30.
- 12 Passengers leave all sorts of things in buses. The conductors collect them and send them to the Lost Property Office.
- 13 An ambulance took the sick man to hospital. (*Mention ambulance.*)
- 14 We kill and injure people on the roads every day. Can't we do something about this?
- 15 Dogs guard the warehouse. The other day a thief tried to get in and a dog saw him and chased him. (*A thief who . . .*)
- 16 The watchman called the police. The police arrested the man.

- 17 Tom had only a slight injury and they helped him off the field; but Jack was seriously injured and they carried him off on a stretcher. (*Tom, who had. . ., but Jack, who was. . .*)
- 18 You can't wash this dress; you must dry-clean it.
- 19 They are demolishing the entire block.
- 20 He recommends fitting new tyres.
- 21 He suggested allowing council tenants to buy their houses.
- 22 Men with slide rules used to do these calculations; now a computer does them.
- 23 The court tried the man, found him guilty and sent him to prison.
- 24 The hall porter polishes the knockers of all the flats every day. ~ Well, he hasn't polished mine for a week.
- 25 They are repairing my piano at the moment.
- 26 Passengers shouldn't throw away their tickets as inspectors may check these during the journey.
- 27 They invited Jack but they didn't invite Tom.
- 28 The guests ate all the sandwiches and drank all the beer. They left nothing.
- 29 Has someone posted my parcel?
- 30 Why did no one inform me of the change of plan?
- 31 Tom Smith wrote the book and Brown and Co. published it.
- 32 We shall have to tow the car to the garage.
- 33 I'm afraid we have sold all our copies but we have ordered more.
- 34 We will prosecute trespassers.
- 35 Someone stole my car and abandoned it fifteen miles away. He had removed the radio but done no other damage.
- 36 You must keep dogs on leads in the gardens.

**Ex. 3. Put the transitive verbs into the passive voice. Do not mention the agent unless it seems necessary.**

- 1 They haven't stamped the letter.
- 2 They didn't pay me for the work; they expected me to do it for nothing.
- 3 He escaped when they were moving him from one prison to another.
- 4 She didn't introduce me to her mother.
- 5 A frightful crash awakened me at 4 a.m.
- 6 When they have widened this street the roar of the traffic will keep residents awake all night.
- 7 They threw away the rubbish.
- 8 A Japanese firm makes these television sets.
- 9 An earthquake destroyed the town.
- 10 A machine could do this much more easily.
- 11 Visitors must leave umbrellas and sticks in the cloakroom.
- 12 We ask tenants not to play their radios loudly after midnight.
- 13 We can't repair your clock.
- 14 We cannot exchange articles which customers have bought during the sale.  
(*Articles...*)

- 15 We have to pick the fruit very early in the morning; otherwise we can't get it to the market in time.
- 16 The police shouldn't allow people to park there.
- 17 They are watching my house.
- 18 The examiner will read the passage three times.
- 19 Candidates may not use dictionaries.
- 20 You need not type this letter.
- 21 This used to be number 13, but now I see that someone has crossed out 13' and written 12A' underneath.
- 22 You mustn't move this man; he is too ill. You'll have to leave him here.
- 23 They searched his house and found a number of stolen articles.
- 24 Nobody has used this room for ages.
- 25 They took him for a Frenchman, his French was so good.
- 26 You should have taken those books back to the library.
- 27 They brought the children up in Italy.
- 28 They have taken down the For Sale notice, so I suppose they have sold the house.
- 29 Someone broke into his house and stole a lot of his things.
- 30 We have warned you.
- 31 A lorry knocked him down.
- 32 They returned my keys to me; someone had picked them up in the street.
- 33 We had to give the books back; they did not allow us to take them home.
- 34 You shouldn't leave these documents on the desk. You should lock them up.
- 35 They handed round coffee and biscuits.
- 36 They have tried other people's schemes. Why have they never tried my scheme?

### Active to passive with changes of construction

*Some of the following sentences when put into the passive require or can have a change of construction.*

- 1 **believe, claim, consider, find, know, say, suppose** and **think** when used in the passive can be followed by an infinitive: They say he is a spy = *He is said to be a spy*. They say he was a spy = *He is said to have been a spy*. *It is said that he is/was . . .* is also possible.
- 2 Subject + **be supposed** + infinitive often conveys an idea of duty, particularly when the subject is **you**: It is your duty to obey him = *You are supposed to obey him*.
- 3 Infinitives after passive verbs are normally full infinitives.
- 4 Note the use of **have** + object + past participle:  
Get someone to mend it = *Have it mended*.
- 5 Note the use of **should** in the passive.

**Ex. 4.** *Put the following sentences into the passive, using an infinitive construction where possible.*

- 1 We added up the money and found that it was correct.
- 2 I'm employing a man to tile the bathroom.
- 3 Someone seems to have made a terrible mistake.
- 4 It is your duty to make tea at eleven o'clock. (*Use suppose.*)
- 5 People know that he is armed.
- 6 Someone saw him pick up the gun.
- 7 We know that you were in town on the night of the crime.
- 8 We believe that he has special knowledge which may be useful to the police, (*one passive*).
- 9 You needn't have done this.
- 10 It's a little too loose; you had better ask your tailor to take it in. (*one passive*)
- 11 He likes people to call him 'sir'.
- 12 Don't touch this switch.
- 13 You will have to get someone to see to it.
- 14 It is impossible to do this. (*Use can't.*)
- 15 Someone is following us.
- 16 They used to make little boys climb the chimneys to clean them. (*one passive*)
- 17 You have to see it to believe it. (*two passives*)
- 18 You order me about and I am tired of it. (*I am tired of. . .*)
- 19 He doesn't like people laughing at him.
- 20 You don't need to wind this watch.
- 21 They shouldn't have told him.
- 22 They decided to divide the money between the widows of the lifeboatmen. (*They decided that the money ...*)
- 23 People believe that he was killed by terrorists.
- 24 They are to send letters to the leaders of charitable organizations.
- 25 We consider that she was the best singer that Australia has ever produced. (*one passive*)
- 26 We don't allow smoking.
- 27 We know that the expedition reached the South Pole in May.
- 28 Before they invented printing people had to write everything by hand.
- 29 They urged the government to create more jobs. (*two ways*)
- 30 They suggested banning the sale of alcohol at football matches.

**Ex. 5. Turn the following sentences into the active voice. Where no agent is mentioned one must be supplied.**

School notice: This door must be kept shut.

*Students must keep this door shut.*

- 1 Why don't you have your eyes tested? (... get an optician to . . . )
- 2 This speed limit is to be introduced gradually.
- 3 The runways are being lengthened at all the main airports.
- 4 It is now 6 a.m. and at most of the hospitals in the country patients are being wakened with cups of tea.
- 5 Byron is said to have lived on vinegar and potatoes.

- 6 By tradition, any sturgeon that are caught by British ships must be offered to the Queen.
- 7 This notice has been altered.
- 8 The owners went away last March and since then their houseboat has been used continuously by squatters. (*Use a continuous tense and omit continuously.*)
- 9 The damaged ship was being towed into harbour when the towline broke.
- 10 Have a lift put in and then you won't have to climb up all these stairs.
- 11 Last year a profit of two million pounds was made in the first six months but this was cancelled by a loss of seventeen million pounds which was made in the second six months.
- 12 Evening dress will be worn.
- 13 The ship was put into quarantine and passengers and crew were forbidden to land.
- 14 Someone will have to be found to take her place.
- 15 He was made to surrender his passport.
- 16 This rumour must have been started by our opponents.
- 17 My paintings are to be exhibited for the first time by New Arts Gallery.
- 18 This scientific theory has now been proved to be false.
- 19 The car which was blown over the cliff yesterday is to be salvaged today.
- 20 The house where the dead man was found is being guarded by the police to prevent it from being entered and the evidence interfered with.
- 21 Why wasn't the car either locked or put into the garage?
- 22 It is being said that too little money is being spent by the government on roads.
- 23 Your money could be put to good use instead of being left idle in the bank.
- 24 For a long time the earth was believed to be flat.
- 25 This copy hasn't been read. The pages haven't been cut.
- 26 The stones were thrown by a student, who was afterwards led away by the police.
- 27 Carrier pigeons are said to have been used by early Egyptian and Greek sailors.
- 28 The referee was being escorted from the football field by a strong police guard.

## The past simple tense

**Ex. 1.** *Put the verbs in the following sentences into the simple past tense.*

- 1 I go to work by bus.
- 2 I meet her on Tuesdays.
- 3 He always wears black.
- 4 I make cakes every week.
- 5 She gets up at 6.30.
- 6 He understands me.
- 7 He shuts the shop at 6.00.
- 8 She speaks slowly.
- 9 He leaves the house at 9.00.
- 10 I read a chapter every night.
- 11 You eat too much.
- 12 I see him every day.
- 13 Tom sings in the choir.
- 14 He cries when he is hurt.
- 15 Who knows the answer?
- 16 I think I know it.
- 17 The curtain rises at 8.00.
- 18 He takes the dog out twice a day.
- 19 We buy them here.
- 20 I dream every night.
- 21 Bluetits often lay eggs in that nesting box.
- 22 He often feels ill.
- 23 I know what he wants.
- 24 I usually pay him J5.
- 25 His dog always bites me.

**Ex. 2.** *Put the verbs in the following sentences into (a) the negative (b) the interrogative.*

- 1 She saw your brother.
- 2 We heard a terrible noise.
- 3 He slept till 10.00.
- 4 He looked at the picture.
- 5 They drank all the wine.
- 6 They set out early enough.
- 7 She thought about it.
- 8 The police caught the thief.
- 9 He hid the letter.
- 10 She found her watch.
- 11 His nose bled.

- 12 My mother chose this hotel.
- 13 She lent you enough money.
- 14 Keiko taught Japanese.
- 15 Tom hurt his foot.
- 16 He broke his arm.
- 17 His wife came at 8.00.
- 18 He lost his wallet.
- 19 His son wrote a novel.
- 20 They flew to New York.
- 21 Ann drew you a map.
- 22 Tom laid the table.
- 23 Mr Pitt fell downstairs.
- 24 She lost her way.
- 25 He forbade her to leave.
- 26 I sent it to the laundry.
- 27 Jack kept the money.
- 28 He rode slowly.
- 29 They spent it all.
- 30 She sold the car.
- 31 Jean rang the bell.
- 32 The sun rose at 6.00.
- 33 The boys ran home.
- 34 He shook the bottle.
- 35 He forgave her.
- 36 They broadcast an appeal for money.

### **The past continuous tense**

**Ex. 3.** *Put the verbs in brackets into the past continuous tense.*

- 1 Detective: I'm afraid I must ask you both what you (do) yesterday at 10.20 p.m.  
Mr X: I (play) chess with my wife.  
Mr Y: I (listen) to a play on the radio.
- 2 The children were frightened because it (get) dark.
- 3 It was a fine day and the roads were crowded because a lot of people (rush) to the seaside.
- 4 The airplane in which the football team (travel) crashed soon after taking off.
- 5 He usually wears sandals but when I last saw him he (wear) boots.
- 6 The house was in great disorder because he (redecorate) it.
- 7 The director didn't allow the actors to travel by air while they (work) on the film.
- 8 The car had nobody in it but the engine (run).
- 9 Two children (play) on the sand and two fishermen (lean) against an upturned boat.
- 10 I was alone in the house at that time because Mr Jones (work) in the garage and

- Mrs Jones (shop).
- 11 He said that he was the captain of a ship which (sail) that night for Marseilles.
- 12 Are you going to Rome? I thought that you (go) to Milan.
- 13 My wife and I (talk) about you the other day.
- 14 When I first met him he (study) painting.
- 15 There was a strong smell and the sound of frying. Obviously Mrs Jones (cook) fish.
- 16 Tom ate nothing for lunch because he (diet). He said that he (try) to lose 10 kilos.
- 17 Who you (talk) to on the telephone as I came in?  
I (talk) to Mr Pitt.
- 18 As she (climb) the ladder it slipped sideways and she fell off it.
- 19 When I first met him he (work) in a restaurant.
- 20 He watched the children for a moment. Some of them (bathe) in the sea, others (look) for shells, others (play) in the sand.
- 21 Where he (live) when you saw him last?
- 22 She (stand) at the bus stop. I asked her what bus she (wait) for.
- 23 From the sounds it was clear that Mary (practise) the piano.
- 24 There had been an accident and men (carry) the injured people to an ambulance.
- 25 Two men (fight) at a street corner and a policeman (try) to stop them. ~  
What they (fight) about? ~  
Nobody seemed to know.
- 26 Tom (sit) in a corner with a book. I told him that he (read) in very bad light.
- 27 I went into the garden to see what the boys (do). James (weed) and Alexander (cut) the grass.
- 28 They had taken off the wheel of the car and (mend) the puncture. I asked when it would be ready.

### **The past simple and the past continuous tenses**

**Ex. 4.** *Put the verbs in brackets into the simple past or the past continuous tense.*

- 1 I lit the fire at 6.00 and it (burn) brightly when Tom came in at 7.00.
- 2 When I arrived the lecture had already started and the professor (write) on the overhead projector.
- 3 I (make) a cake when the light went out. I had to finish it in the dark.
- 4 I didn't want to meet Paul so when he entered the room I (leave).
- 5 Unfortunately when I arrived Ann just (leave), so we only had time for a few words.
- 6 He (watch) TV when the phone rang. Very unwillingly he (turn) down the sound and (go) to answer it.
- 7 He was very polite. Whenever his wife entered the room he (stand) up.
- 8 The admiral (play) bowls when he received news of the invasion. He (insist) on finishing the game.
- 9 My dog (walk) along quietly when Mr Pitt's Pekinese attacked him.



- 10 When I arrived she (have) lunch. She apologized for starting without me but said that she always (lunch) at 12.30.
- 11 He always (wear) a raincoat and (carry) an umbrella when he walked to the office.
- 12 What you (think) of his last book? ~  
I (like) it very much.
- 13 I (share) a flat with him when we were students. He always (complain) about my untidiness.
- 14 He suddenly (realize) that he (travel) in the wrong direction.
- 15 He (play) the guitar outside her house when someone opened the window and (throw) out a bucket of water.
- 16 I just (open) the letter when the wind (blow) it out of my hand.
- 17 The burglar (open) the safe when he (hear) footsteps. He immediately (put) out his torch and (crawl) under the bed.
- 18 When I (look) for my passport I (find) this old photograph.
- 19 You looked very busy when I (see) you last night. What you (do)?

**Ex. 5.** *Put the verbs in brackets into the simple past or past continuous tense.*

- 1 Mr Smith never (wake) up in time in the mornings and always (get) into trouble for being late; so one day he (go) to town and (buy) an alarm clock.
- 2 To get home he (have to) go through a field where a bad-tempered bull usually (graze).
- 3 This bull normally (not chase) people unless something (make) him angry.  
Unfortunately, as Mr Smith (cross) the field, his alarm clock (go) off.
- 4 This (annoy) the bull, who immediately (begin) to chase Mr Smith.
- 5 Mr Smith (carry) an open umbrella as it (rain) slightly. He (throw) the umbrella to the ground and (run) away as fast as he could.
- 6 The bull (stop) and (begin) to attack the umbrella. While he (do) this Mr Smith escaped.
- 7 When he (awake) she (sit) by the window. She (look) at something in the street, but when he (call) her she (turn) and (smile) at him.
- 8 Why you (interrupt) me just now? I (have) a very interesting conversation with Mr Pitt.
- 9 The murderer (carry) the corpse down the stairs when he (hear) a knock on the door.
- 10 When I (look) through your books I (notice) that you have a copy of *Murder in the Cathedral*.
- 11 As they (walk) along the road they (hear) a car coming from behind them. Tom (turn) round and (hold) up his hand. The car (stop).

**Ex. 6.** *Put the verbs in brackets into the correct tense: simple past or past continuous.*

1 Peter and Ann (decide) to redecorate their sitting-room themselves. 2 They (choose) cream paint for the woodwork and apricot for the walls. 3 When John (look) in to see how they (get) on, Ann (mix) the paint, and Peter (wash) down the walls. 4 They (be) glad to see John and (ask) if he (do) anything special that day. 5 He hastily (reply) he (go) to the theatre and (go) away at once, because he (know) they (look) for someone to help them. 6 They (begin) painting, but (find) the walls (be) too wet. 7 While they (wait) for the walls to dry, Ann (remember) she (have) a phone call to make. 8 Peter (start) painting while she (telephone), and (do) a whole wall before Ann (come) back. 9 He (grumble) that she always (telephone). 10 Ann (retort) that Peter always (complain). 11 They (work) in silence for some time. 12 Just as they (start) the third wall, the doorbell (ring). 13 It (be) a friend of Peter's who (want) to know if Peter (play) golf the following weekend. 14 He (stay) talking to Peter in the hall while Ann (go) on painting.

**The past simple and the past perfect tenses, the past simple and the past continuous tenses**

**Ex. 7.** *Put the verbs in brackets into the correct tense.*

- 1 He (give) me back the book, (thank) me for lending it to him and (say) that he (enjoy) it very much; but I (know) that he (not read) it because most of the pages (be) still uncut.
- 2 When he (see) his wife off at the station, he (return) home as he (no have) to be at the airport till 9.30.
- 3 He (not have) to pack, for his wife already (do) that for him and his case (be) ready in the hall.
- 4 He (not have) to check the doors and windows either, for his wife always (do) that before she (leave) the house.
- 5 All he (have) to do (be) to decide whether or not to take his overcoat with him. In the end he (decide) not to.
- 6 At 8.30 he (pick) up his case, (go) out of the house and (slam) the door behind him.
- 7 Then he (feel) in his pockets for the key, for his wife (remind) him to double-lock the front door.
- 8 When he (search) all his pockets and (find) no key he (remember) where it (be).
- 9 He (leave) it in his overcoat pocket.
- 10 Then he (remember) something else; his passport and tickets (be) in his overcoat pocket as well.
- 11 I (arrive) in England in the middle of July. I (be told) that England (be) shrouded in fog all year round, so I (be) quite surprised to find that it was merely raining.
- 12 I (ask) another passenger, an Englishman, about the fog and he (say) that there

- (not be) any since the previous February.
- 13 If I (want) fog, he said, I (come) at quite the wrong time.
- 14 However, he (tell) me that I could buy tinned fog at a shop in Shaftesbury Avenue.
- 15 He (admit) that he never (buy) fog there himself but (assure) me that they (sell) good quality fog and that it (not be) expensive. I suppose he was joking.
- 16 When the old lady (return) to her flat she (see) at once that burglars (break) in during her absence, because the front door (be) open and everything in the flat (be) upside down.
- 17 The burglars themselves (be) no longer there, but they probably only just (leave) because a cigarette was still burning on an ornamental table.
- 18 Probably they (hear) the lift coming up and (run) down the fire escape.
- 19 They (help) themselves to her whisky too but there (be) a little left, so she (pour) herself out a drink.
- 20 She (wonder) if they (find) her jewellery and rather (hope) that they had.
- 21 The jewellery (be given) her by her husband, who (die) some years before.
- 22 Since his death she (not have) the heart to wear it, yet she (not like) to sell it.
- 23 Now it (seem) that fate (take) the matter out of her hands; and certainly the insurance money would come in handy.
- 24 I (put) the £5 note into one of my books; but next day it (take) me ages to find it because I (forget) which book I (put) it into.
- 25 A woman (come) in with a baby, who she (say) just (swallow) a safety pin.
- 26 I (think) my train (leave) at 14.33, and (be) very disappointed when I (arrive) at 14.30 and (learn) that it just (leave). 27 I (find) later that I (use) an out-of-date timetable.
- 28 He (park) his car under a No Parking sign and (rush) into the shop. When he (come) out of the shop ten minutes later the car (be) no longer there.
- 29 He (wonder) if someone (steal) it or if the police (drive) it away.
- 30 It (be) now 6 p.m.; and Jack (be) tired because he (work) hard all day.
- 31 He (be) also hungry because he (have) nothing to eat since breakfast.
- 32 His wife usually (bring) him sandwiches at lunch time, but today for some reason she (not come).
- 33 He (keep) looking at her, wondering where he (see) her before.
- 34 I (look) out before I (go) to bed and (see) a man standing on the opposite pavement watching the house.
- 35 When I (get up) the following morning he (be) still there, and I (wonder) whether he (stay) there all night or if he (go) away and (come) back.
- 36 When I (open) the door I (see) a man on his knees.
- 37 He clearly (listen) to our conversation and I (wonder) how much he (hear).
- 38 When I (ask) him what he (do), he (say) that he (drop) a 50p piece outside the door and (look) for it.
- 39 I (not see) any sign of the money, but I (find) a small notebook and pencil which he probably (drop) when the door (open) suddenly.
- 40 So he (take) notes of our conversation!

## **The past perfect continuous tense**

### **Ex. 8 Comment on the use of the Past Perfect Continuous.**

1. She had been dreaming — a bad dream — though she couldn't remember the details of it.
2. Betty wasn't such a fool as not to see that Mrs Sunbury had been doing all she could to make her uncomfortable.
3. I wondered how long I'd been standing there, my hand on the phone.
4. The others had been talking a few moments when he raised his head.
5. One of the men spoke first and said the very things that Michael had been saying for so long.
6. The women came from under the trees where they had been waiting.
7. Archie couldn't have said how long he had been sitting in the deep armchair near the window.
8. The complaints she had been turning over in her mind to make to him, died on her tongue.
9. They'd been doing a steady fifty ever since they had got out of Sydney, and now the speedometer was rocketing around sixty.
10. Suddenly when he had been working six months his wife's aunt in Bridlington took ill and wrote asking her to come.

## THE PREPOSITION

### Prepositions: at, to; preposition/adverb: in

Insert suitable prepositions in the following.

- 1 Could I speak ... Tom, please? ~ I'm afraid Tom's ... work. But Jack's ... . Would you like to speak ... him?
- 2 How do I get ... the air terminal? ~ Turn right ... the end of this street and you'll see it ... front of you.
- 3 He started going ... school ... the age of five. So now he's been ... school for ten years. He's leaving ... the end of this year.
- 4 He goes ... his office every day except Sunday. On Sundays he stays ... home and works ... the garden.
- 5 I think I left my umbrella ... the bus. I'd better write ... the Lost Property Office.
- 6 We arrived ... the airport ... good time for the plane.
- 7 Can I look up a word ... your dictionary? I left mine ... home.
- 8 Our train arrived ... York ... 6.30. Paul met us ... the station.
- 9 Have you been ... the theatre recently? ~ Yes, I was ... the Old Vic last night.
- 10 I'm returning ... France ... the end of this term. ~ Are you coming back ... England after the holidays?
- 11 He isn't living ... home now, but if you write ... his home they'll forward the letter ... his new address.
- 12 I went ... bed early but I couldn't get ... sleep because the people ... the next room were talking so loudly.
- 13 ... first I found the work very tiring, but ... a few weeks I got used ... it.
- 14 There was an accident ... the crossroads ... midnight last night. Two men were taken ... hospital. I believe one of them is still ... hospital.
- 15 ... the daytime the streets are crowded but ... night they are quite deserted.
- 16 ... first her father refused to allow her to go back ... work; but ... the end he agreed.
- 17 ... the beginning of a textbook there is a preface, and ... the end there is an index.
- 18 He went ... sea ... 18, and spent all his working life ... sea. He retired ... 56 and went to live ... the country.
- 19 I saw Tom ... the bus stop this morning but couldn't speak ... him because we were standing ... a queue and he was ... the front of it and I was ... the back.
- 20 I'll leave some sandwiches ... the fridge in case you are hungry when you come in.
- 21 We'd better start ... six, because climbing up ... the gallery takes some time. I hope you don't mind sitting ... the gallery. ~ No, of course not. When I go ... the opera I always go ... the gallery.
- 22 He is always ... a hurry. He drives ... a tremendous speed.
- 23 When he began speaking ... English, she looked ... him ... amazement.
- 24 Write ... ink and put your name ... the top of the page.
- 25 We start serving breakfasts ... 7.30. Shall I send yours up ... your room, or will you have it ... the restaurant?
- 26 He's always ... a bad temper ... breakfast time.

- 27 According ... the guidebook there are three hotels ... the town.
- 28 The pilot climbed ... 5,000 metres and flew ... that height till he got ... the coast. Then he came down ... 1,000 metres and began to take photographs.
- 29 I'm interested ... chess but I'm not very good ... it.
- 30 Who is the girl ... the blue dress, sitting ... the head of the table?
- 31 I couldn't offer him a room ... my flat because ... that time my mother-in-law was staying with us.
- 32 The train stopped ... all the stations, and long before we got ... London every seat was taken and people were standing ... the corridors.
- 33 Shall we discuss it ... my room, or shall I come ... your office?
- 34 ... my astonishment I was the only person ... the bar. Everyone else had gone ... the Casino.
- 35 The Loch Ness Monster is supposed to live ... the bottom of the Loch and come ... the surface from time ... time.
- 36 You can't say that he lives ... luxury. There's hardly any furniture ... his room. He hasn't even got a desk to write ... .

**Prepositions and prepositions/adverbs:**  
*at, by, in, into, of, off, on, out (of), to, under, with*

Fill the gaps in the following sentences from the above list.

1. I'm going to Bath ... Monday ... Tom. Would you like to come ... us? Are you going ... bus? ~ No, we're going ... Tom's car.
- 2 I saw him standing ... the queue but I don't know whether he got ... the bus or not.
- 3 How do you go ... school? ~ It depends ... the weather.... wet days I go ... tube; ... fine weather I go ... foot.
- 4 The car stopped ... the traffic lights and wouldn't start again, so the driver got ... and pushed it ... the side ... the road.
- 5 Someone threw a stone ... the speaker. It hit him ... the head and knocked his glasses ... .
- 6 I want to post this ... a friend ... Italy. Will he have to pay duty ... it?
- 7 According ... Tom, it is impossible to live ... Paris ... less than £10,000 a year.
- 8 Are you ... your own (*alone*)? ~ No, I'm ... a friend ... mine.
- 9 You ought to be ashamed ... yourself for coming ... my nice clean kitchen ... muddy boots.
- 10 Children get presents ... Christmas and ... their birthdays.
- 11 How would we get ... ... (*escape from*) this room if the hotel were ... fire?
- 12 He arrived ... London ... 6 p.m. ... a foggy November day. We often have fogs ... November.
- 13 The man ... his back ... the camera is the Minister ... Agriculture.
- 14 How do I get ... the Public Library? ~ Go ... the end ... this street and turn right; turn left ... the next traffic lights and then take the second turning ... your right. This will bring you ... Brook Street, and you'll find the library ... your left.
- 15 Alternatively you could get a 14 bus ... this stop and ask the conductor to tell you where to get ... (*alight*).

- 16 The boy was leaning against the wall ... his hands ... his pockets. 'Take your hands ... your pockets,' said his father sharply.
- 17 As she was getting ... the car one ... her buttons fell ... Although we were ... a hurry she insisted ... stopping to look for it.
- 18 Mr Jones is very keen ... punctuality. His lessons start dead ... time and you get ... terrible trouble if you're late.
- 19 The man ... the pipe and red hair is the brother ... the girl ... blue.
- 20 Don't leave your luggage ... the corridor. It'll be ... everyone's way. Bring it ... the compartment and put it ... the rack.
- 21 He sits ... his desk all day ... his head ... his hands. It gets ... my nerves.
- 22 ... mistake I opened Mary's letter instead ... my own. She was very angry ... me and said that I'd done it ... purpose.
- 23 I buy a newspaper ... my way ... the station and read it ... the train. By the time I get ... London I've read most ... it.
- 24 He was charged ... driving while ... the influence ... alcohol.
- 25 People who drop litter . - . the pavements are liable ... a fine ... £50.
- 26 He accused me ... selling secret information ... the enemy.
- 27 You look worried. Are you ... some sort ... trouble? ~ Yes, ... a way. I'm ... debt and my creditors want to be paid ... the end ... the month, and ... the moment I haven't any money ... the bank.
- 28 The car skidded ... the tree, the windscreen was smashed and the driver was cut ... the face ... splinters ... glass.
- 29 Four people were injured ... the demonstration. Three ... them are students ... the university, the fourth is here ... holiday. That's him over there ... his arm ... plaster.
- 30 This picture was painted ... Picasso; and there's another Picasso ... the opposite wall.
- 31 The horse stopped suddenly and the rider fell ... . He couldn't get ... again without help and there was no one ... sight.
- 32 The children hastily changed ... bathing things and jumped ... the river ... shouts of delight.
- 33 We'll have to go ... car; we can't go ... bus ... account ... the bus strike.
- 34 Divers breathing a mixture ... helium and oxygen can work ... a depth ... 100 metres.
- 35 I'm tired ... working ... the suburbs and I've asked to be transferred ... our central branch.
- 36 Can I have Monday ... ? *or* Can I have a holiday ... Monday? I want to go ... my grandson's wedding.

### **Prepositions and prepositions/adverbs:**

*at, by, during, for, from, in, of, on, over, since, till, under, with*

Insert suitable words, choosing them from the above list.

- 1 I've lived ... this street ... ten years.
- 2 He has lived ... 101 Cornwall Gardens ... 1966.
- 3 ... the age ... 18 he was sent to prison ... theft.

- 4 He was ... prison ... two years.... that time he became interested ... pigeons.
- 5 There is a parcel of books ... you ... the table ... the hall. ~ Oh, they must be ... my brother. He always sends me books ... my birthday.
- 6 We heard that Bill wasn't ... arrest but was helping the police ... their enquiries. The police are interested ... a bank robbery which took place ... Bill's last holidays.
- 7 *Much Ado About Nothing* is ... Shakespeare, and you'll find more ... his plays ... the bookcase ... the corner.
- 8 As the child was too young to travel ... herself, they arranged ... her to travel ... the care ... a friend of the family.
- 9 Have you heard ... John ... his return? ~ Yes, I had a letter ... Monday. He's thinking ... going back ... America.
- 10 He was ill ... a week and ... that week his wife never left his side.
- 11 Aren't you coming ... us? ~ No, I'm waiting ... Tom. ~ But he won't be ready ... some time. ~ I'm not ... a hurry. I'll wait till he's ready.
- 12 I'm very sorry ... being late. It was good ... you to wait ... me.
- 13 Passengers may leave bulky articles ... the stairs ... the conductor's permission, but the bus company will not be responsible ... such articles.
- 14 Remember to be ... good time ... the opera because if you're late they won't let you ... the end ... the act.
- 15 I want two seats ... *Romeo and Juliet* ... Friday night.
- 16 ... spite ... the heat he refused to take ... his coat.
- 17 He was wounded ... the shoulder ... a bullet fired ... an upstairs window.
- 18 While ... their way from the coast ... the mountains they were attacked ... a jaguar.
- 19 What platform does the train ... York leave ... ? ~ Platform 8, and you'd better hurry. It'll be leaving ... a minute.
- 20 He invited me to dinner ... his club and ... the meal he asked me ... advice about his investments.
- 21 He's not independent ... any means. He depends ... his father ... everything.
- 22 He has a picture ... Picasso (*Picasso painted the picture*) and he can't decide whether to hang it ... the hall ... the right as you come ... or ... the sitting room ... the fireplace.
- 23 I'm tired ... hearing about Tom and his Picasso. He can hang it ... his garage ... all I care!
- 24 He said he was ... debt and asked me ... a loan ... £50.
- 25 What's the cheapest way ... getting ... London ... Edinburgh? ~ Well, you could hitch hike there ... next ... nothing, or you could go ... coach ... about £20.
- 26 I was horrified ... his appearance. He looked as if he hadn't slept ... weeks.
- 27 When he gets back ... the office he expects his wife to meet him ... the door ... his slippers, and have a hot meal waiting ... him.
- 28 Yesterday the children went ... a walk and didn't get back ... 10 p.m. Their mother was furious ... them ... coming in so late. .
- 29 Passengers who get ... or... a bus (*i.e. who board or leave it*) except ... the official stops do so ... their own risk.
- 30 The rows are lettered - . . A to T, beginning ... the row nearest the stage. So if



Tom is sitting ... B26, and Jack is sitting ... C26, Tom will be directly ... front ... Jack.

31 What's the best way ... cooking a lobster? ~ Cook it ... boiling salted water, and serve it cold ... mayonnaise.

32 He was fined ... parking his car ... a no-parking area.

33 He opened the door ... a rusty key and went down the steps ... the cellar, followed by Bill ... a torch.

34 The adults worked ... 6 a.m. to 6 p.m., ... an hour ... lunch. Boys ... 18 were not supposed to start ... 8 a.m. (*earlier than 8 a.m.*)

35 He died ... heart failure ... Tuesday night. His wife is still suffering ... shock.

36 The house is ... fire! Send ... the Fire Brigade!

### **Prepositions and prepositions/adverbs:**

*about, at, away, by, for, from, in, into, on, out, to, under, up, with, over*

Insert a suitable word in the following sentences.

1 He insisted ... seeing the documents.

2 They succeeded ... escaping ... the burning house.

3 I am not interested ... anything that happened ... the very remote past.

4 The children are very fond ... swimming.... summer they spend most ... their time ... the water.

5 How are you getting ... at school? ~ I'm getting ... all right except ... English. I'm very bad ... English; I'll have to work harder ... it, and spend more time ... it.

6 Paul goes ... school ... you, doesn't he? How's he getting ... his English? *or* How's his English getting ... ? ~

7 I don't know. We're not ... the same class. But he gets ... the other students all right. He has heaps ... friends.

8 There is no point ... going ... car if we can't park near the theatre.

9 She made a point ... coming late so that everyone would look ... her.

10 It never occurred ... me to ask him ... proof ... his identity.

11 ... first, driving on the left is confusing, but you'll soon get used ... it.

12 I've heard such a lot ... him that I'm looking forward ... seeing him very much.

13 He was so absorbed ... his work that when I came ... , he didn't even look ... (*raise his head*)

14 I'm sorry ... Tom. (*I pity him.*) He has worked ... Brown and Company ... ten years and now the firm has been taken ... by Jones Ltd, and they're going to dismiss him.

15 I'm sorry ... being late ... Monday. *Or* I'm sorry ... Monday.

16 The complete set ... books can be ordered ... £10 ... Jones and Company. (*Jones and Company will send them to you if you write enclosing £10.*)

17 I'm waiting ... my friend. He'll be here ... a moment.

18 I see ... today's paper that you need a secretary ... a knowledge of French. I should like to apply ... the post.

19 You can't rely ... him. He's almost always late ... appointments.

20 If you do not comply ... the traffic regulations you will get ... trouble ... the

police.

21 Wine is good ... you, but it is expensive ... England because there is a fairly high tax ... it.

22 ... fairy stories, stepmothers are always unkind ... their stepchildren; but my stepmother has always been very good ... me.

23 He was so infuriated ... the play that he walked ... (*left the theatre*) ... the middle ... the first act.

24 My au pair girl takes care ... my little boys (looks ... them) ... the afternoons. She's very good ... children. (*She can manage them well.*)

25 He threw stones ... his attackers, trying to drive them ... .

26 I threw the ball ... Peter, but instead ... throwing it back ... me, he ran ... and hid it.

27 I object ... being kept waiting. Why can't you be ... time?

28 '...accordance ... the wishes ... my people,' the president said, am retiring ... public life.'

29 This regulation doesn't apply ... you. You are ... (*less than*) 18.

30 I'm not exactly keen ... cooking; but I prefer it ... washing up. (*Washing up is worse than cooking.*)

31 I was so afraid ... missing the train that I took a taxi ... the station.

32 What ... taking the day ... and spending it ... the seaside?

33 I don't object ... lending you my pen, but wouldn't it be better if you had a pen ... your own?

34 Don't ask the office ... information. I will provide you ... all the information you need.

35 I disapprove ... people who make all sorts ... promises which they have no intention ... keeping.

36 I was ... the impression that I had paid you ... the work you did ... me.

### Use and omission of prepositions

Insert a preposition if necessary. Choose from **at, by, for, in, of, on, past, till/until, to, with**.

1 He asked ... his father ... money.

2 They paid ... me ... the books.

3 I thought he would offer ... Ann the job, but he offered it ... me.

4 Keep ... me a place, and keep a place ... Ann too.

5 They showed ... us photographs ... their baby.

6 Buying presents ... children is sometimes very difficult.... the end I bought a kite ... Tom and a torch ... Ann.

7 Pass the salt ... your father, Peter, and pass ... me the pepper, please.

8 When you have lunch ... a restaurant, who pays ... the bill? ~ Oh, each ... us pays ... what he has had.

9 Paul's a pianist. He sometimes plays ... us ... the evening. Last night he played some Chopin.

10 I think I'll be able to find ... Ann a job. ~ Could you find a job ... me, too?

- 11 He sold the picture ... an American dealer ... £5,000.  
12 He promised ... us a share ... the profits.  
13 He built a very nice house ... Jack ... only £50,000. I wonder what sort ... house he would build ... me ... £30,000.  
14 She is knitting socks ... refugees. I wish she'd knit ... me some socks.  
15 Sitting ... the floor isn't exactly comfortable. Throw ... me a cushion, please, Ann.  
16 If you are going ... the Post Office, could you buy ... me a book ... stamps?  
17 If you write ... me a song I'll sing it ... the school concert. I'll get Paul to accompany ... me ... the guitar.  
18 Could you lend ... us your lawnmower, please? ~ I'm afraid you'll have to ask ... someone else to lend ... you one. We've lent ours ... Mr Jones and he always keeps it ... ages.  
19 I thought you'd be late ... dinner, so I ordered some sandwiches ... you; they're ... the bar. I haven't paid ... them: you can pay ... the barman.  
20 I explained ... him that it was the custom ... England to wash one's car at the weekend.  
21 I described the machine ... him and asked ... him if he could make ... me one like it.  
22 She told ... us that she'd been attacked ... the street. We asked ... her to describe her attacker and she said he was a tall man ... a limp.  
23 He told ... them to wait ... him ... the bridge.  
24 I cannot repeat ... you what she said ... me ... confidence.  
25 The headmaster warned ... me to work harder. What did he say ... you, Jack?  
26 He advised ... the strikers to go back ... work. They received his advice ... shouts ... contempt.  
27 They don't allow ... you to smoke ... cinemas ... France.  
28 He told lies ... the police. ~ I'm not surprised. He told ... me a pack ... lies yesterday.  
29 This film reminds ... me ... my childhood.  
30 I rely ... you to remind ... me to pay Jack ... the books he bought ... me.  
31 We must try to get ... home ... time ... tea.  
32 We didn't reach Berlin ... after dark, and had some difficulty ... finding our hotel.  
33 If we say 'The manager showed ... us to our room,' we mean that he led... us... the door. If we say, 'He showed ... us the room,' we mean that he entered ... the room ... us.  
34 I read ... him the report. He listened ... me ... amazement.  
35 He ordered ... us to give ... him all the maps ... our possession.  
36 He suggested ... me that we should offer to pay ... her ... dollars

**till/until, to, for, since, then, after, afterwards**

**Part 1 till, until, to**

Insert **till, until, to** where appropriate.

1 Go on... the crossroads.

2 Go on ... you see a church on your right.

- 3 We work from 9 a.m. ... 6 p.m.
- 4 Start now and go on ... I tell you to stop.
- 5 I'm going to wait ... it stops raining.
- 6 You'll have to stay in bed ... your temperature goes down.
- 7 The library is open from 10 ... 4 o'clock.
- 8 This train goes ... York.
- 9 We have lunch from 12.00 ... 1.00. Then we start again and go on ... 5.30.
- 10 Go back ... the hotel and wait there ... I call for you.
- 11 I'm not going for a walk, I'm only going ... the bank. ~ Then you'd better wait ... the bank opens.
- 12 If you're going ... the Post Office would you post a letter for me? ~ Yes, of course; but it won't go ... tomorrow.

## Part 2 **for, since**

Insert **for** or **since**.

- 1 It's a long time ... I had a good meal. *Or* I haven't had a good meal ... ages.
- 2 I've been waiting for Tom ... 6.00; I wonder if he's lost his way.
- 3 Ever ... his accident he's been afraid of flying.
- 4 I haven't seen Tom ... we left school.
- 5 The astronauts have already been in orbit ... two days.
- 6 ... last year the noise has become very much worse.
- 7 I've had this toothache ... the last week.
- 8 Her husband died last year, and ... then she has been supporting the family. *Or* She's been supporting the family ... the last year.
- 9 It's three years ... I did any skiing. *Or* I haven't done any skiing ... three years.
- 10 The windows haven't been cleaned ... weeks.
- 11 He has been missing ... 48 hours.
- 12 ... last year we haven't been allowed to park here.

## Part 3 **then, after, afterwards**

Insert **then, after, or afterwards**.

- 1 We had tea and ... went for a walk. *Or* ... tea we went for a walk.
- 2 We'll have watercress soup to start with. What would you like ... that?
- 3 ... waiting for half an hour he went home in disgust.... (*later on*) he was sorry he hadn't waited longer.
- 4 I give all the guests breakfast; ... I have my own.
- 5 First you loosen the nuts, ... you jack up the car, ... you take the wheel off.
- 6 He listened at the keyhole for a minute; ... he opened the door cautiously.
- 7 University administrators sometimes appear more important than scholars; but the administrators will not be remembered ... their death.
- 8 'Put your toys away,' said his mother, 'and ... we'll have tea.'
- 9 In the story, the Princess married the Prince and they lived happily ever ... .
- 10 He wound up the clock, set the alarm for 5.00, ... got into bed and fell asleep.
- 11 He poured the brandy into a glass, warmed it in his hands a little, ... drank it slowly.

12 I covered the pudding with cream and decorated it with cherries. ~ And ... ? ~ ...  
we ate it, of course.

13 For years ... people remembered that terrible night.

14 I spoke angrily; ... (*some time later*) I regretted my words.

15 He looked round to see that nobody was watching; ... he took a piece of bent wire  
and began trying to open the door.

16 First you say 'Yes', and ... you say 'No'. You're an impossible person to make  
plans with.

## THE PREPOSITION

### Exercise 1. State the morphological composition of the following prepositions:

In, below, with regard to, during, concerning, till, in front of, without, behind, under, in view of, outside, off, into, until, across, according to, with, along, up, inside, out of, owing to, at, regarding.

### Exercise 2. Insert prepositions and define their meaning where possible.

1. The life \_\_\_ the Dutch settlement now began to be built into the life \_\_\_ the American nation. These people did consciously and \_\_\_ their own will, although there were — the older ones some who longed, as did even Mijneer Stulting \_\_\_ times, \_\_\_ the comfort and security \_\_\_ his old home. It had been a sad blow \_\_\_ him when the pastor died \_\_\_ the early years and he was never again satisfied altogether \_\_\_ any who tried to take his place. (*Buck*) 2. Bitterly tired, he lay down \_\_\_ the sofa \_\_\_ his fur coat and fell asleep. (*Galsworthy*) 3. \_\_\_ the appointed time \_\_\_ the evening Mr. Micawber reappeared. (*Dickens*) 4. They were \_\_\_ earnest conversation. \_\_\_ time \_\_\_ time they would halt and one \_\_\_ them would, it seemed, explain something \_\_\_ the other, who \_\_\_ turn would nod his head sagely. (*Clark*) 5. There was only one other event \_\_\_ this half-year, ... that made an impression \_\_\_ me which still survives. (*Dickens*) 6. He reached his house \_\_\_ midnight. (*Galsworthy*) 7. He looked \_\_\_ his watch. \_\_\_ half an hour the doctor would be back. (*Galsworthy*) 8. Bing went \_\_\_ the soldier, who had the serious face \_\_\_ a child thrown \_\_\_ the world too soon. (*Heym*) 9. He stared \_\_\_ her \_\_\_ amazement. He had forgotten that she was ignorant \_\_\_ his story and \_\_\_ his flight \_\_\_ Carlion. (*Greene*) 10. \_\_\_ these studies the excellent Mrs. O'Dowd was \_\_\_ great assistance \_\_\_ him. (*Thackeray*) 11. A child \_\_\_ 1901, he had come \_\_\_ consciousness when his country, just over that bad attack \_\_\_ scarlet fever, was preparing \_\_\_ the Liberal revival \_\_\_ 1906. (*Galsworthy*) 12. Mrs. Reed's hands still lay \_\_\_ her work inactive, her eyes \_\_\_ ice continued to dwell freezingly \_\_\_ mine. (*Ch. Bronte*) 13. When \_\_\_ the first week \_\_\_ December he decided to go \_\_\_ Paris, he was far \_\_\_ admitting that Irene's presence was influencing him. (*Galsworthy*) 14. Stroeve was, of course, delighted \_\_\_ her. He could not do enough to show his gratitude \_\_\_ the whole hearted devotion \_\_\_ which she had accepted the burden he laid \_\_\_ her. (*Maugham*) 15. Just before Christmas, Reggie Burnside passed \_\_\_ London \_\_\_ his way \_\_\_ Murren. He dropped \_\_\_ Elizabeth's studio in \_\_\_ tea. (*Aldington*) 16. One autumn morning I was \_\_\_ my mother \_\_\_ the front garden, when Mr. Murdstone, I knew him \_\_\_ that name now, came by \_\_\_ horseback. (*Dickens*) 17. He was proud \_\_\_ this enlistment; proud \_\_\_ his boy forgoing off to fight \_\_\_ the country. (*Galsworthy*) 18. An accidental circumstance cemented the intimacy \_\_\_ Steerforth and me, \_\_\_ a manner that inspired me \_\_\_ great pride and satisfaction though it sometimes led \_\_\_ inconvenience. (*Dickens*)

### Exercise 3. Insert by or with.

1. The Germans, he had been assured \_\_\_ everybody, were on the run, and it was unlikely that they would stop running so soon... (*Heym*) 2. He was busy making

entries \_\_\_ a lead pencil in a book which lay open before him. (*Dreiser*) 3. Both men were loaded down \_\_\_ field equipment and the bottles contributed \_\_\_ the grateful people of Paris. (*Heym*) 4. They dined in the small restaurant, which had been "decorated" \_\_\_ rather feeble pictures \_\_\_ young artists. (*Aldington*) 5. But the nearer he came to the center of the town, the more difficult it was to walk; the road was strewn \_\_\_ stones and bricks and rubble. (*Heym*) 6. I remember being met at the Zoo station \_\_\_ one of their scholars. (*Snow*) 7. He sat down vigorously and lighted a cigarette \_\_\_ trembling hands. (*Murdoch*) 8. The streets, crowded \_\_\_ people, still reminded Yates of the first days in Paris, the honeymoon of liberation. (*Heym*) 9. She had been appointed \_\_\_ one of Rainborough's predecessors. (*Murdoch*) 10. The hills around Rollingen, usually illuminated \_\_\_ the fires in the blast furnaces, were crowded \_\_\_ the lightning of far-off guns. (*Heym*)

## THE PREPOSITION

### 1. *Supply the missing prepositions.*

#### "THE PROPHECY"

People who live ... California have every reason to be afraid of earthquakes. No one has ever forgotten the great quake that destroyed San Francisco ... 1906. ... May, 1988, the people of Los Angeles panicked. According to a prophecy made ... the 16th century by a prophet called Nostradamus, the city would be destroyed early ... 1988. During this panic, parents didn't send their children ... school and people didn't go ... work. No one stayed ... home, either. The airlines did great business carrying people who fled ... their "doomed city". Which is more puzzling: how Nostradamus knew that a city which didn't even exist ... his time would be destroyed ... the 20th century, or the behaviour of the people who believed "the prophecy"?

### 2. *Can you put in the right prepositions?*

1. The Phoenicians travelled right round Africa ... small boats. 2. The journey was planned ... Necho ... 600 BC. 3. He was interested ... finding a sea route ... the Red Sea ... the Mediterranean. 4. ... those days, nobody knew how big Africa was. 5. The Phoenicians lived ... the eastern end ... the Mediterranean. 6. They set off ... the beginning of winter. 7. Month ... month went by; they were amazed to see that the sun was now ... the north ... midday. 8. ... six months the coast turned west. 9. While they were sailing ... the west coast of Africa they ran out ... food. 10. It took eighteen months ... them to reach Morocco. 11. They had been away ... over two years. 12. Nicolo and Maffeo Polo stayed in China ... a long time. 13. Marco kept a diary ... his experiences. 14. They landed ... the Turkish coast. 15. They rode ... Iran, Afghanistan and Mongolia. 16. Marco's illness delayed them ... a year. 17. ... the way they saw wonderful things which were unknown ... Europe. 18. They saw a liquid that came ..... the ground and could be used ... fuel. 19. ... 1275 they arrived ... China. 20. Marco was amazed to find a country that was far more civilised ... Italy. 21. ... his diary he described cities ... Hahgzhou. 22. There were bridges high enough ... ship to go ... . 23. The emperor took a special interest ... Marco. 24. When they arrived back ... Italy, they told their friends ... their experiences. 25. Nobody would believe their stories ... the strange countries ... the east.

### 3. *Put in the right prepositions.*

A.: How long have you been waiting in this queue?

B.: .... ten o'clock. How about you?

A.: ... about 45 minutes.

C.: Next please. May I see your paper? Thank you. Oh dear, you haven't got your birth certificate. You'll have to come back. Can you be here ... 3.45 p.m. ... Monday?

B.: That's very difficult. I work ... the afternoon. Could we possibly make it ... the morning?

C.: How about 10.15 ... Tuesday?

B.: I can't manage Tuesday. Suppose I could get my birth certificate to you



before you close this morning? When do you close?

C.: We'll be closing for lunch ... about 45 minutes. But we're open this afternoon ... 2.00 ... 5.30.

B. I'll try to get back ... one.

C. Fine, just come straight up to this window.

B. Thank you.

C. Not at all. Next please.

hasn't got another goalkeeper. (*Combine the last three sentences only.*)

A. I've come to get a certificate for my mother. I think her records are here.

C: When was she born?

A: ... 1916. August 16th.

C: Oh, that's all right then. You see, we have the files up to 1950, but all of the files ... 1950 have been computerised.

A: That's a relief. I've got off work specially to come down and sort this out.

C: Just fill in this form and I'll have your certificate ready ... about 15 minutes.

A.: Thank you very much.

#### **4. Fill in the blanks.**

1. Drive ... Cirencester, but turn off before you get there; watch for the sign that says "Lepton & "The Lamberts", to the left. 2. Let's just climb ... the wall — otherwise we'll have to walk miles. 3. I'm always a bit afraid of falling ... these stairs ... they're really not very safe. 4. You can see ... the hedge now, but in the summer it makes a solid green wall. 5. Everyone else in the compartment got ... the tram at Dundee, so I was alone for the last part of the journey. 6. We carried out cameras and binoculars all the way ... the mountain, and then it was so misty we couldn't see a thing. 7. You remember I was telling you about my old school friend Chris last week? Well, I saw him walk ... one of the buildings across the street from my office today! He noticed me at the same time and crossed the street to say hello. 8. It will be easier to sweep and mop in here if we put the chairs ... the tables first. 9. I didn't know which door she would be coming out of, so I walked ... the building several times.

#### **5. Insert suitable prepositions in the following.**

1. Could I speak ... Tom, please? ~ I'm afraid Tom's ... work. But Jack's ... . Would you like to speak ... him? 2. How do I get ... the air terminal? ~ Turn right ... the end of this street and you'll see it ... front of you. 3. He started going ... school ... the age of five So now he's been ... school for ten years. He's leaving ... the end of this year. 4. He goes .. his office every day except Sunday. On Sundays he stays ... home and works ... the garden. 5. I think I left my umbrella ... the bus. I'd better write ... the Lost Property Office. 6. We arrived ... the airport ... good time for the plane. 7. Can I look up a word ... your dictionary? I left mine ... home. 8. Our train arrived ... York ... 6.30. Paul met us ... the station. 9. Have you been ... the theatre recently? ~ Yes, I was .. the Old Vic last night. 10. I'm returning ... France ... the end of this term. ~ Are you coming back ... England after the holidays? 11. He isn't living ... home now, but if you write ... his home they'll forward the letter ... his new address.

12. I went ... bed early but I couldn't get ... sleep because the people ... the next room were talking so loudly. 13. ... first I found the work very tiring, but ... a few weeks I got used ... it. 14. There was an accident ... the cross-roads ... midnight last night. Two men were taken ... hospital. I believe one of them is still ... hospital. 15. ... the daytime the streets are crowded but ... night they are quite deserted. 16. ... first her father refused to allow her to go back ... work; but ... the end he agreed. 17. ... the beginning of a textbook there is a preface, and ... the end there is an index. 18. He went ... sea ... 18, and spent all his working life ... sea. He retired ... 56 and went to live ... the country. 19 I saw Tom ... the bus stop this morning but couldn't speak ... him because we were standing ... a queue and he was ... the front of it and I was ... the back. 20 I'll leave some sandwiches ... the fridge in case you are hungry when you come in. 21. We'd better start ... six, because climbing up ... the gallery takes some time. I hope you don't mind sitting ... the gallery No, of course not. When I go ... the opera I always go ... the gallery. 22. He is always ... a hurry. He drives ... a tremendous speed. 23. When he began speaking ... English, she looked ... him .. amazement. 24. Write ... ink and put your name ... the top of the page. 25. We start serving breakfast ... 7.30. Shall I send yours up ... your room, or will you have it ... the restaurant? 26. He's always ... a bad temper ... breakfast time. 27. According ... the guidebook there are three hotels ... the town. 28. The pilot climbed ... 5,000 metres and flew ... that height till he got ... the coast. Then he came down ... 1,000 metres and began to take photographs. 29. I'm interested ... chess but I'm not very good ... it. 30. Who is the girl ... the blue dress, sitting ... the head of the table? 31. I couldn't offer him a room ... my flat because ... that time my mother-in-law was staying with us. 32. The train stopped ... all the stations, and long before we got ... London every seat was taken and people were standing ... the corridors. 33. Shall we discuss it ... my room, or shall I come ... your office? 34. ... my astonishment I was the only person ... the bar. Everyone else had gone ... the Casino. 35. The Loch Ness Monster is supposed to live ... the bottom of the Loch and come ... the surface from time ... time. 36. You can't say that he lives ... luxury. There's hardly any furniture ... his room. He hasn't even got a desk to write ... .

**6. Fill the gaps in the following sentences, use the following at, by, in, into, of, off, on, out (of), to, under, with.**

1. I'm going to Bath ... Monday ... Tom. Would you like to come ... us? ~ Are you going ... bus? ~ No, we're going ... Tom's car. 2. I saw him standing ... the queue but I don't know whether he got ... the bus or not. 3. How do you go ... school? ~ It depends ... the weather. ... wet days I go ... tube; ... fine .' weather I go ... foot. 4. The car stopped ... the traffic lights and wouldn't start " again, so the driver got ... and pushed it ... the side ... the road. 5 Someone threw a stone ... the speaker. It hit him ... the head and knocked his glasses ... . 6. I want to post this ... a friend ... Italy. Will he have to pay |duty ... it? 7. According ... Tom, it is impossible to live ... Paris ... less than £10,000 a year. 8. Are you ... your own (alone)'? ~ No, I'm ... a friend ... mine. 9. You ought to be ashamed ... yourself for coming ... my nice clean kitchen ... muddy boots. 10 Children get presents ... Christmas and ... their birthdays. 11. How would we get ... (escape from) this room if the hotel were ... fire? 12. He arrived ...

London ... 6 p.m. ... a foggy November day. We often have fogs ... November. 13. The man ... his back ... the camera is the Minister ... Agriculture. 14. How do I get ... the Public Library? ~ Go ... the end ... this street and turn right; turn left ... the next traffic lights and then take the second turning ... your right. This will bring you ... Brook Street, and you'll find the library ... your left. 15. Alternatively you could get a 14 bus ... this stop and ask the conductor to tell you where to get ... (alight). 16. The boy was leaning against the wall ... his hands ... his pockets. "Take your hands ..... your pockets," said his father sharply. 17. As she was getting ..... the car one ... her buttons fell ... . Although we were ... a hurry she insisted ... stopping to look for it. 18. Mr Jones is very keen ... punctuality. His lessons start dead ... time and you get ... terrible trouble if you're late. 19. The man ... the pipe and red hair is the brother ... the girl ... blue. 20. Don't leave your luggage ... the corridor. It'll be ... everyone's way. Bring it ... the compartment and put it ... the rack. 21. He sits ... his desk all day ... his head ... his hands. It gets ... my nerves. 22. ... mistake I opened Mary's letter instead ... my own. She was very angry ... me and said that I'd done it ... purpose. 23. I buy a newspaper ... my way ... the station and read it ... the train. By the time I get ... London I've read most ... it. 24. He was charged ... driving while ... the influence ... alcohol. 25. People who drop litter ... the pavements are liable ... a fine ... £50. 26. He accused me ... selling secret information ... the enemy. 27. You look worried. Are you ... some sort ... trouble? ~ Yes, ... a way. I'm ... debt and my creditors want to be paid ... the end ... of month, and ... the moment I haven't any money ... the bank. 28. The car skidded ... the tree, the windscreen was smashed and the driver was cut ... the face ... splinters ... glass. 29. Four people were injured ... the demonstration. Three ... them are students ... the university, the fourth is here ... holiday. That's him over there ... his arm ... plaster. 30. This picture was painted ... Picasso; and there's another Picasso ... the opposite wall. 31. The horse stopped suddenly and the rider fell ... . He couldn't get ... again without help and there was no one ... sight. 32. The children hastily changed ... bathing things and jumped ... the river ... shouts of delight. 33. We'll have to go ... car; we can't go ... bus ... account ... the bus strike. 34. Divers breathing a mixture ... helium and oxygen can work ... a depth ... 100 metres. 35 I'm tired ... working ... the suburbs and I've asked to be transferred ... our central branch. 36. Can I have Monday ... ? or Can I have a holiday ... Monday? I want to go ... my grandson's wedding.

**7. Insert suitable words, use the following at, by, during, for, from, in, of, on, over, since, till, under, with.**

1. I've lived ... this street ... ten years. 2. He has lived ... 101 Cornwall Gardens ... 1966. 3. ... the age ... 18 he was sent to prison ... theft. 4. He was ... prison ... two years. ... that time he became interested ... pigeons. 5. There is a parcel of books ... you ... the table ... the hall. ~ Oh, they must be ... my brother. He always sends me books ... my birthday. 6. We heard that Bill wasn't ... arrest but was helping the police ... their enquiries. The police are interested ... a bank robbery which took place ... Bill's last holidays. 7. Much Ado About Nothing is ... Shakespeare, and you'll find more ... his plays ... the bookcase ... the corner. 8. As the child was too young to travel ... herself, they arranged ... her to travel ... the care ... a friend of the

family. 9. Have you heard ... John ... his return? ~ Yes, I had a letter ... Monday. He's thinking ... going back ... America. 10. He was ill ... a week and ... that week his wife never left his side. 11. Aren't you coming ... us? ~ No, I'm waiting ... Tom. ~ But he won't be ready ... some time. ~ I'm not ... a hurry. I'll wait till he's ready. 12. I'm very sorry ... being late. It was good ... you to wait ... me. 13. Passengers may leave bulky articles ... the stairs ... the conductor's permission, but the bus company will not be responsible ... such articles. 14. Remember to be ... good time ... the opera because if you're late they won't let you .....the end ... the act. 15 I want two seats ... Romeo and Juliet ... Friday night. 16. ... spite ... the heat he refused to take ... his coat. 17. He was wounded ... the shoulder ... a bullet fired ... an upstairs window. 18. While ... their way from the coast ... the mountains they were attacked ... a jaguar. 19. What platform does the train ... York leave ...? ~ Platform 8, and you'd better hurry. It'll be leaving ... a minute. 20. He invited me to dinner ... his club and ... the meal he asked me ... advice about his investments. 21. He's not independent ... any means. He depends ... his father ... everything. 22. He has a picture ... Picasso (Picasso painted the picture) and he can't decide whether to hang it ... the hall ... the right as you come ... or ... the sitting room ... the fireplace. 23. I'm tired ... hearing about Tom and his Picasso. He can hang it ... his garage ... all I care! 24. He said he was ... debt and asked me ... a loan ... £50. 25. What's the cheapest way ... getting ... London ... Edinburgh? ~ Well, you could hitch hike there ... next ... nothing, or you could go ... coach ... about £20. 26. I was horrified ... his appearance. He looked as if he hadn't slept ... weeks. 27. When he gets back ... the office he expects his wife to meet him ... the door ... his slippers, and have a hot meal waiting ... him. 28. Yesterday the children went ... a walk and didn't get back ... 10 p.m. Their mother was furious ... them ... coming in so late. 29. Passengers who get ... or ... a bus (i.e. who board or leave it) except ... the official stops do so ... their own risk. 30. The rows are lettered ... A to T, beginning ... the row nearest the stage. So if Tom is sitting ... B26, and Jack is sitting ... C26, Tom will be directly ... front ... Jack. 31. What's the best way ... cooking a lobster? ~ Cook it ... boiling salted water, and serve it cold ... mayonnaise. 32. He was fined ... parking his car ... a no-parking area. 33. He opened the door ... a rusty key and went down the steps ... the cellar, followed by Bill ... a torch. 34. The adults worked ... 6 a.m. to 6 p.m., ... an hour ... lunch. Boys ... 18 were not supposed to start ... 8 a.m. (earlier than 8 a.m.) 35. He died ... heart failure ... Tuesday night. His wife is still suffering ... shock. 36. The house is ... fire! Send ... the Fire Brigade!

### **8. Insert a suitable word in the following sentences.**

1. He insisted ... seeing the documents. 2. They succeeded ... escaping ... the burning house. 3. I am not interested ... anything that happened ... the very remote past. 4. The children are very fond ... swimming. ... summer they spend most ... their time ... the water. 5. How are you getting ... at school? ~ I'm getting ... all right except ... English. I'm very bad ... English; I'll have to work harder ... it, and spend more time ... it. 6. Paul goes ... school ... you, doesn't he? How's he getting ..... his English? or How's his English getting ... ? ~ 7. I don't know. We're not ... the same class. But he gets ... the other students all right. He has heaps ... friends. 8. There

is no point ... going ... car if we can't park near the theatre. 9. She made a point ... coming late so that everyone would look ... her. 10. It never occurred ... me to ask him ... proof ... his identity. 11. ... first, driving on the left is confusing, but you'll soon get used ... it. 12. I've heard such a lot ... him that I'm looking forward ... seeing him very much. 13. He was so absorbed ... his work that when I came ..., he didn't even look ... (raise his head) 14. I'm sorry ... Tom. (/ pity him.) He was worked ... Brown and Company ... ten years and now the firm has been taken ... by Jones Ltd, and they're going to dismiss him. 15 I'm sorry ... being late ... Monday. Or I'm sorry ... Monday. 16. The complete set ... books can be ordered ... £10 ... Jones and Company. (Jones and Company will send them to you if you write enclosing £10.) 17. I'm waiting ... my friend. He'll be here ... a moment. 18. I see ... today's paper that you need a secretary ... a knowledge of French. I should like to apply ... the post. 19. You can't rely ... him. He's almost always late ... appointments. 20. If you do not comply ... the traffic regulations you will get ... trouble ... the police. 21. Wine is good ... you, but it is expensive ... England because there is a fairly high tax ... it. 22. ... fairy stories, stepmothers are always unkind ... their stepchildren; but my stepmother has always been very good ... me. 23. He was so infuriated ... the play that he walked ... (left the theatre) ... the middle ... the first act. 24. My au pair girl takes car ... my little boys (looks ... them) ... the afternoons. She's very good ... children. (She can manage them well.) 25. He threw stones ... his attackers, trying to drive them ... . 26. I threw the ball ... Peter, but instead ... throwing it back ... me, he ran ... and hit it. 27. I object ... being kept waiting. Why can't you be ... time. 28. "... accordance ... the wishes ... my people," the president said, "I am retiring ... public life." 29. This regulation doesn't apply ... you. You are ... (less than) 18. 30. I'm not exactly keen ... cooking; but I prefer it ... washing up. (Washing up is worse than cooking.) 31. I was so afraid ... missing the train that I took a taxi ... the station. 32. What ... taking the day ... and spending it ... the seaside? 33. I don't object ... lending you my pen, but wouldn't it be better if you had a pen ... your own? 34. Don't ask the office ... information. I will provide you ... all the information you need. 35. I disapprove ... people who make all sorts ... promises which they have no intention ... keeping. 36. I was ... the impression that I had paid you ... the work you did ... me.

**9. Insert a preposition if necessary. Choose from at, by, for, in, of, on, past, till/until, to, with.**

1. He asked ... his father ... money. 2. They paid ... me ... the books. 3. I thought he would offer ... Ann the job, but he offered it ... me. 4. Keep ... me a place, and keep a place ... Ann too. 5. They showed ... us photographs ... their baby. 6. Buying presents ... children is sometimes very difficult. ... the end I bought a kite ... Tom and a torch ... Ann. 7. Pass the salt ... your father, Peter, and pass ... me the pepper, please. 8. When you have lunch ... a restaurant, who pays ... the bill? ~ Oh, each ... us pays ... what he has had. 9. Paul's a pianist. He sometimes plays ... us ... the evening. Last night he played some Chopin. 10. I think I'll be able to find ... Ann a job. ~ Could you find a job ... me, too? 11. He sold the picture ... an American dealer ... £5,000. 12. He promised ... us a share ... the profits. 13. He built a very nice house ... Jack ... only £50,000. I wonder what sort ... house he would build ... me

... £30,000. 14. She is knitting socks ... refugees. I wish she'd knit ... me some socks. 15. Sitting ... the floor isn't exactly comfortable. Throw ... me a cushion, please, Ann. 16. If you are going ... the Post Office, could you buy ... me a book ... stamps? 17. If you write ... me a song I'll sing it ... the school concert. I'll get Paul to accompany ... me ... the guitar. 18. Could you lend ... us your lawnmower, please? ~ I'm afraid you'll have to ask ... someone else to lend ... you one. We've lent ours ... Mr Jones and he always keeps it ... ages. 19. I thought you'd be late ... dinner, so I ordered some sandwiches ... you; they're ... the bar. I haven't paid ... them: you can pay ... the barman. 20. I explained ... him that it was the custom ... England to wash one's car at the weekend. 21. I described the machine ... him and asked ... him if he could make ... me one like it. 22. She told ... us that she'd been attacked ... the street. We asked ... her to describe her attacker and she said he was a tall man ... a limp. 23. He told ... them to wait ... him ... the bridge. 24. I cannot repeat ... you what she said ... me ... confidence. 25. The headmaster warned ... me to work harder. What did he say ... you, Jack? 26. He advised ... the strikers to go back ... work. They received his advice ... shouts ... contempt. 27. They don't allow ... you to smoke ... cinemas ... France. 28. He told lies ... the police. ~ I'm not surprised. He told ... me a pack ... lies yesterday. 29. This film reminds ... me ... my childhood. 30. I rely ... you to remind ... me to pay Jack ... the books he bought ... me. 31. We must try to get ... home ... time ... tea. 32. We didn't reach Berlin ... after dark, and had some difficulty ... finding our hotel. 33. If we say "The manager showed ... us to our room," we mean that he led .. us ... the door. If we say, "He showed ... us the room," we mean that he entered ... the room ... us. 34. I read ... him the report. He listened ... me ... amazement. 35. He ordered ... us to give ... him all the maps ... our possession. 36. He suggested ... me that we should offer to pay .. her .. dollars.

### **10. Insert till, until, to where appropriate.**

1. Go on ... the crossroads. 2. Go on ... you see a church on your right. 3. We work from 9 a.m. ... 6 p.m. 4. Start now and go on ... I tell you to stop. 5. I'm going to wait ... it stops raining. 6. You'll have to stay in bed ... your temperature goes down. 7. The library is open from 10 ... 4 o'clock. 8. This train goes ... York. 9. We have lunch from 12.00 ... 1.00. Then we start again and go on ... 5.30. 10. Go back ... the hotel and wait there ... I call for you. 11. I'm not going for a walk, I'm only going ... the bank. ~ Then you'd better wait ... the bank opens. 12. If you're going ... the Post Office would you post a letter for me? ~ Yes, of course; but it won't go ... tomorrow.

### **11. Insert for or since.**

1. It's a long time ... I had a good meal. Or I haven't had a good meal ... ages. 2. I've been waiting for Tom ... 6.00; I wonder if he's lost his way. 3. Ever ... his accident he's been afraid of flying. 4. I haven't seen Tom ... we left school. 5. The astronauts have already been in orbit ... two days. 6. ... last year the noise has become very much worse. 7. I've had this toothache ... the last week. 8. Her husband died last year, and ... then she has been supporting the family. Or She's been supporting the family ... the last year. 9. It's three years ... I did any skiing. Or I haven't done any skiing ... three years. 10. The windows haven't been cleaned ... weeks. 11. He has

been missing ... 48 hours. 12. ... last year we haven't been allowed to park here.

**12. *Insert then, after, or afterwards.***

1. We had tea and ... went for a walk. Or ... tea we went for a walk. 2. We'll have watercress soup to start with. What would you like ... that? 3. ... waiting for half an hour he went home in disgust ... (later on) he was sorry he hadn't waited longer. 4. I give all the guests breakfast; ... I have my own. 5. First you loosen the nuts, ... you jack up the car, ... you take the wheel off. 6. He listened at the keyhole for a minute; ... he opened the door cautiously. 7. University administrators sometimes appear more important than scholars; but the administrators will not be remembered ... their death. 8. "Put your toys away," said his mother, "and ... we'll have tea". 9. In the story, the Princess married the Prince and they lived happily ever ... . 10. He wound up the clock, set the alarm for 5.00, ... got into bed and fell asleep. 11. He poured the brandy into a glass, warmed it in his hands a little, ... drank it slowly. 12. L covered the pudding with cream and decorated it with cherries. ~ And ... ? ~ ... we are it, of course. 13. For years ... people remembered that terrible night. 14. I spoke angrily; ... (some time later) I regretted my words. 15. He looked round to see that nobody was watching; ... he took a piece of bent wire and began trying to open door. 16. First you say " Yes", and ... you say "No". You're an impossible person to make plans with.

## THE PREPOSITION

### Exercise 1. *Fill in the prepositions.*

1. Have you found the solution \_\_\_ the problem? 2. The demand \_\_\_ the Japanese goods is increasing. 3. The cause \_\_\_ the accident has not been found yet. 4. There is an advantage \_\_\_ going by plane. 5. The reason \_\_\_ my being late is my watch. It has stopped. 6. His reaction \_\_\_ this problem was very strange. 7. The damage \_\_\_ the house made \_\_\_ the fire was terrible. 8. He was struck \_\_\_ the rise \_\_\_ prices. 9. The disadvantage \_\_\_ your offer is routine work. 10. The increase \_\_\_ unemployment is a characteristic feature of a crisis. 11. She was astonished \_\_\_ the decrease \_\_\_ pay. 12. We have not received the reply \_\_\_ your letter yet. 13. In connection \_\_\_ this question we would like to meet you on Thursday. 14. He is in great need \_\_\_ money. 15. They sent me a cheque \_\_\_ 150 pounds. 16. We have reliable contacts \_\_\_ this company. 17. The contact \_\_\_ them surprises everybody. 18. Could you show me the photograph \_\_\_ this place? 19. The key \_\_\_ the problem is unknown. 20. Have you received the invitation \_\_\_ the party?

### Exercise 2. *Fill in the prepositions.*

1. I am afraid \_\_\_ losing documents. 2. Are you interested \_\_\_ working for us? 3. The children are looking \_\_\_ having a holiday. 4. What are the advantages \_\_\_ going there? 5. They are excited \_\_\_ going on holiday. 6. He went to work \_\_\_ spite \_\_\_ feeling bad. 7. I bought an evening dress instead \_\_\_ new shoes. 8. I am fed \_\_\_ this film. 9. He is not good \_\_\_ math. 10. Tom left \_\_\_ finishing dinner. 11. He has succeeded \_\_\_ finding a new job. 12. He apologized \_\_\_, me \_\_\_ keeping so long. 13. He's always dreamed \_\_\_ going to the USA. 14. I insist \_\_\_ buying this model of TV. 15. She does not approve \_\_\_ smoking. 16. Only you may prevent him \_\_\_ doing that. 17. We congratulated him \_\_\_ passing the exams. 18. I don't feel \_\_\_ going anywhere. 19. He is thinking \_\_\_ buying a new car. 20. They accused him \_\_\_ robbing the bank. 21. Please forgive me \_\_\_ doing this! 22. He suspects him \_\_\_ being a liar. 23. They decided \_\_\_ going to Brighton because it was raining. 24. I disapprove \_\_\_ going there. 25. I prefer cycling \_\_\_ driving.

### Exercise 3. *Fill in the prepositions.*

1. His reaction \_\_\_ my remark \_\_\_ his putting a lot of weight was so painful. I think he should go \_\_\_ a diet. 2. Will you pay \_\_\_ cheque or \_\_\_ cash? — I'll give you "a cheque \_\_\_ 50 pounds. 3. Look! The house is \_\_\_ fire. 3 We should call the fire brigade. 4. The factory is closed today. The workers are \_\_\_ strike because their demand \_\_\_ increase \_\_\_ pay has not been met. 5. The great advantage \_\_\_ being \_\_\_ a cruise is that you usually 'have good contacts \_\_\_ many people. 6. His attitude \_\_\_ her has changed greatly. I think he has fallen \_\_\_ love \_\_\_ her. 7. \_\_\_ my opinion, he has written the test \_\_\_ chance. Instead \_\_\_ preparing \_\_\_ it he went \_\_\_ a tour. 8. She lives \_\_\_ a new district and she is not \_\_\_ the phone. 9. What is the reason \_\_\_ your doubt? 10. The cause \_\_\_ her committing a suicide is not known. 11. He was greatly impressed \_\_\_ the exhibition which was famous \_\_\_ its beautiful sculptures. 12. His behaviour is similar \_\_\_ hers. They are not interested \_\_\_ anything. 13. I'm



short\_\_time, I'm afraid. 14. I hate going\_\_ the centre. It's always crowded \_\_people. 15. The president is responsible.\_\_the policy of the government. 16. They are fond\_\_classical music but they are also interested \_\_pop music. 17. He was incapable \_\_ passing the exam but don't feel sorry\_\_him. If he had been keen\_\_passing it, he would have studied much. 18. I'm sick and tired\_\_this loud music. Will you turn it\_\_, please? 19. His dictation is full\_\_mistakes. He is not keen \_\_learning German. 20. They are sorry \_\_their behaviour. They drank too much yesterday.

Exercise 4. *Translate the following sentences into English using prepositions and adverbial particles.*

1. Я только что получил приглашение на их свадьбу (wedding). 2. Причина несчастного случая выясняется (investigate). 3. Это не решение проблемы. 4. Я не могу придумать ответ на его письмо. 5. На эти товары небольшой спрос. 6. Существует много недостатков и преимуществ, если у тебя есть машина. 7. Недостатком его пребывания в США было то, что он не знал английского языка. 8. Несмотря на наши разногласия (difficulties), его отношение ко мне не изменилось. 9. Я не вижу связи между этими двумя событиями (event). 10. Все рассмеялись, услышав причину его опоздания. 11. За последние несколько лет произошел резкий рост цен. 12. Ущерб, нанесенный городу наводнением (flood), был значительным. 13. Снижение уровня жизни (living standards) является характерной чертой (feature) любого кризиса. 14. Этот бизнесмен дал чек на благотворительные цели (charity). 15. Две компании совершенно независимы, между ними нет никакой связи.

## The simple present tense

**Ex. 1.** *Read the following in the third person singular. Do not change the object if it is plural.*

- 1 They wish to speak to you. (He)
- 2 Buses pass my house every hour.
- 3 They help their father. (He)
- 4 We change planes at Heathrow.
- 5 You watch too much TV. (He)
- 6 They worry too much. (He)
- 7 I cash a cheque every month. (He)
- 8 I always carry an umbrella. (She)
- 9 They wash the floor every week. (She)
- 10 His sons go to the local school.
- 11 These hens lay brown eggs.
- 12 Rubber balls bounce.
- 13 These figures astonish me.
- 14 Do you like boiled eggs? (he)
- 15 These seats cost J10.
- 16 They fish in the lake. (He)
- 17 Elephants never forget.
- 18 They usually catch the 8.10 bus.
- 19 They sometimes miss the bus.
- 20 I mix the ingredients together.
- 21 The rivers freeze in winter.
- 22 They fly from London to Edinburgh.
- 23 The carpets match the curtains.
- 24 They realize the danger.
- 25 I use a computer.
- 26 What do they do on their days off? ~ They do nothing. They lie in bed all day.
- 27 The boys hurry home after school.
- 28 They push the door open.
- 29 They kiss their mother.
- 30 They box in the gymnasium.
- 31 They dress well.
- 32 Your children rely on you.
- 33 They snatch ladies' handbags.
- 34 You fry everything.
- 35 The taxes rise every year.
- 36 They do exercises every morning.

**Ex. 2.** *Read the following (a) in the negative (b) in the interrogative.*

- 1 You know the answer.
- 2 He has breakfast at 8.00.
- 3 He loves her.
- 4 Some schoolgirls wear uniforms.
- 5 He trusts you.
- 6 He tries hard.
- 7 The park closes at dusk.
- 8 He misses his mother.
- 9 The children like sweets.
- 10 He finishes work at 6.00.
- 11 He lives beside the sea.
- 12 He bullies his sisters.
- 13 This stove heats the water.
- 14 She has a cooked breakfast.
- 15 She carries a sleeping bag.
- 16 He usually believes you.
- 17 She dances in competitions.
- 18 You remember the address.
- 19 She plays chess very well.
- 20 He worries about her.
- 21 These thieves work at night.
- 22 He leaves home at 8.00 every day.
- 23 Ann arranges everything.
- 24 She agrees with you.
- 25 Their dogs bark all night.
- 26 Their neighbours often complain.
- 27 Tom enjoys driving at night.
- 28 He engages new staff every Spring.
- 29 Tom looks very well.
- 30 They sell fresh grape juice here.
- 31 He charges more than other photographers.
- 32 She cuts her husband's hair.
- 33 They pick the apples in October.
- 34 The last train leaves at midnight.
- 35 He relaxes at weekends.
- 36 She refuses to discuss it.

### The present continuous tense

**Ex. 3.** Put the verbs in brackets into the present continuous tense. In No. 25, *have* is used as

an ordinary verb and can therefore be used in the continuous tense.

- 1 She (not work), she (swim) in the river.
- 2 He (teach) his boy to ride.
- 3 Why Ann (not wear) her new dress?
- 4 The airplane (fly) at 2,000 metres.
- 5 What Tom (do) now? He (clean) his shoes.
- 6 This fire (go) out. Somebody (bring) more coal?
- 7 It (rain)?~  
Yes, it (rain) very hard. You can't go out yet.
- 8 Why you (mend) that old shirt?
- 9 You (not tell) the truth. ~ How do you know that I (not tell) the truth?
- 10 Who (move) the furniture about upstairs? ~ It's Tom. He (paint) the front bedroom.
- 11 Mrs Jones (sweep) the steps outside her house.
- 12 What you (read) now? I (read) *Crime and Punishment*.
- 13 It is a lovely day. The sun (shine) and the birds (sing).
- 14 Someone (knock) at the door. Shall I answer it? ~ I (come) in a minute. I just (wash) my hands.
- 15 She always (ring) up and (ask) questions.
- 16 Why you (make) a cake? Someone (come) to tea?
- 17 Where is Tom? ~ He (lie) under the car.
- 18 Can I borrow your pen or you (use) it at the moment?
- 19 You (do) anything this evening? ~ No, I'm not. - Well, I (go) to the cinema.  
Would you like to come with me?
- 20 We (have) breakfast at 8.00 tomorrow as Tom (catch) an early train.
- 21 Ann usually does the shopping, but I (do) it today as she isn't well.
- 22 Why you (type) so fast? You (make) a lot of mistakes.
- 23 Mother (rest) now. She always rests after lunch.
- 24 They (dig) an enormous hole just outside my gate. ~ What they (do) that for? ~  
I don't know. Perhaps they (look) for oil.
- 25 What (make) that terrible noise? ~ It's the pneumatic drill. They (repair) the road.
- 26 The children are very quiet. Go and see what they (do). - They (cut) up some J5 notes.
- 27 What you (wait) for? - I (wait) for my change; the boy just (get) it.
- 28 I can't hear what you (say); the traffic (make) too much noise.
- 29 She always (lose) her glasses and (ask) me to look for them.
- 30 Mother: What you (look) at? Something (happen) in the street?
- 31 Child: Yes. The house opposite is on fire! Come and look. Mother: I can't. I (bath) the babies. Is the Fire Brigade here?

- 32 Child: Yes. Fire engines (rush) up and the firemen (jump) out and (unroll) their hoses.
- 33 Smoke (pour) from the windows! People (stop) to watch. A policeman (try) to move them on.
- 34 An old man (climb) out of a first floor window! A fireman (help) him! Two boys (slide) down a rope!
- 35 A woman (wave) from the attic and a fireman (go) up a ladder to help her!
- 36 Now he (come) down again! He (carry) a baby! The crowd (cheer)!

### **The simple present and the present continuous**

**Ex. 4.** *Put the verbs in brackets into the simple present or the present continuous tense.*

- 1 Cuckoos (not build) nests. They (use) the nests of other birds.
- 2 You can't see Tom now: he (have) a bath.
- 3 He usually (drink) coffee but today he (drink) tea.
- 4 What she (do) in the evenings? ~ She usually (play) cards or (watch) TV.
- 5 I won't go out now as it (rain) and I -(not have) an umbrella.
- 6 The last train (leave) the station at 11.30.
- 7 He usually (speak) so quickly that I (not understand) him.
- 8 Ann (make) a dress for herself at the moment. She (make) all her own clothes.
- 9 Hardly anyone (wear) a hat nowadays. 10 I'm afraid I've broken one of your coffee cups. — Don't worry. I (not like) that set anyway.
- 11 I (wear) my sunglasses today because the sun is very strong.
- 12 Tom can't have the newspaper now because his aunt (read) it.
- 13 I'm busy at the moment. I (redecorate) the sitting room.
- 14 The kettle (boil) now. Shall I make the tea?
- 15 You (enjoy) yourself or would you like to leave now? - I (enjoy) myself very much. I (want) to stay to the end.
- 16 How you (get) to work as a rule? ~ I usually (go) by bus but tomorrow I (go) in Tom's car.
- 17 Why you (put) on your coat? ~ I (go) for a walk. You (come) with me? - Yes, I'd love to come. You (mind) if I bring my dog?
- 18 How much you (owe) him? - I (owe) him J5. ~ You (intend) to pay him?
- 19 You (belong) to your local library? - Yes, I do. - You (read) a lot? - Yes, quite a lot. - How often you (change) your books? — I (change) one every day.
- 20 Mary usually (learn) languages very quickly but she (not seem) able to learn modern Greek.
- 21 I always (buy) lottery tickets but I never (win) anything.
- 22 You (like) this necklace? I (give) it to my daughter for her birthday tomorrow.
- 23 I won't tell you my secret unless you (promise) not to tell anyone. - I (promise).
- 24 You always (write) with your left hand?
- 25 You (love) him? - No, I (like) him very much but I (not love) him.
- 26 You (dream) at night? - Yes, I always (dream) and if I (eat) too much supper I (have) nightmares.

- 27 The milk (smell) sour. You (keep) milk a long time?
- 28 These workmen are never satisfied; they always (complain).
- 29 We (use) this room today because the window in the other room is broken.
- 30 He always (say) that he will mend the window but he never (do) it.
- 31 You (know) why an apple (fall) down and not up?
- 32 You (write) to him tonight? - Yes, I always (write) to him on his birthday. You (want) to send any message?
- 33 Tom and Mr Pitt (have) a long conversation. I (wonder) what they (talk) about.
- 34 You (believe) all that the newspapers say? - No, I (not believe) any of it. ~ Then why you (read) newspapers?
- 35 This car (make) a very strange noise. You (think) it is all right? - Oh, that noise (not matter). It always (make) a noise like that.
- 36 The fire (smoke) horribly. I can't see across the room. - I (expect) that birds (build) a nest in the chimney. - Why you (not put) wire across the tops of your chimneys? Tom (do) that sometimes but it (not seem) to make any difference.

### **The simple present and the present continuous**

**Ex. 5.** *Put the verbs in brackets into the simple present or present continuous tense.*

- 1 What Tom (think) of the Budget? -  
He (think) it most unfair. ~  
I (agree) with him.
- 2 What this one (cost)?-  
It (cost) forty pence.
- 3 You (hear) the wind? It (blow) very strongly tonight.
- 4 You (see) my car keys anywhere? -  
No, I (look) for them but I (not see) them.
- 5 He never (listen) to what you say. He always (think) about something else.
- 6 This book is about a man who (desert) his family and (go) to live on a Pacific island.
- 7 You (understand) what the lecturer is saying? ~  
No, I (not understand) him at all.
- 8 What you (have) for breakfast usually? ~  
I usually (eat) a carrot and (drink) a glass of cold water.
- 9 When the curtain (rise) we (see) a group of workers. They (picket) factory gate.
- 10 Why you (walk) so fast today? You usually (walk) quite slowly. ~  
I (hurry) because I (meet) my mother at 4 o'clock and she (not like) to be kept waiting.
- 11 I (wish) that dog would lie down. He (keep) jumping up on my lap. ~  
I (think) he (want) to go for a walk.
- 12 You (recognize) that man? ~  
I (think) that I have seen him before but I (not remember) his name
- 13 Look at that crowd. I (wonder) what they (wait) for.

- 14 This message has just arrived and the man (wait) in case you (want) to send a reply.
- 15 Stop! You (not see) the notice? ~  
I (see) it but I can't read it because I (not wear) my glasses. What it (say)? ~  
It (say) 'These premises are patrolled by guard dogs'.
- 16 She always (borrow) from me and she never (remember) to pay me back.
- 17 You (need) another blanket or you (feel) warm enough?
- 18 It (save) time if you (take) the path through the wood? ~  
No, it (not matter) which path you take.
- 19 I (save) up because I (go) abroad in July.
- 20 I (think) it is a pity you don't take more exercise. You (get) fat.
- 21 The plane that you (look) at now just (take) off for Paris,
- 22 Tom never (do) any work in the garden; he always (work) on his car.
- 23 What he (do) to his car now? ~  
I (think) he (polish) it.
- 24 That film (come) to the local cinema next week. You (want) to see it?
- 25 How Peter (get) on at school? ~  
Very well. He (seem) to like the life.
- 26 Why Mrs Pitt (look) so angry? ~  
Mr Pitt (smoke) a cigarette and (drop) the ash on the carpet.
- 27 This is our itinerary. We (leave) home on the 8th, (arrive) in Paris on the 9th, (spend) the day in Paris, and (set) out that night for Venice. ~  
That (sound) most interesting. You must tell me all about it when you (get) back.
- 28 This story is about a boy who (make) friends with a snake which he (find) in his garden. Then he (go) away but he (not forget) the snake and some years later he (return) and (look) for it.
- 29 He (find) the snake who (recognize) its old friend and (coil) round him affectionately. But, unfortunately, the snake is by now a full-grown boa-constrictor and its embrace (kill) the poor boy.
- 30 The snake (feel) sorry about this? -  
I (not know). The story (end) there.
- 31 How you (end) a letter that (begin), 'Dear Sir'? ~  
I always (put), 'Yours truly', but Tom (prefer) 'Yours faithfully'.
- 32 What the word 'catastrophe' (mean)? ~  
It (mean) 'disaster'.
- 33 What you (wait) for? -  
I (wait) for the shop to open. -  
But it (not open) till 9.00. -  
I (know) but I (want) to be early, as their sale (start) today.
- 34 Why you (smoke) a cigar, Mrs Pitt? You (not smoke) cigars as a rule. ~  
I (smoke) it because I (want) the ash. This book (say) that cigar ash mixed with oil (remove) heat stains from wood.
- 35 Who (own) this umbrella? ~

I (not know). Everybody (use) it but nobody (know) who (own) it.  
36 You (mind) if I (ask) you a question? ~  
That (depend) on the question. ~  
It (concern) your brother. ~  
I (refuse) to answer any question about my brother.

### **The present perfect tense**

**Ex. 6.** *Put the verbs in brackets into the present perfect tense, and fill the spaces by repeating the auxiliary.*

You (wash) the plates? ~  
Yes, I...  
*Have you washed the plates? ~*  
*Yes, I have.*

You (see) him lately? ~  
No, I...  
*Have you seen him lately?~*  
*No, I haven't.*

- 1 Where you (be)? ~  
I (be) to the dentist.
- 2 You (have) breakfast? ~  
Yes, I...
- 3 The post (come)? ~  
Yes, it . . .
- 4 You (see) my watch anywhere? ~  
No, I'm afraid I . . .
- 5 Someone (wind) the clock? ~  
Yes, Tom . . .
- 6 I (not finish) my letter yet.
- 7 He just (go) out.
- 8 Someone (take) my bicycle.
- 9 The phone (stop) ringing.
- 10 You (hear) from her lately? -  
No, I...
- 11 I just (wash) that floor.
- 12 The cat (steal) the fish.
- 13 You (explain) the exercise? ~  
Yes, I...
- 14 There aren't any buses because the drivers (go) on strike.
- 15 You (have) enough to eat? ~  
Yes, I (have) plenty, thank you.



- 16 Charles (pass) his exam? ~  
Yes, he...
- 17 How many bottles the milkman (leave)? ~  
He (leave) six.
- 18 I (live) here for ten years.
- 19 How long you (know) Mr Pitt? ~  
I (know) him for ten years.
- 20 Would you like some coffee? I just (make) some.
- 21 Mary (water) the tomatoes? ~  
Yes, I think she . . .
- 22 You (not make) a mistake? ~  
No, I'm sure I . . .
- 23 Why you (not mend) the fuse? ~  
I (not have) time.
- 24 You (dive) from the ten-metre board yet? ~  
No, I...
- 25 You ever (leave) a restaurant without paying the bill? ~  
No, I...
- 26 I (ask) him to dinner several times.
- 27 He always (refuse).
- 28 You ever (ride) a camel?
- 29 I (buy) a new carpet. Come and look at it.
- 30 He (post) the letter?
- 31 Why he (not finish)? He (have) plenty of time.
- 32 I often (see) him but I never (speak) to him.
- 33 You ever (eat) caviar? ~  
No, I...
- 34 We just (hear) the most extraordinary news.
- 35 The police (recapture) the prisoners who escaped yesterday.
- 36 I (not pay) the telephone bill yet.

### **The present perfect and the simple past**

**Ex. 7.** (a) *Fill the spaces by repeating the auxiliary used in the question, putting it into the negative where necessary.*

(b) *Put the verb in brackets into the present perfect or the simple past tense.*

- |                             |  |
|-----------------------------|--|
| Have you seen that play?    | (a) Yes, I . . .<br><i>Yes, I have.</i>                                  |
|                             | (b) Yes, I (be) there last night.<br><i>Yes, I was there last night.</i> |
| 1 Have you wound the clock? | (a) Yes, I . . .<br>(b) Yes, I (wind) it on Monda                        |

- 2 Have you ever eaten snails? (a) No, I . . .  
(b) Yes, I (eat) some at Tom's party last week.
- 3 Has she fed the dog? (a) Yes, I think she . . .  
(b) Yes, she (feed) him before lunch.
- 4 Have they repaired the road? (a) No, they . . .  
(b) They only (repair) part of it so far.
- 5 Have they done their homework? (a) Yes, they (do) it all.  
(b) Yes, they (do) it before they left school.
- 6 Have you found the matches? (a) No, I . . .  
(b) No, I (not find) them yet.
- 7 Have you made the coffee? (a) Yes, I ...  
(b) I (make) some yesterday: we can use that.
- 8 Have you been here before? (a) No, I ...  
(b) Yes, I (be) here several times.
- 9 Have you seen him lately? (a) No, I . . .  
(b) No, I (not see) him since Christmas.
- 10 Have you been to the opera this week? (a) Yes, I . . .  
(b) Yes, I (go) to *Faust* on Friday.
- 11 Have you ever driven this car? (a) Yes, I (drive) it once or twice.  
(b) Yes, I (drive) it when you were away.
- 12 Has he missed his train? (a) No, he ....  
(b) Yes, he . . . It (go) five minutes ago.
- 13 Have they been through Customs? (a) Yes, they . . .  
(b) Yes, their luggage (be) examined at Dover.
- 14 Has he spoken to her? (a) Yes, he . . .  
(b) Yes, he (speak) to her on Friday.
- 15 Have you spent all your money? (a) No, I only (spend) half of it.  
(b) Yes, I...
- 16 How much have you saved since Christmas? (a) I (not save) anything.  
(b) I (save) £3.
- 17 Has his temperature gone down? (a) No, it . . .  
(b) Yes, it (go) down last night.
- 18 Have you seen his garden? (a) No, I (not see) it yet.  
(b) I (see) the house on Monday but I (not see) the garden.
- 19 Have you paid the bill? (a) Yes, I...  
(b) Yes, I (pay) it while you were away.
- 20 Have you ever flown a plane? (a) No, I . . .  
(b) Yes, I (fly) when I was at university.
- 21 Has your dog ever bitten anyone? (a) Yes, he (bite) a policeman

last week.

- 22 Have you planted your peas?  
Tuesday.
- (b) Yes, he (bite) me twice.  
(a) Yes, I (plant) them on
- 23 Has he written to the paper?
- (b) No, I... yet.  
(a) Yes, he . . .  
(b) Yes, he (write) at once.

**Ex. 8.** *Put the verbs in brackets into the present perfect or simple past tense. Fill the spaces by repeating the auxiliary used in the preceding verb.*

You (see) Mary on Monday? ~

Yes, I...

*Did you see Mary on Monday?'*

*Yes, I did.*

1 Where is Tom?-

I (not see) him today, but he (tell) Mary that he'd be in for dinner.

2 I (buy) this in Bond Street. ~

How much you (pay) for it? ~

I (pay) £100.

3 Where you (find) this knife? ~

I (find) it in the garden. ~

Why you (not leave) it there?

4 I (lose) my black gloves. You (see) them anywhere? ~

No, I'm afraid I... When you last (wear) them? ~

I (wear) them at the theatre last night. ~

Perhaps you (leave) them at the theatre.

5 Do you know that lady who just (leave) the shop? ~

Yes, that is Miss Thrift. Is she a customer of yours? ~

Not exactly. She (be) in here several times but she never (buy) anything.

6 He (leave) the house at 8.00. ~

Where he (go)? ~

I (not see) where he (go).

7 He (serve) in the First World War. ~

When that war (begin)? ~

It (begin) in 1914 and (last) for four years.

8 Who you (vote) for at the last election? ~

I (vote) for Mr Pitt. ~

He (not be) elected, (be) he? ~

No, he (lose) his deposit.

9 You (like) your last job? ~

I (like) it at first but then I (quarrel) with my employer and he (dismiss) me. ~

How long you (be) there? ~

I (be) there for two weeks.

- 10 I (not know) that you (know) Mrs Pitt. How long you (know) her? ~  
 I (know) her for ten years.
- 11 That is Mr Minus, who teaches me mathematics, but he (not have) time to teach me much. I only (be) in his class for a week.
- 12 You (hear) his speech on the radio last night? ~  
 Yes, I . . . ~  
 What you (think) of it?
- 13 I (not know) that you (be) here. You (be) here long? ~  
 Yes, I (be) here two months. ~  
 You (be) to the Cathedral? ~  
 Yes, I (go) there last Sunday.
- 14 You ever (try) to give up smoking? ~  
 Yes, I (try) last year, but then I (find) that I was getting fat so I (start) again.
- 15 You (see) today's paper? ~  
 No, anything interesting (happen)?  
 Yes, two convicted murderers (escape) from the prison down the road.

### **The present perfect continuous tense**

**Ex. 9.** *Put the verbs in brackets into the present perfect continuous tense*

- 1 I (make) cakes. That is why my hands are all covered with flour.
- 2 Her phone (ring) for ten minutes. I wonder why she doesn't answer it.
- 3 He (overwork). That is why he looks so tired.
- 4 There is sawdust in your hair. ~  
 I'm not surprised. I (cut) down a tree.
- 5 Have you seen my bag anywhere? I (look) for it for ages.
- 6 What you (do)? ~  
 I (work) in the laboratory.
- 7 He (study) Russian for two years and doesn't even know the alphabet yet.
- 8 How long you (wait) for me? ~  
 I (wait) about half an hour.
- 9 It (rain) for two days now. There'll be a flood soon.
- 10 We (argue) about this for two hours now. Perhaps we should stop
- 11 I (bathe). That's why my hair is all wet.
- 12 You (drive) all day. Let me drive now.
- 13 How long you (wear) glasses?
- 14 The petrol gauge (say) 'Empty' for quite a long time now. Don't think we should get some petrol?
- 15 I'm sorry for keeping you waiting. I (try) to make a telephone call Rome.
- 16 You (not eat) enough lately. That's why you feel irritable,
- 17 He (speak) for an hour now. I expect he'll soon be finished.
- 18 That helicopter (fly) round the house for the last hour; do you think it's taking photographs?
- 19 The radio (play) since 7 a.m. I wish someone would turn it off.

## **The present perfect and the present perfect continuous**

**Ex. 10.** *Put the verbs in brackets into the present perfect or the present perfect continuous tense.*

(In some cases either could be used.)

- 1 We (walk) ten kilometres.
- 2 We (walk) for three hours.
- 3 You (walk) too fast. That's why you are tired.
- 4 I (make) sausage rolls for the party all the morning.
- 5 How many you (make)? ~  
I (make) 200.
- 6 That boy (eat) seven ice-creams.
- 7 He (not stop) eating since he arrived.
- 8 The driver (drink). I think someone else ought to drive.
- 9 I (pull) up 100 dandelions.
- 10 I (pull) up dandelions all day.
- 11 What you (do)? ~  
We (pick) apples.
- 12 How many you (pick)? ~  
We (pick) ten basketfuls.
- 13 I (sleep) on every bed in this house and I don't like any of them.
- 14 He (sleep) since ten o'clock. It's time he woke up.
- 15 He (ride); that's why he is wearing breeches.
- 16 I (ride) all the horses in this stable.
- 17 What a lovely smell! ~  
Mary (make) jam.
- 18 The students (work) very well this term.
- 19 I only (hear) from him twice since he went away.
- 20 I (hear) from her regularly. She is a very good correspondent.

## THE PRONOUN

**some, any and compounds, e.g. *somebody, anything, somehow***

Insert **some** or **any**, making the appropriate compounds if necessary.

- 1 There's ... milk in that jug.
- 2 She wanted ...stamps but there weren't ... in the machine.
- 3 I'm afraid there isn't ... coffee left; will you grind ...?
- 4 Is there ... one here who speaks Italian?
- 5 I'd like to buy ... new clothes but I haven't ... money.
- 6 There's ... gin in the cupboard but there aren't ... glasses.
- 7 They can't have ... more strawberries; I want ... to make jam.
- 8 ... one I know told me ... of the details.
- 9 Have you ... idea who could have borrowed your bicycle?
- 10 I saw hardly ... one I knew at the party, and I didn't get ... thing to drink.
- 11 When would you like to come? ~ ... day would suit me.
- 12 Are there ... letters for me?
- 13 Don't let ... one in. I'm too busy to see ... body.
- 14 ... thing tells me you've got ... bad news for me.
- 15 I can't see my glasses ... where.
- 16 We didn't think he'd succeed but he managed ... how.
- 17 You're looking very miserable; has ... thing upset you?
- 18 If you had ... sense you wouldn't leave your car unlocked.
- 19 Scarcely ... one was wearing a dinner jacket.
- 20 ...one who believes what Jack says is a fool.
- 21 She put her handbag down ...where and now she can't find it.
- 22 Will you have ... pudding or ... fruit?
- 23 Haven't you got ... friends in Rome? I feel sure you mentioned them once.
- 24 Haven't you got ... friends here? You should join a club and get to know people.
- 25 I see you haven't ... maps. Would you like to borrow ... of mine?
- 26 ... one can tell you how to get there. (*Everyone knows the way.*)
- 27 Come and have supper with us if you aren't doing ... thing tonight.
- 28 I ... how imagined the house would be much larger.
- 29 All the salaries are being paid much later now; it's ... thing to do with the computer.
- 30 He lives ... where in France now.
- 31 You can't expect just ... student to solve the problem. It requires a mathematician.
- 32 He's not very well known here but he's ... one (*an important person*) in his own country.
- 33 Where shall we sit? ~ Oh, ... where will do.
- 34 Is there ... one moving about downstairs? I heard ... thing falling.
- 35 Is there ... one living in that house? It looks deserted.
- 36 Would you like ... thing to drink? There's ... very good beer in the fridge.

**Relatives: defining, non-defining and connective**

Read the following passage and then do the exercises on it. In answers to questions, use a relative clause.

*Example:*

Lucy was shaking the mat out of the window of the flat. Tom happened to be passing underneath. Suddenly Lucy's baby gave a cry and she dropped the mat. It fell on Tom and knocked his hat off.

(a) What mat are we talking about?

*The mat that/which Lucy dropped or*

*The mat that Lucy dropped or*

*The mat that fell on Tom's head.*

(b) Who was Tom?

*The man who was passing underneath or*

*The man (that/whom) the mat fell on or*

*The man whose hat was knocked off.*

1 Mr Black usually catches the 8.10 train. This is a fast train. Today he missed it. This annoyed him very much. He caught the 8.40. This is a slow train and doesn't reach London till 9.40. Mr White usually travels up with Mr Black. Today he caught the 8.10 as usual. Mr White normally borrows Mr Black's paper to read on the train.

As Mr Black was not there today he borrowed a paper from another passenger,

Mr

Brown.

(a) What is the 8.10?

(b) What is the 8.40?

(c) Who is Mr White?

(d) Who is Mr Brown? (*Connect him with Mr White.*)

Combine the following pairs of sentences into one sentence (one for each pair) using relative pronouns:

(e) Mr Black usually catches the 8.10. This is a fast train.

(f) Today he missed the 8.10. This annoyed him very much.

(g) He caught the 8.40. This doesn't get in till 9.40.

2 Mr Penn has two umbrellas, a brown one and a black one. Today he took the black one but left it in the bus on his way to work. When he was putting on his coat after his day's work, he saw a dark blue umbrella hanging on the next hook and took it, thinking it was his. Actually it belonged to Mr Count.

(a) What was the brown umbrella?

(b) What was the black umbrella?

(c) What was the blue umbrella?

(d) Who was Mr Count? (*Relate all your answers to Mr Penn.*)

3 Jack and Tom both wanted to go to Malta for their holidays. Tom liked flying so he went to the Blue Skies Agency. They booked him a seat on a tourist flight. Jack hated flying. He went to the Blue Seas Agency. They booked him a berth on the MS Banana. Jack enjoyed his voyage on the MS Banana, especially as he met a very pretty girl on board. She was called Julia.

- (a) What is Malta? (*from the point of view of Jack and Tom*)
- (b) What is the Blue Skies Agency?
- (c) What is the Blue Seas Agency?
- (d) What is the MS Banana?
- (e) Who is Julia? (*Relate all your answers to Jack or Tom or both.*)
- (f) Combine the second and third sentences in the passage into one sentence (*Tom ...flight*).
- (g) Combine the next three sentences into one sentence.

4 George and Paul were working on Mr Jones's roof. When they stopped work at 6.00 they left their ladder leaning against the house. At 7.00 Bill, a burglar, passed and saw the ladder. The house was now empty as Mr and Mrs Jones were out playing cards with Mr and Mrs Smith. Bill climbed up the ladder, got in through a first-floor window and went straight to the main bedroom, where he opened a locked drawer with the help of a screwdriver and pocketed Mrs Jones's jewellery. Just then Tom returned. Tom was a student. He lodged with Mr and Mrs Jones. Bill heard him coming. He climbed quickly out of the window, leaving his screwdriver on the floor.

- (a) Who were George and Paul?
- (b) Who was Bill?
- (c) Who was Tom?
- (d) Who was Mrs Jones? (*Mention jewellery.*)
- (e) Who were Mr and Mrs Smith?
- (f) What ladder are we talking about?
- (g) What window are we talking about?
- (h) What was the screwdriver found on the floor? (*Connect it with Bill.*)
- (i) Combine into one sentence:

George and Paul were working on the roof. They left the ladder leaning against the house.

- (j) Combine: Mr and Mrs Jones were out playing cards. They knew nothing of the burglary till they arrived home at 11.30.
- (k) Combine: Bill's fingerprints were on the screwdriver. He was later caught by the police.

5 Ann is an au pair girl. She works for Mr and Mrs Green, in Tunbridge Wells. One day Mrs Green unexpectedly gave Ann the day off. (She thought that Ann was looking rather tired.) So Ann rang up her boyfriend, Tom, and said 'I'm coming up to London by the 12.10 from Tunbridge Wells. It gets into Charing Cross at 13.10. Could you meet me for lunch?'

'Yes, of course,' said Tom, 'I'll meet you at the station under the clock. We'll have lunch at the Intrepid Fox.' Tom usually goes to the Intrepid Fox for lunch.

On the 12.10 Ann met a boy called Peter. Peter was attracted by Ann and asked her to have lunch with him. Ann explained that she was having lunch with Tom. 'Well, I'll wait till he turns up,' said Peter. So Peter and Ann waited under a clock, with another passenger, Mary, who had come up to meet a boy called Paul.

Meanwhile Tom was waiting under another clock. When Ann didn't turn up he thought she'd missed the train, and asked a porter about the next train from Tunbridge Wells. 'The next train leaves Tunbridge Wells at 12.30,' he said, 'and gets in at 13.40.'



The next one gets in at 14.30.' Tom met the 12.30 but Ann wasn't on it. He couldn't meet the next train because he had to be back at work by 14.00. So he walked slowly towards the exit, wondering what had happened. Luckily the exit was almost directly under the other clock so he met Ann after all.

- (a) Who are the Greens?
- (b) What was the 12.10 from Tunbridge Wells?
- (c) What was the 12.30? (*Connect it with Tom.*)
- (d) Who was Peter? (*Connect him with Ann.*)
- (e) Who was Paul?
- (f) What is the Intrepid Fox? (*Connect it with Tom.*)
- (g) Combine: Mrs Green thought Ann looked tired. She gave her the day off.
- (h) Combine: Peter hated eating by himself. He hoped to have lunch with Ann.
- (i) Combine: Tom had only an hour for lunch. He couldn't wait any longer.
- (j) Combine: Mary's boyfriend didn't turn up. She ended by having lunch with Peter.
- (k) Combine: Tom and Ann wasted half an hour at the station. This meant that they hadn't time for a proper lunch.
- (l) Combine: Tom and Ann very nearly missed one another. This shows that you should never arrange to meet under a clock.

### **Relatives: defining, non-defining and connective**

Combine the following pairs or groups of sentences by means of relative pronouns, making any changes necessary.

- 1 You sent me a present. Thank you very much for it. (*Thank you very much/or...*)
- 2 She was dancing with a student. He had a slight limp. (*two ways*)
- 3 I am looking after some children. They are terribly spoilt, (*two ways*)
- 4 The bed has no mattress. I sleep on this bed. (*The bed I ...*)
- 5 Romeo and Juliet were lovers. Their parents hated each other.
- 6 There wasn't any directory in the telephone box. I was phoning from this box.
- 7 This is Mrs Jones. Her son won the championship last year.
- 8 I was sitting in a chair. It suddenly collapsed. (*The chair ...*)
- 9 Mr Smith said he was too busy to speak to me. I had come specially to see him.
- 10 The man was sitting at the desk. I had come to see this man.
- 11 I missed the train. I usually catch this train. *And* I had to travel on the next. This was a slow train. (*Make into one sentence.*)
- 12 His girl friend turned out to be an enemy spy. He trusted her absolutely.
- 13 The car had bad brakes. We were in this car. *And* The man didn't know the way. This man was driving. (*Make into one sentence.*)
- 14 This is the story of a man. His wife suddenly loses her memory.
- 15 We'll have to get across the frontier. This will be difficult.
- 16 A man brought in a small girl. Her hand had been cut by flying glass.
- 17 The car crashed into a queue of people. Four of them were killed.
- 18 The roads were crowded with refugees. Many of them were wounded.
- 19 I was waiting for a man. He didn't turn up. (*The man ...*)

- 20 Tom came to the party in patched jeans. This surprised the other guests. Most of the other guests were wearing evening dress.
- 21 The firm is sending me to York. I work for this firm. (*The firm ...*)
- 22 The Smiths were given rooms in the hotel. Their house had been destroyed in the explosion.
- 23 I saw several houses. Most of them were quite unsuitable.
- 24 He wanted to come at 2 a.m. This didn't suit me at all.
- 25 This is a story of a group of boys. Their plane crashed on an uninhabited island.
- 26 They tie up parcels with string. This is so weak that the parcel usually comes to pieces before you get it home. (*The string ...*)
- 27 He introduced me to his students. Most of them were from abroad.
- 28 He expected me to pay £2 for 12 eggs. Four of the eggs were broken.
- 29 He spoke in French. But the people didn't know French. He was speaking to these people. (*Combine these last two sentences only.*)
- 30 The boy was a philosophy student and wanted to sit up half the night discussing philosophy. Peter shared a flat with this boy. (*two ways*)
- 31 They gave me four very bad tyres. One of them burst before I had driven four miles.
- 32 She climbed to the top of the Monument to see the wonderful view. She had been told about this view.
- 33 I was given this address by a man, I met this man on a train.
- 34 The bar was so noisy that I couldn't hear the person at the other end of the line. I was telephoning from this bar. '
- 35 A man answered the phone. He said Tom was out.
- 36 The horse kept stopping to eat grass. I was on the horse. This (*his continual stopping*) annoyed the riding instructor.

### **Relatives: non-defining and connective**

Combine the following pairs or groups of sentences, using relative pronouns.

- 1 Tom had been driving all day. He was tired and wanted to stop.
- 2 Ann had been sleeping in the back of the car. She felt quite fresh and wanted to go on.
- 3 Paul wanted to take the mountain road. His tyres were nearly new.
- 4 Jack's tyres were very old. He wanted to stick to the tarred road.
- 5 Mary didn't know anything about mountains. She thought it would be quite safe to climb alone.
- 6 He gave orders to the manager. The manager passed them on to the foreman.
- 7 She said that the men were thieves. This turned out to be true.
- 8 The matter was reported to the Chief of Police. He ordered us all to be arrested.
- 9 In prison they fed us on dry bread. Most of it was mouldy.
- 10 We slept in the same room as a handcuffed prisoner. His handcuffs rattled every time he moved.
- 11 We lit a fire. It soon dried out our clothes.
- 12 They rowed across the Atlantic. This had never been done before.

- 13 The lorry crashed into a bus-load of schoolchildren. Six of them were slightly injured.
- 14 She refuses to use machines. This makes her work more arduous.
- 15 I met Mary. She asked me to give you this.
- 16 The women prayed aloud all night. This kept us awake.
- 17 The river bed is uneven and you may be in shallow water one moment and in deep water the next. This makes it unsafe for non-swimmers.
- 18 Mary said that there should be a notice up warning people. Mary's children couldn't swim.
- 19 Ann said that there were far too many notices. Ann's children could swim very well.
- 20 He paid me £5 for cleaning ten windows. Most of them hadn't been cleaned for at least a year.
- 21 Jack, the goalkeeper, and Tom, one of the backs, were injured in last Saturday's match. Jack's injuries were very slight. He is being allowed to play in today's match. This is a good thing because the team hasn't got another goalkeeper. (*Combine the last three sentences only.*)
- 22 But Tom's leg is still in bandages. He will have to watch the match from the stand.
- 23 Mr White didn't get a seat on his train this morning. This put him in a bad temper, and caused him to be very rude to his junior partner. The junior partner in turn was rude to the chief clerk; and so on all the way down to the office boy.
- 24 On Monday Tom's boss suddenly asked for a report on the previous week's figures. Tom had a hangover. He felt too sick to work fast. (*Combine the last two sentences only.*)
- 25 His boss didn't drink. He saw what was the matter and wasn't sympathetic.
- 26 In the afternoon he rang Tom and asked why the report still hadn't arrived. The report should have been on his desk by 2 o'clock.
- 27 Tom's headache was now much worse. He just put the receiver down without answering. This was just as well, as if he'd said anything he would have been very rude.
- 28 Fortunately Ann, the typist, came to Tom's assistance. Ann rather liked Tom.
- 29 Even so the report took three hours. It should have taken an hour and a half.
- 30 I went to Munich. I had always wanted to visit Munich.
- 31 'Hello, Paul,' said Mr Jones to the headwaiter. The headwaiter's name was Tom. He said 'Good evening, sir,' without any sign of recognition. This disappointed Mr Jones. Mr Jones liked to be recognized by headwaiters. (*Omit the first sentence.*)
- 32 And this time he was with Lucy. He was particularly anxious to impress Lucy.

### **what and which**

Fill the gaps in the following sentences by using either **what** or **which**. (When **which** is used it should be preceded by a comma which the student must insert for himself.)

- 1 He didn't believe ... I said ...annoyed me very much.
- 2 In detective stories the murderer is always caught ... doesn't happen in real life.
- 3 He wasn't surprised at ... he saw because I told him ... to expect.

- 4 In hospitals they wake patients at 6 a.m. ... is much too early.
- 5 There was no directory in the first telephone box ... meant that I had to go to another one.
- 6 I did ... I could ... wasn't much.
- 7 The clock struck thirteen ... made everyone laugh.
- 8 I am sure that ... you say is true.
- 9 We travelled second class ... is cheaper than first class but more crowded.
- 10 He didn't know the language ... made it difficult for him to get a job.
- 11 People whose names begin with A always get taken first ... is most unfair.
- 12 He played the violin all night ... annoyed the neighbours.
- 13 When the mechanic opened the bonnet he saw at once ... was wrong with the car.
- 14 I didn't buy anything because I didn't see ... I wanted.
- 15 They sang as they marched ... helped them to forget how tired they were.
- 16 I saw a coat marked down to £10 ... was just ... I was prepared to pay.
- 17 He was very rude to the customs officer ... of course made things worse.
- 18 Show me ... you've got in your hand.
- 19 Tell me ... you want me to do.
- 20 The frogs croaked all night ... kept us awake.
- 21 All the roads were blocked by snow ... meant that help could not reach us till the following spring.
- 22 You needn't think you were unobserved! I saw ... you did!
- 23 She was once bitten by a monkey ... made her dislike monkeys for the rest of her life.
- 24 Some dairies have given up electric milk floats and gone back to horse drawn vehicles ... shows that the horse still has a place in modern transport.
- 25 She expects me to clean the house in half an hour ... is impossible.
- 26 He poured water on the burning oil stove ... was a crazy thing to do.
- 27 Would you know ... to do if you were bitten by a snake?
- 28 They turned on the street lights ... made it suddenly seem much darker than it really was.
- 29 I don't know ... delayed the train, but it went much slower than usual ... made me late for my appointment.
- 30 He asked a question ... I answered, and then he asked exactly the same question again ... showed me that he hadn't been listening.
- 31 The crime was not discovered till 48 hours later ... gave the criminals plenty of time to get away.
- 32 My neighbours on either side of me have painted their houses ... of course only makes my house look shabbier than it really is.
- 33 The headmaster believed that children should do ... they liked ... meant, of course, that they didn't learn much.
- 34 I couldn't remember the number of my own car ... made the police suspicious.
- 34 He said that ... frightened him was the appalling silence of the place.
- 36 You will be punished for ... you have done.

**whatever, whenever, whoever etc.**

Fill each of the gaps in the following sentences with one of the following words:  
however, whatever, whenever, wherever, whichever, whoever.

1 ... you do, don't mention my name. (*I particularly don't want you to.*)

2 He lives in Wick, ... that is (*I don't know and don't much care.*)

3 Ann (looking out of the window): Bill's van –

Tom: It isn't a van, it's a station wagon.

Ann: Well, ... it is, it's just been given a parking ticket!

4 You'll never escape. He'll find you, ... you hide yourself. (*no matter where*)

5 ... of you broke this window will have to pay for it.

6 ... broke this window will have to pay for it.

7 The lift works perfectly for Tom, but ... I use it, the doors stick. (*every time*)

8 I'd rather have a room of my own, ... small, than share with someone.

9 . . . told you I'd lend you £500 was pulling your leg.

10 Shall I type it or send it like this? ~ ... you like.

11 You're wanted on the phone! ~ I can't come now. Ask ... it is to leave his number and I'll ring him back in half an hour.

12 ... rich you are you can't buy happiness.

13 He's a phrenologist, ... that is. (*I don't know.*)

14 We must finish tonight, ... long it takes us. (*no matter how long*)

15 ... it rains, my roof leaks.

16 Announcement: A box of dangerous drugs has been removed from the hospital dispensary. Will ... took it please return it immediately?

17 Mothers in this district are not letting their children out alone till ... committed these murders has been arrested.

18 He started half an hour ago and his car is faster than yours. ... fast you drive, you won't catch him up.

19 Married man (to bachelor friend): You can do ... you like in the evenings but I have to go home to my wife.

20 ... my neighbour is cooking there is a smell of burning. (*every time*)

21 I hope that ... left this rubbish here is going to clear it away.

22 We each draw a card and ... of us has the lowest card does the washing up. *Or* ... has the lowest card.

23 If I say, 'Heads, I win; tails, you lose,' I will win ... happens. *Or* I will win ... way the coin falls.

24 ... used the bathroom last forgot to clean the bath.

### Relative clauses replaced by infinitives

Part I Replace the clauses in bold type by an infinitive or infinitive phrase.

I have books **that I must read**.

*I have books to read.*

a peg **on which I can hang my coat**

*a peg to hang my coat on*

a form **that you must fill in**

*a form for you to fill in*

1 We had a river **in which we could swim**.

2 The child is lonely; he would be happier if he had someone **that he could play with**.

3 I don't much care for cooking for myself; if I had a family **that I had to cook for** I'd be more interested.

4 Here are some accounts **that you must check**.

5 I've got a bottle of wine but I haven't got anything **that I could open it with**.

6 I have some letters **that I must write**.

7 I don't want to go alone and I haven't anyone **that I can go with**.

8 I don't like him playing in the streets; I wish we had a garden **that he could play in**.

9 We had to eat standing up because we hadn't anything **that we could sit on**, and the grass was too wet.

10 The floor is dusty but I haven't got a brush **that I can sweep it with**.

11 My files are all over the place. I wish I had a box **that I could keep them in**.

12 She said that she wasn't going to buy any cards; she hadn't anyone **to whom she could send cards**.

**Part 2** Replace the clauses in bold type by infinitives.

He was the first man who reached the top.

*He was the first man to reach the top.*

13 He was the first man **who left** the burning building.

14 You are the last person **who saw** her alive.

15 My brother was the only one **who realized** the danger.

16 The pilot was the only man **who survived** the crash.

17 He simply loves parties. He is always the first **who comes** and the last **who goes**.

18 The Queen Elizabeth is the largest ship **which has been built** on the Clyde.

19 The last person **who leaves** the room must turn out the lights.

20 I was the only person **who saw** the difficulty.

21 He was the second man **who was killed** in this way.

22 Neil Armstrong was the first man **who walked** on the moon.

23 Lady Astor was the first woman **who took** her seat in Parliament.

24 The fifth man **who was interviewed** was entirely unsuitable.

## THE PRONOUN

**Exercise 1. Point out the pronouns in the following sentences and define the class each belongs to.**

1. There's nothing for any of us to do. (*Snow*) 2. Both these people were resolved to treat Mr. Polly very well, and to help his exceptional incompetence in every possible way. (*Wells*) 3. Tom presented himself before Aunt Polly, who was sitting by an open window in a pleasant rearward apartment, which was bed-room, break fast-room, dining-room, and library combined. (*Twain*) 4. Such were the reflections of Felix before the brass tablet. (*Galsworthy*) 5. It was the sort of solemn warning that a sanguine man gives to others, because he ought to give it to himself. (*Snow*) 6. Elizabeth and George talked and found each other delightful. (*Aldington*) 7. What we need is a higher and purer political morality. (*Dreiser*) 8. She hesitated a moment, and then sat down beside me, and laid her hand on mine. (*Dickens*) 9. The uniform had been cut for a stouter person than myself, but one, fortunately, of approximately the same height. (*Clark*) 10. "I didn't know anything about it," cried Charlie indignantly. "I came to see you about something else." (*Priestley*) 11. What about this coal strike? Will it ruin the country as the papers say? Isn't it a foolish thing on both sides? (*Galsworthy*) 12. She sat in a state of irresponsible exaltation, watching him, with that strange passive cruelty which is natural and proper in her sex and age. (*Wells*) 13. None of us except Collingwood knew what the Prime Minister thought of Roger or his policy. (*Snow*) 14. There were some aviators in the compartment who did not think much of me. (*Hemingway*) 15. Then a guarded voice said, "Who goes there?" (*Twain*) 16. Husbands and wives never listen when they talk to each other, only when the other is talking to somebody else. (*Fowler*) 17. Let me tell you something. (*Priestley*) 18. There was at least one person in the world who knew that he was alive and attached some importance to the fact. (*Saroyan*) 19. What are you talking about? (*Snow*) 20. I can only say what I think. (*Hemingway*) 21. He seemed to get prouder and prouder over each item of his own deficiency. (*Leacock*) 22. We said good-bye to one another and arranged to meet in the autumn. (*Maugham*) 23. What was it in this girl that reminded turn of that one with whom he had lived but two years, and mourned fifteen? (*Galsworthy*)-

**Exercise 2. Use the appropriate form of the possessive pronoun.**

1. She put out \_\_\_ hand and took out \_\_\_ (her, hers; my, mine). (*Hemingway*) 2. "Let me see your passports," I gave him \_\_\_ and Catherine got \_\_\_ out of \_\_\_ handbag (my, mine; her, hers; her, hers). (*Hemingway*) 3. Mind \_\_\_ own business and I'll mind \_\_\_ (your, yours; my, mine). (*Lindsay*) 4. Diitcher put his hand gently on \_ — to calm her (her, hers). (/ . Shaw) 5. The next voice to speak up was not the Lieutenant's but \_\_\_ (my, mine). (*Salinger*) 6. That, at least, is my opinion of him; and I see it is not very far removed from \_\_\_ (your, yours). (*Dickens*) 7. \_\_\_ was not a marriage that could last (their, theirs). (*Bellow*) 8. \_\_\_ nerves are as bad as \_\_\_ (your, yours; my, mine). (*Greene*) 9. His eyes were as bright as \_\_\_ (her, hers). (*Snow*) 10. After all, this is \_\_\_ home just as much as \_\_\_ (your, yours; my, mine). (*Maugham*) 11. "Go with Lucy," said Mrs. Bretton. "I would rather keep \_\_\_ seat." Willingly would I have kept

\_\_\_ also, but Graham's desire must take precedence of my own; I accompanied him (my, mine; my, mine). (*Ch. Bronte*) 12. His own hand shook as he accepted a rose or two from — and thanked her (her, hers). (*Dickens*)

**Exercise 3. Point out the reflexive pronouns and define their function.**

1. Much more than most politicians Gave knew himself. (*Snow*) 2. Meanwhile, he paraded himself gloriously before this young man. (*Priestley*) 3. Of course, I myself used to be very wealthy... (*Clark*) 4. He was not doubting the logic, he realized suddenly; what he was doubting was himself. (*Jones*) 5. Still, he must be thankful that she had been too young to do anything in that war itself. (*Galsworthy*) 6. Simon calmed himself with an effort. (*Sheckley*) 7. But you might remember that one respects oneself more afterwards -if one pays one's way. (*Galsworthy*) 8. Miss Adele Gerry opened the door herself. (*I. Shaw*) 9. He sunned himself in Chanton's admiring gaze. (*Priestley*) 10. What was the use even of loving, if love itself had to yield to death? (*Galsworthy*) 11. This is where we wash ourselves, Eliza, and where I am going to wash you. (*Shaw*) 12. Gevaert cleared his throat and addressed himself to me. (*Clark*) 13. They blamed themselves for this unlucky marriage. (*Hardy*) 14. The theatre manager himself... came to shake hands with them. (*Priestley*) 15. I have made myself perfectly pleasant here. (*Shaw*) 16. Several times he reminded himself that he had not rung up Shuckleworth yet. (*Priestley*) 17. He could talk races with Hurstwood, tell interesting incidents concerning himself. (*Dreiser*) 18. I want to be kept in constant touch with his progress myself. (*Clark*) 19. Anne's terror of being discovered in London or its neighbourhood, whenever they ventured to walk out, had gradually communicated itself to Mrs. Clements. (*Collins*) 20. Soames added: "Well, I hope, you'll both enjoy yourselves" (*Galsworthy*) 21. Cave might have concealed from others, but not from himself, that he profoundly envied Roger. (*Snow*)

**Exercise 4. Supply some or any.**

1. She had \_\_\_ children of her own family in her house, and: \_\_\_ children of other people. (*Dickens*) 2. I don't want \_\_\_ money. (*Hemingway*) 3. He sat there, like \_\_\_ 1 unhappy little animal. (*Galsworthy*) 4. A few had gone beyond the gate. \_\_\_ were shouting hoarsely, and waving. (*Heym*) 5. "Do you want \_\_\_ water?" "No, I don't want \_\_\_ water." (*Maltz*) 6. The wounded were coming into the post, \_\_\_ were carried on stretchers, \_\_\_ were walking and \_\_\_ were brought on the backs of men that came across the field. (*Hemingway*) 7. In the town there were... \_\_\_ new hospitals. (*Hemingway*) 8. Well, if you want to know, I have no money and never had \_\_\_. (*Shaw*) 9. "Couldn't you find tomato sauce, Barto?" — "There wasn't \_\_\_," Aymo said. (*Hemingway*) 10. Don't let us have \_\_\_ nonsense about this job. (*Shaw*)

**Exercise 5. Supply somebody or anybody, someone or anyone.**

1. You are \_\_\_ now, and don't let \_\_\_ forget it. (*Priestley*) 2. How can \_\_\_ who has travelled so much be so appallingly juvenile, he wondered? (*Murdoch*) 3. In a town of a sensible size you had a good chance of meeting \_\_\_ you were looking for... (*Priestley*) 4. He was wearing a dinner-jacket, unlike \_\_\_ at the supper-party. (*Snow*) 5. "You've no business to say such a thing!" she exclaimed. "Why not? \_\_\_ can see it."



(*Galsworthy*) 6. There was a light tap on the door. And \_\_\_ came in. (*Priestley*) 7. Once upon a time Clennam had sat at that table taking no heed of \_\_\_ but Flora... (*Dickens*) 8. Here was \_\_\_ to remember, to think about. (*Priestley*) 9. "Look here," said Hunter at last, "have you shown that picture to \_\_\_?" (*Murdoch*) 10. There is \_\_\_ nice, anyway, who likes being out instead of in that stuffy drawing-room, playing bridge and talking, talking. (*Galsworthy*)

### **Exercise 6. Supply something or anything.**

1. The word *Germans* was \_\_\_ to be frightened at. We did not want to have \_\_\_ to do with the Germans. (*Hemingway*) 2. But I can't do \_\_\_ for him. (*Galsworthy*) 3. He was a rather small man, but there was \_\_\_ naturally commanding about him. (*Priestley*) 4. Everyone said he could turn \_\_\_ into money. (*Saroyan*) 5. I do not know what I expected to see, but I did not see \_\_\_ except the fields and the bare mulberry trees and the rain falling. (*Hemingway*) 6. \_\_\_ is wrong somewhere. (*Hemingway*) 7. She looked at me with violence, with \_\_\_ like hate. (*Snow*) 8. The room was far more splendid than \_\_\_ Little Dorrit had ever imagined, and would have been splendid and costly in someone's eyes. (*Dickens*) 9. I can bear \_\_\_ but that. (*Galsworthy*) 10. When he read those books \_\_\_ happened to him. (*Galsworthy*) 11. It was \_\_\_ he didn't want to remember. (*Cusack*) 12. Even when she talks nonsense in that slightly affected way she seems to be saying \_\_\_ valuable... (*Aldington*)

### **Exercise 7. Point out conjunctive, relative, and interrogative pronouns.**

1. She was heartily sick of London fog and cold and soot and niessy open fires which fill the room with dust but don't warm it. (*Aldington*) 2. "Who is that girl with yellow hair and dark eyes," he asked. (*Galsworthy*) 3. You see, Hushabye, you are what women consider a good-looking man. (*Shaw*) 4. Who could tell what his son's circumstances really were? (*Galsworthy*) 5. You don't want to do anything that you'll be sorry for. (*Dreiser*) 6. A man is mostly what you want to see in him. (*Heym*) 7. What do you expect me to believe? (*Snow*) 8. She rises with an air of one who waits and is almost at the end of her patience. (*Shaw*) 9. It was evident, indeed, that she wished me to drop the subject, which I did accordingly. (*Ch. Bronte*) 10. Several times their eyes accidentally met, and then there poured into hers such a flood of feeling as she had never experienced. (*Dreiser*) 11. Would she go with them or stay here and write to William. Which, which should it be? (*Mansfield*) 12. He mentioned things in the play which she most approved of, things which swayed her deeply. (*Dreiser*) 13. I do so wonder what Jolyon's boy is like. (*Galsworthy*) 14. What hurt him most was the fact that he was being pursued as a thief. (*Dreiser*)

## THE PRONOUN

### **1. Choose the appropriate pronoun.**

1. She wants to buy ... new cups. 2. The man wanted to get ... for his children as a year present. 3. Will .. help me to lift the box, please? 4. If you ever meet ... of them, give them my best regards. 5. If ... of these roses does not grow, we shall plant new ones. 6. Martin doesn't do ... wrong. 7. You must drink ... warm for breakfast. 8. ... of the guests asked us ... questions. 9. ... of my friends are ready to help me. 10. Can you draw ... interesting? 11. She said it wasn't ... business but hers. 12. Rita likes ... music except jazz. 13. We must send ... for the flowers.

### **2. Choose the appropriate pronoun (something, someone, somebody, anything, anyone, anybody).**

1. There is ... very pleasant in her voice. 2. Does ... of you want to speak on this topic? 3. We must ask ... to show us the way to the post-office. 4. We didn't meet ... near the river. 5. The tourists spoke simple English and ... of us could understand what they said. 6. If you need ..., ask me, please. 7. He was never angry with ... 8. ... got up and said ... but he spoke so silently that we could hardly hear ... 9. ... writes it very witty. 10. Will ... help me? 11. Wouldn't you tell ... about your future plans. 12. She doesn't know ... of them. 13. The children can do ... useful in the garden.

### **3. Insert any, anybody, anything, every, everybody or everything:**

1. He came here ... day. You can meet him here ... time between 6 and 9. 2. I told you ... I had to tell and there isn't ... else to say. 3. I shall do ... to help them. 4. His mother wanted to give ... she had for ... that might save his life. 5. This was a small town, where ... could tell you ... about ... . 6. There are lots of flowers in the market and you can choose ... colour you like. 7. The gardener seemed to know ... about ... of his flowers and he answered ... question.

### **4. Insert every, everybody, everything, each or either.**

1. The guests shook hands and had a talk with ... of us. 2. The students were coming from the orchard, ... two of them carrying a basket of apples. 3. ... day he comes here and ... of us knows ... about him. 4. "Which of the two dictionaries would you prefer?" "... will do. Thank you." 5. There were nine-storied buildings on ... side of the square. 6. We shall get books for ... and give a copy to ... . 7. I can remember ... he told us about the war. 8. There are nice sunny rooms in the sanatorium and 3 or 4 people live in ... of them. 9. ... in our country has the right to work and rest.

### **5. Insert all, both or several.**

1. We showed them ... pictures of our beautiful country. 2. There is a forest of fine birch-trees on ... banks of the river. 3. Not ... of them know our country. 4. ... wanted to see Sigulda. 5. ..., Jack and Tom were in Russia for the first time. 6. We had to repeat some songs ... times. 7. ... the guests were glad of what they had seen. 8. ... of them could sing. 9. ... boys had cameras with them and they took photographs.

**6. Insert none, nobody, nothing or neither.**

1. ... has happened. 2. John had read ... of the two novels I brought him. 3. It was dark and we could see ... . 4. She was looking for a map but there was ... in the book case. 5. ... was wrong. 6. Paul wrote two examples but ... was correct. 7. There was ... at the door when we entered. 8. She asked me ... for a photo but I had ... 9. There was ... at the booking-office. 10. ... of the two girls was good at swimming. 11. Is there a lake near their house? No, there is ... . 12. Ruth has seen ... of her two friends since last Tuesday. 13. There is ... at the window. 14. He will buy ... today as the shops are already closed.

**7. Supply anybody/anyone, nothing, nobody/no one, somebody/someone or something in these sentences.**

1. There's ... in the clothes basket. It's empty. 2. Is there ... in the clothes basket. No, it's empty. 3. I've tried phoning, but every time I phone there's ... in. 4. I've prepared ... for dinner which you'll like very much. 5. I've never met ... who is as obstinate as you are. 6. Would you like ... to start with before you order the main course? 7. I know ... who can help you. 8. He sat at the table, but he didn't had ... to eat. 9. Is there ... here who can speak Japanese! 10. Does ... want a second helping?

**8. Insert some or any, making the appropriate compounds if necessary.**

1. There's ... milk in that jug. 2. She wanted ... stamps but there weren't ... in the machine. 3. I'm afraid there isn't ... coffee left; will you grind ... ? 4. Is there ... one here who speaks Italian? 5. I'd like to buy ... new clothes but I haven't ... money. 6. There's ... gin in the cupboard but there aren't ... glasses. 7. They can't have ... more strawberries; I want ... to make jam. 8. ... one I know told me ... of the details. 9. Have you ... idea who could have borrowed your bicycle? 10. I saw hardly ... one I knew at the party, and I didn't get ... thing to drink. 11. When would you like to come? - ... day would suit me. 12. Are there ... letters for me? 13. Don't let ... one in. I'm too busy to see ... body. 14. ... thing tells me you've got ... bad news for me. 15. I can't see my glasses ... where 16. We didn't think he'd succeed but he managed ... how. 17. You're looking very miserable; has ... thing upset you? 18. If you had ... sense you wouldn't leave your car unlocked. 19. Scarcely ... one was wearing a dinner jacket. 20. ... one who believes what Jack says is a fool. 21. She put her handbag down ... where and now she can't find it. 22. Will you have ... pudding or ... fruit? 23. Haven't you got ... friends in Rome? I feel sure you mentioned them once. 24. Haven't you got ... friends here? You should join a club and get to know people. 25. I see you haven't ... maps. Would you like to borrow ... of mine? 26. ... one can tell you how to get there. (Everyone knows the way.) 27. Come and have supper with us if you aren't doing ... thing tonight. 28. I ... how imagined the house would be much larger. 29. All the salaries are being paid much later now; it's ... thing to do with the computer. 30. He lives ... where in Paris now. 31. You can't expect just ... student to solve the problem. It requires a mathematician. 32. He's not very well known here but he's ... one (an Important person) in his own country. 33. Where shall we sit? Oh, ... where will do. 34. Is there ... one moving about downstairs? I heard ... thing falling. 35. Is there ... one living in that house? It looks deserted. 36. Would you like ... thing

to drink? There's ... very good beer in the fridge.

**9. Supply some or any.**

1. Are there ... more potatoes? Yes, there are ... potatoes in the dish. 2. Have we got ... sugar? I expect we have. Yes, there's ... sugar in this bowl. 3. May I have ... more tea? Yes, of course. 4. ... people just don't know how to mind their own business. 5. I didn't get ... shoes at the sales. They were too expensive. 6. I think we've run out of sugar. Is there ... sugar in that bowl? No, there isn't. 7. There are never ... taxis when you want one. 8. There isn't ... point at all in getting upset about it.

**10. Put in some, any or "-".**

**CAUSE FOR ALARM!**

"... children and ... grown-ups must do their best to keep the world clean," Mr Fox said to his class. "Sometimes we see .. rubbish in the streets and we must put the wrappings in the bin. We must all work together so there's ... rubbish in the world. Never throw .... plastic into the sea! There's ... tar on the beaches. There's ... oil in the sea. If we pour ... poison into our rivers fish die. This is called ... pollution. This weekend, see if you can find ... examples of pollution and write ... sentences about it." Jimmy looked very worried when he went home. On Monday, he handed in his composition. "Yesterday we had ... sardines for lunch. Mummy opened the tin, but all fish were dead and the tin was full of oil!"

**11. Supply both or all. There is often more than one possibility.**

1. ... tyres on my bicycle are flat. 2. ... people are mortal. 3. ... salt in this bag is damp. 4. ... drinking water must be pure. 5. ... windows in the house are open. 6. ... addresses in this list are out of date. 7. ... twins want to go to the party. 8. ... cars need regular servicing. 9. ... front legs of the chair are shaky. 10. ... earth and moon go round the sun.

**12. Use all, everyone or everything in these sentences.**

1. When the famous actress appeared, ... wanted to speak to her. 2. ... I invited came to my party. 3. I'm not buying anything, . . is too expensive. 4. ... those who know me can be sure I'm telling the truth. 5. ... of us felt that it had been a wonderful experience. 6. ... stood up when the President came into the room. 7. ... talked about the elections, but I'm not sure they ... voted. 8. ... in the building was destroyed in the fire. Some of the objects were priceless. 9. I wouldn't help you for ... the tea in China! 10. How much do you want for ... in the shop?

**13. Supply each or every in the following sentences. Sometimes both are possible.**

1. Nearly ... home in the country has television. 2. Here is something for ... of you. 3. Not ... student is capable of learning English. 4. Our motoring organization will give you ... assistance if you break down. 5. The admission ticket cost us £5.....6. They seem to be repairing ... road in the country. 7. ... road is clearly signposted. 8. There's a fire extinguisher on ... floor in the building. 9. ... floor in the

building has its own fire extinguisher. 10. They are ... fortunate to have such a good start in life. 11. They both did well ... receive prizes. 12. You've been given ... opportunity to do well in this company. 13. I've phoned him twice, but he's been out on ... occasion. 14. I've been phoning him all week, but he's been out on ... occasion.

**14. Supply *either* or *neither*.**

1. When shall we meet: at 7 or at 7.30? I don't mind. ... time is convenient for me. 2. You can't use those screwdrivers. ... of them is suitable for the job. 3. I don't know who's on the phone. It's ... your mother or your aunt. 4. I met John a year ago, but I've ... seen him nor heard from him since. 5. Say what you like about those two applicants. I didn't like ... of them. 6. I know you sent us two letters, but we have received ... of them.

**15. Put in *one*, *either*, *others*, *other*, *the other* or *some*.**

HALT!

The ... day the Prime Minister appointed a new Minister of Transport. ... ministers like to travel everywhere by car; ... prefer to use public transport. ... of these means of transport is fine, but the new minister is ... of those who goes everywhere by bicycle. When he arrived at the House of Commons yesterday, he was stopped by two security guards. ... of them was sure he had seen him before. "I know you, don't I?" asked one of the guards.

"You're ... of these messengers, aren't you?" "Well, no, actually," the minister replied. "I'm ... of the ministers." "I knew you were ... or ... !" the guard replied.

**16. Insert *other*, *the other*, *others*, *the others*, *another*.**

1. I see only three magazines here. Where are ... ones? 2. Tom has lost his fountain pen. He must buy ... . 3. I can give you only this dictionary, I have got no ... . 4. Will you kindly give me ... copy of the magazines? 5. Jack is far better than any ... member of the team. 6. We were two groups. One group started work at 8 and ... group came at 10. 7. Six of them are mine; ... are John's. 8. She didn't listen to what ... said. 9. We shall speak about it some ... time. 10. You must do it ... way round. 11. Three of them will come tomorrow, ... have already finished their work.

**17. Fill the blanks with the appropriate form of *other*.**

1. This pen isn't working. Please give me ... . (singular) 2. If you're still thirsty, I'll make ... pot of coffee. 3. This dictionary has a page missing. Please give me ... . (the last one) 4. He does not need those books. He needs ... . (all the remaining) 5. There are thirty people in the room. Twenty are from Latin America and ... are from ... countries. 6. Six people were in the store. Two were buying meat; ... was looking at magazines; ... was eating a candy bar. ... were walking around looking for more food (notice the verbs). 7. This glass of milk is sour. ... glass of milk is sour, too. 8. The army was practising its drills. One group was doing artillery practice. ... was marching; ... was at attention; and was practising combat tactics. 9. These are seven students from Japan. ... are from Iran, and ... are from ... places. 10. We looked at

four cars today. The first two were far too expensive, but ... ones were reasonably priced.

**18. Write the given sentences in the negative.**

1. Both answers were correct. 2. There was somebody at the piano. 3. There is something unpleasant in his voice. 4. I want to speak to someone of them. 5. We heard something interesting there. 6. We saw somebody working on the road. 7. Something is done for her.

**19. Insert the appropriate relative pronoun if necessary.**

1. The scientists ... came to Riga last summer visited the beauty-spot of Latvia. 2. He spoke of a man ... name was unknown to us. 3. They reached the main road ... leads to the station. 4. The girl ... mother is a pianist can sing very nicely. 5. The boy ... we were waiting for has come. 6. I know a man ... hobby is gardening. 7. The pupil ... was praised for his drawing is very talented. 8. The film ... they wanted to see was Russian made. 9. He is a man ... you can rely on.

**20. Write the given attributive clauses in two possible ways.**

1. This is the novel of which we were speaking. 2. These are men in whom you can trust. 3. These are the pencils for which he was looking. 4. The film of which they spoke was interesting. 5. The workers of who we are proud are from this factory. 6. Those were the innovators about whom we heard. 7. The man to whom you wanted to talk is not present today.

**21. Read the following passage and then do the exercises on it. In answers to questions, use a relative clause.**

Example: Lucy was shaking the mat out the window of the flat. Tom happened to be passing underneath. Suddenly Lucy's baby gave a cry and she dropped the mat. It fell on Tom and knocked his hat off.

(a) What mat are we talking about?

The mat that/which Lucy dropped or

The mat that Lucy dropped or

The mat that fell on Tom's head.

(b) Who was Tom?

The man who was passing underneath or

The man (that/ whom )the mat fell on or

The man whose hat was knocked off.

1. Mr Black usually catches the 8.10 train. This is a fast train. Today he missed it. This annoyed him very much. He caught the 8.40. This is a slow train and doesn't reach London till 9.40. Mr White usually travels up with Mr Black. Today he caught the 8.10. as usual. Mr White normally borrows Mr Black's paper to read on the train. As Mr Black was not there today he borrowed a paper from another passenger, Mr Brown.

(a) What is the 8.10?

(b) What is the 8.40?

(c) Who is Mr White?

(d) Who is Mr Brown? (Connect him with Mr White.) Combine the following pairs of sentences into one sentence

(one for each pair) using relative pronouns:

(e) Mr Black usually catches the 8.10. This is a fast train.

(f) Today he missed the 8.10. This annoyed him very much.

(g) He caught the 8.40. This doesn't get in till 9.40.

2. Mr Penn has two umbrellas, a brown one and a black one. Today he took the black one but left it in the bus on his way to work. When he was putting on his coat after his day's work, he saw a dark blue umbrella hanging on the next hook and took it, thinking it was his. Actually it belonged to Mr Count.

(a) What was the brown umbrella?

(b) What was the black umbrella?

(c) What was the blue umbrella?

(d) Who was Mr Count? (Relate all your answers to Mr Penn.)

3. Jack and Tom both wanted to go to Malta for their holidays. Tom liked flying so he went to the Blue Skies Agency. They booked him a seat on a tourist flight. Jack hated flying. He went to the Blue Seas Agency. They booked him a berth on the MS Banana. Jack enjoyed his voyage on the MS Banana, especially as he met a very pretty girl on board. She was called Julia.

(a) What is Malta? (from the point of view of Jack and Tom)

(b) What is the Blue Skies Agency?

(c) What is the Blue Seas Agency?

(d) What is the MS Banana?

(e) Who is Julia? (Relate all your answers to Jack or Tom or both.)

(f) Combine the second and third sentences in the passage into one sentence (Tom ... flight).

(g) Combine the next three sentences into one sentence.

4. George and Paul were working on Mr Jones's roof. When they stopped work at 6.00 they left their ladder leaning against the house. At 7.00 Bill, a burglar, passed and saw the ladder. The house was now empty as Mr and Mrs Jones were out playing cards with Mr and Mrs Smith. Bill climbed up the ladder, got in through a first-floor window and went straight to the main bedroom, where he opened a locked drawer with the help of a screwdriver and pocketed Mrs Jones's jewellery.

Just then Tom returned. Tom was a student. He lodged with Mr and Mrs Jones. Bill heard him coming. He climbed quickly out of the window, leaving his screwdriver on the floor.

(a) Who were George and Paul?

(b) Who was Bill?

(c) Who was Tom?

(d) Who was Mrs Jones? (Mention jewellery.)

(e) Who were Mr and Mrs Smith?

(f) What ladder are we talking about?

(g) What window are we talking about?

(h) What was the screwdriver found on the floor? (Connect it with Bill.)

(i) Combine into one sentence:

George and Paul were working on the roof. They left the ladder leaning against the house.

(j) Combine: Mr and Mrs Jones were out playing cards. They knew nothing of the burglary till they arrived home at 11.30.

(k) Combine: Bill's fingerprints were on the screwdriver. He was later caught by the police.

5. Ann is an au pair\* girl. She works for Mr and Mrs Green, in Tunbridge Wells. One day Mrs Green unexpectedly gave Ann

\*au pair (фр) - работать в семье с детьми за питание и жилье. Обычно работают студенты, не получая денег.

The day off. (She thought that Ann was looking rather tired.) So Ann rang up her boyfriend, Tom, and said "I'm coming up to London by the 12.10 from Tunbridge Wells. It gets into Charing Cross at 13.10. Could you meet me for lunch?" "Yes, of course," said Tom, "I'll meet you at the station under the clock. We'll have lunch at the Intrepid Fox." Tom usually goes to the Intrepid Fox for lunch.

On the 12.10 Ann met a boy called Peter. Peter was attracted by Ann and asked her to have lunch with him. Ann explained that she was having lunch with Tom. "Well, I'll wait till he turns up," said Peter. So Peter and Ann waited under a clock, with another passenger, Mary, who had come up to meet a boy called Paul.

Meanwhile Tom was waiting under another clock. When Ann didn't turn up he thought she'd missed the train, and asked a porter about the next train from Tunbridge Wells. "The next train leaves Tunbridge Wells at 12.30," he said, "and gets in at 13.40. The next one gets in at 14.30." Tom met the 12.30. but Ann wasn't on it. He couldn't meet the next train because he had to be back at work by 14.00. So he walked slowly towards the exit, wondering what had happened. Luckily the exit was almost directly under the other clock so he met Ann after all.

(a) Who are the Greens?

(b) What was the 12.10 from Tunbridge Wells?

(c) What was the 12.30? (Connect it with Tom.)

(d) Who was Peter? (Connect him with Ann.)

(e) Who was Paul?

(f) What is the Intrepid Fox? (Connect it with Tom.)

(g) Combine: Mrs Green thought Ann looked tired. She gave her the day off.

(h) Combine: Peter hated eating by himself. He hoped to have lunch with Ann.

(i) Combine: Tom had only an hour for lunch. He couldn't wait any longer.

(j) Combine: Mary's boyfriend didn't turn up. She ended by having lunch with Peter.

(k) Combine: Tom and Ann wasted half an hour at the station. This meant that they hadn't time for a proper lunch.

(l) Combine: Tom and Ann very nearly missed one another. This shows that you should never arrange to meet under a clock.

**22. Combine the following pairs or groups of sentences by means of relative pronouns, making any changes necessary.**



1. You sent me a present. Thank you very much for it (Thank you very much for ...) 2. She was dancing with a student. He had a slight limp. (two ways) 3. I am looking after some children. They are terribly spoilt. (two ways) 4. The bed has no mattress. I sleep on this bed (The bed I...) 5. Romeo and Juliet were lovers. Their parents hated each other. 6. There wasn't any directory in the telephone box. I was phoning from this box. 7. This is Mrs Jones. Her son won the championship last year. 8. I was sitting in a chair. It suddenly collapsed. (The chair ...) 9. Mr Smith said he was too busy to speak to me. I had come specially to see him. 10. The man was sitting at the desk. I had come to see this man. 11. I missed the train. I usually catch this train. And I had to travel on the next. This was a slow train. (Make into one sentence.) 12. His girlfriend turned out to be an enemy spy. He trusted her absolutely. 13. The car had bad brakes. We were in this car. And the man didn't know the way. This man was driving. (Make into one sentence.) 14. This is the story of a man. His wife suddenly loses her memory. 15. We'll have to get across the frontier. This will be difficult. 16. A man brought in a small girl. Her hand had been cut by flying glass. 17. The car crashed into a queue of people. Four of them were killed. 18. The roads were crowded with refugees. Many of them were wounded. 19. I was waiting for a man. He didn't turn up. (*The man ...*) 20. Tom came to the party in patched jeans. This surprised the other guests. Most of the other guests were wearing evening dress. 21. The firm is sending me to York. I work for this firm. (*The firm ...*) 22. The Smiths were given rooms in the hotel. Their house had been destroyed in the explosion. 23. I saw several houses. Most of them were quite unsuitable. 24. He wanted to come at 2 a.m. This didn't suit me at all. 25. This is a story of a group of boys. Their plane crashed on an uninhabited island. 26. They tie up parcels with string. This is so weak that the parcel usually comes to pieces before you get it home. (*The string ...*) 27. He introduced me to his students. Most of them were from abroad. 28. He expected me to pay £2 for 12 eggs. Four of the eggs were broken. 29. He spoke in French. But the people didn't know French. He was speaking to these people. (*Combine these last two sentences only.*) 30. The boy was a philosophy student and wanted to sit up half the night discussing philosophy. Peter shared a flat with this boy. (*two ways*) 31. They gave me four very bad tyres. One of them burst before I had driven four miles. 32. She climbed to the top of the Monument to see the wonderful view. She had been told about this view. 33. I was given this address by a man. I met this man on a train. 34. The bar was so noisy that I couldn't hear the person at the other end of the line. I was telephoning from this bar. 35. A man answered the phone. He said Tom was out. 36. The horse kept stopping to eat grass. I was on the horse. This (*his continual stopping*) annoyed the riding instructor.

**23. Combine the following pairs or groups of sentences, using relative pronouns.**

1. Tom had been driving all day. He was tired and wanted to stop 2. Ann had been sleeping in the back of the car. She felt quite fresh and wanted to go on. 3. Paul wanted to take the mountain road. His tyres were nearly new. 4. Jack's tyres were very old. He wanted to stick to the tarred road. 5. Mary didn't know anything about mountains. She thought it would be quite safe to climb alone. 6. He gave orders to the

manager. The manager passed them on to the foreman. 7. She said that the men were thieves. This turned out to be true. 8. The matter was reported to the Chief of Police. He ordered us all to be arrested. 9. In prison they fed us on dry bread. Most of it was mouldy. 10. We slept in the same room as a handcuffed prisoner. His handcuffs rattled every time he moved. 11. We lit a fire. It soon dried out our clothes. 12. They rowed across the Atlantic. This had never been done before. 13. The lorry crashed into a bus-load of schoolchildren. Six of them were slightly injured. 14. She refuses to use machines. This makes her work more arduous. 15. I met Mary. She asked me to give you this. 16. The women prayed aloud all night. This kept us awake. 17. The river bed is uneven and you may be in shallow water one moment and in deep water the next. This makes it unsafe for 'non-swimmers. 18. Mary said that there should be a notice up warning people. Mary's children couldn't swim. 19. Ann said that there were far too many notices. Ann's children could swim very well. 20. He paid me £5 for cleaning ten windows. Most of them hadn't been cleaned for at least a year. 21. Jack, the goalkeeper, and Tom, one of the backs, were injured in last Saturday's match. Jack's injuries were very slight. He is being allowed to play in today's match. This is a good thing because the team 22. But Tom's leg is still in bandages. He will have to watch the match from the stand. 23. Mr White didn't get a seat on his train this morning. This put him in a bad temper, and caused him to be very rude to his junior partner. The junior partner in turn was rude to the chief clerk; and so on all the way down to the office boy. 24. On Monday Tom's boss suddenly asked for a report on the previous week's figures. Tom had a hangover. He felt too sick to work fast. (Combine the last two sentences only.) 25. His boss didn't drink. He saw what was the matter and wasn't sympathetic. 26. In the afternoon he rang Tom and asked why the report still hadn't arrived. The report should have been on his desk by 2 o'clock. 27. Tom's headache was now much worse. He just put the receiver down without answering. This was just as well, as if he'd said anything he would have been very rude. 28. Fortunately Ann, the typist, came to Tom's assistance. Ann rather liked Tom. 29. Even so the report took three hours. It should have taken an hour and a half. 30. I went to Munich. I had always wanted to visit Munich. 31. "Hello, Paul," said Mr Jones to the headwaiter. The headwaiter's name was Tom, He said "Good evening, sir," without any sign of recognition. This disappointed Mr Jones. Mr Jones liked to be recognized by headwaiters. (Omit the first sentence.) 32. And this time he was with Lucy. He was particularly anxious to impress Lucy.

**24. Fill the gaps in the following sentences by using either *what* or *which*. (When *which* is used it should be preceded by a comma which the student must insert for himself.)**

1. He didn't believe ... I said ... annoyed me very much. 2. In detective stories the murderer is always caught ... doesn't happen in real life. 3. He wasn't surprised at ... he saw because I told him ... to expect. 4. In hospitals they wake patients at 6 a.m. ... is much too early. 5. There was no directory in the first telephone box ... meant that I had to go to another one. 6. I did ... I could ... wasn't much. 7. The clock struck thirteen ... made everyone laugh. 8. I am sure that ... you say is true. 9. We travelled second class ... is cheaper than first class but more

crowded. 10. He didn't know the language ... made it difficult for him to get a job. 11. People whose names begin with A always get taken first ... is most unfair. 12. He played the violin all night ... annoyed the neighbours. 13. When the mechanic opened the bonnet he saw at once ... was wrong with the car. 14. I didn't buy anything because I didn't see ... I wanted. 15. They sang as they marched ... helped them to forget how tired they were. 16. I saw a coat marked down to £10 ... was just ... I was prepared to pay. 17. He was very rude to the customs officer ... of course made things worse. 18. Show me ... you've got in your hand. 19. Tell me ... you want me to do. 20. The frogs croaked all night ... kept us awake. 21. All the roads were blocked by snow ... meant that help could not reach us till the following spring. 22. You needn't think you were unobserved! I saw ... you did! 23. She was once bitten by a monkey ... made her dislike monkeys for the rest of her life. 24. Some dairies have given up electric milk floats and gone back to horsedrawn vehicles ... shows that the horse still has a place in modern transport. 25. She expects me to clean the house in half an hour ... is impossible. 26. He poured water on the burning oil stove ... was a crazy thing to do. 27. Would you know ... to do if you were bitten by a snake?

## THE PRONOUN

### Exercise 1. Choose the correct form of pronouns in brackets.

1. What colour is the shirt? It is so far that I can't see (it's/its/it) colour. 2. They rarely drive to (their/them/ theirs) office. They live near (it's/it/its). 3. Look at (me/ mine/my) new watch. Do you like (it/them/its)? 4. These books are (her/hers). Give (them/their/theirs) to (hers/ her). 5. Do you like (you/your/yours) new car? — Oh, (it's/it/its) has never let me down yet. 6. (Theirs/Their/ Them) work is much more difficult than (you/yours/ your) or (me/mine/my). 7. Why are (you/your/yours) sitting here? It is not (you/your/yours) desk, it is (me/ mine/my). 8. This tape recorder of (her/hers/she) is always out of order. — But so is (you/your/yours)! 9. She has not read a line of (you/your/yours), how can she criticize (you/your/yours) books? 10. The clock has stopped. Something may be wrong with (it's/it/its) spring. 11. (We/Our/Ours) was the last turn. 12. (Their/Theirs/ Them) knowledge of French is not much more superior to (we/our/ours). 13. He is a friend of (us/our/ours). (He/ His/Him) house is opposite (us/our/ours). 14. If these gloves are neither (she/her/hers) nor (you/your/yours), then they should be (me/my/mine). 15. He can live without (me/my/mine) help but not without (them/their/theirs).

### Exercise 2. Translate the sentences into English.

1. Кто там? — Откройте, это я. 2. Мой дом на правой стороне улицы, а их — на левой. 3. Их лодка была быстрее нашей. 4. Как зовут вашу собаку? — Ее зовут Квин. 5. В этом районе построена новая дорога. Ее длина более трехсот километров. 6. Это ваша ручка, а это его, но где же моя? 7. Она взяла мои ключи вместо своих. 8. Самый лучший план — ваш. 9. Чью работу будут проверять (check up) — Джона и Кэт? 10. Его автомобиль небольшой, но мотор (engine) у него мощный.

### Exercise 3. Fill in the blanks with the appropriate reflexive pronouns and translate the sentences into Russian.

1. I opened the door and found \_\_\_ facing a stranger. 2. Go and see it for \_\_\_ if you like. 3. The newcomers built the houses \_\_\_. 4. Would you mind keeping your words to \_\_\_? 5. He has injured \_\_\_\_\_. 6. During the breaks they amused \_\_\_\_\_ in the bar. 7. We protect. \_\_\_\_\_ from the cold with warm things. 8. She settled \_\_\_\_\_ in the armchair as comfortably as she could. 9. You can trust him. He is honest \_\_\_\_\_. 10. He cut \_\_\_\_\_ shaving this morning. 11. She burnt \_\_\_\_\_ ironing a dress. 12. Don't blame \_\_\_\_\_. It is not your fault. 13. Did you cut your hair \_\_\_\_\_ or did you go to the hairdresser's? 14. Aren't you hungry? Help \_\_\_\_\_ to the meat. It's delicious. 15. How did you enjoy \_\_\_\_\_? 16. We must discuss everything to find the way out. Pull \_\_\_\_\_ together. 17. She dried \_\_\_\_\_ with a blue towel. 18. He felt \_\_\_\_\_ getting angry. 19. They had to excuse \_\_\_\_\_ for their strange behaviour. 20. I want to insure \_\_\_\_\_ against any losses.

### Exercise 4. Fill in the blanks with the appropriate reflexive pronouns where necessary.

1. Have a good time. Try to relax \_\_\_\_\_ and enjoy \_\_\_\_\_. 2. She decided to

excuse\_\_\_his bad behavior. 3. Why don't you want to concentrate\_\_\_? Pull\_\_\_together and start work. 4. She did not know where to hide\_\_\_. 5. Though it was rather cold in the room he felt\_\_\_,hot. 6. Have you shaved\_\_\_today? 7. She found\_\_\_in an awkward situation. 8. Did the children behave\_\_\_? 9. We protected\_\_\_against damage. 10. She stopped crying, washed\_\_\_, and decided to go downstairs.

**Exercise 5. Replace the words in bold type by expressions with reflexive pronouns.**

1. I saw it with my own eyes. 2. You needn't come in person. 3. He left us alone. 4. She lives on her own. 5. Did you study English without a teacher? 6. The girl apologized for her behaviour. 7. We were quite alone in the room. 8. Take the cake, please. 9. They divided the work between each other. 10. It is your own fault.

**Exercise 6. Translate the sentences into English using reflexive pronouns where necessary.**

1. Я сам узнаю, лучше ли он себя чувствует. 2. Мы не ожидали, что он сам сделает работу так хорошо. 3. Мы провели выходные за городом и получили большое удовольствие, собирая грибы (mushrooms). 4. Вы должны взять себя в руки. Посмотрите на себя в зеркало. Побрейтесь, примите холодный душ, разотритесь полотенцем (towel) и поешьте, наконец. 5. Наконец мы очутились в городе и решили немного расслабиться. 6. Не ходи сегодня в школу, если ты плохо себя чувствуешь. 7. Посмотрите, сколько вкусных вещей на столе! Угощайтесь. 8. Может быть, она объяснит все сама. 9. Почему ты прячешься? 10. «Ведите себя как следует!» — строго (strict) сказал учитель.

**Exercise 7. Fill in the blanks with some, any, no.**

1. Unfortunately, they have got\_\_\_money, 2. She wanted\_\_\_stamps, but there were not\_\_\_in the machine. 3. Is there\_\_\_salt on the table? — No, there isn't. 4. I'd like to buy\_\_\_new clothes, but I haven't\_\_\_money, 5. When would you like to come? —\_\_\_day would suit me. 6. If you had\_\_\_sense you wouldn't have left your car unlocked. 7. She did not answer all the letters because she had\_\_\_time. 8. Do you have\_\_\_small change? — Hardly \_\_\_. 9. He returned home without\_\_\_money. 10. Could you help me? I have\_\_\_problems with my research.

**Exercise 8. Make sentences interrogative and negative.**

1. He lives somewhere near here. 2. Something fell on the floor in the kitchen. 3. Somebody from the Department of Education is here. 4. There is something in what he says. 5. They knew something about it. 6. There is someone in the room. 7. I want to tell you something. 8. Someone is knocking at the door. 9. I saw this man somewhere. 10. Something has happened to her.

**Exercise 9. Choose the appropriate pronoun.**

1. She was said that (someone/anybody) was waiting for her in the street. 2. He was standing by the window and was looking (nobody/somewhere) on the right. 3. I

don't remember (someone/anyone) else, 4. Have you read (something/anything) by Oscar Wilde? 5. Could you give me (something/anything) to eat? 6. If (someone/anyone) comes, let me know immediately. 7. I haven't heard from her for a month. I am afraid, (nothing/something) has happened to her. 8. Have you read (something/anything) about this author? — No, I've read (something/nothing). 9. She refused to say (something/anything) because she thought she was being treated unfairly. 10. What's the matter? Why are you crying? Has (anything/something) happened to your mother? She told me she'd had a heart attack yesterday. 11. Would you like (something/ anything) to drink? Whisky or gin? 12. She is still (nowhere/somewhere) abroad. 13. I have (anything/ nothing) to add. 14. The sick man was able to get up without (someone's/anyone's) help. 15. (Anybody/ Nobody) could do this work. It's very simple.

**Exercise 10. Fill in the blanks with some, any, no making the appropriate compounds if necessary.**

1. Is there \_\_\_ here who speaks English? 2. Do you have \_\_\_ idea where I can borrow \_\_\_ money here? 3. \_\_\_ tells me you have got bad news for me. 4. He had \_\_\_ idea what to do next. 5. I am sorry, but the practical experience shows that his work is of \_\_\_, value. 6. Our professor wanted to make up \_\_\_ exercises to teach the pupils how to use a dictionary. 7. I am sorry but there is \_\_\_ message for you, 8. Hardly \_\_\_, understood what he meant. 9. We didn't think he'd succeed, but he managed \_\_\_. 10. I can't find my glasses \_\_\_. 11. If there is \_\_\_ message for me, please send it to me. 12. I don't know \_\_\_ about it. He said \_\_\_ about it in his last letter. 13. He is Mr. Know-All. He can give you \_\_\_ information you need, 14. Where can I find \_\_\_ here who can give me \_\_\_ advice on this question? 15. I don't like that every evening you go \_\_\_.

**Exercise 11. Fill in the blanks with the appropriate pronoun.**

1. Why are \_\_\_ of you talking? Hardly \_\_\_ is listening to me. 2. No, I have \_\_\_ to add. 3. Has \_\_\_ asked you about this matter? 4. \_\_\_ of them have been there either. 5. You'd better not speak to \_\_\_ of them, 6. Can \_\_\_ of you go there? 7. I am sure they kept silence. \_\_\_ of them

spoke about this. 8. I did not know that \_\_\_ of you had already seen it, 9. Write to us \_\_\_ interesting, will you? 10. Could \_\_\_ of you answer such a difficult question?

**Exercise 12. Translate into English.**

A 1. Я не читал никаких книг этого писателя. 2. Если что-нибудь случится, это не моя вина (fault). 3. Вы можете купить этот журнал для меня? Я нигде его не вижу. 4. Кто-нибудь еще пришел? 5. Преступник (criminal) нигде не сможет скрыться (disappear), ничто и никто не поможет ему. 6. Купи что-нибудь поесть, у нас в холодильнике (fridge) ничего нет. 7. Почему ты так рассердился? Никто не знал о его приезде. 8. Этот человек никогда ничего не боится. 9. Я нашел чью-то шапку. 10. Мне кажется, с ней что-то случилось. 11. Любой может купить эти куртки (jacket). Они довольно дешевые. 12. Не молчи (keep silent), скажи что-нибудь.

B 1. Кто-то оставил окно открытым» 2. Мне кто-нибудь звонил? 3. Вы

что-нибудь читали об экономике (economy) этой страны? — Почти ничего. 4. Я никому из них не говорил о его предложении (offer). 5. Хотите что-нибудь выпить? 6. Он почти никого не знал в этом городе. 7. Вас кто-нибудь из них приглашал на этот вечер? 8. Ты бы хотел поехать куда-нибудь летом? 9. Кто-то из нас должен пойти дуда. 10. Полицейский показал мне несколько фотографий, но я никого не узнал. 11. Он ничего не сообщил об этом. 12. Если кто-нибудь позвонит, я буду дома в 8 часов. 13. Мы отказались что-либо делать. 14. Он сделал это без какого-либо разрешения. 15. Тебе что-то попало в глаз?

**Exercise 13. Fill in the blanks with any, every or corresponding compound pronouns.**

1. It was a small village where\_\_\_could tell you\_\_\_about\_\_\_. 2. He goes there\_\_\_day. You can find him at \_\_\_time between ten and twelve. 3. She told you\_\_\_ she could. There is hardly \_\_\_to add. 4. With your complexion you can buy a blouse of\_\_\_colour. 5..\_\_\_ is here. You can ask\_\_\_. 6. Has\_\_\_forgotten to sign his name in the list? 7.\_\_\_who has lost his credit card must declare about it immediately. 8. There was a dead silence. \_\_\_was listening to the speaker. 9. You needn't explain \_\_\_ else.\_\_\_understood\_\_\_. 10.\_\_\_knows what to do.

**Exercise 14. Choose the appropriate word out of those given in brackets.**

**A each/every**

1.\_\_\_child wants to visit Disneyland. 2.\_\_\_. witness was questioned in turn. 3. They\_\_\_have a comfortable flat. 4. You can come here\_\_\_„day. 5.\_\_\_of us would be happy to help you. 6.\_\_\_patient wants to be healthy, 7. Planes fly to St. Petersburg \_\_\_ hour. 8. The performance was a success.\_\_\_place was taken. 9. This book is divided into 20 units and \_\_\_of them has a different title. 10.\_\_\_passenger must fasten the belt when the plane takes off or lands.

**B either/any/neither/none**

1. There are many good inns in Scotland. While travelling, you may stay in\_\_\_of them. 2. I saw two plays in this theatre, but\_\_\_of them impressed me. Rita says she saw several plays there, but she liked\_\_\_ of them. 3. John and Pete did not pass an exam yesterday because\_\_\_was ready for it. 4. The Finns' sisters are arriving tomorrow.\_\_\_of the two girls is very pretty, but\_\_\_of them is married yet. 5. There are a few cafes in this district, but\_\_\_of them is good. 6. What would you prefer, tea or coffee? —\_\_\_will do. 7. The woman carried a bag in\_\_\_hand. 8. There were four applicants but\_\_\_ of them impressed me. 9. There is a village on bank of the river 10. Can he speak French or German? —\_\_\_. He is not good at languages.

**Exercise 15. Fill in the blanks with the forms is or are.**

1. Neither he nor she\_\_\_there. 2. Neither they nor she\_\_\_there. 3. Neither he nor they\_\_\_there. 4. Both Alice and Kate\_\_\_in time. 5. Either you or she\_\_\_ right. 6. Both the old and the young\_\_\_having a good time at the party. 7. Either Jack or Jane\_\_\_going on business to London. 8. Neither Pete nor his parents\_\_\_ aware of the coming danger. 9. Neither he nor his relatives \_\_\_present at the wedding. 10. Either

he or they\_\_\_ going to do it. 11. Both Mom and Dad \_\_\_at home. 12. Neither Nick nor Mary\_\_\_in class today. 13. Both \_\_\_present, but neither\_\_\_helpful.

**Exercise 16. Paraphrase the following words in bold type using little, a little, few, a few.**

*Example:*

*There is hardly any wine in the bottle. — There is little wine in the bottle.*

*The chairman said some words. — The chairman said a few words.*

1. I can't help you. I have hardly any time. 2. Mr. Brown, can I come and see you today? I'd like to ask you some questions. 3. It is no use asking him about it. He has hardly any knowledge of the subject. 4. I go to the theatre when I have some money and free time. 5. Is there much chalk in the box? — No, there is hardly any here. 6. He drank some water and felt much better. 7. There was hardly any tea in the cup, so he poured some more. 8. Hardly any people understood what he said. 9. There are some carrots in the box. 10. Mummy, may I have some ice cream? 11. Many years ago some people realized the significance of this discovery. 12. There was hardly any doubt that the problem could be solved in the near future. 13. We didn't have to take a porter. We had hardly any luggage. 14. I think he is rather greedy. He buys hardly any things for himself. 15. We have received some valuable information. I think it will help us a lot.

**Exercise 17. Fill in the blanks with little, a little, few, a few.**

1. I'd like to make\_\_\_remarks in connection with the topic under discussion. 2. \_\_\_people realize how important it is to go in for sports. 3. This student has deep knowledge in English and besides he knows\_\_\_ French. 4. He is a man of\_\_\_words. 5. Only\_\_\_names remained in his memory, for this accident happened more than 20 years ago. 6. That lecture was so difficult that only\_\_\_students could understand it. 7. I had \_\_\_ hope of getting home tonight because I realized that I had lost my way. 8. The postman doesn't often come here. We receive\_\_\_letters. 9. I'm having\_\_\_trouble fixing this shelf. — Oh dear! Can I help you? 10. I shall be away for\_\_\_days from tomorrow. 11. When you've wanted something very badly and it comes at last, it is somehow \_\_\_ frightening. 12. It was a cold windy evening, and there were\_\_\_people in the park. 13. There were no doctors for the wounded, and to make things worse there was only \_\_\_ food left. 14. She asked permission to speak to the guest for\_\_\_moments. 15. I won't listen to you! I'd like to believe that there is\_\_\_ hope left.

**Exercise 18. Paraphrase the following sentences using the following words: few, a few, quite a few, little, a little.**

1. Only some pupils wrote the test. 2. A small number of people live to be 80 in Russia. 3. I have not much time for studying. 4. He had a considerable number of mistakes in his dictation. 5. She has got some time to prepare for the report.

**Exercise 19. Translate into English using little, a little, few, a few.**

1. Джим вчера попросил меня починить (repair) машину, но у меня было мало времени, и мне пришлось отказать ему. 2. Она очень застенчива (shy). У



нее мало подруг. 3. В зале было довольно много людей, так как фильм был интересный, 4. У меня есть несколько книг по этой проблеме. 5. У нас нет сахара. Купи немного по дороге домой. 6. Мало кто понял, что он хочет сказать. 7. Я выпил немного кофе и смог работать до полуночи. 8. В его переводе было мало ошибок, 9. Они подошли к небольшой деревне; в ней было несколько домов. 10. У них оставалось немного времени до начала спектакля, и они решили пойти перекусить (have a bite), 11. Не думаю, что он будет хорошим врачом. У него мало терпения (patience). 12. У нас было мало денег, поэтому мы решили поехать автобусом, 18. Довольно много друзей пришли навестить его. 14. У него не хватает несколько долларов, чтобы купить эту картину. 15. Ты можешь взять несколько конфет.

**Exercise 20. Fill in the blanks with how much or how many.**

1. \_\_\_ sugar have you put into my cup? 2. \_\_\_ spoons of sugar do you usually take with your tea? 3. \_\_\_ homework do you get every day? 4. \_\_\_ cups of coffee do you drink a day? 5. \_\_\_ coffee did you drink yesterday? 6. \_\_\_ foreign languages do you speak? 7. Do you know \_\_\_ money he spent? 8. Tell me please \_\_\_ time it will take me to get there. 9. \_\_\_ times a month do you go to the theatre? 10. Do you know \_\_\_ people live in Moscow? 11. I see you are a stranger here. Let me help you. The customs officer is asking \_\_\_ perfume you have got. 12. \_\_\_ cigarettes do you smoke a day? 13. \_\_\_ oil has been extracted this month? 14. \_\_\_ barrels of oil did the Arab Emirates sell last year? 15. \_\_\_ money does it cost to get there?

**Exercise 21. Fill in the blanks with much, many, a lot of.**

1. There are a few bananas and \_\_\_ apples in the fridge. 2. She put \_\_\_ butter in the cake. 3. Have you got \_\_\_ homework? — Our teacher always gives us \_\_\_ homework. 4. We don't need \_\_\_ eggs to cook this meal. 5. He's made \_\_\_ progress in such a short time! 6. Are there \_\_\_ unemployed people in your country? 7. There are \_\_\_ oil deposits in Siberia. 8. There is \_\_\_ time at our disposal. 9. She is very sociable, that's why she has got \_\_\_ friends. 10. Try to call Mr. Green. He never gives \_\_\_ useful advice, but you can hear \_\_\_ valuable information. 11. One needs \_\_\_ money to start a new business. 12. You can't install \_\_\_ equipment in a small shop. 13. He doesn't want \_\_\_ advisors. He thinks he can solve the problem himself. 14. Be careful with him. He's got \_\_\_ projects and desires, but hasn't got \_\_\_ money and patience to realize them. 15. Astronomy studies \_\_\_ interesting phenomena.

**Exercise 22. Replace a lot (lots) of or plenty of by a great number of, a great deal of or a great amount of.**

*Example:*

*There are plenty of goods in the shop. — There are a great number of goods in the shop.*

1. Bill Gates earns a lot of money every day. 2. He changed lots of jobs in his life. 3. Ask him to tell you something. He had a lot of interesting experiences during his travelling. 4. She has got a lot of trouble with her new work. 5. The boss gave me plenty of instructions before his leave. 6. She is trying to keep to a diet. Every day she

eats lots of apples and drinks plenty of mineral water. 7. Our department receives a lot of mail. 8. We have to pay a lot of taxes buying luxury goods. 9. They bought plenty of paint to redecorate their house. 10. The US automobile industry produces plenty of cars every year. 11. Bell invented the telephone, one of the most useful devices. Since his invention lots of telephones have been installed in people's apartments. 12. A lot of snow covers the Himalayas. 13. Plenty of time was wasted on investigating the robbery. 14. A lot of people object to advertising goods during a film show. 15. Plenty of tea is cultivated in India and Sri Lanka.

**Exercise 23. Fill in the spaces with *much, many, few, a few, little, a little, a lot of, plenty of, a great number of, a great amount of, a great deal of* (you may get several variants).**

1. The living conditions in the district were very poor and there were only \_\_\_ doctors available. 2. He is a very intelligent man. Do you know that he speaks \_\_\_ foreign languages? 3. The situation was becoming worse and worse. \_\_\_ projects had to be postponed. 4. The show was poor. There was . \_\_\_ applause. 5. There were \_\_\_ people at the meeting, but most of them left early so there aren't \_\_\_ left now. 6. Have you finished that glass of milk? There is \_\_\_ milk in the fridge if you'd like more. 7. We haven't had \_\_\_ rain this summer. The garden needs watering. 8. The party was a failure. Unfortunately, they invited \_\_\_ interesting people. 9. He didn't know \_\_\_ facts about the accident. 10. Did the storm make \_\_\_ damage to the crops? 11. Is there \_\_\_ coal left in the region? 12. Don't worry. There is \_\_\_ food. It will be enough for a month's expedition. 13. He doesn't pay \_\_\_ attention to pronunciation. It's difficult to understand him. 14. Is there \_\_\_ work for you to do every day? 15. There is \_\_\_ whisky left. Help yourself.

**Exercise 24. Choose the right variant.**

1. Oh, there are four of them! I can give them (so/ only) a few sandwiches. 2. I've met (quite/too) a few decent people in my life. 3. She respected him but gave him (too/only) a little thought. 4. I think there is (so/quite) a lot of charm in him. 5. (Too/Only) many cooks spoil the broth. 6. Unfortunately, we make (very/only) many mistakes in our life. 7. (Quite/Very) few words were said to understand the problem. 8. (Too/Very) much sand covers most of the territory of Egypt. 9. There are (only/ so) many policemen in the streets during national holidays. 10. There are (very/only) many tales about Loch Ness monster. 11. Let's go to the canteen. There are (quite/very) a few coins in my wallet to buy a sandwich. 12. There were (too/quite) a few people in the shop. 13. (Quite/too) a lot of money is spent on armament. 14. We've got (too/only) a few minutes before the ship sails. Let's say good-bye to each other. 15. There were (quite/only) many delicious dishes on the table in front of him.

**Exercise 25. Translate from Russian into English.**

1. Он написал довольно много книг. 2. Я не могу идти с вами сегодня в театр. У меня так много работы. 3. В нашей библиотеке мало английских книг. 4. В автобусе было слишком много народа. 5. В стакане было мало воды, и он налил (pour) себе немного. 6. Мало кто понимает его английский язык. У него

слишком много ошибок. 7. В прошлом году было построено мало новых домов. 8. Премьер-министр (prime minister) сказал журналистам лишь несколько слов. 9. Я встречал мало хороших врачей в своей жизни. Но доктор Грин, наш врач, дает нам массу полезных советов. 10. Можно мне немного кофе? — Нет, он слишком крепкий для тебя. 11. Мне кажется, что ты положила слишком много соли в суп. 12. Чтобы построить больницу, необходима крупная сумма денег. 13. Он купил довольно много акций (share). 14. Многие люди не употребляют сахар и соль. 15. Он понял лишь несколько слов.

## THE PRONOUN

### Personal and Possessive Pronouns

#### **Ex. 1. Read and translate the sentences Comment on the words in bold type.**

1. Research shows that one of the most overused words in any language is the word for I. Changing I to me (or vice versa) brings greater variety to your speech and writing. 2. Just between you and me, this course is a disaster. 3. It takes two, me and you, to make a dream come true. 4. Hello! Is that me you are looking for? 5. The relationship between them was often strained. 6. Look at the fish. It is alive! 7. He wanted her to go to a movie with him. 8. — Who is there? — It is I (me). 9. Max loved ice-cream more than she (her). 10. The boss considered the best candidate to be her. 11. My name should come after yours if the list is alphabetical. 12. Will you share your life with mine? 13. Everything I have is yours. 14. The responsibility is hers. 15. You scratch my back and I'll scratch yours. 16. Jack and Amelia changed my life, just as I changed theirs. 17. "By the way, Catherine sends her love to you and Pete." — Blanche smiled. "And give her ours." 18. Theirs was a true love story. It was a perfect match. 19. I don't want any partners. I want this business to really be mine. 20. Like most people who keep diaries, Judy usually writes in hers each evening. 21. Is there any place for me in this heart of yours, Susan? 22. The future is yours, don't let them take it from you.

#### **Ex. 2. Supply pronouns and underline the words which they replace.**

1. The fax has arrived. ... is on your table. 2. — Who told him the news? — Not ... . 3. — Who's that? — ... is my sister. She works here. 4. — Helen has had a baby. — Is ... a boy or a girl? 5. I have a car, but I really don't need ... . 6. Let's you and ... do it together. 7. Please take these food scraps and give ... to the dog. 8. He was loyal to whoever trusted ... . 9. Everybody has a right to ... own opinion. 10. What a sweet child ... is; ... seems the image of your friend Jack. 11. Maggie has got into a mess again! I sure wouldn't want to be ... tonight. 12. William and I smiled at each other. ... smile was as affectionate as .... 13. She laughed gaily, in that special way of .... 14. The offer we made solved her problems as well as .... 15. They think that ... is the best team. 16. — You are my destiny, Anastasia! — Yes, and you are ... . 17. ... is an informational culture. We worship information. 18. My friend Pierre is as intelligent as ... .

#### **Ex. 3. Translate into English.**

1. Можно мне воспользоваться твоим принтером? Мой ремонтируют. 2. Этот калькулятор наш, а тот их. 3. Это редкая книга, ее стоимость очень высока. 4. Ты знаешь, 69 что все, что я имею — твое. 5. Не паркуй свою машину рядом с моей. 6. Это недорогой фотоаппарат, но его качество хорошее. 7. Все это случилось не по моей вине. 8. Мы не можем отпустить этого воришку. Следующий карман, который он обчистит, может быть вашим. 9. Конференция открывается через несколько дней, а ее программа еще неизвестна. 10. Ну что же, выбор за вами. 11. Он рассказал мне свою историю жизни (life story), а я

свою. 12. Один из ваших пациентов только что звонил. 13. Он закончил письмо и подписался «Искренне Ваш Роберт». 14. Ты не знаешь, что это такое — быть мной.

**Ex. 4. A. Read the dialogue and retell it in indirect speech. Comment on the pronouns in bold type.**

At the Office

George: Whose flowers are these?

Fred: They are mine. They are for my wife. It's our anniversary today.

G: Oh, yes? Which one?

F: The tenth.

G: Ours is in July, on the 25th of July, to be precise, at 3.30 in the afternoon.

F: So I've got these flowers for her. Does yours have flowers, too?

G: Oh, yes. Mine always has flowers. They are always "With Love, From Me To You".

F: "With love from me to you", eh? That's very romantic. Does your wife have chocolates, too?

G: Oh, yes, she always has chocolates on her anniversary. She has a passion for them.

F: Which sort?

G: Milk chocolates with sweet centres.

F: It's amazing, isn't it? Mine has milk chocolates too, and they always have sweet centres.

G: Extraordinary! Women are funny creatures.

F: Yes, they are. Theirs is a strange existence. On one day of the year they are romantic and have sweet centres, and for the rest of the year... 70

G: Well, Happy Anniversary, Fred!

F: Thank you George, you are very kind.

*B. Discuss with a partner your birthday, your parents' or friends' anniversary and the gifts which you usually give them.*

### **Demonstrative Pronouns**

**Ex. 5. Make the following sentences plural.**

1. This is a new dictionary. 2. That is my file. 3. Is this your disk? 4. That was not my idea. 5. That man is a busker. 6. Give me that letter please. 7. That was a good time. 8. We'll never forget that year. 9. This computer is mine, and that one is my co-worker's. 10. They lived in that place for many years. 11. This incident is rather strange. 12. Can you see that man? 13. Who is that woman? 14. This child is being difficult today. 15. Was that an old or a new edition? 16. This information is top secret. 17. That year was a lucky one. 18. That fax r was for you. 19. This advice is very timely. 20. That money was for him, not for us. 21. Look at the pictures, my boy! This is a sheep and that is a deer. 22. This is a golden fish.

**Ex. 6. Use the right form of the pronouns this or that.**

I. ... gloves are of the best quality. 2. I'll sign all the papers ... morning. 3. — We can meet at 10.30. — ... will be fine. 4. ... was a really terrible air crash last week. 5. Think of all ... people who need our help. 6. ... particular ' students are extremely bright. 7. ... is something one has to consider. 8. I don't think very much ... days. 9. "... way, sir." 10. I am sorry to barge on you like ... . II. ... whole business worries me. 12. The prices ... days are absolutely astronomical. 13. ... was a wrong thing to do. 14. Any chance of you getting away ... summer? 15. ... was ages ago! 16. — It's a difficult area to get jobs in! — Yes, ... 's true. 17. ... dress we saw in the shop-window was from Paris. 18. They discussed ... events at the briefing. 19. — Who was calling? — ... was Freddie. 20. People were helpless against nature in ... ages. 21. These pictures remind me of you, especially ... one.

**Ex. 7. Translate into English.**

1. На этой неделе у меня будет очень много дел. 2. Нам хотелось бы поблагодарить тех людей, которые помогали и поддерживали нас. 3. — Кто будет осуществлять все эти проекты? — Эти специалисты. 4. — Здравствуйте, можно к телефону Машу? — Кто ее спрашивает? — Это Дима. 5. Уверена, что этот план сработает. 6. Эти дети точно сведут меня с ума. Они опять дерутся. 7. Положи это яблоко и возьми лучше то, оно слаще. 8. — Кто это звонил тебе? — Это была бабушка. 9. Те люди около стойки бара — популярные певцы. 10. Вы читали эти сведения? 11. Эти деньги принадлежат Андрею. 12. Эта одежда очень дорогая. 13. Которая твоя дискета: эта или та? 14. Эта музыка меня расслабляет. 15. — Какие туфли ты все-таки выберешь: те или эти? — Думаю, эта пара мне подойдет. 16. Те хризантемы, которые вы подарили мне, были чудесные

**Reflexive Pronouns**

**Ex. 8. Read and translate the sentences Say whether the self-pronoun is reflexive or emphatic State its function in the sentence.**

1. You're a maverick like me. Always be yourself, Mai, always be true to yourself. 2. But I've forced myself to keep going, to function. Being incredibly busy works wonders. I learned that myself a long time ago. 3. Jake knew deep within himself that they were from wholly different worlds. 4. In fact, he considered himself to be in command of the situation. 5. She felt herself choking up for a reason she couldn't explain. 6. The smile spreading itself across her face was one of pure radiance. 7. Myself I never read best-sellers on principle. It's a good rule of thumb. If the masses like it, then I'm sure that I won't. 8. The seals sunned themselves on the warm rocks. 9. We prefer living by ourselves. 10. His son always gets himself in trouble. 11. Every teenager looks forward to taking the car out by himself. 12. May you not burden yourself with a need to make sense out of everything!

**Ex.9. Fill in the blanks with suitable self-pronouns.**

1. They have only ... to blame. 2. Who knows better than Mark ... what he should do? 3. The mayor ... cut the ribbon to open the new city hospital. 4. That woman has put

... in a difficult position. 5. The governor ... will speak at the university. 6. One can easily injure ... while skiing. 7. You cannot expect a baby to take care of ... . 8. You may burn ... with matches. 9. After a busy day he likes to be .... 10. Bach dedicated ... to music. 11. We had to throw ... on the mercy of "Intourist". 12. The hunter accidentally shot ... in the foot. 13. I had a good, proper look at ... in the mirror tonight. 14. I'm sorry that I didn't make ... clear. 15. — It's hot, Mommy. Can I take my T-shirt off? — I don't think you should, darling. I don't want you to expose ... to the sun. 16. People like to unburden ... to complete strangers. 17. He was beside ... with anger. 18. She allowed ... to be led from the room.

**Ex. 10. Translate into English.**

1. Он угрожал уморить себя голодом, если они не опубликуют его стихи. 2. — Сколько же это будет? — Сам высчитай (to work out). 3. Соберись, ты же мужчина! 4. Она слишком много о себе думает. 5. По утрам я готовлю себе чашечку кофе и бутерброд. 6. Сам решай свои проблемы. 7. Я кошка, которая гуляет сама по себе. 8. Она извинилась и вышла. 9. Устраивайтесь поудобнее и угощайтесь фруктами. 10. Я сама об этом позабочусь. 11. Мне приходится постоянно напоминать себе, что я должна быть более терпимой. 12. Я сам чувствую, что был неправ. 13. Они были вне себя от гнева. 14. Он само благородство. 15. Представьте, пожалуйста, молодые люди. 16. Мы очутились в совершенно незнакомом месте. 17. Она поймала себя на том, что думала, как тяжела жизнь. 18. Они сами не очень в этом уверены.

**Ex. 11. Find the English equivalents for the following words. Make up sentences of your own with them.**

1. самоуверенный 2. эгоцентричный 3. самоконтроль 4. самозащита 5. самодисциплина 6. самоуважение 7. самоуправление 8. самодостаточный 9. эгоистичный 10. самоудовлетворение 11. уверенный в себе

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

1. Не обольщайтесь. Все это не так просто. 2. Очень часто дети были предоставлены сами себе. 3. Если вы хотите все изменить, то начните с себя. 4. Пойми, ты лжешь самому себе. 5. Почему я не могу сказать самому себе, что я действительно счастлив? 6. Осторожно, не ушибись! 7. Она очутилась лицом к лицу с незнакомцем. 8. А теперь, детка, укладывайся спать. 9. Ты позволяешь себе хоть иногда расслабиться? Это ведь так важно! 10. Позаботьтесь о себе! 11. Она посвятила себя своей семье. 12. Десять маленьких негритят отправились обедать. Один проспал, другой подавился, третий повесился... . 13. Глубоко внутри себя он чувствовал, что неправ, но не мог заставить себя признаться в этом. 14. Никто не сделает это за тебя, тебе придется сделать это самому. 15. Расскажите нам о себе. 16. Ты назвал бы себя снобом? 17. Когда бы мы его ни встретили, он сама вежливость. 18. Образование в этой стране должно подняться до современного уровня, (bring up to date).

**Indefinite Pronouns**

**Ex 13. *Insert some or any where necessary.***

1. My teacher lives ... distance away from the school. 2. You should buy ... new clothes for the New Year, I think. 3. Ruth still has ... doubts about her marriage, but her boyfriend John hasn't got any. 4. Mum was sure we had ... honey left. At breakfast it turned out we didn't have ... . 5. — Has there been ... discussion of the project? — Yes, ... people are against it, I'm sorry to say. 6. There must be ... way to get in touch with them, but so far I haven't found .... 7. — Is there ... reliable source of information you'll use in your investigation, inspector? — I definitely have ..., though I am not going to reveal ... to you, sir. 8. ... people hate seafood. 9. Let's talk about it ... other time. 10. There aren't... markets on Monday. 11. — There is ... dust on the furniture. — Oh, I haven't got ... time for this. 12. — Do you speak ... French? — No, but I speak ... English.

**Ex.14. *Comment on the use of some or any in the following sentences.***

1. Could I get you some fresh orange juice? I have just made some. 2. Yesterday I left the house without any money. 3. The council refused to give the designer any financial help. 4. Can I offer you some wine? 5. Any of the staff could have helped you. 6. If you have any questions, call me. 7. Shall I send you some other files? 8. There was never any question that she would leave her job. 9. Jackie hardly ever has any doubts about her abilities. 10. Could you buy some cheese in town? 11. There is seldom any world news on this channel. 12. The detective failed to find any further evidence. 13. Is there any water in the jug? 14. Would you like some juice?

**Ex. 15. *Make the following sentences interrogative and negative.***

1. People usually have some free time on weekends. 2. Some of my friends also teach English. 3. There is some snow in the streets. 4. Wait, I'll make some coffee for us. 5. There's some soup left. 6. I think I need some help. 7. She has some relatives in England. 8. Some people are so annoying! 9. We have some new contracts this year. 10. I can get you some bread when I go shopping.

**Ex. 16. *Insert some or any where necessary.***

1. Irene's parents are ... doctors. 2. ... doctors, like dentists, frighten me. 3. Could you lend me ... money? 4. ... money is very important in this life. 5. ... cars parked in this area will be removed by the police. 6. If you have ... old books that you don't need any longer, could you bring them to our library. 7. This car hardly uses ... petrol. 8. Would you like ... brandy? 9. My mother bakes cakes with ... brandy in them. 10. Do you like ... olives? 11. Are there ... olives left? 12. Mushrooms should be gathered with care as ... can be very poisonous. 13. You'll like this new chocolate. Shall I save ... for you? 14. ... of his paintings would sell for big money today. 15. Do you ever read ... papers? 16. He hardly ever reads ... papers. 17. ... papers are really boring.

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

1. В этом году Татьяна посадила у себя на даче кое-какие цветы, но не сажала никаких овощей. 2. — Есть ли смысл в том, что он говорит? — По-моему, никакого. Любой это тебе скажет. 3. Я обычно отдыхаю с некоторыми из своих



друзей. 4. У него нет никаких причин сердиться на нее. 5. Врач считает, что в состоянии больного есть некоторые улучшения. 6. У нас в доме редко бывают гости. Пригласим кого-нибудь? 7. У вас были какие-нибудь проблемы с налогами в прошлом году? Я помню, вы говорили, что они у вас были. 8. Она редко читает газеты; говорит, что некоторые новости ее просто убивают. 9. Любое из его стихотворений — шедевр. 10. Не могли бы вы принести немного мела? 11. Любой студент знает, как труден путь к знаниям, хотя некоторые все же надеются на удачу. 12. — Мне нравится некоторая популярная музыка. А мне никакая не нравится. 13. Хочешь послушать какую-нибудь музыку? 14. Любой врач скажет вам, что курение вредно. 15. — Хочешь орешков с изюмом? — Да, орехи с фруктами очень полезны. 16. Я согласен встретиться с вами в любое время, в любом месте.

**Ex. 18. Use some-, any-, every-, no- + one I body I thing I where.**

1. Never trust... with such manners. 2. Let me see if there is ... we can do for you. 3. Is there ... at home? 4. If ... happens to the car, how shall I get to the country? 5. There should be ... behind all this. 6. Barbara was a teacher from ... near Newcastle. 7. Emily refuses to have ... to do with Jim. 8. Shall I bring you ... to drink? 9. Nobody can find out ... about that man. 10. Yesterday we couldn't find you ... . Where were you? 11. Hardly ... knew how to respond to this. 12. Many people think that the bad weather has ... to do with all the satellites in space. 13. You're wrong. There's ... strange about the man. He is a decent chap. 14. — What's the matter? — ... is the matter. 15. We looked for a policeman, but there was ... around. 16. — Do you have any clue to this? — ... whatsoever. 17. I answered every single question. My opponent answered ... . 18. ... of us understood the play. 19. Mind, I'm having ... of that language here! 20. Don't be so nosy! It's ... of your business. 21. ... comes to those who hustle while he waits. (*Thomas A. Edison*) 22. ... should believe in ... . 23. Kindness, I've discovered, is ... . 24. Considering how dangerous ... is, ... is really very frightening. (*Gertrude Stein*)

**Ex. 19. Read the following just for fun.**

Everybody, Somebody, Anybody and Nobody

This is the story about four people named Everybody, Somebody, Anybody and Nobody.

There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

**Ex. 20. Translate into English.**

1. Что-то не так? Я вижу, что-то беспокоит тебя. 2. Никто не может быть в безопасности в этой горячей точке (a trouble spot). Все что угодно может случиться в любой момент. 3. Ничто не может быть лучше, чем чашечка горячего чая. 4. Ей абсолютно некуда пойти. Ни семьи, ни друзей. 5. Он живет

где-то около Тамбова. 6. Боюсь, что это никуда нас не приведет (to get). 7. Я не привередлив, мне все подойдет. 8. — Тебе есть где остановиться? — К сожалению, я никого здесь не знаю. 9. В сегодняшней программе нет ничего особенного. 10. Нигде он не был так счастлив, как в кругу семьи. 11. Ни один из сотрудников не говорил по-японски. 12. Нам нужен кто-нибудь, кто бы сделал эту работу. 13. Знаешь, я что-то забыла взять, хотя и не помню что. 14. Тебе следовало это увидеть, это было нечто! 15. Автобус появился вдруг, словно из ниоткуда. 16. Если полиция арестует вас, ничего не говорите, пока не приедет ваш адвокат. 17. Как видишь, ничто не изменилось. 18. Ничто не ново под луной.

**Ex. 21. Read and translate the sentences. Comment on the words in bold type.**

I. Anybody can sing if they really want to. 2. Everybody is here, aren't they? 3. Nobody likes to be told what to do, do they? 4. Somebody has left his umbrella here, didn't they? 5. Nobody called, did they? 6. Every candidate said that they thought the interview was too long. 7. We greeted each guest as they entered. 8. Everybody had a most enjoyable time, didn't they? 9. Everyone is informed about it, aren't they? 10. Nobody agrees with him, do they?

II. Everyone will be present at the meeting, won't they?

**Ex. 22. Read the text and say what you think about it.**

What is the sexist pronoun war?

Historically, the masculine pronoun has been used when the gender of the antecedent is unknown, or if both genders are represented. Many old proverbs illustrate it: "He laughs best who laughs last." "He who hesitates is lost." "He who plays the piper calls the tune." Some women see this as evidence of patriarchal domination. Others just don't like it. Often you can rewrite your sentence and avoid the problem altogether — make the verb and pronoun plural, for example — but sometimes rewriting isn't possible. Proposed alternatives include s/he and he or she, both of which interrupt the flow of the sentence and seem to be making a political point in the middle of whatever you are trying to say. Be aware that using the masculine pronoun may offend some people. Also be aware that the smooth flow of your sentence may be at stake. We solve the problem by alternating he and she ... it isn't a perfect solution, but it isn't a perfect world. The language may evolve, giving us a better option in the future.

(from "Grammar Smart")

**Ex. 23. Read the following sentences and give their equivalents in Russian.**

1. For each man under the sun life is a game. 2. Every medal has two sides. 3. Every dog has his day. 4. Everything comes to him who waits. 5. Every man is the architect of his own fortune. 6. Everybody's business is nobody's business. 7. Every little helps. 8. Everything must have a beginning. 9. Everything has an end. 10. He was every inch a gentleman. 11. Every cloud has a silver lining. 12. This is America! Count every vote!

**Ex. 24. Insert every or each.**

1. ... morning my Mom left lists a mile long for ... of us, there was so much work to do about the house. 2. Opening my bag I took out two envelopes with *Dad* printed across their fronts in childlike letters. Handing them to Andrew, I said, "Lissa and Jamie have ... written you a card." 3. She had a present for ... child. 4. We ... have our private views about it. 5. I loved ... minute of it. 6. They were all just sitting there, ... of them thinking private thoughts. 7. Rosie changed the subject ... time it was raised. 8. She offered us a tin of biscuits and my sister and I had one ... . 9. The government changes ... five years. 10. I had only two suitcases, but ... weighed over twenty kilos. 11. She has ... chance of success in the life she has chosen. 12. We only save enough money to take a real vacation ... other year. 13. We saw three young elephants, ... the size of a car. 14. ... of you should sign the register before you leave. 15. ... child should be educated. It's a must. 16. He inspected ... of the cars which were in the garage. 17. We have ... completed our work.

**Ex. 25. Translate into English.**

1. Мы встречаемся с друзьями каждый Новый год. 2. Каждого студента экзаменуют два раза в год. 3. Каждой девушке хочется выйти замуж. У каждой свой идеал. 4. Они ждут гостей с минуты на минуту. 5. Каждого солдата похвалили за храбрость, и каждому дали медаль. 6. Двое из них не пришли на встречу, у каждого была серьезная причина. 7. Каждый член команды должен пройти медицинский осмотр перед каждым матчем. 8. У каждого из нас свои привычки. 9. Не каждая женщина может стать судьей. 10. В этой семье у каждого своя машина. 11. Эти журналы стоят пятьдесят рублей каждый. 12. Он до мозга костей поэт. 13. Он бреется каждый третий день. 14. У нас две комнаты, каждая с балконом. 15. Каждая из книг была помечена. 16. Я очень многому научился у каждого из вас.

**Ex. 26. Insert either or neither.**

1. I was expecting you ... today or tomorrow. 2. He spoke ... English nor French. 3. — Which one do you want? — I don't want... . 4. We can meet ... at six or at seven. 5. Nelly has two friends. ... is in town now. 6. The weather is ... cold nor warm today. 7. Doctor, you are not being ... frank or fair. 8. — Which one do you want? — I don't want ... . 9. There was no sound from ... of the flats. 10. She ... drinks, smokes, nor eats meat. 11. In ... case the answer is the same. 12. They may be ... here or there.

**Ex. 27. Translate into English.**

1. Знаменитая певица приехала на фестиваль с телохранителем с каждой стороны. 2. Обе книги интересные. Возьми любую. 3. — Что ты будешь пить: чай или кофе? — Ни то, ни другое. Я буду пить сок. 4. В каждом конце коридора стояла пальма. 5. Ни один из моих двух сыновей не играет на музыкальном инструменте. 6. Я тоже не знаю, где он живет. 7. Сделай это либо сегодня, либо завтра. 8. На каждом берегу реки стояли маленькие деревянные домики. 9. — Я не люблю пиво. — Мой муж тоже. 10. Родители Тараса не будут смотреть фильм ужасов в субботу. Тарас тоже не будет его смотреть.

**Ex. 28. Read and translate the sentences. Comment on the words in bold type.**

1. She was now listening to whoever it was on the other end of the line. 2. And now let's go in and join the others. 3. However, there were other matters for us grown-ups to consider. 4. All European languages belong to the same family except for Finnish, Hungarian, Basque and one or two others. 5. Bees carry pollen from one plant to another. 6. The boxers went on hitting each other. 7. Some books are useful to read, others are just a waste of time. 8. He produced two films. One became a classic, the other passed unnoticed. 9. My Dad says he needs another car. 10. Some people are bitterly frustrated when this happens. Others are not. 11. One man's meat is another man's poison. 12. I've got another three books to read. 13. On the one hand it is true, on the other not quite. 14. In 1900 the Uffizi gallery in Florence had 2,395 paintings on display. Today it shows just 500. The others are locked away, almost never seen.

**Ex. 29. Translate into English.**

1. Мы встречались на днях. Мы давно не видели друг друга. 2. Это, так сказать, обратная сторона медали. 3. В моей группе было двенадцать студентов. Четверо были иностранцы, остальные москвичи. 4. У них две дочери. Одной семь лет, другой пять. 5. Одни блюда легко готовить, другие нет. 6. Мы неправильно друг друга поняли. Дайте мне еще один шанс. 7. У нас два балкона. Один выходит на юг, другой на восток. 8. Мы изучаем много предметов. Одни нам интересны, другие нет. 9. Закрой один глаз, потом другой. 10. Девочка шла в школу в первый раз в первый класс. В одной руке у нее был портфель, а в другой букет цветов. 11. Некоторые люди нравятся нам, другие нет. 12. — У меня два зонтика. Один красный, а другой черный. — Да, некоторые люди любят яркие цвета, другие темные. 13. Люди не решались смотреть друг на друга. 14. Мне нужно еще раз взглянуть на эту картину. 15. Какие еще сведения вы нам принесли? 16. Дело провалилось, потому что партнеры не доверяли друг другу. 17. Люди должны помогать и доверять друг другу. 18. Но если меня обидят, то я не стану подставлять другую щеку. 19. Извини, но не было другого способа сделать это. 20. Я подожду, пока вернутся остальные. 21. С одной стороны, это хороший шанс, а с другой стороны, это опасно.

**Ex. 30. Read and translate the sentences.**

1. All was quiet in the street. 2. They all live together in the same house. 3. We would all be disappointed if you cancelled the meeting. 4. He was all smiles. 5. Look, give me a chance. That's all I want. 6. Get back to the others and we'll forget the whole thing. 7. They're the best in the whole world. 8. The whole of Europe is in crisis. 9. I have never told this to anyone else in my whole life. 10. He ate a whole plate of porridge. 11. I read the whole book in one evening. 12. All is well that ends well.

**Ex. 31. Read and translate the sentences. Say what part of speech the word one is in the sentence.**

1. Ten minus one is nine. 2. If there was one thing Julie couldn't do without it was tea. 3. I'll have this one, thank you. 4. These trousers aren't as tight as the other ones. 5. We'll discuss it one day when you are feeling better. 6. — Want a drink? — I think I'll have one. 7. Come along now, little ones, off to bed. 8. One can get a free dinner here. 9. People were standing around in ones and twos. 10. It's nearly one o'clock. 11. Goodbye, dear one. 12. Hugh was not one to be easily fooled. 13. One will have to do it oneself then. 14. — Which is your file? — The one on the upper shelf. 15. Constant pain gets one down. 16. One can never tell, but to my mind he could make a fairly good husband.

**Ex. 32. Use *one* or *ones* instead of the nouns in bold type where possible.**

1. These oranges are tired. Have you got fresher oranges? 2. These gloves are a bit tight. Can you show bigger gloves? 3. This shirt is too bright. I need a darker shirt. 4. I looked through the files and took the file which I hadn't seen before. 5. I have had enough ice-cream. Give me no more ice-cream. 6. — Which case is Fred's? — The case with a tag. 7. The difference between a good doctor and a bad doctor lies in his competence. 8. This advice is more useful than the advice you gave me last week. 9. The new manager is much more competent than the manager we had last year. 10. Today's news is much more encouraging than the news we got yesterday. 11. I've lost my purse. I'm going to buy a new purse one of these days. 12. The weather this week is no better than the weather we had last week.

**Ex. 33. Read the proverbs and give their Russian equivalents.**

1. One law for the rich and another for the poor. 2. One cannot be in two places at once. 3. One good turn deserves another. 4. One is never too old to learn. 5. One swallow does not make a summer. 6. They brag most who can do least. 7. You cannot have it both ways. 8. They also serve who only stand and wait. 9. You may lead a horse to the water, but you cannot make him drink. 10. You never know what you can do till you try. 11. You scratch my back and I'll scratch yours. 12. One learns by experience.

**Ex. 34. Read the dialogue and retell it in indirect speech.**

Two of Everything

— Mary, is it true, have you got two houses?

— Oh, yes. I've got one in London and one in the country.

— Oh, me got a very small flat. It's got two rooms, and a kitchen, and a bathroom.

— Poor you! And I've got two television-sets. One upstairs, one downstairs. Both colour of course.

— Marvellous! Our TV is very small. It's black and white.

— And I've got two cars. They both have stereo radios.

— Oh, my husband's car is very old. He's got a Mini.

— And I've got two villas. One in Spain, and one in France.

— Gosh, that's wonderful! You are very lucky.

— Well, yes, but I've also got a little problem.

— Pardon, you've got a problem?!

- Yes, it's very embarrassing.  
— What is it?  
— Well, I've also got two husbands.

**Ex. 35. Read the proverbs and give their Russian equivalents.**

1. Little by little and bit by bit. 2. A little help is worth a great deal of pity. 3. A little learning is a dangerous thing. 4. Little things please little minds. 5. Little strokes fell great oaks. 6. Many are called but few are chosen. 7. You win a few, you lose a few. 8. More haste, less speed. 9. Least said, soonest mended. 10. Fewer clients, less money.

**Ex. 36. Insert (a) few, (a) little.**

1. Wait, I'll pick ... roses for you from my garden. 2. ... people could resist such a temptation. 3. The patient has made ... progress in the last couple of weeks. 4. There is ... progress in the business. We must take some measures to improve it. 5. — Could you give me ... information on the trip? — There is ... I can tell you, sir. It's out of the list. 6. Paul put ... coins in the slot, thought ..., and then dialed the number. 7. Let's go to the market and buy ... fruit and ... carrots. 8. There is ... furniture in our country house. We need to buy ... more things. 9. I'm still hungry. I think I'll have ... more fish. 10. When I was a child, we kept ... pigeons in our back yard. 11. If I accept that job, I'll make ... more money. 12. There are ... cars on the road today. It's Sunday. 13. Many questions were asked, but ... were answered. 14. Wait ..., there are still ... things to attend to. 15. Even now there is ... we can do to improve the weather.

**Ex. 37. Read and translate the sentences. Comment on the words in bold type.**

1. The value of life lies not in the length of days, but in the use we make of them: a man may live long, yet get little from life. 2. She was a woman of great charisma, and few could resist the force of her compelling personality. 3. It is best to listen much, speak little, and not become angry. 4. Less is more. 5. Those fighter pilots, not much older than twenty, had defended England in the skies in 1940 and had been known as "The Few". 6. "Never in the field of human conflict was so much owed by so many to so few," W. Churchill had said in his speech in the House of Commons. 7. She believed that the less people knew about you, the safer you were, for if they knew nothing, they could do you no harm. 8. But few things came as a surprise to Emma anymore. 9. Few doctors doubt now the importance of a diet. 10. If you are more careful, you will make fewer stupid mistakes. 11. She knew now that men like him were among the very few. 12. There are a few matters to attend to. 13. Try to persuade her to eat a little.

**Ex. 38. Translate into English.**

1. У нас осталось мало бананов. Нужно купить немного. 2. — Не мог бы ты одолжить мне немного денег? — Извини, но у меня самого мало денег. 3. Почему так мало людей понимает меня? А мне так нужно немного понимания. 4. Признаюсь, я немного шокирована. 5. В баке слишком мало бензина, его хватит только на несколько километров. 6. Ты слишком бледная, тебе нужно

немного косметики. 7. Мало кто знает про этот ресторанчик, но мы тут уже были несколько раз. 8. Хотя у меня и мало опыта в этом деле, все-таки я могу ответить на несколько твоих вопросов. 9. В течение всей зимы у нас так мало солнечного света, всего лишь несколько солнечных дней. 10. Осталось мало надежды, никаких признаков корабля. 11. Еще немного терпения, и те несколько вопросов, которые мы должны обсудить, будут решены. 12. Чтобы избежать недомогания, ешьте меньше; чтобы продлить жизнь, волнуйтесь меньше. 13. Власть в этой банановой республике находится в руках немногих.

**Ex. 39. Combine the following words with many or much.**

Spaghetti, sheep, a coin, support, traffic, a mug, housework, weather, a slice, knowledge, a notebook, furniture, a language, butter, equipment, a computer, deer, children, progress, scissors, means, linen, a fish, blankets, money, teachers, series, mail, sandwich, toast, make-up, light.

**Ex. 40. Make the following sentences interrogative and negative.**

1. There is a lot of fruit this year. 2. There are a lot of apple trees in our garden. 3. There are a lot of slang words in his vocabulary. 4. There is a lot of interesting news in today's e-mail. 5. There are a lot of things which you still don't understand. 6. There is a lot of snow in winter in Siberia. 7. There are a lot of sights in every capital. 8. There is a lot of pollution in big cities. 9. We had a lot of fun at the party. 10. There is a lot of sunny weather in Italy. 11. Helen has a lot of good ideas. 12. My elder brother helps me a lot. 13. One should have a lot of patience to catch fish. 14. English people send a lot of cards on Christmas. 15. This journalist wrote a lot of books about famous people.

**Ex. 41. Insert a lot (of), lots of, plenty of, much, many, a great deal of.**

1. I wish you all ... good luck. 2. Is there ... oil in the Caspian sea? 3. We bought ... food for the barbecue. 4. Do you have ... homework to do for Saturday? 5. — How ... exams did you have to take? — Quite .... 6. My sister drinks too ... coffee. 7. He is so fat because he eats too ... sandwiches. 8. These days people get... information from (the) Internet. 9. — Oh, Mother, I love him so .... — I think you love him too ... . 10. ... and ... refugees came to Spain \* and Italy. 11. There are ... daffodils in England in spring. ; 12. The earthquake caused ... damage to the country. 13. ... of the exhibition was devoted to his later works. 14. It was a big house with ... windows. 15. — Feeling a bit better? — ..., Doctor. ... better. 16. That's happened ... a time to me. 17. The information proved useful to ... people. 18. ... happy returns of the day! 19. Thank you very ... . 20. She doesn't talk about her life ... . 21. Now I feel ... more confident. 22. It is ... less likely. 23. We've got ... time. 25. There are always ... jobs to be done. 26. Take as ... money as you need.

**Ex. 42. Read the following proverbs and give their Russian equivalents.**

1. Many a little makes a mickle. 2. Many hands make light work. 3. Many kiss the hand they wish to cut off. 4. Many would be cowards if they had courage enough. 5.

More than enough is too much. 6. The more you have, the more you want. 7. Too many cooks spoil the broth.

**Ex. 43. Translate into English.**

1. Компания тратит много денег на оборудование. 2. Есть ли большой спрос на видео? 3. В этом зале много света и воздуха. 4. Ты слишком много думаешь о будущем. 5. В субботу мы смотрели пьесу В. Шекспира «Много шума из ничего». 6. Многие считают, что образование — наилучшее капиталовложение. 7. Боюсь, что у меня сегодня не очень много свободного времени. 8. Много было сделано, чтобы освободить заложников. 9. У тебя столько же шансов, как и у каждого из нас. 10. Был жаркий день. Толпы людей спешили в парк. 11. Нас слишком много, а здесь не так уж много места. 12. — У вас много опыта в этой работе? — Весьма. Я много лет работал на «Сони». 13. Это случилось много-много лет назад. 14. На телевидении не так много хороших передач. Очень много сплетен, очень много низкопробных фильмов. Очень многие хорошие фильмы показывают поздно ночью. 15. В те трудные времена так много было сделано для столь многих.

**Ex. 44. Use all (all of) or both (both of).**

1. The defendants were proved guilty. 2. They were unnaturally silent. 3. They live together in the same house. 4. These are problems of no importance. 5. He and Edith agreed to come. 6. Nick and Nelly would be cross with you if you don't come. 7. The children in the senior group can look after themselves. 8. Father and me can understand your feelings, Martin. 9. We are Indo-Europeans. 10. Her parents are teachers. 11. He got angry with them. 12. We were young, Tom and me. 13. She is fond of you. 14. The prospects excited and worried me.

**Ex. 45. Translate into English.**

1. Все студенты счастливы. Все экзамены позади. 2. Она отдала детям все, что могла. 3. Вы оба мои друзья, я люблю вас обоих. 4. Все люди хотят быть здоровыми и счастливыми. 5. Все люди в зале пели вместе с певицей. 6. Вы оба должны сказать нам правду. 7. Мы все иногда лжем. 8. Я забыла все об этом. 9. Дайте нам шанс — это все, что мы хотим. 10. Все это очень хорошо, но вы оба должны быть очень осторожны. 11. Мне совсем не нравится этот район. 12. Рита и Нина, не могли бы вы обе остаться после занятий сегодня? 13. Мы уезжаем, вот и все. 14. У нас есть все основания, чтобы поддержать ваше предложение. 15. — Оба главных актера были просто великолепны. — Все актеры хорошо играли.

**Ex. 46. Insert each other, one another.**

1. They can't help themselves, they love ... . 2. The place is full of crazy people who talk to ... all the time and ignore everybody else. 3. They have known ... for years and years. 4. The members of this club meet regularly in ...'s homes. 5. She and John looked at... . 6. He began opening bottles, ... after ... . 7. We know ...'s minds very well. 8. All the children kept silent. They didn't dare to look at.... 9. She found ...



excuse after ... to postpone the meeting. 10. We'll get there ... way or ... . 11. He ate ... sweet after... till the box was empty. 12. They hate being apart. They phone ... every day. 13. The business failed because the partners distrusted ... .

**Ex. 47. Read and translate the sentences. Comment on the pronouns in bold type.**

1. — What dress are you going to wear for the dance today? — The one which I bought in Paris. 2. The old man who(m) you met in the park was my uncle. 3. I do not like people who talk about themselves all the time. 4. Is it the car that used to belong to your father? 5. She is the biggest liar that I know. 6. I need a place where I can work undisturbed. 7. Where is the man who asked for me? 8. We always look forward to Mother's cake, which she makes the size of a wheel. 9. We can't believe that it's true. 10. I don't know what you have promised to the children. 11. We didn't know that you had promised Mike a new bicycle. 12. Nora didn't buy anything because she didn't see what she wanted. 13. What day suits you best? 14. Pizza sounds like just what I want.

**Ex. 48. Insert that or what.**

1.... shall we do next? — ... is the question. 2. We all know ... you are! — ... is no secret. 3. A shopaholic! ... is ... you are! 4. Is .....really occurred? 5. Don't you know ... he always does ... he wants? 6. You just don't realize ... you are talking about and ... is very sad. 7. ... embarrassed me is ... none of them ever thought of their mother. 8. Mother is absolutely sure .....you've chosen as your future career is not ... you really should do. 9. We greatly doubt.....you say is true. 10. Is .....you really mean? 11. — Money is ... I need. — Everybody says ... they need it. 12. Nobody knows ... will happen in future. 13. Can anyone tell me ... his phone number is? 14. I fully believe ... she is telling the truth. 15. Just tell me ... you want and I'll get it.

**Ex. 49. Insert the necessary pronouns.**

1. ... actor must learn his words by heart. 2. ... actor has a different method of learning his lines. 3. Both books are good. You can have ... of them. 4. I've got a few friends but ... lives nearby. 5. There are shops on ... sides of the road. 6. ... professional musician has to practise regularly. 7. He painted several pictures in Italy but ... of them has been found. 8. The Headmistress spoke to ... child in the class individually. 9. Before you leave the coach, please make sure that you have ... your belongings with you. 10. ... my parents are still working. 11. ... of my parents has ever been abroad. 12. I had the choice of two jobs but ... of them really suited me. 13. We looked in the library and in the canteen but there was no sign of Caroline in ... place. 14. Ben and Sharon looked at ...carefully. ... had changed a lot. 15. ... book on the shelf was a detective story. ... of the books was by Agatha Christie. I looked at them but ... appeared very interesting. 16. Christmas is a holiday that appeals to the child in ... of us.

**Ex. 50. Translate into English.**

1. Люди должны помогать друг другу. 2. Таня и Настя — двойняшки, и они не могут жить друг без друга. 3. — Я голоден. — Я тоже. 4. Никогда ничего нельзя

знать наверняка. 5. Ужасно, когда ты не можешь вспомнить чье-либо имя. 6. — Какой арбуз хотите купить? — Большой, пожалуйста. 7. — Мне нужна пара туфель. — А как насчет тех, что ты купила месяц назад? — Они уже не мои, моя сестренка носит их. 8. Откройте дверь, дети, это я, ваша няня. 9. Они построили дом сами. Никто им не помогал. 10. Они для себя построили дом. 11. Призы были вручены самим президентом. 12. Все дети любят сказки. 13. Всем детям очень понравилась сказка. 14. У мужчин, как правило, мало терпения. 15. Немного терпения, и все будет в порядке. 16. — Еще немного салата? — Больше мне не нужно, спасибо. 17. Многие пытались открыть эту тайну, многое все еще остается неясным. 1

## Time clauses

**Ex. 1.** *Put the verbs in brackets into the correct tense.*

- 1 Heat the oil till it (begin) to smoke.
- 2 I'll stay here till Tom (get) back.
- 3 We'll go out as soon as the shops (open).
- 4 You drive first, and when you (be) tired, I'll take over.
- 5 The sooner we (start), the sooner we'll get there.
- 6 We will send you the goods as soon as we (receive) your cheque.
- 7 I'll wait as long as you (like).
- 8 Whip the whites of the eggs till they (be) quite stiff.
- 9 Shall I jump out when the bus (slow) down at the next corner? ~  
No, you'd better wait till it (stop) at the traffic lights.
- 10 You are too young to understand. I (explain) it to you when you (be) older.
- 11 Tom: Brown is the best poet in the university.  
Ann: Now read Smith's poems. When you (read) them you'll say that he is better.
- 12 Tom: I can't get used to driving on the left.  
Jack: When you (be) here for another week you'll find it quite easy.
- 13 The room doesn't look particularly attractive now but when I (clean) and (paint) it, it will look quite different.
- 14 Pour boiling water on the coffee grounds, wait till the grounds (settle), then strain the coffee into a jug.
- 15 As soon as they (see) the river the children will want to bathe.
- 16 When we (see) the cathedral we'll go to the museum.
- 17 What will you do when you (finish) painting the bridge? ~  
Oh, this bridge is so long that by the time we (reach) the other end it will be time to start again at this end.
- 18 Serve the meal and wash up. When you (do) the washing up you can go home.
- 19 The plane won't take off till the fog (lift).
- 20 Tom will start as soon as his visa (arrive).
- 21 I'm glad you're learning French. When you (know) French I (give you a job).
- 22 Shall I boil the baby's milk? ~  
Yes, but don't give it to him till it (cool).
- 23 Don't start smoking till the others (finish) their meal.
- 24 By the time you (give) the children their meal you won't have any appetite left.
- 25 I don't want anyone to overhear us, but I (tell) you what happened when we (be) alone.
- 26 How do you like your new job? ~  
I've only just started so I really can't say. When I (be) in it for a fortnight I (let) you know.
- 27 My instructor says that when I (fly) another ten hours, he'll let me fly solo.
- 28 They say that when the 100 k.p.h. speed limit (be) in operation for a year, they will be able to judge whether it is effective or not.

- 29 Sculptor's friend: I suppose that when I (come) back next year you will still be working on this horse.
- 30 Sculptor: Oh no, I (finish) it long before I (see) you again, but as soon as I (finish) one thing I (start) on another, so there'll be something else for you to look at.
- 31 All the flats are exactly alike so when you (see) one you've seen them all.
- 32 Advertisement: When you (drive) a Jaguar once, you won't want to drive another car.
- 33 He's asleep now but I (give) him the letter as soon as he (wake) up.
- 34 She bought beer and made sandwiches because she knew that when they (arrive) they would be hungry and thirsty.

**Ex. 2.** *Put the verbs in brackets into the correct tense.*

- 1 When it (get) dark we'll have to stop. We can't work in the dark.
- 2 Go on till you (come) to a square with a statue in the middle; then turn left and you'll find the theatre on your right.
- 3 Immediately the train (stop) we'll jump out.
- 4 I'll help you with your homework as soon as I (do) my own.
- 5 He was determined to keep the two dogs apart because he knew that the moment they (see) one another they'd start barking.
- 6 I know the coat's unfashionable but I'm not going to throw it away.  
I'll keep it till that style (come) into fashion again.
- 7 Tourist: Can we get to the top of the tower?  
Guide: Yes, but be careful when you (go) up because the steps are very uneven.
- 8 Tourist (puffing up the steps): I'll be glad when I (get) to the top!  
Guide: When you (see) the view you'll be glad you made the effort.
- 9 Mother (to child setting out for school): When you (come) to the main road remember to stop and look both ways before you (cross).
- 10 'Give this letter to your teacher as soon as you (arrive) at school,' said his mother.  
'All right,' said the boy, running out.  
'I bet it will still be in his pocket when he (get) home tonight,' said his father.
- 11 Tom: I'm going to New York by sea. I'm leaving tomorrow.  
Jack: I'm going by air. When I (sit) in my comfortable plane I'll think of you tossing about on a stormy sea.  
Tom: When I (walk) about the deck enjoying the fresh air and blue sea I'll think of you shut up in a flying box and seeing nothing.
- 12 But there's someone in the phone box! You can't rush in and grab the receiver.  
You'll have to wait till he (finish).
- 13 The ladder looks a bit unsteady. ~  
Yes, but before he (start) working he will tie the top end to the tree.
- 14 The house won't be entirely mine until I (pay) off the mortgage.
- 15 You'll find that the staff will clock in very punctually but that they won't do any work till the boss (arrive).

- 16 When I (work) here for fifteen years I'll be entitled to a pension.
- 17 When you (do) the bedrooms, remember to sweep under the beds.
- 18 When you (do) all the upstairs rooms, come down and give me a hand with the lunch.
- 19 Mother to child: I won't let you watch TV until you (finish) your supper.
- 20 We'll talk business when we (have) dinner, but not during dinner. I never talk business at meals.
- 21 Young man: Weren't you astonished when she said that?  
Old man: When you (be) married as long as I have, you won't be so easily astonished.
- 22 When you (read) the book, leave it in the hospital for someone else to read.
- 23 He said he would give me a ring as soon as he (reach) Paris.
- 24 Some people say that a man shouldn't think of marrying till he (save) up enough money to buy a house.
- 25 You're an idiot to go into teaching. I'm going into business. In ten years' time when you (queue) at the bus stop I'll be driving by in my Bentley.
- 26 When you are picking fruit in the holidays to eke out your salary I (cruise) round the Greek islands in my private yacht.
- 27 I visit a new country every year. By the time I (be) sixty I shall have visited all the most interesting countries in the world.
- 28 When I (see) all there is to see I'll buy a small island and settle down there.
- 29 He saves £500 a year. By the time he (retire) he'll have saved £20,000.
- 30 By the time he (save) £20,000, the value of the money will have gone down so much that he'll have to go on working.
- 31 Ann hoped that it would go on raining. She knew that the moment if (stop) Tom would want to go out.
- 32 I expected that Jack would be there when the train (arrive), but there was no sign of him.
- 33 The boys worked slowly for they knew that as soon as they (finish) one exercise the teacher would tell them to do the next.
- 34 I'll take the paper with me. I'll read it while I (wait) for the bus.
- 35 The window-cleaner was in fact one of a gang of safe crackers. He hoped that while he (clean), or (pretend) to clean, windows he would be able to have a look at the safe.
- 36 He said that he would lend me money whenever I (need) it.

**Ex. 3.** *Put the verbs in brackets into the correct tense (present or future).*

- 1 When he (return) I'll give him the key.
- 2 He'll be ready as soon as you (be).
- 3 I'll stay in bed till the clock (strike) seven.
- 4 She will be delighted when she (hear) this.
- 5 When the laundry comes I (have) some clean handkerchiefs.
- 6 I shan't buy tomatoes till the price (come) down.
- 7 Stay here till the lights (turn) green.
- 8 When it (get) cold I'll light the fire.
- 9 The lift (not start) until you press that button.
- 10 She'll have to behave better when she (go) to school.
- 11 When you look at yourself in the glass you (see) what I mean.
- 12 He (be) here before you go.
- 13 I (lend) you my cassette recorder whenever you want it.
- 14 He (wake) up when we turn the lights on. ,
- 15 He (ring) us up when he arrives in England?
- 16 He will wash up before he (go) to bed.
- 17 I won't come to London till the bus strike (be) over.
- 18 I (give) the children their dinner before he (come) home.
- 19 They will be astonished when they (see) how slowly he works.
- 20 I'll pay you when I (get) my cheque.

**Ex. 1 Choose the right item. (Past Simple, Past Continuous, Present Perfect, Present Perfect Continuous, Present Simple, Present Continuous)**

1. This writer ... five books since 2000, and he's working on his sixth.
  - a) has been writing
  - b) has written
  - c) wrote
  - d) writes
2. We ... to buy that car yet.
  - a) haven't decided
  - b) decided
  - c) have decided
  - d) are deciding
3. "Has Helene called yet?" – "Yes, she ... But she didn't leave a message".
  - a) did
  - b) called
  - c) hasn't
  - d) has
4. Since I ... University, I haven't had much spare time.
  - a) started
  - b) was starting
  - c) have started
  - d) start
5. I have been living in Glasgow since I ... from University.
  - a) have graduated
  - b) have been graduating
  - c) graduated
  - d) graduate
6. What did you do while ... for the others to come?
  - a) you were waiting
  - b) were you waiting
  - c) have you been waiting
  - d) waited
7. He ... for the Olympics since 2002.
  - a) practiced
  - b) practices
  - c) has been practicing
  - d) was practicing
8. ... you reserved your hotel room yet?
  - a) Did
  - b) Have
  - c) Do
  - d) Has
9. It's only the second time I ... a job interview.
  - a) have
  - b) am having

- c) have had
  - d) had
10. Don't you think Ian ... just like his father?
- a) is looking
  - b) has looked
  - c) has been looking
  - d) looks
11. Peter ... a shower at the moment, so could you call back in about half an hour?
- a) takes
  - b) is taking
  - c) has taken
  - d) has been taking
12. I ... the book yet so I can't return it back.
- a) didn't finish
  - b) finish
  - c) haven't finished
  - d) finished
13. I ... to all the local newspapers and TV stations to complain.
- a) already write
  - b) already writing
  - c) have already written
  - d) have already been writing
14. ... TV for the last three hours? Turn it off and get some exercise!
- a) Do you watch
  - b) Are you watching
  - c) Watched you
  - d) Have you been watching
15. Sandy, ... tennis competitively or just for fun?
- a) do you usually play
  - b) are you usually
  - c) have you usually played
  - d) have you usually been playing
16. That's the first time ... an answer right today!
- a) I get
  - b) I am getting
  - c) I have got
  - d) I have been getting
17. Eric has ... left, I'm afraid.
- a) already
  - b) yet
  - c) still
  - d) so far
18. Todd ... in the living room while they are redecorating his bedroom.
- a) sleeps



- b) is sleeping
  - c) has slept
  - d) does sleep
19. Unfortunately, Sam ... a day off very often.
- a) doesn't get
  - b) isn't getting
  - c) hasn't got
  - d) hasn't been getting
20. Poor Elizabeth! She ... the article for hours now and she still hasn't finished!
- a) is writing
  - b) have been writing
  - c) writes
  - d) has been writing

**Ex. 2 Choose the right item. (All Tenses)**

1. Excuse me, do you speak English? I ... for a hotel.
  - a) look
  - b) am looking
  - c) was looking
  - d) been looking
2. Tom usually ... very well. Last night he ... badly.
  - a) has slept, slept
  - b) sleeps, slept
  - c) sleeps, was sleeping
  - d) has slept, had slept
3. I wonder if you would like to come to the party I ... next week.
  - a) will give
  - b) give
  - c) am giving
  - d) will have been giving
4. While we ... for the train it started to rain.
  - a) waited
  - b) are waiting
  - c) was waiting
  - d) were waiting
5. She ... about it only yesterday.
  - a) learn
  - b) learnt
  - c) was learning
  - d) had learnt
6. Lermontov ... a lot in his short life.
  - a) have done
  - b) had done
  - c) has done

- d) did
7. He died after he ... ill for a long time.
- a) was
  - b) has been
  - c) is
  - d) had been
8. I ... most of his novels by the end of the holiday.
- a) read
  - b) has read
  - c) had read
  - d) was reading
9. At last Kate came. I ... for two hours.
- a) was waiting
  - b) had been waiting
  - c) has waited
  - d) waited
10. Claire ... very annoying at the moment!
- a) is being
  - b) is
  - c) has been
  - d) have been
11. I ... my keys. I can't find them.
- a) have lost
  - b) lose
  - c) lost
  - d) had lost
12. I ... in Spain when I was a child.
- a) have lived
  - b) lived
  - c) had lived
  - d) was living
13. They ... their suitcases when the taxi arrived.
- a) packed
  - b) have packed
  - c) were packing
  - d) have been packing
14. I am so worried. It is already late, and the children ... yet.
- a) don't come
  - b) haven't come
  - c) haven't been coming
  - d) hadn't come
15. She ... for dinner this evening.
- a) comes
  - b) is coming
  - c) will come

- d) came
16. When I ... to the news, I ... about that tragedy.
- a) was listening, learnt
  - b) listened, had learnt
  - c) listened, learnt
  - d) had listened, learnt
17. No one enjoyed the show very much, ...?
- a) had they
  - b) hadn't they
  - c) didn't they
  - d) did they
18. Wake up! You ... for ten hours already.
- a) sleep
  - b) slept
  - c) have been sleeping
  - d) has slept
19. I ... at the hotel from Monday to Friday.
- a) will be staying
  - b) am staying
  - c) stay
  - d) stays
20. We ... for a few hours when finally we saw a village.
- a) walked
  - b) have walked
  - c) were walking
  - d) had been walking
21. We are going to the cinema. Who ... to join us?
- a) want
  - b) is wanting
  - c) does want
  - d) wants
22. Tom burnt his hand when he ... the dinner.
- a) cooked
  - b) was cooking
  - c) has cooked
  - d) cooks
23. I saw you in the park yesterday. You ... on the grass and reading a book.
- a) were sitting
  - b) was sitting
  - c) sit
  - d) have sit
24. While I was working in the garden, I ... my back.
- a) have hurt
  - b) hurt
  - c) hurted

- d) had hurt
- 25. How long have you ... that book?
  - a) been reading
  - b) reading
  - c) reads
  - d) to read
- 26. Mary is still writing letters. She ... letters all day.
  - a) have been writing
  - b) writes
  - c) is writing
  - d) has been writing
- 27. They ... tennis since 2 o'clock.
  - a) have been playing
  - b) played
  - c) were playing
  - d) play
- 28. Shakespeare ... many plays.
  - a) has written
  - b) wrote
  - c) had written
  - d) was writing
- 29. My sister is a writer. She ... many books.
  - a) writes
  - b) wrote
  - c) has written
  - d) is written
- 30. We ... in this house for twenty years by May.
  - a) will have leaved
  - b) are living
  - c) will leave
  - d) will have been living
- 31. We're late. The party already ... by the time we get to the restaurant.
  - a) will start
  - b) will have started
  - c) starts
  - d) started
- 32. Hurry up! The next bus ... at 8-15.
  - a) leave
  - b) leaving
  - c) leaves
  - d) will be leaving
- 33. Bill ... to Paris tomorrow at five o'clock in the morning.
  - a) flies
  - b) will have flown
  - c) will be flying

- d) fly
34. Excuse me, but you ... in my place. – Oh, I am sorry.
- a) sit
  - b) is sitting
  - c) are sitting
  - d) have sat
35. When he ... the translation, he went to the kitchen and made some tea.
- a) finish
  - b) finishes
  - c) has finished
  - d) finished
36. You can turn off the radio. I ... to it.
- a) don't listen
  - b) am not listening
  - c) not listening
  - d) doesn't listen
37. I was late but my friends ... for me when I arrived.
- a) was waiting
  - b) waited
  - c) were waiting
  - d) have waited
38. I have ... this ballad already and I am in no mood to do it again.
- a) sing
  - b) song
  - c) sang
  - d) sung
39. Only when the guests ... he managed to speak to his daughter.
- a) have left
  - b) had left
  - c) were left
  - d) had been left
40. Have you mentioned your appointment with Mr. Brown? – Yes, I ... him on Monday at 5.
- a) see
  - b) is seeing
  - c) am seeing
  - d) will be seen
41. I ... her. I am glad she has agreed to marry me.
- a) always loved
  - b) had always loved
  - c) have always loved
  - d) was always loving
42. Can you come out to play? – No, we ... dinner at the moment.
- a) are having
  - b) have

- c) have been having
  - d) have had
43. I suppose he ... about his new invention.
- a) talks
  - b) talking
  - c) will have talked
  - d) will talk
44. The mechanics ... the engine apart several times before they were able to locate the source of the rattle.
- a) have taken
  - b) have been taking
  - c) had been taking
  - d) had taken
45. I can't help being angry! You ... at the lessons all the time.
- a) chats
  - b) chat
  - c) has been chatting
  - d) are chatting
46. Where have you ... the money?
- a) hid
  - b) hidden
  - c) hided
  - d) hiding
47. By that moment everyone ... their seats and was listening attentively.
- a) took
  - b) was taking
  - c) had taken
  - d) had been taken
48. I ... this position for years and I am not going to give it up!
- a) have been holding
  - b) am holding
  - c) hold
  - d) held
49. Watch out! You ... fall.
- a) are going to
  - b) will
  - c) is going to
  - d) are
50. Hospital staff ... a two-day strike tomorrow.
- a) will begin
  - b) are beginning
  - c) begins
  - d) is beginning

**Ex. 3 Put each verb in brackets into a suitable tense.**

1. Why is he carrying his guitar? ~ He (play) it in the Underground.
2. Air hostess: We (take) off in a few minutes. Please fasten your seat belts.
3. I (make) jam every week. I (make) about 200 kilos by the end of the summer.
4. I intend to arrive at Ann's birthday at seven ~ "When you (arrive) they still (cook) the meal!"
5. You please (bring) the piano in here? ~ Yes, sir.
6. Ann says she (not come) if Tom is driving. She says she doesn't want to die yet. ~ Well, tell her Tom (not drive) anyway. He's had his license suspended.
7. Harry (not look) well since he (go) on a diet.
8. The police (pay) no attention to Clare's complaint because she (phone) so many times before.
9. You (realise) what they (do) now?
10. The doctor (arrive) quickly but the patient already (die).
11. It's the only time I ever (get) angry with him.
12. Since I (know) him he always (wear) the beard.
13. They (blame) me for it before I even (have) a chance to defend myself.
14. The train just (start) when the door (open) and two passengers (leap) in.
15. Ann usually (water) the flowers but I (do) it today as she (not) feel well.
16. I (see) you yesterday from the bus. Why you (use) a stick?' ~ I (use) it because I (hurt) my leg that morning falling off a horse.'
17. Recent research (show) that Columbus (not discover) America.
18. It's time to bring some coal, it (get) colder.
19. I doubt if he (be) here next week.
20. It won't be long before Mr. Smith (be) here.
21. It's very hot and I feel dizzy. I think I (faint).
22. Look! We (run out) of fuel! What we (do) now?
23. Last night my neighbors (shout) for hours and I couldn't get to sleep.
24. Jane is really hungry because she (not eat) all day.
25. I (try) to find you all day yesterday. Where (be) you?
26. I realized that someone (steal) my wallet when I (feel) their hand in my jacket.
27. There was nobody in the house, but the room was in a mess. It was obvious that somebody (be) there.
28. The prices (rise) by 5% over the past year.
29. You (use) your dictionary today? If not, can I take it?

## MODAL VERBS

### *I. Choose the correct form of the modal verb (a, b, c).*

1. I am sure he ... do this work tomorrow.  
a) could; b) will be able to; c) was able to
2. I ... wear a formal dress, I was having an interview that day.  
a) must; b) had to; c) was to
3. When you meet him, you ... be very careful not to upset him.  
a) had to; b) are to; c) must
4. When I was young I ... run for miles.  
a) could; b) can; c) was able
5. Though he could hardly speak he ... finish the lecture.  
a) could; b) was able to; c) will be able
6. When he is better he ... have a walk in the garden when it's fine.  
a) will be allowed to; b) can; c) may
7. You have wonderful cigars, Mr. Wilt, ... I take one with your kind permission?  
a) can; b) may; c) am allowed
8. Dear Mum, I ... have a minute's rest since you left.  
a) couldn't; b) wasn't able to; c) haven't been able to

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

### *II. Find the right verb which makes the action necessary.*

1. "You ... take one of these pills before every meal," the doctor's order was.  
a) have to; b) must; c) are to
2. Our car had broken down and we ... walk to the station.  
a) had to; b) must; c) were to
3. According to the agreement the rent ... be paid strictly in advance.  
a) had to; b) must; c) was to
4. When her mother died she ... run the hotel alone.  
a) was to; b) had to; c) must



5. "You look tired. You ... stop working so hard," she advised.  
a) have to; b) must; c) should
6. Why do I always ... do the shopping?  
a) must; b) are to; c) have to
7. There were thirty poems in the collection and he ... receive a dollar a piece.  
a) was to; b) had to; c) must
8. Everyone ... do his duty.  
a) have to; b) should; c) is to

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

***III. Choose the correct modal verb to complete the sentence.***

1. You have broken the device. You ... have read the instructions carefully.  
a) must; b) should; c) had to; d) need to
2. "You're running high temperature, you ... drink lots of water," the doctor instructed me.  
a) must; b) should; c) have to; d) need to
3. I feel I ... speak to him today, otherwise it'll be too late.  
a) should; b) have to; c) must; d) am to
4. You ... tell her that you're sorry. I could always rely on my mother's advice.  
a) must; b) should; c) had to; d) need to
5. It's my day off, I ... go to work today.  
a) mustn't; b) needn't; c) shouldn't; d) don't have to
6. I don't feel well. I quite understand I ... see a doctor.  
a) should; b) have to; c) must; d) am to

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

***IV. Choose the right translation of the italicized words.***

1. *Надо было предупредить меня*, что вы придете, я бы испекла пирог.  
a) must have told; b) should have told; c) had to tell

2. Врачи советуют: зубы *необходимо* чистить, по крайней мере, два раза в день.

a) must b) have to; c) should

3. *Напрасно ты послал* этот документ по факсу, им необходим оригинал.

a) needn't have sent; b) shouldn't have sent; c) mustn't have sent

4. Мне *не нужно носить* очки, у меня еще довольно хорошее зрение.

a) mustn't wear; b) needn't have worn; c) don't have to wear

5. *Зря ты пришел*. Лекцию отменили.

a) didn't have to come; b) needn't have come; c) mustn't come

6. Я спал до двух. Мне *не надо было идти* на работу, это был мой выходной день.

a) needn't have to go; b) didn't have to go; c) shouldn't go

7. Чтобы посещать этот клуб, *необязательно* быть его членом.

a) shouldn't be; b) mustn't be; c) don't have to be

8. Тебе *не следовало* так невежливо *разговаривать* с ней, она обиделась.

a) shouldn't have spoken; b) shouldn't speak; c) didn't have to speak

1	2	3	4	5	6	7	8

**V. Select the appropriate verb form from the a, b, c variants.**

1. It can't ... there now. I heard the weather forecast.

a) rain; b) be raining; c) have been raining

2. "It's impossible, he couldn't ... it!" exclaimed Phil.

a) do; b) have been doing; c) have done

3. Can he ... to a teacher like that yesterday? I can't believe it.

a) be speaking; b) have spoken; c) have been speaking

4. Will you go with me? You may ... things that I can miss.

a) have noticed; b) be noticing; c) notice

5. "It's no easy matter to find the man," the policeman said to me. He might ... my thoughts.

a) be reading; b) have been reading; c) read

6. When is your mother to return? You must ... her terribly all the time.

a) have missed; b) miss; c) have been missing

7. They didn't understand me, I realized that I must ... the wrong word.

a) use; b) have used; c) be using

8. I must ... there for a quarter of an hour before I noticed the letter.

a) be sitting; b) have sat; c) have been sitting

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

**VI. Rewrite the sentences using one of the modal verbs from the box.**

a) must; b) must have; c) might; d) might have; e) can't; f) can't have; g) can; h) can have
---

1. He doesn't know the city well. Perhaps he lost his way.

He ... lost his way.

2. I am sure we've taken the wrong bus. We've never passed that Cathedral before.

We ... taken the wrong bus.

3. Possibly, I'll show you the film again at the end of the term.

I ... show you the film again at the end of the term.

4. I don't think you've lost your glasses. I'm sure they are somewhere around here.

You ... lost your glasses.

5. I can't believe he is joking. He's always so serious about it.

... he be joking?

6. Probably he is late. Don't worry.

He ... be late.

7. I doubt John told a lie then.

... he ... told a lie then?

8. I don't think he is telling the truth.

He ... be telling the truth.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

## THE ADJECTIVE

### I. Use the word given at the end of each sentence to form a word that fits the blank.

1. This musical instrument produces a \_\_\_\_\_ sound. (POWER)
2. They were sitting round a big \_\_\_\_\_ table. (WOOD)
3. Is this the \_\_\_\_\_ colour of your hair? (NATURE)
4. You can't rely on him. He is an \_\_\_\_\_ man. (RESPONSIBLE)
5. The situation is pretty \_\_\_\_\_. There is nothing we can do. (HOPE)
6. I like this scheme. I find it very \_\_\_\_\_. (ATTRACT)
7. He was a big strong \_\_\_\_\_ man. (HEALTH)
8. The last scene in the film was very \_\_\_\_\_. (EXCITE)

### II. Put these words in the correct order.

	A	B	C	D	E
1.	frying	large	old	grandmother's	pan
2.	pink	French	silk	nice	blouse
3.	new	leather	riding	black	boots
4.	stone	small	old	country	cottage
5.	leather	handmade	expensive	very	bag
6.	sports	red	fast	American	car

### III. Group these words into three columns A, B, C.

1. certain; 2. expensive; 3. old; 4. fashionable; 5. funny; 6. good; 7. great; 8. pretty; 9. little; 10. important; 11. careful; 12. bad; 13. angry; 14. far; 15. pleasant; 16. thin.

A	B	C
-er/-est	more / most +	Irregular forms

### IV. Choose the correct form (a, b, c) of the adjective in the following sentences.

1. Our younger son doesn't want to be a teacher like his \_\_\_\_\_ brother.  
a) older;    b) elder;    c) eldest
2. Have you heard the \_\_\_\_\_ news?  
a) last;    b) latest;    c) least
3. Let's stop further argument. Australia is much \_\_\_\_\_ from Europe.  
a) further;    b) far;    c) farther
4. I have a \_\_\_\_\_ headache today than I did yesterday.  
a) worst;    b) worse;    c) bad
5. The \_\_\_\_\_ you climb, the farther you fall.  
a) higher;    b) highest;    c) high
6. The \_\_\_\_\_ things in life are free.  
a) better;    b) good;    c) best
7. John didn't do as \_\_\_\_\_ as Helen at the exam.  
a) better;    b) good;    c) well

8. Please, send the letter back without \_\_\_\_\_ delay.

a) farther; b) further; c) farthest

**V. Complete the sentences with the missing parts (a, b, c, d, e, f, g). There is one extra letter you won't need to use.**

a) half

b) like

c) as

d) twice as

e) than

f) not so

g) half as

1. I'm getting old. I can't work \_\_\_\_\_ hard as I used to. I was very strong then.

2. The bus was \_\_\_\_\_ quick as the train. It took us two hours more to get there.

3. What a huge apple! An average apple is \_\_\_\_\_ the size.

4. He has built up a big library. He has \_\_\_\_\_ many books as I have.

5. Actions speak louder \_\_\_\_\_ words.

6. The children were quarreling. "I have only 5 nuts and you have 10. I have \_\_\_\_\_ many nuts as you have," little Johnny cried.

**VI. Translate the italicized words in sentences (1-6) using the words from the right column.**

1. Это *весьма* интересный доклад.

a) most of

2. *Большую* часть времени мужчины обычно проводят на работе.

b) much

3. Нил *гораздо* длиннее Днепра.

c) most

4. Эта задача *немного* сложнее, но вы с ней справитесь.

d) a most

5. *Большинство* людей предпочитают жить в городе.

e) a little

6. Это кресло *намного* удобнее. Советую его купить.

## THE ADVERB

### I. Choose the correct word (a or b).

1. The director (1) \_\_\_\_\_ praised him saying he would “fly” (2) \_\_\_\_\_ .  
a) high;            b) highly
2. It was a (1) \_\_\_\_\_ nut, I could (2) \_\_\_\_\_ crack it.  
a) hard;            b) hardly
3. There was a (1) \_\_\_\_\_ pause and the door was opened (2) \_\_\_\_\_ .  
a) slightly;        b) slight
4. Is she coming? I haven’t seen her (1) \_\_\_\_\_ . – Don’t worry, she is always (2) \_\_\_\_\_ .  
a) late;            b) lately
5. She opened her mouth (1) \_\_\_\_\_ she hadn’t known that her new friend was a (2) \_\_\_\_\_ known person.  
a) wide;            b) widely
6. Today your dictation isn’t (1) \_\_\_\_\_ , you’ve written your dictations (2) \_\_\_\_\_ as of late.  
a) badly;           b) bad
7. Your description is quite (1) \_\_\_\_\_ , now I know (2) \_\_\_\_\_ what she looks like.  
a) exactly;        b) exact
8. “It’s (1) \_\_\_\_\_ you’ve been hurt in that accident,” she said and looked (2) \_\_\_\_\_ at me.  
a) sadly;           b) sad

### II. Translate the italicized words in the following sentences using the right column. There are two extra letters you don’t need to use.

- a) still
- b) another
- c) yet
- d) more
- e) else
- f) the other
- g) only
- h) as early as
- i) other
- j) the whole

1. Америка была открыта *еще* в XVI веке.
2. Директор *еще* не пришел, подождите, пожалуйста, в приемной.
3. Какие *еще* у тебя проблемы?
4. Уже одиннадцать утра, а она все *еще* спит.
5. Кто *еще* заходил сегодня?
6. Когда никто не видел, ребенок взял *еще* одно пирожное.
7. Спи, *еще* только шесть утра.
8. Дайте мне, пожалуйста, *еще* одно яблоко.

### III. Fill in the appropriate word (a, b, c, d).

- a) long
  - b) a long time
  - c) long ago
  - d) lately
1. I have known Susan for \_\_\_\_\_. We went to school together.
  2. Have you worked much \_\_\_\_\_ ? You look tired.
  3. You won't stay at hospital \_\_\_\_\_. Just for some tests.
  4. We visited aunt Peggy not \_\_\_\_\_ , it was her birthday last week.

- a) far
  - b) a long way
  - c) far away
  - d) far from
5. We went \_\_\_\_\_ and at last we saw the lake.
  6. How \_\_\_\_\_ did you go? - As far as the old barn near the river.
  7. The theatre is not \_\_\_\_\_ , you can walk there.
  8. The newspaper accounts are \_\_\_\_\_ being true.

### IV. Select the correct word (a, b, c).

- a) very
  - b) very much
  - c) the very
1. You must remember the actress, she appears at \_\_\_\_\_ beginning of the film.
  2. He wasn't \_\_\_\_\_ surprised at the news.
  3. My leg hurts, I can't walk \_\_\_\_\_ quickly.
  4. I \_\_\_\_\_ enjoyed the concert.
- a) enough
  - b) much
  - c) little
5. Will \$5 be \_\_\_\_\_ to cover the journey?
  6. We didn't believe \_\_\_\_\_ of what we heard.
  7. I'm not sure I'll be able to pass on your message. I see \_\_\_\_\_ of him nowadays.
  8. She doesn't move \_\_\_\_\_ to lose some weight.

### V. Insert the correct word (a, b, c).

- a) too
  - b) also
  - c) either
1. She plays the piano and sings, \_\_\_\_\_ .
  2. We haven't seen him today , \_\_\_\_\_ .
  3. Harry has \_\_\_\_\_ been to Canada. He travels a lot.
  4. Ron isn't invited, \_\_\_\_\_ . Don't be upset.

- a) hard
- b) hardly
- c) nearly

5. It's raining \_\_\_\_\_ I've got wet through.

6. I'm so tired, I can \_\_\_\_\_ walk.

7. Day is breaking. It's \_\_\_\_\_ time to start.

8. I \_\_\_\_\_ know her. I was introduced to her at the Smiths'; that's all.



## THE ARTICLE

### Variant 1

#### ***I. Supply the right article “a/an” or “the”.***

1. We decided to postpone (1) ... party for (2) ... week.
2. John Mortimer has written six plays on (3) ... life of Shakespeare.
3. It was (4) ... ugly house with too many passages and (5) ... glass porch.
4. Pete is (6) ... friend of Greg's.
5. James Bond took (7) ... blue leather Notebook out of his inside pocket and turned (8) ... leaves.
6. Suddenly there was (9) ... crash; (10) ... ship had struck (11) ... rock.
7. (12) ... boy was going to swim to (13) ... empty boathouse because it frightened him so much.
8. They tried to break (14) ... lock with (15) ... sledgehammer.

#### ***II. Fill in “the” where necessary.***

1. Except for (1) ... waiters clearing up he was alone in (2) ... restaurant.
2. (3) ... houses of Cairo are high.
3. (4) ... Roman Empire was destroyed by (5) ... attacks of (6) ... barbarians.
4. (7) ... Kings live in (8) ... palaces.
5. An educated man is not happy without (9) ... books.
6. There were (10) ... French windows open at one end of (11) ... long room.
7. (12) ... ships coming from (13) ... countries where cholera is raging are subjected to (14) ... quarantine.
8. (15) ... palm trees along the beach are very tall.

#### ***III. Choose the correct article a, b, c.***

1. Harrison & Company was not ... enormous international firm.  
a) –; b) an; c) the
2. He turned and walked away across ... sunlit grass.  
a) –; b) an; c) the
3. There had been ... chill light in those blue eyes before he turned and went away.  
a) the; b) –; c) a
4. It was going to take a long time to finish ... wall.  
a) a; b) –; c) the
5. Sorry, if ... truth hurts.  
a) –; b) the; c) a
6. From her window she had ... enthralling view of the city.  
a) the; b) an; c) –

7. We come from different sides of ... track, and I prefer my side.

a) the; b) –; c) a

8. She heard ... sound of hooves and turned around.

a) –; b) a; c) the

**IV. Put the right article *a, b, c* for the italicized nouns.**

1. She remembered ... *night* she had met him at a party in Paris.

a) a; b) –; c) the

2. I promised Sam I would be home to ... *dinner*.

a) the; b) –; c) a

3. There were no shadows at ... *dawn*.

a) – b) the; c) a

4. He bought his haberdashery at ... *Charvet's* but his suits, shoes and hats in London.

a) the; b) –; c) a

5. It amused these rich ladies to be taken to bohemian bistros near ... *Hyde Park*.

a) –; b) a; c) the

6. He paid no attention to his lessons when at school, but worked hard when he went to ... *college*.

a) –; b) the; c) a

7. It is not ... *lunch* I would forget in a lifetime.

a) the; b) a; c) –

8. The house had none of the elegance of the old farm houses of ... *New England*.

a) the; b) a; c) –

**V. Insert the correct articles (*a, b, c*) where necessary.**

1. I won't forget you in ... hurry.

a) the; b) –; c) a

2. I didn't just arrive in this country by ... chance.

a) –; b) a; c) the

3. He recognized her at ... first sight.

a) a; b) the; c) –

4. I received ... permission to go.

a) a; b) –; c) the

5. You can't imagine what a thrill it is to read the *Odyssey* in ... original.

a) the; b) a; c) –

6. I'm afraid they don't take ... trouble to look around.

a) a; b) the; c) –

7. One thousand of daffodils I saw at ... glance, fluttering and dancing in the wind.

a) a; b) the; c) –

8. When we last played ... golf you were terrible.

a) a; b) the; c) –

**Ex.1 Put the verbs in brackets into the Present Simple or Future Simple.**

1. If I (to be free) tomorrow night, I (to go) to the concert.
2. He says he (to look in) to see us before he (to leave) our town.
3. Jane (to stay) at home until she (to feel) better.
4. When you (to visit) your grandma? - Probably next year.
5. When my brother (to finish) school he (to go) to college.
6. I (to tell) you as soon as I (to know).
7. I'd like to know when Dan (to be back).
8. Give my love to Laura if you (to see) her.
9. I (not to know) when she (to take) her exam.
10. I don't think we (to finish) our work in time unless you (to help) us.
11. I (to give) you my bike for tomorrow providing you (to bring) it back the day after tomorrow.
12. Mothers says we (to have dinner) after she (to unpack) our things.
13. Don't get off the train until it (to stop).
14. You may take this book so long as you (not to keep) it too long.
15. Your boss (to give) you the day off on condition that you (to work) on Saturday morning.
16. Provided that they (not to do) anything stupid, they (to win) tonight's match easily.
17. Unless he (to arrive) soon, we (to have to) go without him.
18. I (to wonder) if they (to follow) our advice.

**Ex.2 Choose either the Future Simple or *be going to* in the following sentences.**

1. It probably \_\_\_\_\_ (not to rain) in Western Europe.
2. \_\_\_\_\_ you \_\_\_\_\_ (to come) to my house, please?
3. - Why have you got the flowers? - Because I \_\_\_\_\_ (to visit) my teacher.
4. The sky is very dark. It \_\_\_\_\_ (to rain).
5. - Come to the party. - OK. I \_\_\_\_\_ (to bring) my friend.
6. - I \_\_\_\_\_ (to walk) the dog. - Wait a minute, and I \_\_\_\_\_ (to come) with you.
7. I probably never \_\_\_\_\_ (to learn) this poem.
8. I \_\_\_\_\_ (to stop) smoking - I really will.
9. - Have you decided what to buy Alex for his birthday? - Yes, I \_\_\_\_\_ (to buy) a computer game.
10. I love sewing. I \_\_\_\_\_ (to be) a fashion designer.
11. - How about going for a picnic at weekend? - That's a good idea. I \_\_\_\_\_ (to make) a cake.
12. - What presents do you think people \_\_\_\_\_ (to give) you next Christmas? - I think my father \_\_\_\_\_ (to give) me a book. Perhaps somebody \_\_\_\_\_ (to give) me perfume. I don't think anybody \_\_\_\_\_ (to give) me a car.

**Ex.3 Choose the right item. (Future Tenses)**

1. After he ... his final exams, he ... for London.
  - a) passes, will have left
  - b) passes, will leave
  - c) will pass, will leave
2. Everybody hopes he ... a good job in a few weeks if he ... lucky.
  - a) will get, is
  - b) will be getting, will be
  - c) is going to get, will be
3. David dreams he ... a successful lawyer by the time he ... thirty years old.
  - a) will become, turn
  - b) will have become, turns
  - c) will become, turns
4. This time next week, I ... Christmas presents for my family and friends.
  - a) will have been buying
  - b) will be buying
  - c) will buy
5. I see you are thirsty. I ... you a glass of water, otherwise you ...
  - a) am going to bring, will die
  - b) will bring, will be die
  - c) will bring, are going to die
6. Mark ... if his parents ... him to borrow their car for the weekend.
  - a) doesn't know, allow
  - b) don't know, allow
  - c) doesn't know, will allow
7. When I ... to this place next spring, all flowers ...
  - a) will return, blossom
  - b) return, will be blossoming
  - c) will return, will blossom
8. No problem. I ... him your copy. I ... him tomorrow at our meeting.
  - a) will pass, will be seeing
  - b) am going to pass, will see
  - c) pass will, will see
9. By the time this ... we ... to another safe place.
  - a) happens, will moved
  - b) happen, will have moved
  - c) happens, will have moved
10. Everyone ... angry with me as soon as they ... the truth.
  - a) will be, will learn
  - b) will be, learn
  - c) will be, will have learned

11. Listen, Emma, what ... from 2 to 3 tomorrow?
- a) will you do
  - b) will you be doing
  - c) will you have been doing
12. When ... your homework?
- a) you will be finishing
  - b) you will finish
  - c) are you going to finish
13. I expect that my son ... with his aunt another two days.
- a) will stay
  - b) will be staying
  - c) is going to stay
14. The author ... a reading from his new novel because it ... curious for him to hear the response.
- a) will be giving, is
  - b) will give, will be
  - c) is going to give, will be
15. I suppose ... much better for you if we ...
- a) it won't be, won't interfere
  - b) it'll be, don't interfere
  - c) it's, don't interfere
16. Please don't disturb me. I ... all day tomorrow.
- a) will sleep
  - b) is going to sleep
  - c) will be sleeping
17. As you ... older you ... your parents better.
- a) will get, will understand
  - b) will get, understand
  - c) get, will understand
18. His adventure ... to an end before next year.
- a) will be coming
  - b) will have come
  - c) will come
19. Don't worry. Cliff ... you with your things. He ... back by then.
- a) will help, will have been
  - b) will help, will be
  - c) is going to help, would be
20. I promise that I ... him about you if I ... here when he ...
- a) will tell, will be, comes
  - b) will tell, am, will come
  - c) will tell, am, comes
21. "I really need a drink." "OK, I ... you one. What would you like?"
- a) will buy
  - b) am buying
  - c) am going to buy

22. "You look dreadful." "I know, I ... the doctor tomorrow at 4 o'clock."
- a) will see
  - b) will be seeing
  - c) am seeing
23. "Did you remember to water the plants today?" "Oh no, I forgot; I ... them now".
- a) will water
  - b) water
  - c) will be watering
24. I've already told you why I can't see you tonight. I ... guests.
- a) will have
  - b) will have had
  - c) am having
25. I'm sure he ... if you explain it to him clearly.
- a) is going to understand
  - b) will understand
  - c) will have understood
26. I ... my exams by the end of August.
- a) will finish
  - b) am going to finish
  - c) will have finished
27. I ... here for forty years by the time I retire next week.
- a) will have been working
  - b) will be working
  - c) will work
28. "I forgot to invite Fergus to the party." "That's OK. I ... him this afternoon."
- a) see
  - b) will be seeing
  - c) will have seen
29. If I ... enough money, I ... a new bicycle.
- a) have, am buying
  - b) will have, will buy
  - c) have, will buy
30. I don't think I ... these exercises by 3 o'clock.
- a) will have finished
  - b) will finish
  - c) finish
31. We can't get into the office until Jane ... with the key.
- a) is going to arrive
  - b) arrives
  - c) will arrive
32. My father probably ... in hospital for at least two weeks.
- a) will be
  - b) will have been
  - c) is going to be

33. Great news! Jean and Chris ... to stay with us.
- a) come
  - b) will have come
  - c) are coming
34. Don't forget to turn off the lights before you ...
- a) are leaving
  - b) leave
  - c) will leave
35. If you arrive late at the sale, the best things ...
- a) will be going
  - b) will have gone
  - c) will go
36. As soon as you ... Mrs. Minks tomorrow, could you ask her to ring me up?
- a) will see
  - b) would see
  - c) see
37. The other mats can be stowed away until we ... to a bigger house.
- a) move
  - b) will move
  - c) don't move
38. You never ... anywhere in your job unless you ... up to the highest position in the firm.
- a) will get, don't reach
  - b) get, will reach
  - c) will get, reach
39. "I've planned my future for the next ten years." "That is very clever of you. What you ... when you leave the university?"
- a) will you do
  - b) are you going to do
  - c) will you be doing
40. I can see you ... a baby. When is it due?
- a) will have
  - b) are having
  - c) are going to have

**Ex. 1 Put the following into indirect speech.**

- 1 'There's been an accident, and the road is blocked,' said the policeman.
- 2 'I was thinking of going by bus,' said Paul.
- 3 'I'll try by myself first,' said Ann, 'and if I find that I can't manage I'll ask Tom to help me.'
- 4 'We'll try to find your passport,' said the policeman, 'but it'll be very difficult because a lot of suspicious characters sleep on the beach in summer and any one of them might have robbed you.'
- 5 'Who has been using my typewriter?' said my mother.
- 6 'Do you want to see the cathedral?' said the guide.
- 7 'Do you mind working on the night shifts?' he asked.
- 8 'Where are you going for your summer holidays?' I asked them.
- 9 'Will it be all right if I come in a little later tonight?' asked the au pair girl.
- 10 'Have you ever seen a flying saucer?' said the man.
- 11 'Who do you want to speak to?' said the telephonist.
- 12 'Does anyone want tickets for the boxing match?' said Charles.
- 13 'What are you going to do with your old car?' I asked him.
- 14 'Do you grow your own vegetables?' I asked.
- 15 'What shall I do with this cracked cup?' Mary asked.  
'You'd better throw it away,' said her mother.
- 16 'Shall I ever see him again?' she wondered.
- 17 'Could I have your name and address, please?' said the travel agent.
- 18 'Shall I send it round to your hotel, sir?' the shop assistant asked the tourist.
- 19 'Don't put sticky things in your pockets,' said his mother.
- 20 'Please, please don't do anything dangerous,' said his wife.
- 21 'Go on—apply for the job,' said my friend. It would just suit you.'

**Ex. 2 Choose the correct variant:**

1. John said, 'I'm sorry to disturb you, Eliza'.  
A John told that he was sorry to disturb Eliza.  
B John told Eliza he was sorry to disturb her.  
C John said to Eliza he had been sorry to disturb her.
2. He said, 'Where is Jill going?'  
A He asked where was Jill going.  
B He asked where Jill went.  
C He asked where Jill was going.
3. Sally said, 'I would like to buy it'.  
A Sally said that she would like to buy it.  
B Sally said she would have liked to buy it.  
C Sally said that she liked to buy it.



4. 'If I had any instructions, I would know what to do', said Mag.  
A Mag said that if she had had any instructions she would have known what to do.  
B Mag said if she had any instructions she knew what to do.  
C Mag said that if she had any instructions she would know what to do.
5. Robby asked, 'Bobby, do you know 'Old Bam'? It's on the Shrewsbury Road'.  
A Robby asked Bobby if he knew 'Old Barn' that was on the Shrewsbury Road.  
B Robby asked Bobby did he know 'Old Barn'; it was on Shrewsbury Road.  
C Robby asked Bobby where 'Old Barn' was.
6. The doctor asked, 'How do you feel?'  
A The doctor asked how did I feel.  
B The doctor asked how I felt.  
C The doctor asked how I had felt.
7. 'Will you be free tomorrow?' Colin asked Richard.  
A Richard asked would Colin be free the next day.  
B Colin asked Richard if he would be free the following day.  
C Colin asked if Richard will be free tomorrow.
8. 'Don't open the door or answer the phone,' said her parents.  
A Her parents said to her not to open the door or answer the phone.  
B Her parents told her not to open the door and to answer the phone.  
C Her parents told her neither to open the door nor to answer the phone.
9. 'Why hasn't he locked the car door?' the policeman said.  
A The policeman asked why he hadn't locked the car door.  
B The policeman asked why hadn't he locked the car door.  
C The policeman asked why he didn't lock the car door.
10. The students said, 'We wish our exams were over'.  
A The students said they wished their exams had been over.  
B The students said that they wished their exams have been over.  
C The students said they wished their exams were over.
11. Tom said, 'Jerry has been my best friend since our early childhood.'  
A Tom told Jerry that he had been his best friend since their early childhood.  
B Tom said that Jerry has been my best friend since our early childhood  
C Tom said that Jerry had been his best friend since their early childhood.
12. 'Where is the nearest bus stop?' the old man addressed a policeman.  
A The old man asked where was the nearest bus stop  
B The old man asked a policeman where the nearest bus stop was.  
C The old man told a policeman where the nearest bus stop was.

13. The teacher said to us, 'Be quiet, please'.

A The teacher asked us be quiet.

B The teacher told us to be quiet.

C The teacher said to us to be quiet.

14. 'Could you show me these jeans, please?' said the boy.

A The boy said to show him those jeans.

B The boy asked to show him those jeans.

C The boy asked if the salesgirl could show him these jeans.

15. 'If I were you, I'd stop smoking,' Jeff said.

A Jeff said that if he were him he would have stopped smoking.

B Jeff said that if he had been him he would stop smoking.

C Jeff advised him to stop smoking.

16. 'Don't swim too far, dear,' asked Dad.

A Dad asked him / her not to swim too far.

B Dad asked him / her don't swim too far.

C Dad asked him/her if he / she wouldn't swim too far.

17. 'Ann's sister did nothing except complain,' remarked Tim.

A Tim remarked that Ann's sister had done nothing except complain.

B Tim remarked that Ann's sister did nothing except complain.

C Tim remarked Ann's sister had done nothing except complain.

18. Shop assistant: Would you wait half an hour, please?

Customer: All right.

A The shop assistant asked whether the customer would wait half an hour. The customer said that it was all right.

B The shop assistant asked if the customer would wait half an hour. The customer agreed to wait.

C The shop assistant asked whether the customer would wait half an hour. The customer said it would be all right.

**Ex. 3 Choose the correct variant in reported speech for each sentence.**

1. "I'm waiting for my parents," Nick said.

A) Nick said that he is waiting for my parents.

B) Nick said that he was waiting for his parents.

C) Nick said that he was waiting for my parents.

D) Nick told that he was waiting for his parents.

2. "I can't fix the engine myself," my brother admitted.

A) My brother admitted that can't fix the engine myself.

B) My brother admitted that couldn't fix the engine himself.

- C) My brother admitted that can't fix the engine himself.
- D) My brother admitted that couldn't fix the engine myself.

3. "You should be careful," my friends said to me.

- A) My friends said to me that I should be careful.
- B) My friends said to me that I should have been careful.
- C) My friends told me that I should have been careful.
- D) My friends told me that I should be careful.

4. "I will come tomorrow and finish the work," the plumber said to grandma.

- A) The plumber said to grandma that he will come tomorrow and finish the work.
- B) The plumber promised grandma that he will come the next day and finish the work.
- C) The plumber promised grandma that he would come next day and will finish the work.
- D) The plumber promised grandma that he would come the next day and finish the work.

5. "The Sun isn't a planet, it is a big star," the teacher explained.

- A) The teacher explained to us that the Sun is a big star.
- B) The teacher explained us that the Sun is a big star.
- C) The teacher explained us that the Sun was a big star.
- D) The teacher explained to us that the Sun was a big star.

6. "Don't make so much noise, will you?" the neighbour said to Pete.

- A) The neighbour asked Pete to not make so much noise.
- B) The neighbour asked Pete not to make so much noise.
- C) The neighbour asked to Pete not to make so much noise.
- D) The neighbour said to Pete not to make so much noise.

7. "We only got tickets yesterday, though we booked the holiday a long time ago," said Mr. Smith.

- A) Mr. Smith said that they had got tickets the last day, though they had booked the holiday a long time ago.
- B) Mr. Smith said that they got tickets the previous day, though they booked the holiday a long time before.
- C) Mr. Smith said that they had got tickets the previous day, though they had booked the holiday a long time before.
- D) Mr. Smith said that they got tickets the previous day, though they had booked the holiday a long time before.

8. "Do you know where Kate is living?" Anne asked me.

- A) Anne asked me if I know where was Kate living.
- B) Anne asked me if I know where Kate was living.

- C) Anne asked me if I know where Kate is living.
- D) Anne asked me if I knew where was Kate living.
- E) Anne asked me if I knew where Kate was living.

9. "Why didn't you say that to me?" she asked her boyfriend.

- A) She asked her friend why didn't he say that to me.
- B) She asked her friend why he didn't say that to me.
- C) She asked her friend why hadn't he said that to me.
- D) She asked her friend why hadn't he said that to her.
- E) She asked her friend why he hadn't said that to her.

10. "I promise I'll write to you as soon as I arrive, Jane," said Nick.

- A) Nick promised Jane that he will write to her as soon as he arrives.
- B) Nick promised Jane that he would write to her as soon as he arrives.
- C) Nick promised Jane that he would write to her as soon as he arrived.
- D) Nick promised Jane that he would write to her as soon *as* he would arrive.
- E) Nick promised Jane that he would write to her as soon as he will arrive.
- F) Nick promised Jane that he wrote to her as soon as he arrived.

# THE NOUN

## Variant 1

**I. Tick (✓) uncountable nouns.**

	1. furniture
	2. ticket
	3. tea-pot
	4. silver
	5. baggage
	6. job
	7. blood
	8. journey
	9. honey
	10. franc
	11. monkey
	12. advice

**II. Choose the right ending (a, b, c, d) changing the number of the noun.**

**a) -s; b) -es; c) -ies; d) -ves**

1. cargo
2. photo
3. key
4. factory
5. badge
6. leaf
7. match
8. army
9. housewife
10. language
11. cliff
12. beauty

1	2	3	4	5	6	7	8	9	10	11	12

**III. Translate the words in brackets.**

1. He discovered many interesting (явлений) in this field.	1.
2. (Гысу) saved Rome.	2.
3. At the Hermitage there are hundreds of wonderful (часов).	3.
4. When she put on her (очки) we could hardly recognize her.	4.
5. These (лестница) are made of marble.	5.
6. This lot of (товара) was two weeks delayed.	6.
7. There is no information about it in my (данных) base.	7.
8. The dentist had to pull out two (зуба).	8.

**IV. Select the right form of the verb (a, b) according to the meaning.**

1. No news ... good news.  
a) is; b) are
2. Sledge ... the only means of transportation in winter.  
a) was; b) were
3. Deer ... very noble creatures.  
a) is; b) are
4. Your hair ... very long again. You need a haircut.  
a) have grown; b) has grown
5. We could find the entrance quite easily as there ... many gates.  
a) were; b) was
6. Heavy traffic ... the environment.  
a) contaminates; b) contaminate
7. Her wages ... twice during this month.  
a) was raised; b) were raised
8. The papers I bought yesterday ... boring.  
a) was; b) were

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

**V. Use the word given at the end of each sentence (capitals) to form a word that fits the blank.**

1. Could you hear the ... ? (ANNOUNCE)	1.
2. Her father is very ill, and she is the only ... . (HEIR)	2.
3. I have a ... that he is a spy. (SUSPECT)	3.
4. You can find much news about famous ... (PERSONAL)	4.
5. Where is the ... here? (ENTER)	5.
6. Everyone knows about ... of dogs. (FAITHFUL)	6.
7. We must win this ... .(COMPETE)	7.
8. The ... to Jerusalem stopped when the war began. (PILGRIM)	8.

## TEST – THE NUMERAL

1. \_\_\_\_\_ of people sat quietly in the hall.
  1. Hundred
  2. Hundreds
  3. Five hundreds
  4. Five hundredth
2. Eggs are cheap. I bought \_\_\_\_\_.
  1. two dozens
  2. two dozen
  3. two a dozen
  4. two dozens of them
3. He wrote a \_\_\_\_\_ report.
  1. five-thousand-words
  2. five-thousands-word
  3. five-thousands-words
  4. five-thousand-word
4. Next week, we are going to study \_\_\_\_\_.
  1. Lesson Nine
  2. Lesson Ninth
  3. Lesson Nineth
  4. the ninth lesson
5. About \_\_\_\_\_ of the workers are young people.
  1. third-fifths
  2. three-fifth
  3. three-fifths
  4. third-fifth
6. About \_\_\_\_\_ old people died of the flu last winter.
  1. two thousand of
  2. two thousand
  3. two thousands
  4. two thousands of
7. The scientist is in his \_\_\_\_\_.
  1. thirties
  2. thirtys
  3. thirty's
  4. thirtieths
8. "C" is \_\_\_\_\_ letter of the English alphabet.
  1. a third
  2. third
  3. the third
  4. the third of the
9. He's been in the United States for \_\_\_\_\_.
  1. one year and a half
  2. one year and half
  3. one year and an half
  4. one and half years
10. The experiment will last for one hundred fifty days. Today is \_\_\_\_\_ day.
  1. the one hundred fourty-ninth
  2. the one hundred forty-nineth
  3. one hundred forty ninth
  4. the one hundred forty-ninth
11. Be careful with that \_\_\_\_\_ table.
  1. three-legged
  2. three-legs
  3. three-legged
  4. three-leg
12. Today is \_\_\_\_\_.
  1. the twenty-second of July
  2. the twenty-two of July
  3. twenty-second of the July
  4. the twenty-second of the July
13. The letter was returned because he put only a \_\_\_\_\_ stamp on it.
  1. thirty-cents
  2. thirty-cent
  3. thirty cent
  4. thirtieth-cent
14. The train will stop on \_\_\_\_\_.
  1. the Track Second
  2. Track Second
  3. Track Two
  4. Second Track

15. During the \_\_\_\_\_ trip, the boy wandered here and there.  
1. five hours  
2. five-hour  
3. five hour  
4. five hour's
16. More than \_\_\_\_\_ of the teachers in our school are young or middle-aged.  
1. 70 percent  
2. 70 percents  
3. 70 percentage  
4. 70 percentages
17. Last week I went to that \_\_\_\_\_ store and bought something useful.  
1. the second-hand  
2. second-hand  
3. second-hands  
4. two-hand
18. She is the most beautiful of \_\_\_\_\_.  
1. us three  
2. three us  
3. our three  
4. we three
19. The Great Pyramid is about \_\_\_\_\_ high.  
1. 144-meter  
2. 144-meters  
3. 144 meters  
4. 144 meter
20. Ted was \_\_\_\_\_ citizen born in this city.  
1. the nine millionth  
2. nine millionth  
3. the ninth millionth  
4. the ninth million



**Ex. 1 Use the right form of the verbs in brackets.**

1. This program (run) by very good managers.
2. These workers usually (pay) monthly.
3. The public not (allow) to drive on the park roads.
4. This city (bomb) heavily in the war.
5. The editorial staff (call) to the conference room.
6. Tim studies hard. He hopes he (give) the highest grades this semester.
7. The lost children just (find) in the park.
8. The new computer system (install) at the moment.
9. I (teach) to play chess by the time I was four.
10. He was getting the best care and treatment in the hospital, and he (monitor) night and day.
11. If all the money in the world (collect) and (divide) equally among all the people living on the Earth, each of us (give) three million dollars.
12. Don't worry! By the time we meet again, all your problems (solve).
13. We (tell) that the exact days for the talks not (set) yet.
14. It (decide) last week that this novel (televise).
15. The Olympic torch (pass) from one runner to the next one.

**Ex. 2 Put the following into the Passive Voice.**

1. We shall finish the work not later than on Friday.
2. Somebody has invited her to the party.
3. People laughed at her when she said it.
4. I felt that somebody was watching me.
5. Did they give you all the necessary books?
6. The teacher explained a new rule to the students.
7. I showed the documents to the officer.
8. The director dictated a telegram to the secretary.
9. Have they told you everything?
10. They often refer to Professor Arakin's articles.
11. He didn't explain the traffic regulations to me.
12. They have organized a golf club here.
13. They are rehearsing a new play at the National Theatre.
14. We lost sight of the car when it turned round the corner.
15. They have been carrying out the work since August.
16. She announced to the workers that the experiment was dangerous.
17. Have you sent for the morning papers?
18. You are always finding fault with me!
19. Where will they build the new theatre?
20. Two young but experienced nurses assisted the doctor during the operation.

**Ex.3 Choose the correct variant:**

1. The day before yesterday we (invited) to the restaurant by Tom Jenkins.

A are invited

B were invited

C invite

2. Look! The bridge (repair).

A is being repaired

B is been repaired

C has being repaired

3. The letter and the parcel (post) tomorrow.

A will be post

B will have been posted

C will be posted

4. Margaret (know) to be a very industrious person.

A has been known

B is known

C is been known

5. In Greece the Olympic Games (hold) once in four years.

A were held

B are being held

C are held

6. The problem (study) for three years, but they haven't got any results.

A has been studied

B has being studied

C way studied

7. This book (republish) by the end of September.

A would been republished

B will have been republished

C will been republished

8. The doctor said that Tommy's leg (X-rayed) the following day.

A will be X-rayed

B would be X-rayed

C will have been X-rayed

9. A police car came when the injured man (carry off) the road.

A was being carried off

B was been carrying off

C has been carried off

10. I (bear) in a small Russian town not far from Samara.

A was born

B am born

C was born

11. Dad phoned us and asked if our luggage (already/pack).

A was already being packed

B had already been packed

C was packed

12. What a pity, John won't come. He (tell) about the meeting beforehand.

A should have been told

B should be told

C should be told

13. English is the main foreign language which (teach) within most school systems.

A teach

B is taught

C teaches

14. On festive occasions sweets (serve) at the end of a meal.

A are served

B is served

C is being served

15. In India the right hand (use) for eating.

A used

B uses

C is used

16. Needless to say, hands (wash) before and after eating.

A must wash

B must be washing

C must be washed

17. I haven't got a large appetite and when I (give) my favourite food, I leave half of it on the plate.

A was given

B gave

C am given

18. My father (persuade) that roast meat is not healthy.

A persuaded

B has been persuaded  
C persuades

19. He knew the boys (rescue).  
A would be rescued  
B have been rescued  
C are rescued

20. Japan (make) up of a chain of more than one thousand islands.  
A make  
B is made  
B is making

21. Japan (separate) from Korea by the Sea of Japan.  
A is separated  
B separated  
C separates

22. Japan has a large number of volcanoes, sixty-seven of which (consider) active.  
A were considered  
B considered  
C are considered

23. Now girls are not embarrassed to (see) smoking.  
A seeing  
B have been seen  
C to be seen

24. Research devoted to the differences between men and women (discourage) by feminists for a long time.  
A are discouraged  
B have been discouraged  
C has been discouraged

25. Do you know how many paintings (destroy) by vandals?  
A are destroyed  
B are being destroyed  
C have been destroyed

26. Suddenly he thought that something (expect) of him.  
A expected  
B was expected  
C has been expected

**Ex.4 Choose the correct variant:**

1. A lot of jazz festivals (hold) every year in America.

A are held

B are holding

C hold

2. Scotland (govern) from London but in many ways it is a separate nation.

A governed

B was governed

C is governed

3. The Highlands are home to many rare birds and animals, which (find) nowhere else in Britain.

A are found

B aren't found

C cannot be found

4. A seat belt (wear) even if you are sitting in the back seat.

A must wear

B must be wearing

C must be worn

5. The famous actress (interview) now for the "HELLO" magazine.

A is interview

B interview

C is being interviewed

6. All tickets (sell) before we got in the theatre.

A were sold

B have sold

C had been sold

7. Students (examine) next Friday.

A will be examined

B are examined

C have been examined

8. "A Farewell to Arms" (publish) in 1929.

A was published

B published

C were published

9. The dinner (serve) by five o'clock tomorrow.

A will be served

B is served  
C will have been served

10. He (help) to tidy the garage.

A was helped  
B were helped  
C have helped

11. She (hear) practicing the piano yesterday.

A is heard  
B was heard  
C hears

12. The jam sandwiches (make) with white bread.

A made  
B makes  
C are made

13. Most children (be) strongly (influence) their parents.

A are, influencing on  
B are, influenced by  
C is, influenced by

14. All information (give) to me, before I found her address.

A had given  
B was given  
C had been given

15. The Loch Ness monster (say) to exist.

A is saying  
B are said  
C is said

16. About 50 people (invite) to the party yesterday.

A were invited  
B was invited  
C are invited

17. Trained dogs (use) by the police to find drugs.

A use  
B are using  
C are used

18. Lisa is at the beauty parlor. She is \_\_\_\_.

A having her nails painted

B had her nails  
C painting her nails

19. Mike (make) to clean his room.

A was make  
B are made  
C was made

20. Oxford (beat) by Manchester United in the Cup Final yesterday.

A beaten  
B was beaten  
C was beated

21. Fruit juice (spill) by her over the white table cloth.

A had spilt  
B spilled  
D has been spilt

22. The book (refer) by the lecturer.

A was referred  
B referred to  
C was referred to

23. Many people (report) to be homeless after the floods.

A is reported  
B are reported  
D report

24. Central heating just (install) in Julia's house.

A have been installed  
B has been installing  
C has been installed

25. Much (learn) by the end of the term.

A has learnt  
B have been learnt  
C had been learnt

26. The book (give) to me before it appeared on sale.

A had been given  
B was given  
C is given

27. The library (build) this year.

A builds

B has been built

C was built

28. I suddenly remembered that the book (leave) at home.

A had been left

B had left

C was left

29. The flat (move) into before you arrived.

A had moved

B hadn't been moved

C was moved



**Ex.1 Choose the right item. (Past Simple or Present Perfect)**

1. You ... the door before you ... the house?
  - a) did ... lock, left
  - b) did ... lock, have left
  - c) have ... locked, left
2. "Where is Tom?" – "I ... him today, but he ... Mary that he'd be in for dinner".
  - a) haven't seen, has told
  - b) didn't see, has told
  - c) haven't seen, told
3. "I ... your aunt recently." – "No. She ... out of her house since she ... her colour TV".
  - a) haven't seen, hasn't been, bought
  - b) haven't seen, hasn't been, has bought
  - c) haven't seen, wasn't, bought
4. "You ... your hotel room yet?" – "Well, I ... to the hotel last week but they ... yet".
  - a) have ... booked, wrote, didn't answer
  - b) have ... booked, wrote, haven't answered
  - c) have ... booked, wrote, hasn't answered
5. "You ... to Cornwall?" – "Yes, I ... there last Easter." – "You ... by train?" – "No, I ...".
  - a) have ... been, was, did ... go, hitch-hiked
  - b) have ... been, was, have ... gone, hitch-hiked
  - c) have ... been, have been, did ... go, hitch-hiked
6. "I ... Nick lately. Anything ... to him?" – "Yes, he ... into an accident three weeks ago. Since that time he ... in hospital".
  - a) haven't seen, has ... happened, got, was
  - b) haven't seen, has ... happened, got, has been
  - c) didn't see, has ... happened, got, has been
7. "He ... everything already?" – "Yes, he ... his part of work long ago".
  - a) has ... done, has done
  - b) did ... do, did
  - c) has ... done, did
8. Why you ... my pen while I was out? You ... it.
  - a) did ... take, have broken
  - b) did ... take, broke
  - c) have ... taken, have broken
9. They ... since they ... school.
  - a) haven't met, have left
  - b) haven't met, left
  - c) didn't meet, have left
10. She ... to the shop, but then she ... home.
  - a) went, returned

- b) has gone, returned
  - c) went, has returned
11. You ... the latest news? Mia ... a new job.
- a) have ... heard, found
  - b) did ... hear, found
  - c) have ... heard, has found
12. She ... a nice blue dress yesterday. You ... it?
- a) bought, have ... liked
  - b) has bought, did ... like
  - c) bought, did ... like
13. The couple ... here from 1998 to 2003, then they ... to another town.
- a) lived, moved
  - b) has lived, moved
  - c) lived, have moved
14. "What ...?" – "Don't you see? I ... my leg the other day".
- a) has happened, have broken
  - b) has happened, broke
  - c) happened, broke
15. He ... Turkey, that's why he ... home earlier.
- a) hasn't liked, returned
  - b) didn't like, returned
  - c) didn't like, has returned
16. "Where you ...?" – "At home. I ... a minute ago".
- a) have ... been, arrived
  - b) were, arrived
  - c) were, have arrived
17. My dog ... us twenty puppies since we ... her.
- a) has given, have had
  - b) has given, had
  - c) gave, had
18. I understand you ... an unpleasant experience at the week-end? What ... exactly?
- a) had, has happened
  - b) had, happened
  - c) have had, has happened
19. You ... just now that time ... everything. What you ... by that?
- a) have said, was, have ... meant
  - b) said, has been, did ... mean
  - c) said, was, did ... mean
20. "I remember you ... three funny little freckles on your nose," he said, "but they ...".
- a) had, have disappeared
  - b) had, disappeared
  - c) have had, disappeared
21. I think I'd better go now. I ... wrongly and I in a way ... you. I'm sorry.

- a) acted, deceived
  - b) have acted, have deceived
  - c) acted, have deceived
22. "You ... 'Winnie the Pooh' by A.A. Milne?" – "Yes." – "And how you ... it?" – "Very much indeed".
- a) did ... read, did ... like
  - b) have ... read, did ... like
  - c) have ... read, have ... liked
23. You ... what the pilot ...?
- a) didn't ... hear, has said
  - b) haven't ... heard, has said
  - c) didn't ... hear, said
24. "Good night. It ... nice to meet you," he ... and ... off to his car.
- a) has been, said, went
  - b) has been, has said, went
  - c) was, said, went
25. "Then what ... to you there?" – "Let's forget it. Even now I can't believe I ... it".
- a) has happened, did
  - b) has happened, have done
  - c) happened, did
26. Victor and Victoria ... on Christmas and they ... for a single day since.
- a) met, didn't part
  - b) met, haven't parted
  - c) have met, haven't parted
27. Our families ... on friendly terms once. But the situation ...
- a) were, has changed
  - b) were, changed
  - c) have been, changed
28. "You ... your driving license for long?" – "I ... my car three years ago and ... my license soon after it".
- a) have ... had, bought, got
  - b) have ... had, bought, have got
  - c) did ... have, bought, got
29. Bob ... a packed lunch which his mother ... for him in the morning.
- a) has brought, prepared
  - b) brought, prepared
  - c) has brought, has prepared
30. Life ... a lot since she ... to Canada.
- a) changed, moved
  - b) changed, has moved
  - c) has changed, moved

**Ex. 2 Use either the Present Perfect or Past Simple in the following sentences.**

1. George went to the cinema, but he \_\_\_\_\_ (not to enjoy) the film much.
2. \_\_\_\_\_ you ever \_\_\_\_\_ (to have) any serious illness?
3. I \_\_\_\_\_ (to come) to school without glasses. I can't read the text.
4. Who \_\_\_\_\_ (to eat) all the apples?
5. So far we \_\_\_\_\_ (to have) no troubles.
6. Jane \_\_\_\_\_ (to move) to a new flat a month ago.
7. We \_\_\_\_\_ (to wonder, often) where he gets his money.
8. Do you know that they \_\_\_\_\_ (to be born) on the same day?
9. How often \_\_\_\_\_ you \_\_\_\_\_ (to fall) in love?
10. I'm delighted to tell you that you \_\_\_\_\_ (to pass) your exam.
11. I \_\_\_\_\_ (to use) to swim every day when I was young.
12. Some people think that "The twelfth night" \_\_\_\_\_ (not to be written) by Shakespeare.
13. I \_\_\_\_\_ (to break, already ) two plates. Shall I go on washing up?
14. I'm not sure we \_\_\_\_\_ (to meet) before.
15. You \_\_\_\_\_ (to be, always) my closest friend.
16. When \_\_\_\_\_ you \_\_\_\_\_ (to go) to Brazil?
17. It's two months since I \_\_\_\_\_ (to start) driving my car.
18. This is the first time I \_\_\_\_\_ (to eat) so many hamburgers.
19. My father \_\_\_\_\_ (to work) for that company for 5 years. Then he gave it up.
20. I \_\_\_\_\_ (to use) to be afraid of dogs.
21. Susan \_\_\_\_\_ (to use) to sit in her room and play the piano for hours.

**Ex. 3 Put the verbs into the correct form (Past Continuous or Past Simple).**

1. \_\_\_\_\_ you \_\_\_\_\_ (to wait) for me at 7 p.m.? - Yes, I \_\_\_\_\_.
2. They \_\_\_\_\_ (to finish) their work at 11 o'clock and came home.
3. It \_\_\_\_\_ (to grow) dark, so we \_\_\_\_\_ (to decide) to return.
4. While Jack \_\_\_\_\_ (to sit) biting his nails, we \_\_\_\_\_ (to work) out a plan to cover up our traces.
5. A young man \_\_\_\_\_ (to run) out into the street. He \_\_\_\_\_ (to carry) a strange placard.
6. What \_\_\_\_\_ you \_\_\_\_\_ (to do) when I \_\_\_\_\_ (to phone) you yesterday?
7. John \_\_\_\_\_ (to listen) to the radio when the batteries \_\_\_\_\_ (to run) out.
8. The robbers \_\_\_\_\_ (to steal) the car and they \_\_\_\_\_ (to drive) away.
9. She \_\_\_\_\_ (to go) to buy a dress, but a thief \_\_\_\_\_ (to steal) all her money.
10. She \_\_\_\_\_ (to slip), \_\_\_\_\_ (to fall) over and \_\_\_\_\_ (to break) her ankle.
11. The Royal Carriage \_\_\_\_\_ (to come) round the corner. Everywhere people \_\_\_\_\_ (to wave) and \_\_\_\_\_ (to cheer).

**Ex. 4 Put the verbs into the correct form (the Past Perfect or Past Simple).**

1. Jane \_\_\_\_\_ (to wash) all the test-tubes after she \_\_\_\_\_ (to complete) the experiment.
2. She \_\_\_\_\_ (to do) the cleaning by 6 o'clock yesterday.

3. After the stewardesses \_\_\_\_\_ (to serve) lunch to the passengers, they \_\_\_\_\_ (to calm) down.
4. I \_\_\_\_\_ (not to have) my watch, so I \_\_\_\_\_ (not to know) the exact time.
5. He \_\_\_\_\_ (to feel) sick because he \_\_\_\_\_ (to eat) too much.
6. She \_\_\_\_\_ (to finish) her report, and was feeling rather tired, so she \_\_\_\_\_ (to go) to bed.
7. By two o'clock he \_\_\_\_\_ (to answer) all the letters he \_\_\_\_\_ (to receive).
8. The bus \_\_\_\_\_ (to leave) before I \_\_\_\_\_ (to reach) the bus station.
9. As soon as they \_\_\_\_\_ (to finish) breakfast, they \_\_\_\_\_ (to run) out to play.
10. When we \_\_\_\_\_ (to meet) our friends they \_\_\_\_\_ (already to know) the news.
11. When you \_\_\_\_\_ (to call) me, I \_\_\_\_\_ (not yet to do) the sum.
12. She \_\_\_\_\_ (to intend) to make a cake for you, but she \_\_\_\_\_ (to run) out of time.
13. Hardly we \_\_\_\_\_ (to go) to bed when somebody \_\_\_\_\_ (to knock) at the door.
14. No sooner she \_\_\_\_\_ (to come) than she \_\_\_\_\_ (to fall) ill.

**Ex. 5 Put the verbs into the correct form (the Past Perfect, Past Perfect Continuous, Past Simple or Past Continuous).**

1. The workers \_\_\_\_\_ (to be) on a strike for three weeks when the agreement on pay \_\_\_\_\_ (to be reached).
2. When she got the results of her medical tests, she realized that she \_\_\_\_\_ (to be feeling) ill since she \_\_\_\_\_ (to be) on holiday.
3. The door was unlocked. She \_\_\_\_\_ (to wonder) who \_\_\_\_\_ (leave) the door open.
4. He \_\_\_\_\_ (to play) football when the ball \_\_\_\_\_ (to hit) his head.
5. He \_\_\_\_\_ (to drive) to work for half an hour when suddenly his car \_\_\_\_\_ (to break) down.
6. When he arrived at the office he \_\_\_\_\_ (to discover) that he \_\_\_\_\_ (to leave) all the necessary papers at home.
7. Susan \_\_\_\_\_ (to type) some letters when the boss \_\_\_\_\_ (to ask) her into his office.
8. She looked tired. She \_\_\_\_\_ (to type) letters all morning.
9. Yesterday afternoon it \_\_\_\_\_ (still to rain) when I \_\_\_\_\_ (to get) home.
10. He \_\_\_\_\_ (to clean) the car when the phone rang, so he \_\_\_\_\_ (not to answer) it.
11. When I \_\_\_\_\_ (to be) little, my mother \_\_\_\_\_ (to use) to feed me.
12. Jane's clothes were wet. She \_\_\_\_\_ (to wash) her dog.
13. Jerry \_\_\_\_\_ (to be) nervous, for he \_\_\_\_\_ (never to fly) in an aeroplane before.
14. I \_\_\_\_\_ (never to like) going to the cinema on my own when I was a teenager.
15. Kate \_\_\_\_\_ (to dance), but when she saw a newcomer she \_\_\_\_\_ (to stop).

**Ex. 6 Choose the right item. (Past Tenses)**

1. When I ... out of the house yesterday it ... hard.
  - a) was coming, was snowing
  - b) came, was snowing
  - c) was coming, snowed
  - d) had come, snowed
2. A little girl ... when I ... at her.
  - a) smiling, looked
  - b) smiled, had looked
  - c) was smiling, looked
  - d) had smiled, had looked
3. When the taxi ..., I ... my suitcase.
  - a) arrived, was still packing
  - b) arrived, still was packing
  - c) had arrived, still packed
  - d) was arriving, was still packing
4. A new boss ... some materials during the lunch break.
  - a) reviewed
  - b) was reviewing
  - c) had been reviewing
  - d) had been review
5. A friend of mine ... to visit me the other day.
  - a) had come
  - b) was coming
  - c) had been coming
  - d) came
6. No sooner ... than the class ...
  - a) had Max arrived, started
  - b) Max had arrived, started
  - c) Max arrived, started
  - d) Max was arriving, started
7. The children ... to the party yesterday, before that Mrs. Green ... cakes.
  - a) came, had baked
  - b) had come, baked
  - c) came, was making
  - d) was coming, had baked
8. She only ... the movie because she ... the book.
  - a) had understood, has read
  - b) understood, read
  - c) was understanding, was read
  - d) understood, had read
9. Nora ... in Manchester for two years, and then in 2003 she ... to London.
  - a) lived, moved
  - b) had lived, was moving
  - c) lived, had moved

- d) was living, was moving
10. When he was in Paris, he ... his days off in front of a TV.
- a) use to spend
  - b) was used to spend
  - c) used to spend
  - d) was using to spend
11. As I ... that restaurant, I remembered that I ... in it twice before.
- a) had entered, ate
  - b) entered, had eaten
  - c) entered, ate
  - d) was entering, ate
12. They ... from Swaziland and Priscilla ... some great news from there.
- a) had just returned, had
  - b) has just returned, had
  - c) just returned, had
  - d) were returning, was having
13. Robert Burns, the famous Scottish poet, ... a lot of songs.
- a) wrote
  - b) had write
  - c) had written
  - d) was writing
14. Kristine ... to an opera before last night.
- a) has never been
  - b) was never been
  - c) had never been
  - d) was
15. He ... at his mail box and ... a bunch of new emails.
- a) had looked, saw
  - b) looked, saw
  - c) looked, had seen
  - d) was looking, was seeing
16. We ... that car for ten years before it ... down.
- a) had had, broke
  - b) were having, broke
  - c) have had, broke
  - d) had, had broken
17. As Margaret ... her homework, I ... to music.
- a) did, was listening
  - b) was doing, had listened
  - c) was doing, listened
  - d) was doing, was listening
18. At 6 o'clock yesterday, I ... at home, I ... a friend of mine in the hospital.
- a) was not, visited
  - b) had not been, was visiting
  - c) was not, was visiting

- d) was, was visiting
19. Scarcely ... the book when Alan ... in.
- a) Jake had finished, came
  - b) Jake finished, came
  - c) had Jake finished, came
  - d) was Jake finishing, came
20. I ... such a beautiful city before I ... to England.
- a) has never seen, went
  - b) had never seen, went
  - c) had never seen, has gone
  - d) never saw, had gone
21. They ... a lot of useful contracts during their business trip to India.
- a) made
  - b) had make
  - c) was making
  - d) had made
22. What ... the Headmaster ... you when you were in his office?
- a) did, tell
  - b) did, told
  - c) had, told
  - d) was, telling
23. Tom could hear shouts from the flat next door. His neighbours ... again.
- a) argued
  - b) had argued
  - c) were arguing
  - d) had been arguing
24. Mrs. Smithson was furious. She ... for her secretary for half an hour.
- a) waited
  - b) was waiting
  - c) had waited
  - d) had been waiting
25. My boss was in despair. His documents ...
- a) had disappeared
  - b) disappeared
  - c) had been disappearing
  - d) were disappearing
26. This ... once a fine restaurant, but the food now is not as delicious as it ...
- a) was, used to be
  - b) was, was used to be
  - c) had been, was used to be
  - d) were, uses to be
27. Mr. Wilson ... his presentation while his secretary ... a report.
- a) prepared, was typing
  - b) had been typing, prepared
  - c) was preparing, was typing



- d) prepared, had been typing
28. I ... about changing my present job for some time before I finally ...
- a) was thinking, was deciding
  - b) had thought, had decided
  - c) thought, had decided
  - d) had been thinking, decided
29. My sister ... away from home. But she ... back two days later.
- a) ran, had come
  - b) had run, came
  - c) ran, came
  - d) was running, had come
30. Why ... me just now? I ... a very interesting conversation with Mr. Pitt.
- a) did you interrupt, had had
  - b) were you interrupting, was having
  - c) had you interrupted, had
  - d) did you interrupt, was having
31. Sorry, I ... to you. I ... about something else.
- a) wasn't listening, was thinking
  - b) hadn't listened, thought
  - c) didn't listen, thought
  - d) hadn't been listening, was thinking
32. Do you remember Mr. Adams? He always ... Shakespeare.
- a) quoted
  - b) was quoting
  - c) had been quoting
  - d) had quoted
33. Who ... the car at the time of the accident?
- a) was driving
  - b) drove
  - c) had driven
  - d) had been driving
34. By that time she ... any more explanation, she ... everything.
- a) hadn't needed, understood
  - b) hadn't needed, had understood
  - c) didn't need, understood
  - d) didn't need, was understanding
35. Because he ... the oil for so long, the car ... down.
- a) hadn't checked, broke
  - b) hadn't checked, had broken
  - c) didn't check, had broken
  - d) didn't check, broke
36. When ... to take a course in computing?
- a) did she choose
  - b) had she chosen
  - c) was she choosing

- d) had she been choosing
37. The applicants were happy to hear that they ... the centralized test successfully.
- a) passed
  - b) had passed
  - c) were passing
  - d) had been passing
38. ... anyone interesting at the reception?
- a) did you meet
  - b) had you met
  - c) had you been meeting
  - d) were you meeting
39. Mr. Billboard ... his decision over during the lunch break.
- a) had been thinking
  - b) had thought
  - c) had been thought
  - d) was thinking
40. When I ... for the documents, I suddenly remembered I ... them in my briefcase at home.
- a) searched, left
  - b) was searching, had left
  - c) was searching, had been left
  - d) had searched, left

## TEST – THE PREPOSITION

### *I. Choose the right variant.*

1. Only \_\_\_ the deserts \_\_\_ the Rockies and the Sierras, \_\_\_ the mountains and \_\_\_ the plains of eastern Kansas and Nebraska the American Indians still dominated the land.
  - a) on, between, in, in
  - b) at, among, at, on
  - c) in, between, in, on
  - d) in, among, in, on
  
2. \_\_\_ 1812 Russian fur traders established Fort Ross \_\_\_ California's northern coast and it functioned \_\_\_ a Russian trading post \_\_\_ 1841 when, \_\_\_ order from Alaska, the fort was dismantled.
  - a) in, on, as, until, by
  - b) on, at, as, by, through
  - c) at, in, like, till, at
  - d) during, along, like, in, by
  
3. Abraham Lincoln was born \_\_\_ February 12, 1809 \_\_\_ a small farm \_\_\_ Kentucky \_\_\_ the family of a wandering laborer.
  - a) in, at, in, to
  - b) on, on, in, in
  - c) at, in, near, of
  - d) on, to, by, among
  
4. The high brown-painted bookshelves \_\_\_ the wall \_\_\_ the fireplace were full \_\_\_ books.
  - a) at, in front of, with
  - b) across, opposite, of
  - c) along, below, in
  - d) near, above, off
  
5. Chicago lies \_\_\_ 800 miles inland \_\_\_ the Atlantic Ocean and \_\_\_ centuries was known only \_\_\_ Indians \_\_\_ a small trading post.
  - a) around, off, for, for, as
  - b) nearly, from, during, to, like
  - c) near, across, since, for, like
  - d) about, from, for, to, as
  
6. They walked slowly \_\_\_ the road \_\_\_ two small hills tired \_\_\_ the hot afternoon sun.
  - a) in, between, from
  - b) through, among, from
  - c) along, between, of
  - d) on, across, of

7. When I come\_\_\_some English words which I don't know I always look them\_\_\_in the dictionary.

- a) to, for
- b) on, through
- c) for, into
- d) across, up

8. The Milky Way,\_\_\_a river\_\_\_the night sky, consists\_\_\_countless stars too faint to be seen separately.

- a) like, across, of
- b) like, in, from
- c) as, across, of
- d) as, in, from

9.\_\_\_, trials the judge always objects\_\_\_questions that suggest answers instead of asking\_\_\_information.

- a) in,\_\_\_,\_\_\_
- b) at, to, for
- c) on, at,\_\_\_
- d) during, on, to

10. Responsibility\_\_\_providing school education is shared\_\_\_the. central department and local education authorities.

- a) at, by
- b) on, between
- c) for, by
- d) to, among

11.\_\_\_ a moment he hesitated; then he walked straight\_\_\_the door and knocked\_\_\_it. "I'll say I've knocked\_\_\_mistake," he thought.

- a) in, into, to, on
- b) during, up, on, because of
- c) on, up to, against, through
- d) for, to, at, by

12. Many of the first immigrants died\_\_\_diseases, and their ships were often battered\_\_\_storm and lost \_\_\_sea.

- a) from, with, in
- b) of, by, at
- c) from, by, at
- d) of, with, in

13. The solution \_\_\_the problem was to build a merchant fleet and look\_\_\_markets\_\_\_far corners of the earth. So trade became the key\_\_\_prosperity.

- a) of, up, in, of
- b) to, upon, at, to
- c) to, for, in, to ti) of, for, at, to

14. Situated\_\_\_the San Francisco Bay and\_\_\_the steep hills, San Francisco is a colourful city\_\_\_lovely vistas, beautiful bridges (\_\_\_these the famous Golden Gate Bridge) and richly decorated private mansions.

- a) along, among, of, among
- b) across, between, with, between
- c) near, in, of, between
- d) along, between, for, among

15. He crossed the street and sat\_\_\_one of the iron benches that were placed\_\_\_the trees\_\_\_the shade.

- a) on, near, at
- b) in, under, on
- c) on, under, in
- d) at, at, to

16. I shouted\_\_\_my aunt and she came downstairs. My uncle was sitting \_\_\_his armchair \_\_\_the fire reading *The Financial Times*.

- a) to, on, in front of
- b) at, in, opposite
- c) to, in, by
- d) at, into, near

17.\_\_\_the very beginning he became very popular \_\_\_his classmates owing\_\_\_his striking ability\_\_\_telling frightening stories.

- a) in, among, due, for
- b) at, with, to, to
- c) on, between, for, of
- d) at, with, to, of

18. Jack did not much care\_\_\_his host. It never occurred\_\_\_him that he might be a burden.

- a) about, for
- b) for, to
- c) of, of
- d) for, for

19. I am so sorry\_\_\_being late. It's been good\_\_\_you to wait\_\_\_\_. me.

- a) for, for, for
- b) of, of, of
- c) about, for,\_\_\_
- d) for, of, for

20. Her job\_\_\_a tourist guide consists\_\_\_taking tourists\_\_\_the town and answering\_\_\_their questions.

- a) as, of, round,\_\_\_
- b) as, from, about, to
- c) like, in, through,\_\_\_
- d) like, of, to, to

## ***II. Fill in the prepositions in, on, at, to if it is necessary.***

- 1) Ann will be back ... a week.
- 2) I'll see you ... next Friday.
- 3) There are usually a lot of parties ... New Year's Eve.
- 4) What are you doing ... the weekend?
- 5) You can see stars ... night.
- 6) They got married ... 20 June 2008.
- 7) We usually invite many guests ... Christmas day.
- 8) What do you usually do ... Easter?
- 9) We got home just ... time.
- 10) ... the end we became good friends.
- 11) The train left ... time.
- 12) What have you got ... your hand?
- 13) You should turn left ... the traffic lights.
- 14) Find the exercise ... page 35.
- 15) There were a lot of people ... the shop.
- 16) I want to swim ... the sea.
- 17) Leave this key ... reception.
- 18) Look ... the top (bottom) of the page.
- 19) In Belarus we drive ... the right.
- 20) London is ... the river Thames.
- 21) I live ... Sovetskaya Street.
- 22) Buy only those things which are ... the list.
- 23) Who is the person ... this photo.
- 24) I prefer to sit ... the back row.
- 25) I like to sit ... the front of the car.
- 26) I like to sit ... the front of the cinema.
- 27) They sat ... the corner of the café.
- 28) She's standing ... a queue.
- 29) I can't find your village ... the map.
- 30) We were ... sea for 2 weeks.
- 31) There were a lot of people ... the bus.
- 32) Do you go to the University ... bus or ... foot?
- 33) Yesterday we were ... the concert.
- 34) He isn't ... hospital now, he's ... his aunt's house.

- 35) Tom arrived ... a taxi.
- 36) It's too hot ... my parents' house.
- 37) You should stay ... bed.
- 38) I saw Diana ... her bicycle ... the railway station.
- 39) I saw them ... my way ... home.
- 40) What time do you usually get ... home?
- 41) Have you ever been ... Paris?
- 42) Welcome ... New York!
- 43) Did you go to London ... business or ... holiday?
- 44) I like to make notes ... pencil.
- 45) Are you going to pay ... cash or ... credit card?
- 46) Water boils ... 100 degrees Celsius.
- 47) You should go ... a diet.
- 48) He was ... love with that girl and stood ... the rain for 2 hours ... her house.
- 49) I would like to go ... a cruise.
- 50) I did it ... purpose.

**Ex. 1 Choose the right item. (Present Simple and Present Continuous)**

1. "Can you drive?" – "No, I ..."
  - a) still am learning
  - b) am still learning
  - c) still learn
2. Final exams ... next week.
  - a) begin
  - b) is beginning
  - c) begins
3. My husband ... on business trips every month.
  - a) is going
  - b) am going
  - c) goes
4. Don't tell them your phone number if they ... you.
  - a) are asking
  - b) ask
  - c) will ask
5. The flowers that are in the garden ... good.
  - a) smell
  - b) smells
  - c) are smelling
6. "How can I recognize you?" – "I ... a red sweater".
  - a) am wearing
  - b) am wear
  - c) wear
7. More and more forests ... because of fires.
  - a) are disappearing
  - b) disappear
  - c) disappears
8. They are visiting India ...
  - a) every year
  - b) now
  - c) still
9. We ... to Paris tonight.
  - a) are flyings
  - b) fly
  - c) are flying



10. The lessons in my school ... at 8:30 a.m.
- a) doesn't begin
  - b) don't begin
  - c) isn't beginning
11. The museum ... a large collection of paintings now.
- a) is owning
  - b) owns
  - c) own
12. My aunt ... with us this week.
- a) is staying
  - b) stay
  - c) stays
13. People ... to be slaves; that's for sure.
- a) doesn't agree
  - b) don't agree
  - c) aren't agree
14. My balcony ... over the Hudson river.
- a) looks out
  - b) look out
  - c) is looking
15. What ... at the weekend?
- a) do you do
  - b) are you doing
  - c) do you doing
16. Please, be quite. You ... so much noise.
- a) make
  - b) are make
  - c) are making
17. It is 5 o'clock now. I ... an e-mail to my friend in New York.
- a) is writing
  - b) am writing
  - c) write
18. I cannot answer the phone. I ... a shower now.
- a) am have
  - b) have
  - c) am having
19. I am happy to tell you that my dad ... much better now.
- a) is feeling
  - b) feels
  - c) doesn't feel
20. Pete's parents ... in front of the children.
- a) are always arguing
  - b) always argue
  - c) argue always

**Ex. 2 Use either the Present Perfect or Present Perfect Continuous in the following sentences.**

1. I (to try) to open this box for the last forty minutes but in vain.
2. It (to snow): the garden is covered with snow.
3. Who (to break) the window?
4. Have you (to smoke)! I can smell tobacco on your clothes.
5. It's the best book I ( ever to read).
6. I (to listen) to you for the past half an hour, but I can't understand what you are speaking about.
7. How long has your aunt (to be ill)?
8. The school (to be closed) for two months.
9. Hey! Somebody (to drink) my coffee! My cup was full.
10. I don't think I (ever to see) her looking so upset before.
11. I (to sit) here in the park for an hour, and I (to meet) three friends of mine.
12. How much money have you (to save) for the holidays?
13. I (to wait for) you since two o'clock. I have something urgent to tell you.
14. She ( to take) guitar lessons this year. She is very patient and hard-working.

**Ex. 3 Choose the right item. (Present Tenses)**

1. The boy ... his homework and now he ... TV.
  - a) already has done, watches
  - b) already does, has watched
  - c) has already done, is watching
  - d) is doing, is watching
2. They ... about English traditions since the beginning of their class.
  - a) have been talking
  - b) are talking
  - c) talk
  - d) have been talked
3. This is the best conference I ... and I ... a wonderful time.
  - a) ever been to, have
  - b) have ever been to, am having
  - c) ever been to, am having
  - d) ever was to, am having
4. The postman usually ... at 9 in the morning. It is half past 9 now but he ...
  - a) comes, has not come yet
  - b) comes, has yet not come
  - c) come, has not come yet
  - d) comes, haven't come yet
5. They ... the walls and they ... nice.
  - a) have painting, are look
  - b) have painted, look
  - c) has painted, look

- d) have painted, are looking
6. The economic situation in the world is already bad and it ... worse.
- a) is get
  - b) gets
  - c) have gotten
  - d) is getting
7. How long ... Silvia ... for a new job?
- a) has ... looked
  - b) is ... looking
  - c) has ... been looking
  - d) does ... look
8. Let's stay at home. It ... outside.
- a) has snowing
  - b) is snowing
  - c) is snows
  - d) has been snowing
9. ... (you/ever/have) the same dream more than once?
- a) Do you ever have
  - b) Have you ever have
  - c) Have you had ever
  - d) Have you ever had
10. ... you always ... your homework at night?
- a) Are ... doing
  - b) Have ... doing
  - c) Do ... do
  - d) Have ... done
11. What time ... your classes ...?
- a) is, starting
  - b) do, start
  - c) does, start
  - d) has, started
12. It ... harder and harder nowadays to enter a University.
- a) gets
  - b) has been getting
  - c) has got
  - d) is getting
13. How long ... you ... this information?
- a) have, had
  - b) do, have
  - c) have, been having
  - d) are, having
14. It's the second time I ... on a business trip abroad.
- a) am
  - b) have been
  - c) am being

- d) be
15. "What are you listening to?" "It seems to me I ... a strange noise outside".
- a) hear
  - b) am hearing
  - c) have been hearing
  - d) has heard
16. It ... years since I felt satisfied with my job as much as I did last week.
- a) have been
  - b) is
  - c) are
  - d) has been
17. Jill came to our company three years ago and ... here ever since.
- a) works
  - b) work
  - c) has worked
  - d) is working
18. No matter how long the holiday is, I always ... I want a few days more.
- a) feel
  - b) am feeling
  - c) has felt
  - d) feels
19. Jeff ... to his former classmate on the phone for half an hour now.
- a) is talking
  - b) talks
  - c) has talked
  - d) has been talking
20. Linda is very disappointed. She ... her test.
- a) has failed
  - b) is failing
  - c) fails
  - d) has been failing
21. Mrs. Hastings's secretary ... on the phone! No wonder it's practically impossible to get through.
- a) is constantly talking
  - b) has constantly been talking
  - c) constantly talks
  - d) is constantly talk
22. How long ... on this project so far?
- a) do you work
  - b) have you work
  - c) are you working
  - d) have you been working
23. "Has he agreed to your offer?" "No, he still ... it over."
- a) has thought
  - b) thinks

- c) has been thinking
  - d) is thinking
24. Who ... your office lately?
- a) have cleaned
  - b) has been cleaning
  - c) cleans
  - d) is cleaning
25. She is very tired and her eyes are red. ... on the computer?
- a) Is she working
  - b) Has she worked
  - c) Has she been working
  - d) Does she work
26. Is it Mr. James? He ... so different in a suit.
- a) is looking
  - b) looks
  - c) has been looking
  - d) look
27. ... another blanket or ... warm enough?
- a) do you need, do you feel
  - b) are you needing, you are feeling
  - c) have you needed, do you feel
  - d) are you needing, do you feel
28. "This notice is too high for me to read. What ... it ...?" – "It ... passengers to take care".
- a) is ... saying, warns
  - b) does ... say, is warning
  - c) has ... said, warns
  - d) does ... say, warns
29. I know that since January he ... in charge of the department reorganization.
- a) has been
  - b) is
  - c) is being
  - d) has being
30. It ... the first time he ... in due time.
- a) has been, has come
  - b) is, comes
  - c) is, has come
  - d) has been, has been coming

## THE PRONOUN

### I. Choose the correct form of the missing pronoun.

1. \_\_\_\_\_ are my children, Susan and Paul.  
a) this;    b) that;    c) it;    d) these
2. I've got three sisters, \_\_\_\_\_ one lives in a different country.  
a) each;    b) every;    c) either;    d) all
3. You can't use these pens. \_\_\_\_\_ of them writes.  
a) either;    b) every;    c) neither;    d) another
4. We had to stay at my aunt's. During the season \_\_\_\_\_ room at the hotel had been booked.  
a) either;    b) every;    c) neither;    d) each
5. Who is Mr. Grooves? \_\_\_\_\_ is our new neighbour.  
a) it;    b) this;    c) he;    d) she
6. It was \_\_\_\_\_ who told you, not my brother.  
a) I;    b) my;    c) mine;    d) me
7. You can use both expressions, \_\_\_\_\_ is correct.  
a) either;    b) neither;    c) every;    d) none
8. This sister of \_\_\_\_\_ is always eavesdropping.  
a) your;    b) yours;    c) us;    d) him

### II. Insert a reflexive pronoun (a, b, c, d, e) where necessary.

- a) herself
  - b) themselves
  - c) himself
  - d) yourself
  - e) ---
1. He prides \_\_\_\_\_ on his writing.
  2. She was very nervous and couldn't relax \_\_\_\_\_ .
  3. They blamed \_\_\_\_\_ for what had happened.
  4. Everything is on the table, please help \_\_\_\_\_ .
  5. He always shaves \_\_\_\_\_ in the morning and in the evening before the show.
  6. Be careful, you can hurt \_\_\_\_\_ .

### III. Complete these sentences using words a, b, c, d or e.

- a) all
  - b) the whole
  - c) everything
  - d) everybody
  - e) both
1. \_\_\_\_\_ likes him here. He is a nice man.
  2. \_\_\_\_\_ house was dark. There was not a single lit window.
  3. She usually works \_\_\_\_\_ day long from morning till night.
  4. \_\_\_\_\_ has been taken away and everybody was dancing.
  5. \_\_\_\_\_ the things were neatly packed and labelled.
  6. There were trees on \_\_\_\_\_ sides of the road.

#### IV. Fill in the blanks with the appropriate pronoun.

- a) many
- b) much
- c) few
- d) little
- e) a few
- f) a little

1. Tom has eaten so \_\_\_\_\_ that he can't move.
2. I have so \_\_\_\_\_ things to do that I don't know what to do first.
3. I'm very busy these days. I have very \_\_\_\_\_ time for watching TV.
4. Can you describe the situation in \_\_\_\_\_ words?
5. Do you know German? – Just \_\_\_\_\_. I can read with a dictionary.
6. She was glad to see me because I was English and there were \_\_\_\_\_ English people there.

#### V. Put in the pronouns a, b, c, d or e.

- a) some
- b) any
- c) no
- d) none
- e) no one

1. \_\_\_\_\_ urgent measures should be taken. I think a rescue team should be sent there.
2. \_\_\_\_\_ is perfect, we all make mistakes.
3. Do you happen to have \_\_\_\_\_ interesting books to read? - Yes, I have some.
4. You may take either knife. I see \_\_\_\_\_ difference.
5. Shall I help you to \_\_\_\_\_ salad? - Thank you.
6. We looked for a taxi, but there was \_\_\_\_\_ around.
7. I think he has seen more than \_\_\_\_\_ of us in a lifetime.
8. He knew English well and was in \_\_\_\_\_ need of an interpreter.

#### VI. Translate the italicized words in sentences 1-8 using the words from the right column.

- a) other
- b) another
- c) the other
- d) others
- e) the others

1. Гостиницу содержали две милые женщины, одна была американкой, а *другая* англичанкой.
2. Я не мог выполнить твою просьбу вчера, я был занят *другими* делами.
3. Вы не дадите мне *другой* номер журнала?
4. Джон поехал кататься на велосипеде, *остальные* пошли купаться.
5. Нам нужен еще *один* день, чтобы закончить эту работу.
6. Цены теперь разные: одни вещи дешевые, *другие* дорогие.
7. Люди приходили один за *другим*.
8. У него были *другие* цели.

**Ex. 1. Put the verbs in brackets into the correct tense.**

- 1 I (go) on doing it until he tells me to stop.
- 2 I'll buy that house when I (have) enough money.
- 3 You (fall) rapidly through the air till your parachute opens.
- 4 We'll have to stay here till the tide (go) out.
- 5 When the Queen (arrive) the audience will stand up.
- 6 When the fog (lift) we'll be able to see where we are.
- 7 The refrigerator (go on) making that noise till we have it repaired.
- 8 As soon as the holidays begin this beach (become) very crowded.
- 9 The car (not move) till you take the brake off.
- 10 The alarm bell (go on) ringing till you press this button.
- 11 As soon as she (learn) to type I'll get her a job.
- 12 Look before you (leap). (*proverb*)
- 13 We (have) to stay on this desert island till we can repair our boat.
- 14 Don't count on a salary increase before you actually (get) it.
- 15 When winter (begin) the swallows will fly away to a warmer country.
- 16 We can't make any decision till he (arrive) here.

**Ex. 2 Choose the correct variant:**

1. I knew that Mercury (be) the closest planet to the sun, but I didn't feel like answering the question.  
A was  
B is  
C had been
2. Mike hoped that his friend (help) him with his car.  
A would help  
B will help  
C helped
3. We didn't know the score, but we were sure their team (lose) the game.  
A has lost  
B had lost  
C lost
4. Yesterday Tom heard that his aunt (be ill) for five days.  
A was ill  
B has been ill  
C had been ill
5. The children were afraid of making any noise – Mom (sleep).  
A was sleeping  
B slept  
C had been sleeping



6. He gave all his money to me because he (trust) me.

A would trust

B trusted

C had trusted

7. We were told that Andrew (go) to enter that college.

A is going

B went

C was going

8. The police found out that Bob Slant (live) in London's suburbs at that time.

A had been living

B lives

C lived

9. My parents decided that we (celebrate) my birthday on Saturday.

A would celebrate

B shall celebrate

C celebrated

10. The pupil wasn't able to do the translation because he (not / know) some special terms.

A hadn't known

B didn't know

C doesn't know

**Ex. 3 Choose the correct variant:**

1. The Navy officials said that the dolphins \_\_\_\_\_ in salt water holding tanks.

a) will be kept

c) are kept

b) would be kept

d) will kept

2. Nobody can explain why she decided to touch upon the matter yesterday night. She \_\_\_\_\_ that the whole subject was too dangerous to discuss at night.

a) ought to know

c) ought known

b) ought to have known

d) ought know

3. It has recently been announced that further supplies \_\_\_\_\_ soon be available.

a) will

c) were

b) would

d) are

4. She wondered if Stephen had found that the room was empty and if he \_\_\_\_\_ for her at the moment.

a) looked

c) was looked

b) had been looking

d) was looking

5. The receptionist told us that from our room we\_\_\_\_\_a wonderful view over the sea.

- a) will have                      c) would have
- b) were going to have        d) were having

6. Miss Marple replied that she\_\_\_\_\_surprised at seeing the doctor depart.

- a) is not                          c) has not been
- b) won't be                      d) would not be

7. The receptionist explained that breakfast\_\_\_\_\_served between 7.00 and 9.00.

- a) is                                b) is being
- c) was                            d) was being

8. The guide reminded us that after lunch we\_\_\_\_\_ sightseeing.

- a) go                                c) went
- b) were going                  d) would go

9. Lis assured me that the party\_\_\_\_\_a great fun. But in fact, it wasn't.

- a) will be                          c) have been
- b) would be                      d) will have been

10. He inquired if I really\_\_\_\_\_anything about the matter.

- a) know                            c) had known
- b) knew                            d) will know

11. The inspector wanted to know when each of us last\_\_\_\_\_ Mr. Foster.

- a) saw                                c) would see
- b) had seen                        d) had been seeing

12. The hotel owner informed us that he\_\_\_\_\_the police already.

- a) is going to call                c) was going to call
- b) has called                      d) had called

13. I didn't know he \_\_\_\_\_a new book.

- a) wrote                            c) writes
- b) has written                    d) had written

14. We didn't know whose things they\_\_\_\_\_.

- a) were                              c) can be
- b) are                                d) may be

15. All the students knew they\_\_\_\_\_revise for the examinations.

- a) will                                c) may
- b) must                              d) had to

16. He showed me which exercises he\_\_\_\_\_.

- a) does
- b) has done
- c) had done
- d) 'll do.

17. He knows that Peter\_\_\_\_\_in Kiev now.

- a) was
- b) is
- c) will be
- d) has been

18. He knew why Peter\_\_\_\_\_to Kiev several times.

- a) was
- b) has been
- c) had been
- d) will be

19. I thought you\_\_\_\_\_do it tomorrow.

- a) would
- b) will
- c) can
- d) must

20. I saw what he\_\_\_\_\_.

- a) means
- b) meant
- c) is meaning
- d) has meant

21. She thought it\_\_\_\_\_curious.

- a) will be
- b) was
- c) is
- d) has been

22. The manager explained that the exhibition\_\_\_\_\_last week.

- a) finished
- b) finishes
- c) is finished
- d) had finished

23. He explained he\_\_\_\_\_there two years before.

- a) had moved
- b) moved
- c) moves
- d) was moving

24. He admitted he always\_\_\_\_\_bad mistakes.

- a) make
- b) makes
- c) made
- d) had made

25. It was announced that the treaty\_\_\_\_\_.

- a) would have been ratified
- b) had been ratified
- c) is ratified
- d) was ratified

26. Nick wondered how much further\_\_\_\_\_.

- a) they should ride
- b) should they ride
- c) shall they ride
- d) they shall ride

## FINAL GRAMMAR TEST (2 COURSE, IV TERM)

### I. Write down the following nouns in the plural form.

1. photo	6. genius
2. cliff	7. ox
3. thesis	8. man-of-war
4. pick-up	9. stimulus
5. woman-doctor	10. echo

### II. Write down the following phrases in the genitive case if it is possible.

1. the policy of the government
2. the benefit of someone else
3. the bedroom of Mum and Dad
4. the distance of a mile
5. the rays of the sun

### III. Choose the right variant.

1. The crew is / are all present in spite of late hour.
2. A lot of money was / were stolen from the bank yesterday.
3. Economics is / are a subject I know a little about.
4. Two years are / is a long time to be away from home.
5. Five thousand hundred pounds were / was donated to build a new hospital wing.

### IV. Fill in *a, the* or – (no article) in the following set expressions.

1. in ... distance
2. in ... good (evil) hour
3. on ... whole
4. at ... depth
5. what ... pity

### V. Fill in *a, the*, - (no article) in the sentences.

1. I promised Sam I would be home to ... dinner.
2. He bought his haberdashery at ... Charvet's but his suits and shoes in London.
3. ... H/houses of ... peasants in this country are made of ... mud.
4. They watched ... changing lights of ... London skyline through ... window.
5. ... H/house had none of ... elegance of the old farm houses of ... New England.
6. Nick Rawdon had become ... shadow on her mind.
7. She could see ... distant patch of ... glittering water which was ... Thames.
8. I think I've got ... flu.
9. Don't come near me. I've got ... sore throat.
10. The Ancient Greeks believed in ... gods. The idea of ... God was not known to them.

### VI. Choose the correct form of the modal verb (a, b, c).

1. Our car had broken down and we ... walk to the station.  
a) had to                      b) must                      c) were to
2. According to the agreement the rent ... be paid strictly in advance.

- a) had to                      b) must                      c) was to
3. Though he could hardly speak he .... finish the lecture.
- a) could                      b) was able to                      c) will be able
4. When her mother died she .... run the hotel alone.
- a) was to                      b) had to                      c) must
5. When he is better he .... have a walk in the garden when it's fine.
- a) can                      b) may                      c) will be allowed to

### VII. Choose the correct form of the verb to complete the sentence.

1. It's my day off, I ... go to work today.
- a) mustn't    b) needn't    c) shouldn't    d) don't have to
2. Can you lend me 5 pounds? I ... pay this bill by the end of the week. I'm afraid the landlord will throw me out.
- a) should    b) must    c) had to    d) need to
3. You ... wear your seatbelt during the whole of the flight.
- a) mustn't    b) shouldn't    c) don't have to    d) needn't
4. Why didn't you phone? You ... have phoned to say you'd be late.
- a) must    b) need    c) had to    d) should
5. The guest professor ... speak slowly at his lecture so that we could all understand him.
- a) should    b) had to    c) was to    d) could

### VIII. Choose one of the modal verbs from the box.

a) must have	b) might	c) might have	d) can't have	e) can have
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1. Perhaps he said that. I don't remember.  
He ... said it
2. I'm almost certain we've missed the turn.  
We ... missed the turn.
3. I doubt you've met him. He's never been to St. Petersburg before.  
You ... met him.
4. I can't believe he was so rude. His manners used to be impeccable.  
... he ... been so rude?
5. Possibly it is a mistake. It should be checked.  
It ... be a mistake.

### IX. Translate and write down the modal verb in the correct form.

1. Напрасно ты брала зонтик. Дождя так и не было.
2. Мне не надо было готовить обед, т.к. мы обедали у родителей в этот день.
3. Зря ты убирала в квартире, завтра придет Лена делать уборку.
4. Ты портил прибор. Надо было внимательно прочитать инструкцию.
5. Ты мог бы поехать навестить свою сестру, когда у неё были неприятности.

### X. Complete the sentences. Use something, someone, anything or anyone.

1. I have \_\_\_\_ in my pocket. 2. Do you have \_\_\_\_ in your pocket? 3. Alice didn't buy \_\_\_\_ when she went shopping. 4. My roommate is speaking to \_\_\_\_ on the phone. 5.

Jane gave me \_\_\_\_ for my birthday. 6. Paul didn't give me \_\_\_\_ for my birthday. 7. My brother is sitting at his desk. He's writing a letter to \_\_\_\_.

**XI. Fill in the spaces with *much, many, few, a few, little, a little, a great number of, a great deal of*.**

1. The living conditions in the district were poor and there were only \_\_\_\_\_ doctors available. 2. He is a intelligent man. Do you know that he speaks \_\_\_\_\_ foreign languages? 3. The situation was becoming worse and worse. \_\_\_\_\_ projects had to be postponed. 4. The show was poor. There was \_\_\_\_\_ applause. 5. There were \_\_\_\_\_ people at the meeting, but most of them left early so there aren't \_\_\_\_\_ left now. 6. Have you finished that glass of milk? There is \_\_\_\_\_ milk in the fridge if you'd like more. 7. We haven't had \_\_\_\_\_ rain this summer. The garden needs watering. 8. The party was a failure. Unfortunately they invited \_\_\_\_\_ interesting people.

**XII. Choose the appropriate given in brackets (*either/any/neither/none*).**

1. There are many good inns in Scotland. While travelling, you may stay in \_\_\_\_\_ of them. 2. I saw 2 plays in this theatre, but \_\_\_\_\_ of them impressed me. Rita says she saw several plays there, but she liked \_\_\_\_\_ of them. 3. John and Pete did not pass an exam yesterday; because \_\_\_\_\_ was ready for it. 4. The Pinns' sisters are arriving tomorrow. \_\_\_\_\_ of the two girls is very pretty, but \_\_\_\_\_ of them is married yet. 5. There are a few cafes in this district, but \_\_\_\_\_ of them is good.

**XIII. Fill in a reflexive, an object pronoun or no (-) pronoun.**

1. They enjoyed ... very much at the party.  
2. We amused ... playing football on the beach.  
3. I had a swim, quickly dried ..., and put on my clothes.  
4. You must try and concentrate ....  
5. Can you post this letter for..., please?

**XIV. Fill in the gaps using *each* or *every*.**

1. I don't go out ... evening. ... other evening perhaps.  
2. I like going to the cinema ... now and then.  
3. The teacher told us to spend five minutes on ... question.  
4. Nearly ... visitor stopped and stared.  
5. I think about him ... moment of the day.

**XV. Choose the right word from the list to complete the following sentences.**

**all, all the, any, anybody, anything, anywhere, both, each, either, every, everybody, neither, no, nobody, none, nothing, some**

1. There isn't \_\_\_\_ bread left. Do you want me to get you \_\_\_\_? 2. Won't you have \_\_\_\_ more tea? 3. Was there \_\_\_\_ interesting on the 8 o'clock news? – No, \_\_\_\_ at all. 4. I'm starving. I haven't had \_\_\_\_ to eat since breakfast. 5. \_\_\_\_ was cheering and laughing when they heard that they'd won the world championship. 6. \_\_\_\_ could do that if they tried hard enough. 7. Accidents can happen \_\_\_\_ - even in hospitals. 8. \_\_\_\_ men are created equal. 9. \_\_\_\_ pupils in my class are looking forward to our trip to

France. 10. I don't know who to believe. \_\_\_\_ of them gave me a different version of what happened.

**XVI. Define what kind of pronoun it is in the sentence: interrogative, conjunctive or relative.**

1. Whatever is he talking about?
2. I don't know which of the dresses is more beautiful.
3. Here is the dress which the saleswoman recommended.
4. Whoever told you this may be mistaken.
5. Thank you for the present which you sent me.

**XVII. Put the following adjectives in the correct order.**

1. Belgian / beautiful / little / city
2. jazz / local / modern / club
3. excellent / cold / French / dinner
4. modern / industrial / concrete / buildings
5. evening / red / silk / new / dress

**XVIII. Choose and write down the right word.**

1. brass / brazen love story
2. wax / waxen complexion
3. economic / economical reform
4. silver / silvery moon
5. gold / golden rules

**XIX. Choose the correct item.**

1. This is a pretty / prettily complicated situation.
2. Children under five years old travel free / freely.
3. Her loose outfit allowed her to move free / freely.
4. The shell was so high / highly that he couldn't reach it.
5. He is deep / deeply in love with her.

**XX. Use the right degree of comparison of the adjectives in brackets.**

1. It is ... (good) to be ... (good) of a low family than ... (bad) of a noble one.
2. You could buy a much ... (powerful) car.
3. It seems a lot ... (cold) today.
4. She is by far ... (beautiful) girl in our group.
5. The days aren't getting any ... (warm).

**XXI. Rewrite the sentences putting the adverbs in the correct place.**

1. She waited for her test results. (worriedly, in the hospital, all day)
2. They go by car. (at weekends, to the leisure centre, sometimes)
3. She walks. (quickly, every morning, to the station)
4. He studied. (hard, all morning, in his bedroom)
5. They'll go. (by car, next year, to the seaside)

## Card № 1

### I. Choose the right variant.

1. The crew **is/are** all present in spite of late hour.
2. A lot of money **was/were** stolen from the bank yesterday.

### II. Rewrite the sentences using the possessive case.

1. The meeting tomorrow has been cancelled.
2. Exports from Britain to the United States have fallen recently.

### III. Use the right article.

1. Do you know that Jane has ... good knowledge of ... Italian?
2. ... compass was invented in ... ancient China.
3. Do you know who injured ... Colonel Black?

### IV. Put the adjectives in the correct order.

dark / soft / red / old / suede / Italian / gloves

### V. Use the adjective or the adverb in the appropriate form of degrees of comparison.

1. Have you heard ... (late) news?
2. The ... (quick) we finish, the ... (soon) we'll go home.
3. I work ... (fast) when I'm under pressure.

### VI. Choose between the adjective and adverb.

They went ... (deep / deeply) into the forest.

### VII. Fill in a reflexive or no (-) pronoun.

They enjoyed ... very much at the party.

### VIII. Put in *some*, *any* or *no*.

Will you have ... pudding or ... fruit?

### IX. Fill in *much*, *many* or *a lot of*.

... a pupil at the school will be pleased that Latin is no longer compulsory.

### X. Complete the sentence using one of the following pronouns: *all*, *the whole*, *everything*, *both*.

... city is being reconstructed.

### XI. Translate the italicized word in the sentence using the following pronouns: *other*, *another*, *the other*, *others*, *the others*.

За домом присматривали две пожилые женщины, одна была американкой, а *другая* англичанкой.

### XII. Define what kind of pronoun it is in the sentence: *interrogative*, *conjunctive* or *relative*.

Which colour do you prefer?

### XIII. Translate into Russian the underlined part of the sentence.

1. Терпеть не могу оставаться дома одна.
2. Можно войти? – Да.
3. Мог бы предупредить (warn) об этом (но не предупредил).
4. Не может быть, чтобы он прочел эту статью.
5. Николай, должно быть, гуляет в саду.



## **РЕКОМЕНДУЕМЫЕ ВОПРОСЫ К ЗАЧЕТУ**

### **1 СЕМЕСТР**

1. Функции в предложении многозначных глаголов “be, have, do”.
2. Настоящее неопределенное время (Present Indefinite). Образование. Основное значение.
3. Употребление настоящей неопределенной формы с некоторыми неопределенными глаголами для обозначения действий, совершающихся в момент речи (be, hear, see, love, know, understand, seem, appear, possess, contain, etc.).
4. Употребление настоящей неопределенной формы для обозначения будущего запланированного действия.
5. Употребление настоящей неопределенной формы для обозначения будущего действия в придаточных предложениях времени, условия, уступки.
6. Образование настоящего времени длительной формы (Present Continuous). Основное значение.
7. Употребление настоящей длительной формы для обозначения: временных занятий (He is working for an examination); обычных, повторяющихся действий в эмоционально окрашенных предложениях с наречиями always, continually и др.
8. Образование настоящего времени перфектной формы (Present Perfect).
9. Употребление настоящей перфектной формы для обозначения: действия, начавшегося в прошлом и продолжающегося в настоящий момент (“включающая” форма перфекта); действия, начавшегося в прошлом и закончившегося к настоящему моменту (“исключающая” форма перфекта).
10. Синтаксические условия употребления настоящей перфектной формы (обстоятельства незаконченного времени today, this week, this year, etc.; обстоятельства неопределенного времени often, seldom, just, already. etc.; обстоятельственные сочетания, обозначающие время начала действия и т.д.).
11. Образование настоящего времени перфектно-длительной формы (Present Perfect Continuous).
12. Настоящая перфектно-длительная форма в современной разговорной речи (эмфатическая речь, глаголы want и wish в этой форме).
13. Образование прошедшего времени неопределенной формы (Past Indefinite)
14. Употребление прошедшей неопределенной формы глагола для обозначения регулярных действий в прошлом.
15. Другие функции прошедшей неопределенной формы, соответствующие функциям настоящей неопределенной формы.
16. Глаголы used (to) и would, выражающие привычные, повторяющиеся действия в прошлом.
17. Разница употребления простого прошедшего и настоящего перфектного времени.

## ***РЕКОМЕНДУЕМЫЕ ЭКЗАМЕНАЦИОННЫЕ ВОПРОСЫ 2 СЕМЕСТР***

1. The verb “to be” (a notional verb, an auxiliary verb, “to be + Infinitive”).
2. The construction “It is ...”. The construction “There is/are...”.
3. The verb “to have” (a notional verb, an auxiliary verb).
4. The construction “have + object + past participle”.
5. The construction “have + object + present participle”. Had better + bare Infinitive.
6. The verb “to do” (a notional verb, an auxiliary verb).
7. The Present Indefinite Tense. Formation. Main uses.
8. The Present Continuous Tense. Formation. Main uses.
9. The Present Perfect Tense. Formation. Main uses.
10. The Present Perfect Continuous Tense. Formation. Main uses.
11. The Past Indefinite Tense. Formation. Main uses.
12. The Past Continuous Tense. Formation. Main uses.
13. The Past Perfect Tense. Formation. Main uses.
14. The Past Perfect Continuous Tense. Formation. Main uses.
15. The Future Indefinite Tense. Formation. Main uses.
16. The Future Continuous Tense. Formation. Main uses.
17. The Future Perfect Tense. Formation. Main uses.
18. The Future Perfect Continuous Tense. Formation. Main uses.
19. Future through Present. (the construction “to be going + Infinitive”, the Present Continuous Tense, the Present Indefinite Tense).
20. The Passive Voice. Formation. Main uses.
21. The Passive Voice. The Indefinite Tenses in the Passive Voice.
22. The Passive Voice. The Continuous Tenses in the Passive Voice.
23. The Passive Voice. The Perfect Tenses in the Passive Voice.
24. The Passive Voice. Changing from the Active into the Passive.
25. Sequence of Tenses. Time clauses.
26. Sequence of Tenses. Clauses of purpose.
27. Sequence of Tenses. Clauses of result.
28. Sequence of Tenses. Clauses of reason.
29. Sequence of Tenses. Clauses of manner.
30. Changing from Direct into Reported Speech. (Statements).
31. Reported questions /Indirect questions.
32. Reported commands, requests, suggestions. Modals in Reported Speech.
33. Reported Speech. Reporting a dialogue or a conversation.
34. Exclamations. Yes/No short answers. Question tags in Reported Speech.
35. Punctuation in Direct Speech. Subjunctive (Reported Speech).

## **РЕКОМЕНДУЕМЫЕ ВОПРОСЫ К ЗАЧЕТУ**

### **3 СЕМЕСТР**

1. Значения и употребление модального глагола *can*.
2. Значения и употребление модального глагола *may*.
3. Значения и употребление модального глагола *must*.
4. Значения и употребление модальных глаголов *should* и *ought to*.
5. Значения и употребление модального глагола *shall*.
6. Значения и употребление модальных глаголов *will* и *would*.
7. Глаголы *be*, *have* как эквиваленты модальных глаголов.
8. Модальные глаголы *need* и *dare*.
9. Имя существительное и его морфологические характеристики и синтаксические функции.
10. Образование множественного числа имени существительного.
11. Имена существительные, употребляющиеся только в единственном и только во множественном числе.
12. Множественное число собирательных существительных.
13. Существительные, имеющие две формы множественного числа с разными значениями. Особенности их правописания.
14. Значение категории падежа имени существительного. Три способа выражения принадлежности в английском языке.
15. Структура «двойной родительный падеж» и особенности ее употребления. Абсолютное употребление притяжательного падежа.
16. Род имен существительных. Выражение рода имен существительных в английском языке.
17. Употребление неопределенного и определенного артиклей с исчисляемыми именами существительными.
18. Употребление неопределенного и определенного артиклей с неисчисляемыми именами существительными.
19. Особенности употребления определенного и неопределенного артиклей с абстрактными существительными.
20. Особенности употребления определенного и неопределенного артиклей с существительными разных семантических групп.
21. Особенности употребления артиклей с именами собственными и географическими названиями.

## **РЕКОМЕНДУЕМЫЕ ВОПРОСЫ К ЭКЗАМЕНУ**

### **4 СЕМЕСТР**

1. Значения и употребление модального глагола *can*.
2. Значения и употребление модального глагола *may*.
3. Значения и употребление модального глагола *must*.
4. Значения и употребление модальных глаголов *should* и *ought to*.
5. Значения и употребление модального глагола *shall*.
6. Значения и употребление модальных глаголов *will* и *would*.
7. Глаголы *be*, *have* как эквиваленты модальных глаголов.
8. Модальные глаголы *need* и *dare*.
9. Имя существительное и его морфологические характеристики и синтаксические функции.
10. Образование множественного числа имени существительного.
11. Имена существительные, употребляющиеся только в единственном и только во множественном числе.
12. Множественное число собирательных существительных.
13. Существительные, имеющие две формы множественного числа с разными значениями. Особенности их правописания.
14. Значение категории падежа имени существительного. Три способа выражения принадлежности в английском языке.
15. Структура «двойной родительный падеж» и особенности ее употребления. Абсолютное употребление притяжательного падежа.
16. Род имен существительных. Выражение рода имен существительных в английском языке.
17. Употребление неопределенного и определенного артиклей с исчисляемыми именами существительными.
18. Употребление неопределенного и определенного артиклей с неисчисляемыми именами существительными.
19. Особенности употребления определенного и неопределенного артиклей с абстрактными существительными.
20. Особенности употребления определенного и неопределенного артиклей с существительными разных семантических групп.
21. Особенности употребления артиклей с именами собственными и географическими названиями.
22. Особенности употребления личных и притяжательных местоимений.
23. Особенности употребления указательных местоимений.
23. Особенности употребления возвратных и взаимных местоимений.
24. Особенности употребления неопределенных местоимений.
25. Особенности употребления относительных, вопросительных и союзных местоимений.
26. Классификация имен прилагательных.
27. Место прилагательных в предложении
28. Особенности употребления форм степеней сравнения прилагательных.
29. Особенности употребления сравнительных конструкций.

30. Способы образования наречий в современном английском языке.
31. Место наречий в предложении.
32. Разница в употреблении наречий и прилагательных
33. Образование степеней сравнения наречий.
34. Особенности употребления числительных в современном английском языке.
35. Классификация предлогов в современном английском языке.

***Рекомендуемые экзаменационные практические задания  
2 семестр***

1. Underline the correct tense forms of the verbs to complete the sentences.
2. Put the verbs in brackets into the correct tense forms
3. Find and correct mistakes in the text.
4. Underline the correct item.
5. Complete the conversation. Choose the correct tense forms of the verbs.

***Рекомендуемые экзаменационные практические задания  
4 семестр***

1. Choose the correct modal verb.
2. Translate the modal verbs into English to complete the meaning of the sentence.
3. Use the correct form of the noun.
4. Put the nouns into the possessive case.
5. Use the correct article.
6. Use the correct form of the pronoun.
7. Underline the correct pronoun.
8. Put the adjectives into the correct order in the sentence.
9. Use the adjective in the appropriate form of degrees of comparison.
10. Choose between the adjective or adverb.
11. Use the correct form of the adverb.

**Учреждение образования**  
**«Гомельский государственный университет имени Франциска Скорины»**

**УТВЕРЖДАЮ**

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**ПРАКТИЧЕСКАЯ ГРАММАТИКА**

Учебная программа учреждения высшего образования  
по учебной дисциплине для специальностей:

**1-02 03 06 Иностранные языки (английский, немецкий)**  
**1-02 03 06 Иностранные языки (английский, французский)**  
**1-02 03 08 Иностранный язык (английский)**

Учебная программа составлена на основе Образовательного стандарта высшего образования. Высшее образование. Первая ступень. Специальность 1-02 03 06 Иностранные языки (с указанием языков), (введен в действие постановлением Министерства образования Республики Беларусь от 30.08.2013 г., ОСВО 1-02 03 06-2013), учебного плана учреждения высшего образования, регистрационный номер А-02-01-18 Ин от 21.10.2018 и учебного плана учреждения высшего образования, регистрационный номер А-02-02-13 Зф от 29.08.2013.

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#### **РЕКОМЕНДОВАНА К УТВЕРЖДЕНИЮ:**

Кафедрой теории и практики английского языка

(протокол № 10 от 24.04.18 );

Научно-методическим советом УО «Гомельский государственный университет имени Ф. Скорины»

(протокол № 8 от 23.05.18)

## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебная программа дисциплины государственного компонента «Практическая грамматика» для специальностей: 1-02 03 06 Иностранные языки (английский, немецкий), 1-02 03 06 Иностранные языки (английский, французский), 1-02 03 08 Иностранный язык (английский) разработана в соответствии со следующими нормативными документами:

- Образовательный стандарт высшего образования Республики Беларусь «Высшее образование. Первая ступень. Специальность 1-02 03 06 Иностранные языки (с указанием языков), (введен в действие постановлением Министерства образования Республики Беларусь от 30.08.2013, ОСВО 1-02 03 06-2013);
- Типовой учебный план специальности 1-02 03 06 Иностранные языки (с указанием языков) (утвержден 10.07.2013, регистрационный № А02-1-013/тип.);
- «Порядок разработки и утверждения учебных программ и программ практики для реализации содержания образовательных программ высшего образования» (утвержден Министерством образования Республики Беларусь 06.04.2015).

Основными отличительными особенностями программы являются: реализация компетентного подхода к подготовке специалистов, современная концепция организации самостоятельной работы студентов.

Целями дисциплины государственного компонента «Практическая грамматика» являются:

- знакомство с законами функционирования грамматической системы английского языка;
- формирование понятия грамматической формы, значения, категории различных способов их выражения в английском языке;
- формирование продуктивных и рецептивных грамматических навыков и умений для адекватного порождения английской речи в культурном и социокультурном аспектах;
- усвоение студентами грамматического строя английского языка.

Достижение основных целей обучения предполагает решение следующих частных задач:

- формирование умения употреблять грамматические явления в соответствии с речевыми обстоятельствами без языковой подсказки;
- формирование способности интегрированного лексико-грамматического оформления определенного типа высказывания на иностранном языке;
- формирование умений грамматического анализа конкретного языкового материала;
- формирование способности объяснять форму, значение и употребление грамматических явлений с учетом конкретных условий обучения.

В результате изучения дисциплины государственного компонента «Практическая грамматика английского языка» студент должен:

**знать**



- морфологические формы частей речи иностранного языка;
- особенности синтаксической сочетаемости слов в составе фразы и предложения;
- типы членов предложения и средства их выражения;
- особенности синтаксической организации предложения;
- порядок слов в предложении, виды и функции инверсии;
- структурные и коммуникативные типы предложений;
- типы сложных предложений, средства связи, виды придаточных предложений в составе сложноподчиненного;
- способы организации предложений в связном тексте;
- особенности использования грамматических единиц в зависимости от типа ситуаций речи (устная/письменная, формальная/неформальная) и варианта английского языка – британский / американский;

#### **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-высказывания и/или его эмфатический характер;
- строить связные тексты с соблюдением правил текстопостроения соответствующего типа дискурса (когезия, когерентность и др.);
- уметь переводить с русского/белорусского языка на иностранный язык и с иностранного языка на русский/белорусский с соблюдением грамматических норм обоих языков.

Изучение дисциплины государственного компонента «Практическая грамматика» предполагает овладение следующими компетенциями:

#### **а) академическими компетенциями (АК), а именно:**

- АК-1 – уметь применять базовые научно-теоретические знания для решения теоретических и практических задач;
- АК-2 и АК-3 – владеть системным и сравнительным анализом, а также исследовательскими навыками;
- АК-4 – уметь работать самостоятельно;
- АК-9 – уметь учиться, повышать свою квалификацию в течение всей жизни;
- АК-10 – владеть нормой и узусом фонетической системы изучаемых иностранных языков;

#### **б) социально-личностными компетенциями (СЛК), а именно:**

- СЛК-3 – обладать способностью к межличностным коммуникациям;
- СЛК-6 – уметь работать в команде;
- СЛК-7 – ориентироваться в системе общечеловеческих ценностей;
- СЛК-8 – быть толерантным к другим культурам и религиям;

в) **профессиональными компетенциями (ПК)**, а именно:

- ПК-6 и ПК-7 – разрабатывать и представлять на согласование организационно-учебные материалы; готовить доклады, материалы к презентациям;

- ПК-8 – пользоваться глобальными информационными ресурсами и средствами телекоммуникаций;

- ПК-13 и ПК-14 – пользоваться иностранным языком (английским) как предметом и средством обучения и осуществлять основные функции преподавателя иностранных языков на основе интеграции знаний и профессионально значимых умений и навыков;

- ПК-19 – устанавливать и поддерживать педагогически целесообразные взаимоотношения при обучении иностранным языкам с учетом норм профессионального общения;

- ПК-20 – использовать иностранные языки для устного и письменного общения в профессиональной деятельности;

- ПК-23 – применять новые методики преподавания/изучения иностранных языков на основе использования информационных технологий;

- ПК-26 – адаптировать систему методических приемов обучения всем аспектам и видам речевой деятельности к условиям конкретной педагогической ситуации.

Дисциплина «Практическая грамматика» изучается студентами 1 и 2 курсов факультета иностранных языков специальностей 1-02 03 06 Иностранные языки (английский, немецкий), 1-02 03 06 Иностранные языки (английский, французский), 1-02 03 08 Иностранный язык (английский).

На изучение учебной дисциплины на дневном отделении отводится 554 часа (16 зачетных единиц), в том числе 248 аудиторных, все из которых отводятся на практические занятия. Форма отчетности – зачет (1, 3 семестр), экзамен (2, 4 семестр).

Для студентов заочного отделения со сроком обучения 5 лет: общее количество часов 552, количество аудиторных часов – 74, все из которых отводятся на практические занятия. Форма отчетности – контрольная работа, зачет (2 семестр), контрольная работа (3 семестр), контрольная работа, экзамен (4 семестр). Для студентов заочного отделения со сроком обучения 4 года: общее количество часов 552, количество аудиторных часов – 72, все из которых отводятся на практические занятия. Форма отчетности – контрольная работа (1 семестр), контрольная работа, зачет (2 семестр), контрольная работа (3 семестр), контрольная работа, экзамен (4 семестр).

Дисциплина «Практическая грамматика» состоит из разделов:

1. Глагол.
2. Прямая и косвенная речь.
3. Модальные глаголы.
4. Имя существительное.
5. Артикль.
6. Местоимение.
7. Имя прилагательное.

8. Наречие.
9. Числительное.
10. Предлог.

Изучение разделов завершается выполнением студентами итогового теста с целью контроля промежуточного уровня их теоретических знаний.

Самостоятельная работа студентов предполагает самостоятельное изучение литературы по теме.

Изучение данной дисциплины связано с курсами «Практическая фонетика английского языка», «Лексикология английского языка», «Практика устной и письменной речи».

# СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

## РАЗДЕЛ 1 Глагол

### Тема 1.1. Глагол как часть речи

Классы глаголов и их грамматические категории. Формы времени: настоящее, прошедшее, будущее, будущее в прошедшем. Формы вида: неопределенный, длительный, перфектный, перфектно-длительный. Видо-временные формы совокупного выражения времени и вида, объединяемые понятием Tense (время).

### Тема 1.2. Глаголы be, have, do и особенности их употребления

Личные формы глагола be. Функции глагола be в предложении. Глагол be как смысловой и глагол-связка. Выражения с глаголом be. Структуры с глаголом be: “It is “There is/are”, разница в их употреблении. Эмфатическая структура “It is .... who /that ....”. Глагол have (have got), его функции в предложении. Глагол have как смысловой и в сочетании с существительными. Образование вопросительной и отрицательной формы с помощью вспомогательного глагола do и без него. Глагол do и его функции в предложении. Образование вопросительной и отрицательной формы с помощью глагола do. Глагол do как интенсификатор побудительного значения.

### Тема 1.3. Настоящее неопределенное время (Present Indefinite)

Выражение настоящих действий с глаголами состояния. Выражение общеизвестных истин. Употребление настоящей неопределенной формы с некоторыми неопределенными глаголами для обозначения действий, совершающихся в момент речи (be, hear, see, love, know, understand, seem, appear, possess, contain, etc.). Употребление настоящей неопределенной формы для обозначения будущего запланированного действия и будущего действия в придаточных предложениях времени, условия, уступки.

### Тема 1.4. Настоящее время длительной формы (Present Continuous)

Настоящее продолженное время для выражения действий, происходящих в момент речи. Временные действия. Употребление настоящей длительной формы для обозначения: временных занятий (He is working for an examination); обычных, повторяющихся действий в эмоционально окрашенных предложениях с наречиями always, continually и др. (She is always grumbling); запланированного или заведомо обусловленного действия в будущем (We are having a party tonight). Особенности выражения длительных действий со статическими и динамическими глаголами. Продолженное время для обозначения будущего действия. Разница между настоящим простым и продолженным временами.

### Тема 1.5. Настоящее время перфектной формы (Present Perfect)

Употребление настоящей перфектной формы для обозначения: действия, начавшегося в прошлом и продолжающегося в настоящий момент («включающая» форма перфекта); действия, начавшегося в прошлом и закончившегося к настоящему моменту («исключающая» форма перфекта). Синтаксические условия употребления настоящей перфектной формы (обстоятельства незаконченного времени today, this week, this year, etc.; обстоятельства неопределенного времени often, seldom, just, already, etc.; обстоятельственные сочетания, обозначающие время начала действия и т.д.). Перфектное время для выражения действия, происходившего в незаконченный период времени.

Перфектно-длительная форма. Синтаксические условия употребления настоящей перфектно-длительной формы: предложенные обороты речи с since и for; обстоятельства неопределенного времени; придаточные предложения времени; имплицитное выражение периода времени в контексте (What have you been doing here?). Настоящая перфектно-длительная форма в современной разговорной речи (эмфатическая речь, глаголы want и wish в этой форме).

#### Тема 1.6. Прошедшее неопределенное время (Past Indefinite)

Особенности образования прошедшего времени правильных и неправильных глаголов. Правила орфографии. Употребление прошедшей неопределенной формы глагола для обозначения регулярных, однократных действий в прошлом, последовательности прошлых действий. Другие функции прошедшей неопределенной формы, соответствующие функциям настоящей неопределенной формы. Глаголы used (to) и would, выражающие привычные, повторяющиеся действия в прошлом. Прошедшее время с глаголами чувственного восприятия, разница в употреблении простого прошедшего и настоящего перфектного времени. Употребление прошедшего простого времени для сообщения деталей.

#### Тема 1.7. Прошедшее длительное время (Past Continuous)

Действие, происходившее в определенный момент в прошлом. Употребление прошедшей длительной формы для выражения действия, одновременного другому действию в прошлом. Разница в употреблении прошедшего простого и прошедшего длительного времени. Совпадающие значения настоящего и прошедшего длительного времени. Эмфатическое употребление прошедшей длительной формы для обозначения действия, продолжавшегося в течение некоторого периода времени (It was raining all day yesterday).

#### Тема 1.8. Прошедшее совершенное время (Past Perfect)

Предпрошедшее время для действий, завершившихся к определенному моменту в прошлом. Предпрошедшее время с предлогом before для обозначения более позднего действия. Past Perfect со структурами hardly... when, barely... when. Past Perfect как эквивалент настоящего перфектного

времени. Употребление перфектного времени в придаточных предложениях времени. Tense Simplification в придаточных предложениях.

Прошедшее перфектное длительное время. «Включающая» и «исключающая» прошедшая перфектно-длительная форма. Функции прошедшей перфектно-длительной формы, соответствующие функциям настоящей перфектно-длительной формы. Разница между прошедшим простым и прошедшим перфектным временем. Общее сопоставление ситуаций употребления прошедших времен.

#### Тема 1.9. Будущее неопределенное время (Future Indefinite)

Способы образования. Выражение незапланированного действия в будущем. Выражение предположения о будущих действиях. Лексические способы выражения будущего действия с помощью сочетания to be going с инфинитивом как обычный способ выражения будущего действия с оттенком намерения или уверенности в разговорной речи (What is she going to do? It's going to rain).

#### Тема 1.10. Будущее продолженное время (Future Continuous)

Выражение действия, которое будет находиться в развитии в определенный момент в будущем. Употребление будущей длительной формы для обозначения: предполагаемого или предвосхищаемого действия в будущем (They will be meeting the delegation, too); действия в будущем, одновременного с некоторым другим действием (When I get back they'll be having supper). Вежливая просьба, выражение обычных привычных действий. Разница в употреблении будущего простого и продолженного времен. Использование настоящего времени для обозначения будущего действия.

#### Тема 1.11. Будущее перфектное время (Future Perfect)

Действие, которое завершится к определенному моменту в будущем. Синтаксические условия употребления будущего времени перфектной формы: наличие в предложении конструкций, обозначающих данный момент в будущем. Настоящее время перфектной формы в значении будущего перфекта в придаточных предложениях времени (I won't move from here until you have given me a definite answer). Будущее перфектное время длительной формы. Перфектное длительное время с обозначенным периодом времени.

#### Тема 1.12. Будущее время в прошедшем (Future-in-the-Past)

Будущее в прошедшем неопределенной формы (Future Indefinite-in-the-Past), будущее в прошедшем длительной формы (Future Continuous-in-the-Past), будущее в прошедшем перфектной формы (Future Perfect-in-the-Past). Образование. Значение – будущее действие соответствующего вида, рассматриваемое из прошлого. Синтаксические условия употребления будущего в прошедшем разных видовых форм.

#### Тема 1.13. Залог как категория глагола

Действительный (активный) залог и его значения. Страдательный (пассивный) залог, особенности его значения и употребления. Видо-временные формы страдательного залога: неопределенные (Indefinite Passive), длительные (Continuous Passive), перфектные (Perfect Passive).

Пассивные конструкции, образованные переходными глаголами: конструкция с подлежащим – прямым объектом действия, конструкция с подлежащим – косвенным объектом действия (*The book was given (to) him. He was given the book*). Выражение субъекта действия и инструмента действия в пассивных конструкциях (by-phrase, with-phrase). Пассивные конструкции с глаголами, принимающими два прямых дополнения (ask, answer, forgive, excuse, etc.). Пассивные конструкции с предложно-объективными глаголами. Конструкции страдательного залога с глагольными фразеологическими единицами (take care, take notice, lose sight, etc.). Пассивные конструкции с переходными глаголами.

Неопределенные времена страдательного залога. Способы выражения субъекта действия и инструмента действия. Продолженные времена в страдательном залоге, особенности употребления перфектных времен в страдательном залоге. Случаи, когда страдательный залог не употребляется.

Способы выражения в английском языке пассива действия и пассива состояния. Пассивные конструкции с невыраженным субъектом действия.

#### Тема 1.14. Согласование времен

Общие правила согласования времен. Согласование времен в косвенной речи. Согласование времен в придаточных определительных предложениях, придаточных сравнения и уступки, придаточных подлежащего и сказуемого. Согласование времен в аппозитивных предложениях, придаточных предложениях причины и результата. Согласование времен в простых предложениях. Согласование времен в предложениях с так называемой «внутренней речью». Согласование времен в предложениях с вводными конструкциями. Случаи отсутствия согласования времен

### РАЗДЕЛ 2. Прямая и косвенная речь

#### Тема 2.1. Прямая и косвенная речь как элемент повествования

Прямая речь и ее введение. Косвенная речь и ее введение. Несобственно-прямая речь как прием художественного повествования.

Последовательность времен в косвенной речи. Регулярная замена слов близкого указания словами далекого указания в синтаксических конструкциях косвенной речи.

#### Тема 2.2. Разные коммуникативные типы предложений в косвенной речи

Повествовательные предложения, передаваемые дополнительными придаточными предложениями, вводимыми различными глаголами речи. Вопросительные предложения, передаваемые дополнительными придаточными предложениями типа косвенного вопроса. Побудительные предложения,

передаваемые инфинитивными сочетаниями. Типы введения побуждения в косвенной речи.

Свободный перевод в косвенные высказывания прямых высказываний, содержащих предложение, совет, благодарность, приветствие, оценку.

### РАЗДЕЛ 3. Модальные глаголы

Тема 3.1 Модальный глагол *can (could)* для выражения способности, возможности и разрешения. Эквиваленты *can* в других временах. Разница употребления *can* и *be able to*. Употребление *can* с перфектным инфинитивом.

Тема 3.2 Модальный глагол *may (might)* для выражения неуверенности, разрешения, упрёка. Модальный глагол *may (might)* с перфектным инфинитивом. Устойчивые выражения с модальным глаголом *may*.

Тема 3.3 Модальный глагол *must* для выражения долженствования и настойчивого совета, предположения и запрета. Модальный глагол *must* с перфектным инфинитивом.

Тема 3.4 Модальные глаголы *should* и *ought to* для выражения совета, долга, предположения, ожидаемого действия. Эмоциональное *should*.

Тема 3.5 Модальный глагол *shall* для выражения обещания, угрозы и предупреждения.

Тема 3.6 Модальные глаголы *will* и *would* и особенности их употребления. Модальные глаголы *will* и *would* для выражения намерения, решимости, упорства, желания и отказа, вежливой просьбы.

Тема 3.7 Глаголы *be, have* как эквиваленты модальных глаголов. Глаголы *be, have* для выражения невыполненной договоренности, необходимости, вызванной обстоятельствами.

Тема 3.8 Модальный глагол *need* для выражения необходимости. Употребление *need* с перфектным инфинитивом. Модальный глагол *dare* для выражения решимости. Модальный глагол *dare* в устойчивых выражениях.

### РАЗДЕЛ 4. Имя существительное

Тема 4.1 Число имени существительного

Морфологические характеристики и синтаксические функции существительных. Морфологический состав существительных. Классификация имен существительных. Категория числа и его формы. Исчисляемые/неисчисляемые существительные. Образование формы множественного числа. Особенности правописания слов, оканчивающихся на *-f*



, - fe. Озвончение согласного у существительных, оканчивающихся на -th. Особые случаи образования множественного числа. Образование формы множественного числа посредством чередования гласного корня. Множественное число составных существительных. Формы множественного числа существительных, соединенных предлогом.

Существительные, употребляющиеся только в единственном числе. Выражение множественности у этих существительных. Существительные, не прибавляющие окончание -s при образовании множественного числа. Формы множественного числа у названий животных.

Существительные, употребляющиеся только во множественном числе. Существительные, обозначающие парные предметы.

Множественное число абстрактных существительных. Существительные, становящиеся исчисляемыми с изменением значения. Омонимические формы множественного числа. Множественное число существительных, оканчивающихся на -s. Множественное число существительных иностранного происхождения. Вариативность окончаний заимствованных существительных. Множественное число собирательных существительных. Собирательные существительные, согласующиеся с глаголом как единственного, так и множественного числа.

Множественное число счетных слов. Число существительных dozen, hundred, thousand, million в сочетании с числительным. Существительные, имеющие две формы множественного числа с разными значениями. Особенности их правописания.

#### Тема 4.2 Падеж имени существительного

Значение категории падежа имени существительного. Общий и притяжательный падежи. Неопределенное значение и многофункциональность общего падежа. Значение притяжательного падежа имени существительного. Субъективное и объективное употребление притяжательного падежа. Три способа выражения принадлежности в английском языке. Образование формы притяжательного падежа. Особенности правописания и произношения.

Употребление притяжательного падежа с одушевленными существительными. Употребление притяжательного падежа с существительными, обозначающими группу людей.

Употребление притяжательного падежа с неодушевленными существительными. Употребление 's с некоторыми неодушевленными существительными. Притяжательный падеж устойчивых словосочетаний. Структура «двойной родительный падеж» и особенности ее употребления.

Абсолютное употребление притяжательного падежа. Разница в использовании притяжательного падежа и существительного в роли определения. Притяжательный падеж имен существительных, обозначающих время и расстояние.

Выражение принадлежности с помощью предлога "of". Притяжательный падеж в лексикализованных формах существительных (baker's, at the doctor's, etc.). Разница в употреблении абсолютных форм выражения принадлежности.

Притяжательный падеж с именами собственными. Притяжательный падеж существительных, входящих в состав фразы.

#### Тема 4.3 Род имен существительных

Отсутствие формального рода в английском языке. Деление существительных на три родовых класса по соотнесенности с местоимениями третьего лица. Выражение рода существительных, обозначающих людей. Выражение рода существительных, обозначающих животных и неодушевленные предметы.

### РАЗДЕЛ 5. Артикль как определитель существительного

Тема 5.1 Определенный и неопределенный артикль: общие сведения. Обобщающе-классифицирующее значение артикля. Разница употребления определенного и неопределенного артиклей a и the в обобщающем значении.

Особенности употребления определенного и неопределенного артиклей a и the употребления определенного и неопределенного артиклей a и the с исчисляемыми существительными, имеющими определение. Группы прилагательных, не влияющие на употребление артикля

Особенности употребления определенного и неопределенного артиклей a и the с неисчисляемыми существительными. Особенности употребления определенного и неопределенного артиклей a и the с субстантивированными прилагательными и собирательными существительными.

Особенности употребления определенного и неопределенного артиклей a и the с абстрактными существительными. Особенности употребления определенного и неопределенного артиклей a и the с существительными в различных синтаксических позициях.

Особенности употребления определенного и неопределенного артиклей a и the с существительными разных семантических групп. Особенности употребления артиклей с названиями болезней. Особенности употребления артиклей со словами, обозначающими время суток.

Особенности употребления артиклей со словами, обозначающими времена года. Особенности употребления артиклей после некоторых предлогов. Особенности употребления артиклей со словами breakfast, dinner.

Особенности употребления артиклей со словами church, college, hospital. Особенности употребления артиклей со словами sea, society.

Особенности употребления артиклей со словами, обозначающими theater, cinema, radio, television. Особенности употребления артиклей со словами, обозначающими уникальные предметы.

Особенности употребления артиклей со словами town, country. Наличие или отсутствие артикля в некоторых устойчивых выражениях.

Особенности употребления артиклей с именами собственными. Особенности употребления артиклей со словами, обозначающими титул, профессию, звания. Особенности употребления артиклей с географическими названиями.

## РАЗДЕЛ 6. Местоимение

### Тема 6.1 Личные местоимения

Выражение категорий лица, числа, падежа, рода с помощью личных местоимений. Субстантивный характер личных местоимений.

### Тема 6.2 Притяжательные местоимения

Две группы притяжательных местоимений. Выражение с помощью притяжательных местоимений категорий лица, числа, падежа, рода.

### Тема 6.3 Указательные местоимения

Категории указательных местоимений (общие указатели, указатели близких и далеких предметов). Употребление указательных местоимений как определителей и заместителей существительного.

### Тема 6.4 Возвратные и взаимные местоимения

Особенности употребления возвратных местоимений. Особенности употребления взаимных местоимений.

### Тема 6.5 Неопределенные местоимения

Группы неопределенных местоимений. Местоимения *some, any*, их определительное и субстантивное употребление. Составные местоимения *somebody, anybody, someone, anyone, something, anything*, их функции и значение. Составные местоимения в разном грамматическом контексте.

Отрицательно-неопределенные местоимения *no, no one, nothing*. Отрицательно-неопределенные местоимения *neither, none* и разница в их употреблении.

Местоимение *one* как заместитель и определитель исчисляемых существительных. Сопоставление заместительных функций местоимения *one* и глагола *do*. Идиоматическое употребление *one*.

Местоимения *all, both, each, every* в количественном значении. Разница в употреблении *all* и *both*. Разница в употреблении местоимений *each, every*. Составные местоимения *everybody, everyone, everything*.

Местоимения *other, the other, another* как определители и заместители существительных. Идиоматические значения местоимений *other, the other, another*.

Местоимения *either* и *neither*, согласование подлежащего и глагола.

### Тема 6.6 Вопросительные, относительные, союзные местоимения

Употребление местоимений как определителей, заместителей существительного при образовании вопросов. Использование местоимений как союзов при построении косвенных вопросов. Местоимения в связующей функции для введения придаточных предложений. Взаимозаменяемость и вариативность употребления относительных местоимений. Относительные местоимения для введения дополнительной информации.

## РАЗДЕЛ 7 Имя прилагательное

### Тема 7.1 Классификация прилагательных

Деление прилагательных по словообразовательной структуре  
Синтаксические функции прилагательных. Качественные и относительные прилагательные.

### Тема 7.2 Место прилагательных в предложении

Атрибутивные и предикативные прилагательные, особенности их употребления. Употребление прилагательных после глаголов-связок. Употребление прилагательных, имеющих разные значения, перед и после определяемого существительного. Прилагательные с суффиксами -ing, -ed. Место в предложении прилагательных, образованных от причастий. Употребление прилагательных с предлогами.

Полная и частичная субстантивация прилагательных. Субстантивированные прилагательные, обозначающие группы людей. Образование форм множественного и единственного числа субстантивированных прилагательных.

### Тема 7.3 Степени сравнения прилагательных

Значения положительной, сравнительной и превосходной степеней сравнения. Прилагательные, не имеющие степеней сравнения. Синтетическая и аналитическая формы степеней сравнения. Степени сравнения односложных прилагательных, суффиксы -er, -est. Степени сравнения двусложных прилагательных с ударением на втором слоге. Степени сравнения двусложных прилагательных с окончаниями -y, -er, -ow. Степени сравнения многосложных прилагательных. Особенности правописания при образовании степеней сравнения. Использование аналитических форм степеней сравнения для придания стилистической окраски.

Супплетивные формы степеней сравнения. Прилагательные, имеющие две формы степеней значения. Различие значений форм степеней сравнения.

Употребление much, far, very much, a little, a bit, a lot/lots, any со степенями сравнения. Употребление so, such перед прилагательными и существительными. Enough, sufficiently, too перед и после прилагательных.

Сравнительные конструкции as ... as, not so ... as. Конструкция the... the. Сравнительная конструкция no sooner ... than.

## РАЗДЕЛ 8. Наречие

### Тема 8.1 Классификация наречий

Способы образования наречий в современном английском языке. Классификация наречий по значению. Функции наречий в предложении

Наречия, выражающие образ действия. Наречия с суффиксом -ly. Безсуффиксальные наречия, их семантические различия. Наречия меры и

степени. Употребление наречий *very, very much, quite* с глаголами. Наречия времени и места. Место наречий в предложении. Место наречий частотности.

#### Тема 8.2 Разница в употреблении наречий и прилагательных

Прилагательные, оканчивающиеся на *-ly*. Образование наречий от прилагательных с окончанием *-ed*. Структуры с *as* и *like*. Идиоматические выражения с *as* и *like*.

#### Тема 8.3 Степени сравнения наречий

Степени сравнения односложных наречий. Наречия, образующие степени сравнения с помощью суффиксов. Аналитические формы степеней сравнения наречий. Наречия, имеющие два варианта образования степеней сравнения. Нестандартные степени сравнения наречий. Употребление конструкции *as + adverb + as*.

### РАЗДЕЛ 9. Числительное

#### Тема 9.1 Классификация числительных

Деление числительных на количественные и порядковые. Субстантивные и адъективные синтаксические функции числительных. Названия чисел: простые, производные, сложные. Употребление артиклей при количественных числительных. Субстантивация количественных числительных. Порядковые и дробные числительные. Образование порядковых числительных. Употребление артиклей при порядковых числительных. Функции порядковых числительных в предложении. Числительные дробные: образование, значение, употребление.

### РАЗДЕЛ 10. Предлог

#### Тема 10.1 Классификация предлогов

Классификация предлогов в современном английском языке. Деление предлогов по формальным признакам. Группы предлогов по значению. Особенности употребления предлогов места и направления. Особенности употребления предлогов времени. Особенности употребления предлогов абстрактных отношений.

#### Тема 10.2 Сочетания предлогов с именами существительными.

#### Тема 10.3 Сочетания предлогов именами прилагательными.

#### Тема 10.4 Сочетания предлогов с глаголами.

## ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

### *Примерный перечень практических занятий 1, 2 семестры*

1. Глаголы be, have, do и особенности их употребления
2. Настоящее неопределенное время (The Present Indefinite Tense)
3. Настоящее продолженное время (The Present Continuous Tense)
4. Настоящее перфектное время (The Present Perfect Tense)
5. Прошедшее неопределенное время (The Past Indefinite Tense)
6. Прошедшее длительное время (The Past Continuous Tense)
7. Прошедшее совершенное время (The Past Perfect Tense)
8. Будущее продолженное время (The Future Continuous Tense)
9. Залог как категория глагола
- 10.Согласование времен
- 11.Прямая и косвенная речь как элемент повествования
- 12.Разные коммуникативные типы предложений в косвенной речи

### *Примерный перечень практических занятий 3, 4 семестры*

1. Модальный глагол can (could)
2. Модальный глагол may (might)
3. Модальный глагол must
4. Модальные глаголы should и ought to
5. Модальный глагол shall
6. Модальные глаголы will и would
7. Глаголы be, have как эквиваленты модальных глаголов
8. Модальные глаголы need и dare
9. Имя существительное
- 10.Число имени существительного
- 11.Падеж имени существительного
- 12.Род имен существительных
- 13.Неопределенный артикль.
- 14.Определенный артикль
- 15.Личные местоимения
- 16.Притяжательные местоимения
- 17.Указательные местоимения
- 18.Возвратные и взаимные местоимения
- 19.Неопределенные местоимения
- 20.Вопросительные, относительные, союзные местоимения
- 21.Имя прилагательное
- 22.Место прилагательных в предложении

- 23. Степени сравнения прилагательных
- 24. Наречие
- 25. Разница в употреблении наречий и прилагательных
- 26. Степени сравнения наречий
- 27. Числительное
- 28. Предлог

*Рекомендуемые формы контроля*

- 1. Контрольные работы.
- 2. Контрольный перевод.
- 3. Итоговый тест.

*Рекомендуемые темы контрольных работ*

*1, 2 семестры*

- 1. Формы, функции в предложении многозначных глаголов “be, have, do”.
- 2. Основные способы употребления настоящего неопределенного времени в английском языке.
- 3. Основные способы употребления настоящего продолженного времени в английском языке.
- 4. Основные способы употребления настоящего перфектного времени в английском языке.
- 5. Формы образования неправильных глаголов в английском языке.
- 6. Основные способы употребления прошедших времен в английском языке.
- 7. Основные способы употребления будущих времен в английском языке.
- 8. Особенности употребления страдательного залога в английском языке
- 9. Правила согласования времен.
- 10. Последовательность времен в косвенной речи.

*Рекомендуемые темы контрольных работ*

*3, 4 семестры*

- 1. Особенности употребления модальных глаголов.
- 2. Образование форм множественного числа имен существительных.
- 3. Способы выражения принадлежности в английском языке.
- 4. Употребление определенного и неопределенного артиклей в английском языке.
- 5. Особенности употребления личных и притяжательных местоимений.
- 6. Особенности употребления неопределенных местоимений.
- 7. Место имени прилагательного в предложении.
- 8. Образование степеней сравнения имен прилагательных.
- 9. Разница в употреблении наречий и имен прилагательных.
- 10. Образование степеней сравнения наречий.

*Рекомендуемые вопросы к зачету  
I семестр (дневное отделение)*

1. Функции в предложении многозначных глаголов “be, have, do”.
2. Настоящее неопределенное время (Present Indefinite). Образование. Основное значение.
3. Употребление настоящей неопределенной формы с некоторыми неопределенными глаголами для обозначения действий, совершающихся в момент речи (be, hear, see, love, know, understand, seem, appear, possess, contain, etc.).
4. Употребление настоящей неопределенной формы для обозначения будущего запланированного действия.
5. Употребление настоящей неопределенной формы для обозначения будущего действия в придаточных предложениях времени, условия, уступки.
6. Образование настоящего времени длительной формы (Present Continuous). Основное значение.
7. Употребление настоящей длительной формы для обозначения: временных занятий (He is working for an examination); обычных, повторяющихся действий в эмоционально окрашенных предложениях с наречиями always, continually и др.
8. Образование настоящего времени перфектной формы (Present Perfect).
9. Употребление настоящей перфектной формы для обозначения: действия, начавшегося в прошлом и продолжающегося в настоящий момент («включающая» форма перфекта); действия, начавшегося в прошлом и закончившегося к настоящему моменту («исключающая» форма перфекта).
10. Синтаксические условия употребления настоящей перфектной формы (обстоятельства незаконченного времени today, this week, this year, etc.; обстоятельства неопределенного времени often, seldom, just, already. etc.; обстоятельственные сочетания, обозначающие время начала действия и т.д.).
11. Образование настоящего времени перфектно-длительной формы (Present Perfect Continuous).
12. Настоящая перфектно-длительная форма в современной разговорной речи (эмфатическая речь, глаголы want и wish в этой форме).
13. Образование прошедшего времени неопределенной формы (Past Indefinite)
14. Употребление прошедшей неопределенной формы глагола для обозначения регулярных действий в прошлом.
15. Другие функции прошедшей неопределенной формы, соответствующие функциям настоящей неопределенной формы.
16. Глаголы used (to) и would, выражающие привычные, повторяющиеся действия в прошлом.
17. Разница употребления простого прошедшего и настоящего перфектного времени.



*Рекомендуемые вопросы к зачету  
2 семестр (заочное отделение)*

1. Функции в предложении многозначных глаголов “be, have, do”.
2. Настоящее неопределенное время (Present Indefinite). Образование. Основное значение.
3. Употребление настоящей неопределенной формы с некоторыми неопределенными глаголами для обозначения действий, совершающихся в момент речи (be, hear, see, love, know, understand, seem, appear, possess, contain, etc.).
4. Употребление настоящей неопределенной формы для обозначения будущего запланированного действия.
5. Употребление настоящей неопределенной формы для обозначения будущего действия в придаточных предложениях времени, условия, уступки.
6. Образование настоящего времени длительной формы (Present Continuous). Основное значение.
7. Употребление настоящей длительной формы для обозначения: временных занятий (He is working for an examination); обычных, повторяющихся действий в эмоционально окрашенных предложениях с наречиями always, continually и др.
8. Образование настоящего времени перфектной формы (Present Perfect).
9. Употребление настоящей перфектной формы для обозначения: действия, начавшегося в прошлом и продолжающегося в настоящий момент («включающая» форма перфекта); действия, начавшегося в прошлом и закончившегося к настоящему моменту («исключающая» форма перфекта).
10. Синтаксические условия употребления настоящей перфектной формы (обстоятельства незаконченного времени today, this week, this year, etc.; обстоятельства неопределенного времени often, seldom, just, already. etc.; обстоятельственные сочетания, обозначающие время начала действия и т.д.).
11. Образование настоящего времени перфектно-длительной формы (Present Perfect Continuous).
12. Настоящая перфектно-длительная форма в современной разговорной речи (эмфатическая речь, глаголы want и wish в этой форме).
13. Образование прошедшего времени неопределенной формы (Past Indefinite)
14. Употребление прошедшей неопределенной формы глагола для обозначения регулярных действий в прошлом.
15. Другие функции прошедшей неопределенной формы, соответствующие функциям настоящей неопределенной формы.
16. Глаголы used (to) и would, выражающие привычные, повторяющиеся действия в прошлом.
17. Разница употребления простого прошедшего и настоящего перфектного времени.
18. Образование прошедшего времени длительной формы (Past Continuous). Основное значение.
19. Разница в употреблении прошедшего простого и прошедшего длительного времени

- 20.Образование прошедшего времени перфектной формы (Past Perfect).
- 21.Предпрошедшее время для действий, завершившихся к определенному моменту в прошлом.
- 22.Прошедшее перфектное длительное время. (Past Perfect Continuous).  
Образование, употребление.
- 23.Образование будущего неопределенного времени. (Future Indefinite)
- 24.Употребление будущего неопределенного времени.
- 25.Образование будущего продолженного времени. (Future Continuous).
- 26.Разница между будущим простым и продолженным временем.
- 27.Употребление будущего перфектного времени. (Future Perfect).
- 28.Употребление будущего перфектного времени длительной формы (Future Perfect Continuous).
- 29.Будущее время в прошедшем (Future-in-the-Past). Употребление, образование.
- 30.Страдательный залог и особенности его употребления.
- 31.Видо-временные формы страдательного залога.
- 32.Общие правила согласования времен в современном английском языке.
- 33..Обращение в косвенную речь повествовательных и вопросительных предложений
- 34.Косвенные вопросы.

*Рекомендуемые вопросы к экзамену  
2 семестр (дневное отделение)*

1. The verb “to be” (a notional verb, an auxiliary verb, “to be + Infinitive”).
2. The construction “It is ...”. The construction “There is/are...”.
3. The verb “to have” (a notional verb, an auxiliary verb).
4. The construction “have + object + past participle”.
5. The construction “have + object + present participle”. Had better + bare Infinitive.
6. The verb “to do” (a notional verb, an auxiliary verb).
7. The Present Indefinite Tense. Formation. Main uses.
8. The Present Continuous Tense. Formation. Main uses.
9. The Present Perfect Tense. Formation. Main uses.
10. The Present Perfect Continuous Tense. Formation. Main uses.
- 11.The Past Indefinite Tense. Formation. Main uses.
- 12.The Past Continuous Tense. Formation. Main uses.
- 13.The Past Perfect Tense. Formation. Main uses.
- 14.The Past Perfect Continuous Tense. Formation. Main uses.
15. The Future Indefinite Tense. Formation. Main uses.
- 16.The Future Continuous Tense. Formation. Main uses.
- 17.The Future Perfect Tense. Formation. Main uses.
- 18.The Future Perfect Continuous Tense. Formation. Main uses.
- 19.Future through Present. (the construction “to be going + Infinitive”, the Present Continuous Tense, the Present Indefinite Tense).

20. The Passive Voice. Formation. Main uses.
21. The Passive Voice. The Indefinite Tenses in the Passive Voice.
22. The Passive Voice. The Continuous Tenses in the Passive Voice.
23. The Passive Voice. The Perfect Tenses in the Passive Voice.
24. The Passive Voice. Changing from the Active into the Passive.
25. Sequence of Tenses. Time clauses.
26. Sequence of Tenses. Clauses of purpose.
27. Sequence of Tenses. Clauses of result.
28. Sequence of Tenses. Clauses of reason.
29. Sequence of Tenses. Clauses of manner.
30. Changing from Direct into Reported Speech. (Statements).
31. Reported questions /Indirect questions.
32. Reported commands, requests, suggestions. Modals in Reported Speech.
33. Reported Speech. Reporting a dialogue or a conversation.
34. Exclamations. Yes/No short answers. Question tags in Reported Speech.
35. Punctuation in Direct Speech. Subjunctive (Reported Speech).

*Рекомендуемые вопросы к зачету  
III семестр (дневное отделение)*

1. Значения и употребление модального глагола can.
2. Значения и употребление модального глагола may.
3. Значения и употребление модального глагола must.
4. Значения и употребление модальных глаголов should и ought to.
5. Значения и употребление модального глагола shall.
6. Значения и употребление модальных глаголов will и would.
7. Глаголы be, have как эквиваленты модальных глаголов.
8. Модальные глаголы need и dare.
9. Имя существительное и его морфологические характеристики и синтаксические функции.
10. Образование множественного числа имени существительного.
11. Имена существительные, употребляющиеся только в единственном и только во множественном числе.
12. Множественное число собирательных существительных.
13. Существительные, имеющие две формы множественного числа с разными значениями. Особенности их правописания.
14. Значение категории падежа имени существительного. Три способа выражения принадлежности в английском языке.
15. Структура «двойной родительный падеж» и особенности ее употребления. Абсолютное употребление притяжательного падежа.
16. Род имен существительных. Выражение рода имен существительных в английском языке.
17. Употребление неопределенного и определенного артиклей с исчисляемыми именами существительными.

18. Употребление неопределенного и определенного артиклей с неисчисляемыми именами существительными.
19. Особенности употребления определенного и неопределенного артиклей с абстрактными существительными.
20. Особенности употребления артиклей с именами собственными и географическими названиями.

*Рекомендуемые вопросы к экзамену  
4 семестр*

1. Значения и употребление модального глагола can.
2. Значения и употребление модального глагола may.
3. Значения и употребление модального глагола must.
4. Значения и употребление модальных глаголов should и ought to.
5. Значения и употребление модального глагола shall.
6. Значения и употребление модальных глаголов will и would.
7. Глаголы be, have как эквиваленты модальных глаголов.
8. Модальные глаголы need и dare.
9. Имя существительное и его морфологические характеристики и синтаксические функции.
10. Образование множественного числа имени существительного.
11. Имена существительные, употребляющиеся только в единственном и только во множественном числе.
12. Множественное число собирательных существительных.
13. Существительные, имеющие две формы множественного числа с разными значениями. Особенности их правописания.
14. Значение категории падежа имени существительного. Три способа выражения принадлежности в английском языке.
15. Структура «двойной родительный падеж» и особенности ее употребления. Абсолютное употребление притяжательного падежа.
16. Род имен существительных. Выражение рода имен существительных в английском языке.
17. Употребление неопределенного и определенного артиклей с исчисляемыми именами существительными.
18. Употребление неопределенного и определенного артиклей с неисчисляемыми именами существительными.
19. Особенности употребления определенного и неопределенного артиклей с абстрактными существительными.
20. Особенности употребления определенного и неопределенного артиклей с существительными разных семантических групп.
21. Особенности употребления артиклей с именами собственными и географическими названиями.
22. Особенности употребления личных и притяжательных местоимений.
23. Особенности употребления указательных местоимений.

23. Особенности употребления возвратных и взаимных местоимений.
24. Особенности употребления неопределенных местоимений.
25. Особенности употребления относительных, вопросительных и союзных местоимений.
26. Классификация имен прилагательных.
27. Место прилагательных в предложении
28. Особенности употребления форм степеней сравнения прилагательных.
29. Особенности употребления сравнительных конструкций.
30. Способы образования наречий в современном английском языке.
31. Место наречий в предложении.
32. Разница в употреблении наречий и прилагательных
33. Образование степеней сравнения наречий.
34. Особенности употребления числительных в современном английском языке.
35. Классификация предлогов в современном английском языке.

*Рекомендуемые экзаменационные практические задания*  
*4 семестр*

1. Choose the correct modal verb.
2. Translate the modal verbs into English to complete the meaning of the sentence.
3. Use the correct form of the noun.
4. Put the nouns into the possessive case.
5. Use the correct article.
6. Use the correct form of the pronoun.
7. Underline the correct pronoun.
8. Put the adjectives into the correct order in the sentence.
9. Use the adjective in the appropriate form of degrees of comparison.
10. Choose between the adjective or adverb.
11. Use the correct form of the adverb.

## *Рекомендуемая литература*

### **Основная**

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**ПРОТОКОЛ СОГЛАСОВАНИЯ УЧЕБНОЙ ПРОГРАММЫ  
ПО ДИСЦИПЛИНЕ «ПРАКТИЧЕСКАЯ ГРАММАТИКА»  
С ДРУГИМИ ДИСЦИПЛИНАМИ СПЕЦИАЛЬНОСТИ**

<b>Название учебной дисциплины, с которой требуется согласование</b>	<b>Название кафедры</b>	<b>Предложения об изменениях в содержании учебной программы по изучаемой учебной дисциплине</b>	<b>Решение, принятое кафедрой, разработавшей учебную программу (с указанием даты и номера протокола)</b>
1. Практическая фонетика английского языка	Кафедра теории и практики английского языка	Согласований не требуется	Рекомендовать к утверждению учебную программу в представленном варианте протокол № <u>10</u> от <u>24.04.2018</u>
2. Практика устной и письменной речи	Кафедра теории и практики английского языка	Согласований не требуется	Рекомендовать к утверждению учебную программу в представленном варианте протокол № <u>10</u> от <u>24.04.2018</u>
3. Лексикология английского языка	Кафедра теории и практики английского языка	Согласований не требуется	Рекомендовать к утверждению учебную программу в представленном варианте протокол № <u>10</u> от <u>24.04.2018</u>



**ДОПОЛНЕНИЯ И ИЗМЕНЕНИЯ К УЧЕБНОЙ ПРОГРАММЕ  
ПО ИЗУЧАЕМОЙ УЧЕБНОЙ ДИСЦИПЛИНЕ  
НА \_\_\_\_/\_\_\_\_ УЧЕБНЫЙ ГОД**

№№ п/п	Дополнения и изменения	Основание

Учебная программа пересмотрена и одобрена на заседании кафедры теории и практики английского языка (протокол № \_\_\_\_ от \_\_\_\_\_ 20\_\_ г.)

Заведующий кафедрой \_\_\_\_\_ Л.И. Богатикова  
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УТВЕРЖДАЮ

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## УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА (Дневное отделение)

Номер раздела, темы, занятия	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов				Материальное обеспечение занятия (наглядные, методические пособия и др.)	Литература	Формы контроля знаний
		лекции	практические занятия	семинарские занятия	Кол-во часов УСП			
1	2	3	4	5	6	7	8	9
<b>1</b>	<b>Глагол (36 ч.)</b>		<b>36</b>					
<b>1.1</b>	<b>Глагол как часть речи (2 ч.)</b>		<b>2</b>					
1.1.1	1. Классы глаголов. 2. Грамматические категории глагола.					Грамматические таблицы	[1, 4]	
<b>1.2</b>	<b>Глаголы to be, to have, to do и особенности их употребления (10 ч.)</b>		<b>10</b>					
1.2.1	1. Личные формы глагола to be. Функции глагола to be в предложении. 2. Глагол to be как смысловой и глагол-связка.		2			Грамматические таблицы	[1, 2, 4, 8] [3, 6, 15]	
1.2.2	1. Выражения с глаголом to be. 2. Структура “It is ...”.		2			Грамматический справочник	[1, 2, 4, 8]	
1.2.3	1. Эмфатическая структура “It is ... who/that...” 2. Структура “There is/are...”.		2					Грамматический тест
1.2.4	1. Глагол to have/have got и его функции в предложении. 2. Глагол to have как смысловой и в сочетании с существительными.		2			Грамматический справочник	[6, 7, 9]	
1.2.5	1. Глагол to do и его функции в предложении. 2. Образование вопросительной формы с помощью глагола to do. 3. Образование отрицательной формы с помощью глагола to do.		2			Грамматические таблицы	[1, 9, 14]	Контрольная работа
<b>1.3</b>	<b>Настоящее неопределенное время (Present Indefinite) (6 ч.)</b>		<b>6</b>					

1.3.1	1. Выражение действий с глаголами состояния. 2. Выражение общеизвестных истин.		2			Грамматический справочник	[7, 9] [13, 14, 21]	
1.3.2	1. Настоящее неопределенное время с глаголами, не употребляющимися в длительном времени. 2. Особенности употребления настоящего времени для выражения будущего действия.		2			Грамматический справочник	[7, 9] [13, 14, 21]	
1.3.3	1. Настоящее время в придаточных предложениях времени. 2. Настоящее время в придаточных предложениях условия.		2			Грамматический справочник	[3, 7]	
<b>1.4</b>	<b><i>Настоящее продолженное время (Present Continuous) (6 ч.)</i></b>		<b>6</b>					
1.4.1.	1. Настоящее продолженное время для действий, происходящих в момент речи. 2. Временные действия.		2			Грамматические таблицы	[5, 11] [13, 25] [4, 17, 19]	Контрольный перевод
1.4.2	1. Продолженное время в эмоционально окрашенных предложениях. 2. Особенности выражения длительных действий со статическими и динамическими глаголами.		2			Грамматические таблицы	[5, 11] [13, 25] [4, 17, 19]	
1.4.3	1. Продолженное время для обозначения будущего действия. 2. Разница между настоящим простым и продолженным временами.		2			Грамматические таблицы	[5, 11] [13, 25] [4, 17, 19]	
<b>1.5</b>	<b><i>Настоящее перфектное время (6 ч.)</i></b>		<b>6</b>					
1.5.1	1. Перфектное время для действия, закончившегося к настоящему моменту. 2. Перфектное время с наречиями неопределенного времени.		2			Грамматические таблицы	[9, 13, 14] [2, 21]	
1.5.2	1. Перфектное время для выражения действия, проходившего в незаконченный период времени. 2. Включающая форма перфекта.		2					
1.5.3	1. Перфектно-длительная форма. Present Perfect Continuous. 2. Разница в употреблении форм Present Perfect и Present Perfect Continuous.		2				[6, 9]	Контрольная работа
<b>1.6</b>	<b><i>Прошедшее неопределенное время (6 ч.)</i></b>		<b>6</b>					
1.6.1	1. Особенности образования прошедшего времени правильных и неправильных глаголов. 2. Правила орфографии.		2			Грамматические таблицы	[13, 18] [17, 25]	

1.6.2	1. Регулярные действия в прошлом. Однократные действия в прошлом. Последовательность прошлых действий. 2. Глаголы used to и would для обозначения привычных действий в прошлом.		2					
1.6.3	1. Прошедшее время с глаголами чувственного восприятия. 2. Употребление прошедшего простого времени для сообщения деталей. 3. Разница употребления простого прошедшего и настоящего перфектного времени.		2			Грамматический справочник	[4, 5, 7, 21]	Грамматический тест
	<b>Всего за 1 семестр</b>		<b>36</b>					<b>Зачет</b>
<b>1</b>	<b>Глагол (56 ч.)</b>		<b>56</b>					
<b>1.7</b>	<b>Прошедшее длительное время (6 ч.)</b>		<b>6</b>					
1.7.1.	1. Образование времени. 2. Действие, происходившее в определенный момент в прошлом.		2			Грамматический справочник	[11, 23] [12, 21]	
1.7.2	1. Два одновременных действия в прошлом. 2. Прошедшее длительное время в придаточных предложениях с союзами while, as, when.		2					
1.7.3	1. Разница в употреблении прошедшего простого и прошедшего длительного времени 2. Совпадающие значения настоящего и прошедшего длительного времени.		2					
<b>1.8</b>	<b>Прошедшее совершенное время (10 ч.)</b>		<b>10</b>					
1.8.1	1. Предпрошедшее время для действий, завершившихся к определенному моменту в прошлом. 2. Предпрошедшее время с предлогом before для обозначения более позднего действия.		2			Грамматический справочник	[14, 24] [13, 23]	
1.8.2	1. Past Perfect со структурами hardly ... when, barely... when. 2. Past Perfect как эквивалент настоящего перфектного времени.		2					Контрольная работа
1.8.3	1. Употребление прошедшего перфектного времени в придаточных времени. 2. Tense Simplification в придаточных предложениях.		2					
1.8.4	1. Прошедшее перфектное длительное время. 2. Сходные значения Past Perfect и Past Perfect Continuous.		2				[1, 15, 21] [7, 3] [4, 5, 6]	

1.8.5	1. Разница между прошедшим простым и прошедшим перфектным временем. 2. Общее сопоставление ситуаций употребления прошедших времен.		2					Грамматический тест
<b>1.9</b>	<b>Будущее неопределенное время (2 ч.)</b>		<b>2</b>					
1.9.1	1. Незапланированное действие в будущем. 2. Предположение на будущее.					Грамматические таблицы	[9, 11]	
<b>1.10</b>	<b>Будущее продолженное время (6 ч.)</b>		<b>6</b>					
1.10.1	1. Действия в развитии в определенный момент в будущем. 2. Предвосхищаемое действие в будущем. 3. Вежливая просьба.		2				[12, 13] [2, 19, 21]	
1.10.2	1. Одновременные действия в будущем. 2. Будущее для обычных привычных действий.		2					
1.10.3	1. Разница между будущим простым и продолженным временем. 2. Другие способы выражения будущего. Структура “to be going to”. 3. Настоящие времена для обозначения будущего.		2			Грамматический справочник	[13, 14]	Грамматический тест
<b>1.11</b>	<b>Будущее перфектное время (4 ч.)</b>		<b>4</b>					
1.11.1	1. Действие, которое завершится к определенному моменту в будущем. 2. Синтаксические условия употребления будущего перфектного времени.		2			Грамматические таблицы	[5, 9, 13, 21]	Контрольная работа
1.11.2	1. Будущее перфектное время длительной формы. 2. Перфектное длительное время с обозначенным периодом времени.		2				[2, 3]	
<b>1.12</b>	<b>Будущее время в прошедшем (2 ч.)</b>		<b>2</b>					
1.12.1	1. Будущее в прошедшем неопределенной формы. 2. Будущее в прошедшем длительной формы.					Грамматические таблицы	[2, 6, 9]	Итоговый тест по теме
<b>1.13</b>	<b>Залог как категория глагола (14 ч.)</b>		<b>14</b>					
1.13.1	1. Действительный залог и его значения. 2. Страдательный залог и особенности его употребления.		2			Грамматические таблицы	[1, 5, 15] [13, 21]	
1.13.2	1. Образование страдательного залога. 2. Видо-временные формы страдательного залога.		2					
1.13.3	1. Пассивные конструкции с переходными глаголами. 2. Пассивные конструкции с глаголами, имеющими прямое и косвенное дополнение.		2					
1.13.4	1. Неопределенные времена в страдательном залоге. 2. Субъект действия и инструмент действия.		2			Грамматический справочник	[6, 24] [21, 23]	Контрольная работа

1.13.5	1. Продолженные времена в страдательном залоге. 2. Пассивные конструкции с глаголами, имеющими два прямых дополнения.		2					
1.13.6	1. Перфектные времена в страдательном залоге. 2. Случаи, когда нельзя употребить страдательный залог.		2				[4, 7, 11] [7, 10]	
1.13.7	1. Пассив действия и пассив состояния. 2. Пассивные конструкции с невыраженным субъектом действия.		2					Итоговый тест по теме
<b>1.14</b>	<b>Согласование времен (14 ч.)</b>		<b>14</b>					
1.14.1	1. Общие правила согласования времен в современном английском языке. 2. Согласование времен в косвенной речи.		2			Грамматический справочник	[1, 15, 17, 23] [5, 6]	
1.14.2	1. Согласование времен в придаточных дополнительных. 2. Согласование времен в придаточных определительных.		2					
1.14.3	1. Согласование времен в придаточных сравнения. 2. Согласование времен в придаточных уступки.		2					
1.14.4	1. Согласование времен в придаточных подлежащего. 2. Согласование времен в придаточных сказуемого.		2				[2, 9, 21] [2, 5]	Контрольная работа
1.14.5	1. Согласование времен в аппозитивных предложениях. 2. Согласование времен в придаточных причины. 3. Согласование времен в придаточных результата.		2					
1.14.6	1. Согласование времен в простых предложениях. 2. Согласование времен в предложениях с т.н. «внутренней речью».		2				[3, 16, 21] [4, 9]	Итоговый тест по теме
1.14.7	1. Согласование времен в предложениях с вводными конструкциями. 2. Случаи отсутствия согласования времен.		2					
<b>2</b>	<b>Прямая и косвенная речь (12 ч.)</b>		<b>12</b>					
<b>2.1</b>	<b>Прямая и косвенная речь как элемент повествования (4 ч.)</b>		<b>4</b>					
2.1.1	1. Способы введения прямой речи. 2. Способы введения косвенной речи.		2			Грамматический справочник	[13, 15]	
2.1.2	1. Наречия, местоимения в косвенной речи. 2. Времена в косвенной речи.		2					
<b>2.2</b>	<b>Разные коммуникативные типы предложений в косвенной речи (8 ч.)</b>		<b>8</b>					
2.2.1	1. Обращение в косвенную речь повествовательных и вопросительных предложений. 2. Косвенные вопросы.		2				[14, 23, 24]	Контрольная работа

2.2.2	1. Сложности перевода в косвенную речь разных коммуникативных типов предложений. 2. Пунктуация в прямой и косвенной речи.		2					
2.2.3	1. Глаголы, вводящие предложение, совет. 2. Глаголы, вводящие согласие, оценку, благодарность.		2				[1, 5, 16, 17] [6, 21]	
2.2.4	1. Типы введения побуждения в косвенной речи. 24. Побудительные предложения, передаваемые инфинитивными сочетаниями.		2					Итоговый тест
	<b>Всего за 2 семестр</b>		<b>68</b>					
	<b>Итого за 1 курс</b>		<b>104</b>					<b>Экзамен</b>
<b>3</b>	<b>Модальные глаголы (22 ч.)</b>		<b>22</b>					
<b>3.1</b>	<b>Модальный глагол can (could) (4 ч.)</b>		<b>4</b>					
3.1.1	1. Модальный глагол can (could) для выражения способности. 2. Модальный глагол can (could) для выражения возможности и разрешения.		2			Грамматические таблицы	[1, 3, 4, 17]	
3.1.2	1. Эквиваленты can в других временах. 2. Разница употребления can и be able to. 3. Употребление can с перфектным инфинитивом.		2					
<b>3.2</b>	<b>Модальный глагол may (might) (4 ч.)</b>		<b>4</b>					
3.2.1	1. Модальный глагол may (might) для выражения неуверенности. 2. Модальный глагол may (might) для выражения разрешения, упрёка.		2			Грамматический справочник	[1, 3, 7, 9] [17, 18]	Контрольная работа
3.2.2	1. Модальный глагол may (might) с перфектным инфинитивом. 2. Устойчивые выражения с модальным глаголом may		2					
<b>3.3</b>	<b>Модальный глагол must (4 ч.)</b>		<b>4</b>					
3.3.1	1. Модальный глагол must для выражения долженствования и настойчивого совета. 2. Модальный глагол must для выражения предположения и запрета.		2			Грамматический справочник	[1, 3, 7, 9] [17, 18]	
3.3.2	1. Модальный глагол must с перфектным инфинитивом. 2. Модальный глагол must в эмфатическом значении.		2					
<b>3.4</b>	<b>Модальные глаголы should и ought to (2 ч.)</b>		<b>2</b>					
3.4.1	1. Модальные глаголы should и ought to для выражения совета, долга. 2. Модальные глаголы should и ought to для выражения предположения, ожидаемого действия.					Грамматический справочник	[1, 3, 7, 9] [17, 18]	Контрольная работа

<b>3.5</b>	<b>Модальный глагол shall (2 ч.)</b>		<b>2</b>					
3.5.1	1. Модальный глагол shall для выражения обещания. 2. Модальный глагол shall для выражения угрозы и предупреждения.					Грамматический справочник	[1, 3, 7, 9] [17, 18]	
<b>3.6</b>	<b>Модальные глаголы will и would (2 ч.)</b>		<b>2</b>					
3.6.1	1. Модальные глаголы will и would и особенности их употребления. 2. Намерение, решимость. 3. Модальные глаголы will и would для выражения упорства, желания и отказа. 4. Модальные глаголы will и would для выражения вежливой просьбы.					Грамматический справочник	[1, 3, 7, 9] [17, 18]	
<b>3.7</b>	<b>Модальные глаголы need и dare (2 ч.)</b>		<b>2</b>					
3.7.1	1. Модальный глагол need для выражения необходимости. 2. Употребление need с перфектным инфинитивом. 3. Модальный глагол dare для выражения решимости. 4. Модальный глагол dare в устойчивых выражениях.					Грамматический справочник	[1, 3, 7, 9] [17, 18]	Коллоквиум
<b>3.8</b>	<b>Глаголы be и have (2 ч.)</b>		<b>2</b>					
3.8.1	1. Глаголы be, have как эквиваленты модальных глаголов. 2. Глаголы be, have для выражения невыполненной договоренности. 3. Глаголы be, have для выражения необходимости, вызванной обстоятельствами.					Грамматический справочник	[1, 3, 7, 9] [17, 18]	Итоговый тест по теме
<b>4</b>	<b>Имя существительное (30 ч.)</b>		<b>30</b>					
<b>4.1</b>	<b>Число имени существительного (16 ч.)</b>		<b>16</b>					
4.1.1	1. Морфологические характеристики и синтаксические функции существительных. 2. Морфологический состав существительных. 3. Классификация имен существительных. 4. Категория числа и его формы.		2			Грамматические таблицы Грамматический справочник	[1, 5, 13, 2] [3, 7, 9] [11, 16]	
4.1.2	1. Исчисляемые/неисчисляемые существительные. 2. Образование формы множественного числа. 3. Особенности правописания существительных.		2					
4.1.3	1. Особые случаи образования множественного числа. 2. Образование формы множественного числа посредством чередования гласного корня. 3. Множественное число составных существительных.		2			Грамматические таблицы Грамматический справочник	[1, 2, 3, 5] [7, 9, 11, 16]	Грамматический тест



4.1.4	1. Существительные, употребляющиеся только в единственном числе. 2. Существительные, употребляющиеся только во множественном числе.		2					
4.1.5	1. Существительные, не прибавляющие окончание –s при образовании множественного числа. 2. Формы множественного числа у названий животных. 3. Существительные, обозначающие парные предметы.		2				[1, 2, 3, 5] [7, 9, 11, 16]	
4.1.6	1. Множественное число абстрактных существительных. 2. Существительные, становящиеся исчисляемыми с изменением значения. 3. Множественное число существительных, оканчивающихся на -s.		2					
4.1.7	1. Множественное число существительных иностранного происхождения. 2. Множественное число собирательных существительных.		2			Грамматический справочник	[1, 2, 3, 5] [7, 9, 11, 16]	Итоговый тест по теме
4.1.8	1. Множественное число счетных слов. 2. Число существительных dozen, hundred, thousand, million в сочетании с числительным. 3. Существительные, имеющие две формы множественного числа с разными значениями.		2					
<b>4.2</b>	<b><i>Падеж имени существительного (10 ч.)</i></b>		<b>10</b>					
4.2.1	1. Общий и притяжательный падежи. 2. Неопределенное значение и многофункциональность общего падежа. 3. Значение притяжательного падежа имени существительного. 4. Три способа выражения принадлежности в английском языке. 5. Образование формы притяжательного падежа. 6. Особенности правописания и произношения.		2			Грамматические таблицы	[1, 3, 5, 9] [11, 13, 16]	
4.2.2	1. Употребление притяжательного падежа с одушевленными существительными. 2. Употребление притяжательного падежа с существительными, обозначающими группу людей.		2				[1, 3, 5, 9] [11, 13, 16]	
4.2.3	1. Употребление притяжательного падежа с неодушевленными существительными. 2. Притяжательный падеж устойчивых словосочетаний.		2					

4.2.4	1. Структура «двойной родительный падеж» и особенности ее употребления. 2. Абсолютное употребление притяжательного падежа. 3. Разница в использовании притяжательного падежа и существительного в роли определения. 4. Притяжательный падеж имен существительных, обозначающих время и расстояние.		2					Контрольная работа
4.2.5	1. Выражение принадлежности с помощью предлога «of». 2. Притяжательный падеж в лексикализованных формах существительных (baker's, at the doctor's, etc.). 3. Притяжательный падеж с именами собственными. 4. Притяжательный падеж существительных, входящих в состав фразы.		2			Грамматический справочник	[1, 3, 5, 9] [11, 13, 16]	
<b>4.3</b>	<b>Род имени существительного (4 ч.)</b>		<b>4</b>					
4.3.1	1. Отсутствие формального рода в английском языке. 2. Деление существительных на три родовых класса по соотнесенности с местоимениями третьего лица.		2			Грамматический справочник	[1, 2, 3, 5] [7, 9, 11, 16] [15, 19]	Итоговый тест по теме
4.3.2	1. Выражение рода существительных обозначающих людей. 2. Выражение рода существительных обозначающих животных и неодушевленные предметы.		2					
<b>5</b>	<b>Артикль (20 ч.)</b>		<b>20</b>					
<b>5.1</b>	<b>Артикль как определитель существительного (20 ч.)</b>		<b>20</b>					
5.1.1	1. Определенный и неопределенный артикль: общие сведения. 2. Обобщающе-классифицирующее значение артикля. 3. Особенности употребления определенного и неопределенного артиклей a и the с исчисляемыми существительными, имеющими определение.		2			Грамматический справочник	[1, 5, 9, 23] [8, 21]	
5.1.2	1. Группы прилагательных, не влияющие на употребление артикля. 2. Особенности употребления определенного и неопределенного артиклей a и the с неисчисляемыми существительными. 3. Особенности употребления определенного и неопределенного артиклей a и the с субстантивированными прилагательными.		2			Грамматический справочник	[3, 4, 19] [15, 17] [2, 6, 8]	Коллоквиум
5.1.3	1. Особенности употребления определенного и неопределенного артиклей a и the с собирательными существительными. 2. Особенности употребления определенного и неопределенного артиклей a и the с абстрактными существительными.		2					

5.1.4	1. Особенности употребления определенного и неопределенного артиклей a и the с существительными в различных синтаксических позициях. 2. Особенности употребления определенного и неопределенного артиклей a и the с существительными разных семантических групп.		2					
5.1.5	1. Особенности употребления артиклей с названиями болезней. 2. Особенности употребления артиклей со словами, обозначающими время суток.		2					
5.1.6	1. Особенности употребления артиклей со словами, обозначающими времена года. 2. Особенности употребления артиклей после некоторых предлогов. 3. Особенности употребления артиклей со словами breakfast, dinner.		2					
5.1.7	1. Особенности употребления артиклей со словами church, college, hospital. 2. Особенности употребления артиклей со словами sea, society. 3. Особенности употребления артиклей со словами theater, cinema, radio, television.		2				[9, 25] [13, 17, 21] [8, 22]	Контрольная работа
5.1.8	1. Особенности употребления артиклей со словами, обозначающими уникальные предметы. 2. Особенности употребления артиклей со словами town, country.		2					
5.1.9	1. Наличие или отсутствие артикля в некоторых устойчивых выражениях. 2. Особенности употребления артиклей с именами собственными.		2				[1, 17] [6, 14, 15]	Итоговый тест
5.1.10	1. Особенности употребления артиклей со словами, обозначающими титул, профессию, звания. 2. Особенности употребления артиклей с географическими названиями.		2					
	<b>Всего за 3 семестр</b>		<b>72</b>					<b>Зачет</b>
<b>6</b>	<b>Местоимение (24 ч.)</b>		<b>24</b>					
<b>6.1</b>	<b>Личные местоимения (2 ч.)</b>		<b>2</b>					
6.1.1	1. Выражение категорий лица, числа, падежа, рода с помощью личных местоимений. 2. Субстантивный характер личных местоимений.					Грамматические таблицы	[1, 3, 5, 6] [7, 18]	
<b>6.2</b>	<b>Притяжательные местоимения (2 ч.)</b>		<b>2</b>					
6.2.1	1. Две группы притяжательных местоимений. 2. Выражение с помощью притяжательных местоимений категорий лица, числа, падежа, рода.					Грамматические таблицы	[1, 3, 5, 6] [7, 18]	

<b>6.3</b>	<b>Указательные местоимения (2 ч.)</b>		<b>2</b>					
6.3.1	1. Категории указательных местоимений (общие указатели, указатели близких и далеких предметов). 2. Употребление указательных местоимений как определителей и заместителей существительного.					Грамматические таблицы	[1, 3, 5, 6] [7, 18]	Контрольный перевод
<b>6.4</b>	<b>Возвратные и взаимные местоимения (2 ч.)</b>		<b>2</b>					
6.4.1	1. Особенности употребления возвратных местоимений. 2. Особенности употребления взаимных местоимений.					Грамматические таблицы	[1, 3, 4, 5] [6, 7, 17]	
<b>6.5</b>	<b>Неопределенные местоимения (12 ч.)</b>		<b>12</b>					
6.5.1	1. Группы неопределенных местоимений. 2. Местоимения some, any, их определительное и субстантивное употребление. 3. Составные местоимения somebody, anybody, someone, anyone, something, anything, их функции и значение. 4. Составные местоимения в разном грамматическом контексте.		2			Грамматические таблицы	[13, 14] [20, 21]	Контрольная работа
6.5.2	1. Отрицательно - неопределенные местоимения no, no one, nothing. 2. Отрицательно - неопределенное местоимение neither.		2			Грамматический справочник	[2, 6, 9] [1, 5, 15]	
6.5.3	1. Отрицательно - неопределенное местоимение none. 2. Местоимение one как заместитель и определитель исчисляемых существительных.		2					
6.5.4	1. Сопоставление заместительных функций местоимения one и глагола do. 2. Идиоматическое употребление one.		2					
6.5.5	1. Местоимения all, both, each, every в количественном значении. 2. Составные местоимения everybody, everyone, everything.		2			Грамматический справочник	[6, 13, 20, 25] [17, 19]	Контрольная работа
6.5.6	1. Местоимения other, the other, another как определители и заместители существительных. 2. Идиоматические значения местоимений other, the other, another. 3. Местоимения either и neither, согласование подлежащего и глагола.		2					
<b>6.6</b>	<b>Вопросительные, относительные, союзные местоимения (4 ч.)</b>		<b>4</b>					
6.6.1	1. Употребление местоимений как определителей, заместителей существительного при образовании вопросов. 2. Использование местоимений как союзов при построении косвенных вопросов.		2			Грамматический справочник	[21, 25, 17]	Итоговый тест по теме

6.6.2	1. Местоимения в связующей функции для введения придаточных предложений. 2. Взаимозаменяемость и вариативность употребления относительных местоимений. 3. Относительные местоимения для введения дополнительной информации.		2					
<b>7</b>	<b>Имя прилагательное (20 ч.)</b>		<b>20</b>					
<b>7.1</b>	<b>Классификация прилагательных (2 ч.)</b>		<b>2</b>					
7.1.1	1. Деление прилагательных по словообразовательной структуре. 2. Синтаксические функции прилагательных. 3. Качественные и относительные прилагательные.					Грамматический справочник	[1, 3, 4, 5] [6, 7]	
<b>7.2</b>	<b>Место прилагательных в предложении (4 ч.)</b>		<b>4</b>					
7.2.1	1. Атрибутивные и предикативные прилагательные, особенности их употребления. 2. Место прилагательных в предложении. 3. Употребление прилагательных после глаголов – связок.		2			Грамматический справочник	[1, 3, 4, 5] [6, 7]	
7.2.2	1. Употребление прилагательных, имеющих разные значения, перед и после определяемого существительного. 2. Прилагательные с суффиксами –ing, ed. 3. Место в предложении прилагательных, образованных от причастий. 4. Употребление прилагательных с предлогами.		2				[1, 3, 4, 5] [6, 7]	Контрольная работа
<b>7.3</b>	<b>Степени сравнения прилагательных (14 ч.)</b>		<b>14</b>					
7.3.1	1. Значения положительной, сравнительной и превосходной степеней сравнения. 2. Прилагательные, не имеющие степеней сравнения.		2			Грамматические таблицы	[9, 25] [2, 21]	
7.3.2	1. Синтетическая и аналитическая формы степеней сравнения. 2. Степени сравнения односложных прилагательных, суффиксы -er, -est.		2					
7.3.3	1. Степени сравнения двусложных прилагательных с ударением на втором слоге. 2. Степени сравнения двусложных прилагательных с окончаниями -y, -er, -ow.		2				[5, 9] [6, 16, 17]	Коллоквиум
7.3.4	1. Степени сравнения многосложных прилагательных. 2. Особенности правописания при образовании степеней сравнения. 3. Использование аналитических форм степеней сравнения для придания стилистической окраски.		2					

7.3.5	1. Супплетивные формы степеней сравнения. 2. Прилагательные, имеющие две формы степеней сравнения.		2			Грамматический справочник	[14, 15] [1, 13]	
7.3.6	1. Употребление much, far, very much, a little, a bit, a lot/lots, any со степенями сравнения. 2. Употребление so, such перед прилагательными и существительными. 3. Enough, sufficiently, too перед и после прилагательных.		2					
7.3.7	1. Сравнительные конструкции as ... as, not so ... as. 2. Конструкция the... the. 3. Сравнительная конструкция no sooner ... than.		2			Грамматический справочник	[21, 25]	Итоговый тест по теме
<b>8</b>	<b>Наречие (18 ч.)</b>		<b>18</b>					
<b>8.1</b>	<b>Классификация наречий (6 ч.)</b>		<b>6</b>					
8.1.1	1. Способы образования наречий в современном английском языке. 2. Классификация наречий по значению. 3. Функции наречий в предложении.		2			Грамматические таблицы	[5, 25] [13, 15]	
8.1.2	1. Наречия, выражающие образ действия. 2. Наречия с суффиксом -ly. 3. Безсуффиксальные наречия, их семантические различия. 4. Наречия меры и степени.		2					
8.1.3	1. Употребление наречий very, very much, quite с глаголами. 2. Наречия времени и места. 3. Место наречий в предложении.		2				[6, 18]	Контрольная работа
<b>8.2</b>	<b>Разница в употреблении наречий и прилагательных (6 ч.)</b>		<b>6</b>					
8.2.1	1. Прилагательные, оканчивающиеся на -ly. 2. Образование наречий от прилагательных с окончанием -ed.		2			Грамматический справочник	[1, 2, 4, 6, 11, 16, 17]	Грамматический тест
8.2.2	1. Прилагательные и наречия, совпадающие по форме. 2. Наречия, имеющие две формы с разными значениями.		2					
8.2.3	1. Структуры с as и like. 2. Идиоматические выражения с as и like.		2					
<b>8.3</b>	<b>Степени сравнения наречий (6 ч.)</b>		<b>6</b>					
8.3.1	1. Степени сравнения односложных наречий. 2. Наречия, образующие степени сравнения с помощью суффиксов.		2			Грамматические таблицы	[1, 20, 25] [14, 16] [9, 21]	Итоговый тест по теме
8.3.2	1. Аналитические формы степеней сравнения. 2. Наречия, имеющие два варианта образования степеней сравнения.		2					

8.3.3	1. Нестандартные степени сравнения наречий. 2. Употребление конструкции As + adverb + as.		2					
<b>9</b>	<b>Числительное (2 ч.)</b>		<b>2</b>					
<b>9.1</b>	<b>Классификация числительных (2 ч)</b>		<b>2</b>					
9.1.1	1. Деление числительных на количественные и порядковые. 2. Субстантивные и адъективные синтаксические функции числительных. 3. Названия чисел: простые, производные, сложные. 4. Субстантивация количественных числительных. 5. Образование порядковых числительных. 6. Числительные дробные: образование, значение, употребление.					Грамматический справочник	[1, 4, 6, 9]	Контрольная работа
<b>10</b>	<b>Предлог (8 ч.)</b>		<b>8</b>					
<b>10.1</b>	<b>Классификация предлогов (6 ч.)</b>		<b>6</b>					
10.1.1	1. Классификация предлогов в современном английском языке. 2. Деление предлогов по формальным признакам.		2				[1, 2, 3, 16], [17, 18]	Контрольная работа
	1. Группы предлогов по значению. 2. Особенности употребления предлогов места и направления.		2					
	1. Особенности употребления предлогов времени. 2. Особенности употребления предлогов абстрактных отношений.		2					
<b>10.2</b>	<b>Сочетания предлогов (2 ч.)</b>		<b>2</b>					
10.2.1	1. Сочетания предлогов с именами существительными. 2. Сочетания предлогов с именами прилагательными. 3. Делимые и неделимые сочетания предлогов с глаголами.					Грамматический справочник	[1, 2, 3, 16] [17, 18]	Итоговый тест
	<b>Всего за 4 семестр</b>		<b>72</b>					
	<b>Итого за 2 курс</b>		<b>144</b>					<b>Экзамен</b>
	<b>Всего</b>		<b>248</b>					

Преподаватели кафедры теории и практики английского языка

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## УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА (Заочное отделение – 5 лет)

Номер раздела, темы, занятия	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов				Материальное обеспечение занятия (наглядные, методические пособия и др.)	Литература	Формы контроля знаний
		лекции	практические занятия	семинарские занятия	Кол-во часов УСП			
1	2	3	4	5	6	7	8	9
<b>1</b>	<b>Глагол (20 ч.)</b>		20					
<b>1.1</b>	<b>Глагол как часть речи (2 ч.)</b>		2					
1.1.1	1. Классы глаголов. 2. Грамматические категории глагола.					Грамматические таблицы	[1, 4]	
<b>1.2</b>	<b>Глаголы to be, to have, to do и особенности их употребления (6 ч.)</b>		6					
1.2.1	1. Глагол to be как смысловой и глагол-связка. 2. Выражения с глаголом to be. 3. Структура “It is ...”. 4. Структура “There is/are...”. 5. Эмфатическая структура “It is ... who/that...”		2				[1, 2, 4, 8] [ 3, 6, 15]	
1.2.2	1. Глагол to have/have got и его функции в предложении. 2. Глагол to have как смысловой и в сочетании с существительными.		2			Грамматический справочник	[6, 7, 9]	
1.2.3	1. Глагол to do и его функции в предложении. 2. Образование вопросительной формы с помощью глагола to do. 3. Образование отрицательной формы с помощью глагола to do.		2			Грамматические таблицы	[1, 9, 14]	Грамматический тест
<b>1.3</b>	<b>Настоящее неопределенное время (Present Indefinite) (2 ч.)</b>		2					



1.3.1	1. Выражение действий с глаголами состояния. 2. Выражение общеизвестных истин. 3. Настоящее неопределенное время с глаголами, не употребляющимися в длительном времени. 4. Особенности употребления настоящего времени для выражения будущего действия. 5. Настоящее время в придаточных предложениях времени. 6. Настоящее время в придаточных предложениях условия.					Грамматический справочник	[7, 9, 3] [13, 14, 21]	
<b>1.4</b>	<b><i>Настоящее продолженное время (Present Continuous) (2 ч.)</i></b>		<b>2</b>					
1.4.1	1. Настоящее продолженное время для действий, происходящих в момент речи. 2. Временные действия. 3. Особенности выражения длительных действий со статическими и динамическими глаголами. 4. Продолженное время для обозначения будущего действия. 5. Разница между настоящим простым и продолженным временами.					Грамматические таблицы	[5, 11] [13, 25] [4, 17, 19]	Контрольный перевод
<b>1.5</b>	<b><i>Настоящее перфектное время (4 ч.)</i></b>		<b>4</b>					
1.5.1	1. Перфектное время для действия, закончившегося к настоящему моменту. 2. Перфектное время с наречиями неопределенного времени. 3. Перфектное время для выражения действия, проходившего в незаконченный период времени.		2			Грамматические таблицы	[9, 13, 14] [2, 21] [6, 9]	Грамматический тест
1.5.2	1. Включающая форма перфекта. 2. Перфектно-длительная форма. Present Perfect Continuous. 3. Разница в употреблении форм Present Perfect и Present Perfect Continuous.		2					
<b>1.6</b>	<b><i>Прошедшее неопределенное время (4 ч.)</i></b>		<b>4</b>					
1.6.1	1. Особенности образования прошедшего времени правильных и неправильных глаголов. 2. Правила орфографии. 3. Регулярные действия в прошлом. Однократные действия в прошлом. Последовательность прошлых действий. 4. Глаголы used to и would для обозначения привычных действий в прошлом.		2			Грамматические таблицы	[13, 18] [17, 25]	

1.6.2	1. Прошедшее время с глаголами чувственного восприятия. 2. Употребление прошедшего простого времени для сообщения деталей. 3. Разница употребления простого прошедшего и настоящего перфектного времени.		2			Грамматический справочник	[4, 5, 7, 21]	Итоговый тест
	<b>Всего за 1 семестр</b>		<b>20</b>					
<b>1</b>	<b>Глагол (16 ч.)</b>		<b>16</b>					
<b>1.7</b>	<b><i>Прошедшее длительное время (2 ч.)</i></b>		<b>2</b>					
1.7.1.	1. Действие, происходившее в определенный момент в прошлом. 2. Два одновременных действия в прошлом. 3. Разница в употреблении прошедшего простого и прошедшего длительного времени. 4. Совпадающие значения настоящего и прошедшего длительного времени.					Грамматический справочник	[11, 23] [12, 21]	
<b>1.8</b>	<b><i>Прошедшее совершенное время (2 ч.)</i></b>		<b>2</b>					
1.8.1	1. Предпрошедшее время для действий, завершившихся к определенному моменту в прошлом. 2. Past Perfect со структурами hardly ... when, barely... when. 3. Употребление прошедшего перфектного времени в придаточных времени. 4. Прошедшее перфектное длительное время. 5. Общее сопоставление ситуаций употребления прошедших времен.					Грамматический справочник	[14, 24] [13, 23] [1, 15, 21] [7, 3] [4, 5, 6]	Грамматический тест
<b>1.9</b>	<b><i>Будущее неопределенное время. Будущее продолженное время (2 ч.)</i></b>		<b>2</b>					
1.9.1	1. Незапланированное действие в будущем. 2. Предположение на будущее. 3. Действия в развитии в определенный момент в будущем. 4. Предвосхищаемое действие в будущем. 5. Вежливая просьба. 6. Одновременные действия в будущем. 7. Будущее для обычных привычных действий. 8. Другие способы выражения будущего. Структура “to be going to”.					Грамматические таблицы Грамматический справочник	[9, 11] [12, 13] [2, 19, 21, 14]	
<b>1.10</b>	<b><i>Будущее перфектное время (2 ч.)</i></b>		<b>2</b>					
1.10.1	1. Действие, которое завершится к определенному моменту в будущем. 2. Будущее перфектное время длительной формы. 3. Перфектное длительное время с обозначенным периодом времени.					Грамматические таблицы	[5, 9, 13, 21] [2, 3]	Итоговый тест по теме
<b>1.11</b>	<b><i>Залог как категория глагола (4 ч.)</i></b>		<b>4</b>					

1.11.1	1. Страдательный залог и особенности его употребления. 2. Видо-временные формы страдательного залога. 3. Пассивные конструкции с переходными глаголами. 4. Пассивные конструкции с глаголами, имеющими прямое и косвенное дополнение. 5. Пассивные конструкции с глаголами, имеющими два прямых дополнения		2			Грамматические таблицы	[1, 5, 15] [13, 21]	
1.11.2	1. Неопределенные времена в страдательном залоге. 2. Продолженные времена в страдательном залоге. 3. Перфектные времена в страдательном залоге. 4. Случаи, когда нельзя употребить страдательный залог. 5. Пассивные конструкции с невыраженным субъектом действия.		2			Грамматический справочник	[6, 24] [21, 23] [4, 7, 11, 10]	Грамматический тест
<b>1.12</b>	<b>Согласование времен (2 ч.)</b>		<b>2</b>					
1.12.1	1. Согласование времен в косвенной речи. 2. Согласование времен в придаточных предложениях. 3. Согласование времен в простых предложениях. 4. Согласование времен в предложениях с т.н. «внутренней речью». 5. Согласование времен в предложениях с вводными конструкциями. 6. Случаи отсутствия согласования времен.					Грамматический справочник	[1, 15, 17, 23] [5, 6] [2, 9, 21]	
<b>2</b>	<b>Прямая и косвенная речь (2 ч.)</b>		<b>2</b>					
<b>2.1</b>	<b>Разные коммуникативные типы предложений в косвенной речи.(2 ч.)</b>		<b>2</b>					
2.1.1	1. Обращение в косвенную речь повествовательных и вопросительных предложений. 2. Косвенные вопросы. 3. Типы введения побуждения в косвенной речи. 4. Побудительные предложения, передаваемые инфинитивными сочетаниями.					Грамматический справочник	[13, 15] [14, 23, 24] [1, 5, 16, 17] [6, 21]	Контрольная работа
	<b>Всего за 2 семестр</b>		<b>16</b>					<b>Зачет</b>
	<b>Итого за 1 курс</b>		<b>36</b>					
<b>3</b>	<b>Модальные глаголы (4 ч.)</b>		<b>4</b>					
3.1	Модальный глагол <i>can (could)</i> . Модальный глагол <i>may (might)</i> . Модальный глагол <i>must</i> . (2 ч.)		2					

3.1.1	1. Модальный глагол can (could) для выражения способности, возможности и разрешения. 2. Эквиваленты can в других временах. 3. Разница употребления can и be able to. 4. Модальный глагол may (might) для выражения неуверенности, разрешения, упрёка. 5. Модальный глагол must для выражения долженствования, настойчивого совета, предположения и запрета.					Грамматические таблицы Грамматический справочник	[1, 3, 4, 17] [7, 9, 18]	Контрольная работа
3.2	<b>Модальные глаголы should и ought to. Модальные глаголы shall, will, would. Модальные глаголы need и dare. Глаголы be и have. (2 ч.)</b>		2					
3.2.1	1. Модальные глаголы should и ought to для выражения совета, долга, предположения, ожидаемого действия. 2. Модальный глагол shall для выражения обещания, угрозы и предупреждения. 3. Модальные глаголы will и would и особенности их употребления. 4. Модальный глагол need для выражения необходимости. 5. Модальный глагол dare для выражения решимости. 6. Глаголы be, have как эквиваленты модальных глаголов.					Грамматический справочник	[1, 3, 7, 9] [17, 18]	Итоговый тест по теме
4	<b>Имя существительное (6 ч.)</b>		6					
4.1	<b>Число имени существительного (4 ч.)</b>		4					
4.1.1	1. Исчисляемые/неисчисляемые существительные. 2. Образование формы множественного числа. 3. Множественное число составных существительных. 4. Существительные, употребляющиеся только в единственном числе. 5. Существительные, не прибавляющие окончание –s при образовании множественного числа. 6. Формы множественного числа у названий животных.		2			Грамматические таблицы	[1, 5, 13] [1, 2, 3, 5] [7, 9, 11, 16]	Грамматический тест
4.1.2	1. Существительные, употребляющиеся только во множественном числе. 2. Множественное число абстрактных существительных. 3. Существительные, становящиеся исчисляемыми с изменением значения. 4. Множественное число существительных иностранного происхождения. 5. Множественное число собирательных существительных. 6. Существительные, имеющие две формы множественного числа с разными значениями.		2			Грамматический справочник	[1, 5, 13] [1, 2, 3, 5] [7, 9, 11, 16]	

<b>4.2</b>	<b>Падеж имени существительного (2 ч.)</b>		<b>2</b>					
4.2.1	1. Неопределенное значение и многофункциональность общего падежа. 2. Употребление притяжательного падежа с одушевленными и неодушевленными существительными. 3. Структура «двойной родительный падеж» и особенности ее употребления. 4. Абсолютное употребление притяжательного падежа. 5. Выражение принадлежности с помощью предлога «of». 6. Притяжательный падеж в лексикализованных формах существительных (baker's, at the doctor's, etc.). 7. Притяжательный падеж с именами собственными.					Грамматические таблицы	[1, 3, 5, 9] [11, 13, 16]	Итоговый тест по теме
<b>5</b>	<b>Артикль (4 ч.)</b>		<b>4</b>					
<b>5.1</b>	<b>Артикль как определитель существительного (4 ч.)</b>		<b>4</b>					
5.1.1	1. Обобщающе-классифицирующее значение артикля. 2. Особенности употребления определенного и неопределенного артиклей a и the с исчисляемыми существительными, имеющими определение. 3. Особенности употребления определенного и неопределенного артиклей a и the с неисчисляемыми существительными. 4. Особенности употребления определенного и неопределенного артиклей a и the с субстантивированными прилагательными и собирательными существительными. 5. Особенности употребления определенного и неопределенного артиклей a и the с абстрактными существительными. 6. Особенности употребления артиклей с названиями болезней.		2			Грамматический справочник	[1, 5, 9, 23] [8, 21] [3, 4, 19] [15, 17] [2, 6, 8]	
5.1.2	1. Особенности употребления артиклей со словами, обозначающими время суток и времена года. 2. Особенности употребления артиклей со словами, обозначающими уникальные предметы. 3. Особенности употребления артиклей с именами собственными. 4. Особенности употребления артиклей со словами, обозначающими титул, профессию, звания. 5. Особенности употребления артиклей с географическими названиями.		2				[9, 25] [13, 17, 21] [8, 22, 1 ] [6, 14, 15]	Итоговый тест по теме
	<b>Всего за 3 семестр</b>		<b>14</b>					Контрольная работа

<b>6</b>	<b>Местоимение (10 ч.)</b>		<b>10</b>					
<b>6.1</b>	<b>Личные местоимения. Притяжательные местоимения (2 ч.)</b>		<b>2</b>					
6.1.1	1. Выражение категорий лица, числа, падежа, рода с помощью личных местоимений. 2. Субстантивный характер личных местоимений. 3. Две группы притяжательных местоимений. 4. Выражение с помощью притяжательных местоимений категорий лица, числа, падежа, рода.					Грамматические таблицы	[1, 3, 5, 6] [7, 18]	
<b>6.2</b>	<b>Указательные местоимения. Возвратные и взаимные местоимения (2 ч.)</b>		<b>2</b>					
6.2.1	1. Категории указательных местоимений (общие указатели, указатели близких и далеких предметов). 2. Употребление указательных местоимений как определителей и заместителей существительного. 3. Особенности употребления возвратных местоимений. 4. Особенности употребления взаимных местоимений.					Грамматические таблицы	[1, 3, 5, 6] [7, 18] [4, 17]	Контрольный перевод
<b>6.3</b>	<b>Неопределенные местоимения (4 ч.)</b>		<b>4</b>					
6.3.1	1. Группы неопределенных местоимений. 2. Местоимения some, any, их определительное и субстантивное употребление. 3. Составные местоимения somebody, anybody, someone, anyone, something, anything, их функции и значение. 4. Отрицательно - неопределенные местоимения no, no one, nothing. 5. Отрицательно - неопределенные местоимения neither, none и разница в их употреблении.		2			Грамматические таблицы	[13, 14] [20, 21]	
6.3.2	1. Местоимение one как заместитель и определитель исчисляемых существительных. 2. Местоимения all, both, each, every в количественном значении. 3. Составные местоимения everybody, everyone, everything. 4. Местоимения other, the other, another как определители и заместители существительных. 5. Местоимения either и neither, согласование подлежащего и глагола.		2			Грамматический справочник	[2, 6, 9] [1, 5, 15] [6, 13, 20, 25] [17, 19, 21]	
<b>6.4</b>	<b>Вопросительные, относительные, союзные местоимения (2 ч.)</b>		<b>2</b>					

6.4.1	1. Использование местоимений как определителей, заместителей существительного при образовании вопросов. 2. Использование местоимений как союзов при построении косвенных вопросов. 3. Местоимения в связующей функции для введения придаточных предложений. 4. Взаимозаменяемость и вариативность употребления относительных местоимений. 5. Относительные местоимения для введения дополнительной информации.					Грамматический справочник	[21, 25] [17, 21]	Итоговый тест по теме
7	<b>Имя прилагательное (6 ч.)</b>		6					
7.1	<b>Место прилагательных в предложении (2 ч.)</b>		2					
7.1.1	1. Атрибутивные и предикативные прилагательные, особенности их употребления. 2. Место прилагательных в предложении. 3. Использование прилагательных после глаголов – связок. 4. Использование прилагательных, имеющих разные значения, перед и после определяемого существительного. 5. Прилагательные с суффиксами –ing, ed. 6. Использование прилагательных с предлогами.					Грамматический справочник	[1, 3, 4, 5] [6, 7]	
7.2	<b>Степени сравнения прилагательных (4 ч.)</b>		4					
7.2.1	1. Значения положительной, сравнительной и превосходной степеней сравнения. 2. Синтетическая и аналитическая формы степеней сравнения. 3. Степени сравнения односложных прилагательных. 4. Степени сравнения двусложных прилагательных. 5. Степени сравнения многосложных прилагательных. 6. Супплетивные формы степеней сравнения.		2			Грамматические таблицы	[9, 25] [2, 21] [5, 9] [6, 16, 17]	
7.2.2	1. Прилагательные, имеющие две формы степеней сравнения. 2. Использование so, such перед прилагательными и существительными. 3. Enough, sufficiently, too перед и после прилагательных. 4. Сравнительные конструкции as ... as, not so ... as. 5. Конструкция the... the. 6. Сравнительная конструкция no sooner ... than.		2			Грамматический справочник	[14, 15] [1, 13] [21, 25]	Итоговый тест по теме
8	<b>Наречие (6 ч.)</b>		6					

<b>8.1</b>	<b>Классификация наречий (2 ч.)</b>		<b>2</b>					
8.1.1	1. Классификация наречий по значению. 2. Функции наречий в предложении. Место наречий в предложении. 3. Наречия с суффиксом -ly. 4. Безсуффиксальные наречия, их семантические различия. 5. Наречия меры и степени. 6. Употребление наречий very, very much, quite с глаголами. 7. Наречия времени и места.					Грамматические таблицы	[5, 25] [13, 15] [6, 18]	
<b>8.2</b>	<b>Разница в употреблении наречий и прилагательных (2 ч.)</b>		<b>2</b>					
8.2.1	1. Прилагательные, оканчивающиеся на -ly. 2. Образование наречий от прилагательных с окончанием -ed. 3. Структуры с as и like. 4. Идиоматические выражения с as и like.					Грамматический справочник	[1, 2, 4, 6] [11, 16, 17]	
<b>8.3</b>	<b>Степени сравнения наречий (2 ч.)</b>		<b>2</b>					
8.3.1	1. Степени сравнения односложных наречий. 2. Наречия, образующие степени сравнения с помощью суффиксов. 3. Аналитические формы степеней сравнения. 4. Наречия, имеющие два варианта образования степеней сравнения. 5. Нестандартные степени сравнения наречий. 6. Употребление конструкции As + adverb + as.					Грамматические таблицы	[1, 20, 25] [14, 16] [9, 21]	Итоговый тест по теме
<b>9</b>	<b>Предлог (2 ч.)</b>		<b>2</b>					
<b>9.1</b>	<b>Классификация предлогов (2 ч.)</b>		<b>2</b>					
9.1.1	1. Классификация предлогов в современном английском языке. 2. Деление предлогов по формальным признакам. 3. Группы предлогов по значению. 4. Особенности употребления предлогов места, времени и направления. 5. Особенности употребления предлогов абстрактных отношений. 6. Сочетания предлогов с именами существительными. 7. Сочетания предлогов с именами прилагательными. 8. Делимые и неделимые сочетания предлогов с глаголами.					Грамматический справочник	[1, 2, 3, 16] [17, 18]	
	<b>Всего за 4 семестр</b>		<b>24</b>					Контрольная работа
	<b>Итого за 2 курс</b>		<b>38</b>					<b>Экзамен</b>
	<b>Всего</b>		<b>74</b>					



Преподаватели кафедры теории и практики английского языка

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## УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА (Заочное отделение – сокращенный курс обучения)

Номер раздела, темы, занятия	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов				Материальное обеспечение занятия (наглядные, методические пособия и др.)	Литература	Формы контроля знаний
		лекции	практические занятия	семинарские занятия	Кол-во часов УСП			
1	2	3	4	5	6	7	8	9
1	Глагол (20 ч.)		20					
1.1	Глагол как часть речи (2 ч.)		2					
1.1.1	1. Классы глаголов. 2. Грамматические категории глагола.					Грамматические таблицы	[1, 4]	
1.2	Глаголы to be, to have, to do и особенности их употребления (6 ч.)		6					
1.2.1	1. Глагол to be как смысловой и глагол-связка. 2. Выражения с глаголом to be. 3. Структура “It is ...”. 4. Структура “There is/are...”. 5. Эмфатическая структура “It is ... who/that...”		2				[1, 2, 4, 8] [1, 3, 6, 8] [1, 6, 15]	
1.2.2	1. Глагол to have/have got и его функции в предложении. 2. Глагол to have как смысловой и в сочетании с существительными.		2			Грамматический справочник	[6, 7, 9]	
1.2.3	1. Глагол to do и его функции в предложении. 2. Образование вопросительной формы с помощью глагола to do. 3. Образование отрицательной формы с помощью глагола to do.		2			Грамматические таблицы	[1, 9, 14]	Грамматический тест
1.3	Настоящее неопределенное время (Present Indefinite) (2 ч.)		2					

1.3.1	1. Выражение действий с глаголами состояния. 2. Выражение общеизвестных истин. 3. Настоящее неопределенное время с глаголами, не употребляющимися в длительном времени. 4. Особенности употребления настоящего времени для выражения будущего действия. 5. Настоящее время в придаточных предложениях времени. 6. Настоящее время в придаточных предложениях условия.					Грамматический справочник	[7, 9] [13, 14, 21] [3, 7]	
<b>1.4</b>	<b><i>Настоящее продолженное время (Present Continuous) (2 ч.)</i></b>		<b>2</b>					
1.4.1	1. Настоящее продолженное время для действий, происходящих в момент речи. 2. Временные действия. 3. Особенности выражения длительных действий со статическими и динамическими глаголами. 4. Продолженное время для обозначения будущего действия. 5. Разница между настоящим простым и продолженным временами.					Грамматические таблицы	[5, 11] [13, 25] [4, 17, 19]	Контрольный перевод
<b>1.5</b>	<b><i>Настоящее перфектное время (4 ч.)</i></b>		<b>4</b>					
1.5.1	1. Перфектное время для действия, закончившегося к настоящему моменту. 2. Перфектное время с наречиями неопределенного времени. 3. Перфектное время для выражения действия, проходившего в незаконченный период времени.		2			Грамматические таблицы	[9, 13, 14] [2, 13, 21] [6, 9]	Грамматический тест
1.5.2	1. Включающая форма перфекта. 2. Перфектно-длительная форма. Present Perfect Continuous. 3. Разница в употреблении форм Present Perfect и Present Perfect Continuous.		2					
<b>1.6</b>	<b><i>Прошедшее неопределенное время (4 ч.)</i></b>		<b>4</b>					
1.6.1	1. Особенности образования прошедшего времени правильных и неправильных глаголов. 2. Правила орфографии. 3. Регулярные действия в прошлом. Однократные действия в прошлом. Последовательность прошлых действий. 4. Глаголы used to и would для обозначения привычных действий в прошлом.		2			Грамматические таблицы	[13, 18] [17, 25]	

1.6.2	1. Прошедшее время с глаголами чувственного восприятия. 2. Употребление прошедшего простого времени для сообщения деталей. 3. Разница употребления простого прошедшего и настоящего перфектного времени.		2			Грамматический справочник	[4, 5, 7, 21]	Итоговый тест
	<b>Всего за 1 семестр</b>		<b>20</b>					Контрольная работа
<b>1</b>	<b>Глагол (16 ч.)</b>		<b>16</b>					
<b>1.7</b>	<b><i>Прошедшее длительное время (2 ч.)</i></b>		<b>2</b>					
1.7.1	1. Действие, происходившее в определенный момент в прошлом. 2. Два одновременных действия в прошлом. 3. Разница в употреблении прошедшего простого и прошедшего длительного времени. 4. Совпадающие значения настоящего и прошедшего длительного времени.					Грамматический справочник	[11, 23] [12, 21, 23]	
<b>1.8</b>	<b><i>Прошедшее совершенное время (2 ч.)</i></b>		<b>2</b>					
1.8.1	1. Предпрошедшее время для действий, завершившихся к определенному моменту в прошлом. 2. Past Perfect со структурами hardly ... when, barely... when. 3. Употребление прошедшего перфектного времени в придаточных времени. 4. Прошедшее перфектное длительное время. 5. Общее сопоставление ситуаций употребления прошедших времен.					Грамматический справочник	[14, 24] [13, 23] [1, 15, 21] [7, 3] [4, 5, 6]	Грамматический тест
<b>1.9</b>	<b><i>Будущее неопределенное время. Будущее продолженное время (2 ч.)</i></b>		<b>2</b>					
1.9.1	1. Незапланированное действие в будущем. 2. Предположение на будущее. 3. Действия в развитии в определенный момент в будущем. 4. Предвосхищаемое действие в будущем. 5. Вежливая просьба. 6. Одновременные действия в будущем. 7. Будущее для обычных привычных действий. 8. Другие способы выражения будущего. Структура “to be going to”.					Грамматические таблицы Грамматический справочник	[9, 11] [12, 13] [2, 19, 21] [13, 14]	
<b>1.10</b>	<b><i>Будущее перфектное время (2 ч.)</i></b>		<b>2</b>					
1.10.1	1. Действие, которое завершится к определенному моменту в будущем. 2. Будущее перфектное время длительной формы. 3. Перфектное длительное время с обозначенным периодом времени.					Грамматические таблицы	[5, 9, 13, 21] [2, 3]	Итоговый тест по теме

<b>1.11</b>	<b>Залог как категория глагола (4 ч.)</b>		<b>4</b>					
1.11.1	1. Страдательный залог и особенности его употребления. 2. Видо-временные формы страдательного залога. 3. Пассивные конструкции с переходными глаголами. 4. Пассивные конструкции с глаголами, имеющими прямое и косвенное дополнение. 5. Пассивные конструкции с глаголами, имеющими два прямых дополнения		2			Грамматические таблицы	[1, 5, 15] [13, 21]	
1.11.2	1. Неопределенные времена в страдательном залоге. 2. Продолженные времена в страдательном залоге. 3. Перфектные времена в страдательном залоге. 4. Случаи, когда нельзя употребить страдательный залог. 5. Пассивные конструкции с невыраженным субъектом действия.		2			Грамматический справочник	[6, 24, 10] [21, 23] [4, 7, 11]	Грамматический тест
<b>1.12</b>	<b>Согласование времен (2 ч.)</b>		<b>2</b>					
1.12.1	1. Согласование времен в косвенной речи. 2. Согласование времен в придаточных предложениях. 3. Согласование времен в простых предложениях. 4. Согласование времен в предложениях с т.н. «внутренней речью». 5. Согласование времен в предложениях с вводными конструкциями. 6. Случаи отсутствия согласования времен.					Грамматический справочник	[1, 15, 17, 23] [5, 6] [2, 9, 21]	
<b>2</b>	<b>Прямая и косвенная речь (2 ч.)</b>		<b>2</b>					
<b>2.1</b>	<b>Разные коммуникативные типы предложений в косвенной речи. (2 ч.)</b>		<b>2</b>					
2.1.1	1. Обращение в косвенную речь повествовательных и вопросительных предложений. 2. Косвенные вопросы. 3. Типы введения побуждения в косвенной речи. 4. Побудительные предложения, передаваемые инфинитивными сочетаниями.					Грамматический справочник	[13, 15] [14, 23, 24] [1, 5, 16, 17] [6, 21]	Контрольная работа
	<b>Всего за 2 семестр</b>		<b>16</b>					<b>Зачет</b>
	<b>Итого за 1 курс</b>		<b>36</b>					
<b>3</b>	<b>Модальные глаголы (6 ч.)</b>		<b>6</b>					
<b>3.1</b>	<b>Модальный глагол can (could). Модальный глагол may (might). Модальный глагол must. (4 ч.)</b>		<b>4</b>					

3.1.1	1. Модальный глагол can (could) для выражения способности, возможности и разрешения. 2. Эквиваленты can в других временах. 3. Разница употребления can и be able to.		2			Грамматические таблицы	[1, 3, 4, 17]	Контрольная работа
	1. Модальный глагол may (might) для выражения неуверенности, разрешения, упрёка. 2. Модальный глагол must для выражения долженствования, настойчивого совета, предположения и запрета.		2			Грамматический справочник	[1, 3, 7, 9] [17, 18]	
3.2	<b>Модальные глаголы should и ought to. Модальные глаголы shall, will, would. Модальные глаголы need и dare. Глаголы be и have. (2 ч.)</b>		2					
3.2.1	1. Модальные глаголы should и ought to для выражения совета, долга, предположения, ожидаемого действия. 2. Модальный глагол shall для выражения обещания, угрозы и предупреждения. 3. Модальные глаголы will и would и особенности их употребления. 4. Модальный глагол need для выражения необходимости. 5. Модальный глагол dare для выражения решимости. 6. Глаголы be, have как эквиваленты модальных глаголов.					Грамматический справочник	[1, 3, 7, 9] [17, 18]	Итоговый тест по теме
4	<b>Имя существительное (6 ч.)</b>		6					
4.1	<b>Число имени существительного (4 ч.)</b>		4					
4.1.1	1. Исчисляемые/неисчисляемые существительные. 2. Образование формы множественного числа. 3. Множественное число составных существительных. 4. Существительные, употребляющиеся только в единственном числе. 5. Существительные, не прибавляющие окончание –s при образовании множественного числа. 6. Формы множественного числа у названий животных.		2			Грамматические таблицы	[1, 5, 13, 2, 3] [7, 9, 11, 16]	Грамматический тест
4.1.2	1. Существительные, употребляющиеся только во множественном числе. 2. Множественное число абстрактных существительных. 3. Существительные, становящиеся исчисляемыми с изменением значения. 4. Множественное число существительных иностранного происхождения. 5. Множественное число собирательных существительных. 6. Существительные, имеющие две формы множественного числа с разными значениями.		2			Грамматический справочник	[1, 5, 13, 2, 3] [7, 9, 11, 16]	

<b>4.2</b>	<b>Падеж имени существительного (2 ч.)</b>		<b>2</b>					
4.2.1	1. Неопределенное значение и многофункциональность общего падежа. 2. Употребление притяжательного падежа с одушевленными и неодушевленными существительными. 3. Структура «двойной родительный падеж» и особенности ее употребления. 4. Абсолютное употребление притяжательного падежа. 5. Выражение принадлежности с помощью предлога «of». 6. Притяжательный падеж в лексикализованных формах существительных (baker's, at the doctor's, etc.). 7. Притяжательный падеж с именами собственными.					Грамматические таблицы	[1, 3, 5, 9] [11, 13, 16]	Итоговый тест по теме
<b>5</b>	<b>Артикль (4 ч.)</b>		<b>4</b>					
<b>5.1</b>	<b>Артикль как определитель существительного (4 ч.)</b>		<b>4</b>					
5.1.1	1. Обобщающе-классифицирующее значение артикля. 2. Особенности употребления определенного и неопределенного артиклей a и the с исчисляемыми существительными, имеющими определение. 3. Особенности употребления определенного и неопределенного артиклей a и the с неисчисляемыми существительными. 4. Особенности употребления определенного и неопределенного артиклей a и the с субстантивированными прилагательными и собирательными существительными. 5. Особенности употребления определенного и неопределенного артиклей a и the с абстрактными существительными. 6. Особенности употребления артиклей с названиями болезней.		2			Грамматический справочник	[1, 5, 9, 23] [8, 21] [3, 4, 19] [15, 17] [2, 6, 8]	
5.1.2	1. Особенности употребления артиклей со словами, обозначающими время суток и времена года. 2. Особенности употребления артиклей со словами, обозначающими уникальные предметы. 3. Особенности употребления артиклей с именами собственными. 4. Особенности употребления артиклей со словами, обозначающими титул, профессию, звания. 5. Особенности употребления артиклей с географическими названиями.		2				[9, 25] [13, 17, 21] [8, 22] [6, 14, 15]	Итоговый тест по теме
	<b>Всего за 3 семестр</b>		<b>16</b>					Контрольная работа
<b>6</b>	<b>Местоимение (8 ч.)</b>		<b>8</b>					

<b>6.1</b>	<b>Личные местоимения. Притяжательные местоимения (2 ч.)</b>		<b>2</b>					
6.1.1	1. Выражение категорий лица, числа, падежа, рода с помощью личных местоимений. 2. Субстантивный характер личных местоимений. 3. Две группы притяжательных местоимений. 4. Выражение с помощью притяжательных местоимений категорий лица, числа, падежа, рода.					Грамматические таблицы	[1, 3, 5, 6] [7, 18]	
<b>6.2</b>	<b>Указательные местоимения. Возвратные и взаимные местоимения (2 ч.)</b>		<b>2</b>					
6.2.1	1. Категории указательных местоимений (общие указатели, указатели близких и далеких предметов). 2. Употребление указательных местоимений как определителей и заместителей существительного. 3. Особенности употребления возвратных местоимений. 4. Особенности употребления взаимных местоимений.					Грамматические таблицы Грамматические таблицы	[1, 3, 5, 6], [7, 18], [4], [17]	Контрольный перевод
<b>6.3</b>	<b>Неопределенные местоимения (2 ч.)</b>		<b>2</b>					
6.3.1	1. Местоимения some, any, их производные. 2. Отрицательно - неопределенные местоимения no, no one, nothing, neither, none. 3. Местоимение one как заместитель и определитель исчисляемых существительных. 4. Местоимения all, both, each, every в количественном значении. 5. Составные местоимения everybody, everyone, everything. 6. Местоимения other, the other, another как определители и заместители существительных. 7. Местоимения either и neither, согласование подлежащего и глагола.					Грамматические таблицы  Грамматический справочник	[13, 14, 20] [2, 21, 6, 9] [1, 5, 15] [17, 19, 25]	
<b>6.4</b>	<b>Вопросительные, относительные, союзные местоимения (2 ч.)</b>		<b>2</b>					



6.4.1	1. Употребление местоимений как определителей, заместителей существительного при образовании вопросов. 2. Использование местоимений как союзов при построении косвенных вопросов. 3. Местоимения в связующей функции для введения придаточных предложений. 4. Взаимозаменяемость и вариативность употребления относительных местоимений. 5. Относительные местоимения для введения дополнительной информации.					Грамматический справочник	[21, 25] [17, 21]	Итоговый тест по теме
<b>7</b>	<b>Имя прилагательное (6 ч.)</b>		<b>6</b>					
<b>7.1</b>	<b>Место прилагательных в предложении (2 ч.)</b>		<b>2</b>					
7.1.1	1. Атрибутивные и предикативные прилагательные, особенности их употребления. 2. Место прилагательных в предложении. 3. Употребление прилагательных после глаголов – связок. 4. Употребление прилагательных, имеющих разные значения, перед и после определяемого существительного. 5. Прилагательные с суффиксами –ing, ed. 6. Употребление прилагательных с предлогами.					Грамматический справочник	[1, 3, 4] [5, 6, 7]	
<b>7.2</b>	<b>Степени сравнения прилагательных (4 ч.)</b>		<b>4</b>					
7.2.1	1. Значения положительной, сравнительной и превосходной степеней сравнения. 2. Синтетическая и аналитическая формы степеней сравнения. 3. Степени сравнения односложных прилагательных. 4. Степени сравнения двусложных прилагательных. 6. Степени сравнения многосложных прилагательных. 7. Супплетивные формы степеней сравнения.		2			Грамматические таблицы	[9, 25, 5] [2, 21, 9] [6, 16, 17]	
7.2.2	1. Прилагательные, имеющие две формы степеней сравнения. 2. Употребление so, such перед прилагательными и существительными. 3. Enough, sufficiently, too перед и после прилагательных. 4. Сравнительные конструкции as ... as, not so ... as. 5. Конструкция the... the. 6. Сравнительная конструкция no sooner ... than.		2			Грамматический справочник	[14, 15] [1, 13] [21, 25]	Итоговый тест по теме
<b>8</b>	<b>Наречие (4 ч.)</b>		<b>4</b>					

<b>8.1</b>	<b>Классификация наречий. Разница в употреблении наречий и прилагательных (2 ч.)</b>		<b>2</b>					
8.1.1	1. Классификация наречий по значению. 2. Наречия с суффиксом -ly. 3. Безсуффиксальные наречия, их семантические различия. 4. Прилагательные, оканчивающиеся на -ly. 5. Образование наречий от прилагательных с окончанием -ed. 6. Структуры с as и like. 7. Идиоматические выражения с as и like.					Грамматические таблицы  Грамматический справочник	[5, 25] [13, 15] [1, 2, 4, 6] [11, 16, 17]	
<b>8.2</b>	<b>Степени сравнения наречий (2 ч.)</b>		<b>2</b>					
8.3.1	1. Степени сравнения односложных наречий. 2. Наречия, образующие степени сравнения с помощью суффиксов. 3. Аналитические формы степеней сравнения. 4. Наречия, имеющие два варианта образования степеней сравнения. 5. Нестандартные степени сравнения наречий. 6. Употребление конструкции As + adverb + as.					Грамматические таблицы	[1, 20, 25] [14, 16] [9, 21]	Итоговый тест по теме
<b>9</b>	<b>Предлог (2 ч.)</b>		<b>2</b>					
<b>9.1</b>	<b>Классификация предлогов (2 ч.)</b>		<b>2</b>					
9.1.1	1. Классификация предлогов в современном английском языке. 2. Деление предлогов по формальным признакам. 3. Группы предлогов по значению. 4. Особенности употребления предлогов места, времени и направления. 5. Особенности употребления предлогов абстрактных отношений. 6. Сочетания предлогов с именами существительными. 7. Сочетания предлогов с именами прилагательными. 8. Делимые и неделимые сочетания предлогов с глаголами.					Грамматический справочник	[1, 2, 3] [16, 17, 18]	
	<b>Всего за 4 семестр</b>		<b>20</b>					Контрольная работа
	<b>Итого за 2 курс</b>		<b>36</b>					<b>Экзамен</b>
	<b>Всего</b>		<b>72</b>					

Преподаватели кафедры теории и практики английского языка

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## УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА (Заочное отделение – 5 лет)

Номер раздела, темы, занятия	Название раздела, темы, занятия; перечень изучаемых вопросов	Количество аудиторных часов				Материальное обеспечение занятия (наглядные, методические пособия и др.)	Литература	Формы контроля знаний
		лекции	практические занятия	семинарские занятия	Кол-во часов УСР			
1	2	3	4	5	6	7	8	9
1	<b>Глагол (20 ч.)</b>		20					
1.1	<b>Глагол как часть речи (2 ч.)</b>		2					
1.1.1	1. Классы глаголов. 2. Грамматические категории глагола.					Грамматические таблицы	[1, 4]	
1.2	<b>Глаголы to be, to have, to do и особенности их употребления (6 ч.)</b>		6					
1.2.1	1. Глагол to be как смысловой и глагол-связка. 2. Выражения с глаголом to be. 3. Структура “It is ...”. 4. Структура “There is/are...”. 5. Эмфатическая структура “It is ... who/that...”		2				[1, 2, 4, 8] [3, 6, 15]	
1.2.2	1. Глагол to have/have got и его функции в предложении. 2. Глагол to have как смысловой и в сочетании с существительными.		2			Грамматический справочник	[6, 7, 9]	
1.2.3	1. Глагол to do и его функции в предложении. 2. Образование вопросительной формы с помощью глагола to do. 3. Образование отрицательной формы с помощью глагола to do.		2			Грамматические таблицы	[1, 9, 14]	Грамматический тест
1.3	<b>Настоящее неопределенное время (Present Indefinite) (2 ч.)</b>		2					

1.3.1	1. Выражение действий с глаголами состояния. 2. Выражение общеизвестных истин. 3. Настоящее неопределенное время с глаголами, не употребляющимися в длительном времени. 4. Особенности употребления настоящего времени для выражения будущего действия. 5. Настоящее время в придаточных предложениях времени. 6. Настоящее время в придаточных предложениях условия.					Грамматический справочник	[7, 9, 3] [13, 14, 21]	
<b>1.4</b>	<b><i>Настоящее продолженное время (Present Continuous) (2 ч.)</i></b>		<b>2</b>					
1.4.1	1. Настоящее продолженное время для действий, происходящих в момент речи. 2. Временные действия. 3. Особенности выражения длительных действий со статическими и динамическими глаголами. 4. Продолженное время для обозначения будущего действия. 5. Разница между настоящим простым и продолженным временами.					Грамматические таблицы	[5, 11] [13, 25] [4, 17, 19]	Контрольный перевод
<b>1.5</b>	<b><i>Настоящее перфектное время (4 ч.)</i></b>		<b>4</b>					
1.5.1	1. Перфектное время для действия, закончившегося к настоящему моменту. 2. Перфектное время с наречиями неопределенного времени. 3. Перфектное время для выражения действия, проходившего в незаконченный период времени.		2			Грамматические таблицы	[9, 13, 14] [2, 21] [6, 9]	Грамматический тест
1.5.2	1. Включающая форма перфекта. 2. Перфектно-длительная форма. Present Perfect Continuous. 3. Разница в употреблении форм Present Perfect и Present Perfect Continuous.		2					
<b>1.6</b>	<b><i>Прошедшее неопределенное время (4 ч.)</i></b>		<b>4</b>					
1.6.1	1. Особенности образования прошедшего времени правильных и неправильных глаголов. 2. Правила орфографии. 3. Регулярные действия в прошлом. Однократные действия в прошлом. Последовательность прошлых действий. 4. Глаголы used to и would для обозначения привычных действий в прошлом.		2			Грамматические таблицы	[13, 18] [17, 25]	

1.6.2	1. Прошедшее время с глаголами чувственного восприятия. 2. Употребление прошедшего простого времени для сообщения деталей. 3. Разница употребления простого прошедшего и настоящего перфектного времени.		2			Грамматический справочник	[4, 5, 7, 21]	Итоговый тест
	<b>Всего за 1 семестр</b>		<b>20</b>					
<b>1</b>	<b>Глагол (16 ч.)</b>		<b>16</b>					
<b>1.7</b>	<b><i>Прошедшее длительное время (2 ч.)</i></b>		<b>2</b>					
1.7.1.	1. Действие, происходившее в определенный момент в прошлом. 2. Два одновременных действия в прошлом. 3. Разница в употреблении прошедшего простого и прошедшего длительного времени. 4. Совпадающие значения настоящего и прошедшего длительного времени.					Грамматический справочник	[11, 23] [12, 21]	
<b>1.8</b>	<b><i>Прошедшее совершенное время (2 ч.)</i></b>		<b>2</b>					
1.8.1	1. Предпрошедшее время для действий, завершившихся к определенному моменту в прошлом. 2. Past Perfect со структурами hardly ... when, barely... when. 3. Употребление прошедшего перфектного времени в придаточных времени. 4. Прошедшее перфектное длительное время. 5. Общее сопоставление ситуаций употребления прошедших времен.					Грамматический справочник	[14, 24] [13, 23] [1, 15, 21] [7, 3] [4, 5, 6]	Грамматический тест
<b>1.9</b>	<b><i>Будущее неопределенное время. Будущее продолженное время (2 ч.)</i></b>		<b>2</b>					
1.9.1	1. Незапланированное действие в будущем. 2. Предположение на будущее. 3. Действия в развитии в определенный момент в будущем. 4. Предвосхищаемое действие в будущем. 5. Вежливая просьба. 6. Одновременные действия в будущем. 7. Будущее для обычных привычных действий. 8. Другие способы выражения будущего. Структура “to be going to”.					Грамматические таблицы Грамматический справочник	[9, 11] [12, 13] [2, 19, 21, 14]	
<b>1.10</b>	<b><i>Будущее перфектное время (2 ч.)</i></b>		<b>2</b>					
1.10.1	1. Действие, которое завершится к определенному моменту в будущем. 2. Будущее перфектное время длительной формы. 3. Перфектное длительное время с обозначенным периодом времени.					Грамматические таблицы	[5, 9, 13, 21] [2, 3]	Итоговый тест по теме
<b>1.11</b>	<b><i>Залог как категория глагола (4 ч.)</i></b>		<b>4</b>					

1.11.1	1. Страдательный залог и особенности его употребления. 2. Видо-временные формы страдательного залога. 3. Пассивные конструкции с переходными глаголами. 4. Пассивные конструкции с глаголами, имеющими прямое и косвенное дополнение. 5. Пассивные конструкции с глаголами, имеющими два прямых дополнения		2			Грамматические таблицы	[1, 5, 15] [13, 21]	
1.11.2	1. Неопределенные времена в страдательном залоге. 2. Продолженные времена в страдательном залоге. 3. Перфектные времена в страдательном залоге. 4. Случаи, когда нельзя употребить страдательный залог. 5. Пассивные конструкции с невыраженным субъектом действия.		2			Грамматический справочник	[6, 24] [21, 23] [4, 7, 11, 10]	Грамматический тест
<b>1.12</b>	<b>Согласование времен (2 ч.)</b>		<b>2</b>					
1.12.1	1. Согласование времен в косвенной речи. 2. Согласование времен в придаточных предложениях. 3. Согласование времен в простых предложениях. 4. Согласование времен в предложениях с т.н. «внутренней речью». 5. Согласование времен в предложениях с вводными конструкциями. 6. Случаи отсутствия согласования времен.					Грамматический справочник	[1, 15, 17, 23] [5, 6] [2, 9, 21]	
<b>2</b>	<b>Прямая и косвенная речь (2 ч.)</b>		<b>2</b>					
<b>2.1</b>	<b>Разные коммуникативные типы предложений в косвенной речи.(2 ч.)</b>		<b>2</b>					
2.1.1	1. Обращение в косвенную речь повествовательных и вопросительных предложений. 2. Косвенные вопросы. 3. Типы введения побуждения в косвенной речи. 4. Побудительные предложения, передаваемые инфинитивными сочетаниями.					Грамматический справочник	[13, 15] [14, 23, 24] [1, 5, 16, 17] [6, 21]	Контрольная работа
	<b>Всего за 2 семестр</b>		<b>16</b>					<b>Зачет</b>
	<b>Итого за 1 курс</b>		<b>36</b>					
<b>3</b>	<b>Модальные глаголы (4 ч.)</b>		<b>4</b>					
<b>3.1</b>	<b>Модальный глагол can (could). Модальный глагол may (might). Модальный глагол must. (2 ч.)</b>		<b>2</b>					

3.1.1	1. Модальный глагол <i>can (could)</i> для выражения способности, возможности и разрешения. 2. Эквиваленты <i>can</i> в других временах. 3. Разница употребления <i>can</i> и <i>be able to</i> . 4. Модальный глагол <i>may (might)</i> для выражения неуверенности, разрешения, упрёка. 5. Модальный глагол <i>must</i> для выражения долженствования, настойчивого совета, предположения и запрета.					Грамматические таблицы Грамматический справочник	[1, 3, 4, 17] [7, 9, 18]	Контрольная работа
3.2	<b>Модальные глаголы <i>should</i> и <i>ought to</i>. Модальные глаголы <i>shall, will, would</i>. Модальные глаголы <i>need</i> и <i>dare</i>. Глаголы <i>be</i> и <i>have</i>. (2 ч.)</b>		2					
3.2.1	1. Модальные глаголы <i>should</i> и <i>ought to</i> для выражения совета, долга, предположения, ожидаемого действия. 2. Модальный глагол <i>shall</i> для выражения обещания, угрозы и предупреждения. 3. Модальные глаголы <i>will</i> и <i>would</i> и особенности их употребления. 4. Модальный глагол <i>need</i> для выражения необходимости. 5. Модальный глагол <i>dare</i> для выражения решимости. 6. Глаголы <i>be, have</i> как эквиваленты модальных глаголов.					Грамматический справочник	[1, 3, 7, 9] [17, 18]	Итоговый тест по теме
4	<b>Имя существительное (6 ч.)</b>		6					
4.1	<b>Число имени существительного (4 ч.)</b>		4					
4.1.1	1. Исчисляемые/неисчисляемые существительные. 2. Образование формы множественного числа. 3. Множественное число составных существительных. 4. Существительные, употребляющиеся только в единственном числе. 5. Существительные, не прибавляющие окончание <i>-s</i> при образовании множественного числа. 6. Формы множественного числа у названий животных.		2			Грамматические таблицы	[1, 5, 13] [1, 2, 3, 5] [7, 9, 11, 16]	Грамматический тест
4.1.2	1. Существительные, употребляющиеся только во множественном числе. 2. Множественное число абстрактных существительных. 3. Существительные, становящиеся исчисляемыми с изменением значения. 4. Множественное число существительных иностранного происхождения. 5. Множественное число собирательных существительных. 6. Существительные, имеющие две формы множественного числа с разными значениями.		2			Грамматический справочник	[1, 5, 13] [1, 2, 3, 5] [7, 9, 11, 16]	
4.2	<b>Падеж имени существительного (2 ч.)</b>		2					

4.2.1	1. Неопределенное значение и многофункциональность общего падежа. 2. Употребление притяжательного падежа с одушевленными и неодушевленными существительными. 3. Структура «двойной родительный падеж» и особенности ее употребления. 4. Абсолютное употребление притяжательного падежа. 5. Выражение принадлежности с помощью предлога «of». 6. Притяжательный падеж в лексикализованных формах существительных (baker's, at the doctor's, etc.). 7. Притяжательный падеж с именами собственными.					Грамматические таблицы	[1, 3, 5, 9] [11, 13, 16]	Итоговый тест по теме
<b>5</b>	<b>Артикль (4 ч.)</b>		<b>4</b>					
<b>5.1</b>	<b>Артикль как определитель существительного (4 ч.)</b>		<b>4</b>					
5.1.1	1. Обобщающе-классифицирующее значение артикля. 2. Особенности употребления определенного и неопределенного артиклей a и the с исчисляемыми существительными, имеющими определение. 3. Особенности употребления определенного и неопределенного артиклей a и the с неисчисляемыми существительными. 4. Особенности употребления определенного и неопределенного артиклей a и the с субстантивированными прилагательными и собирательными существительными. 5. Особенности употребления определенного и неопределенного артиклей a и the с абстрактными существительными. 6. Особенности употребления артиклей с названиями болезней.		2			Грамматический справочник	[1, 5, 9, 23] [8, 21] [3, 4, 19] [15, 17] [2, 6, 8]	
5.1.2	1. Особенности употребления артиклей со словами, обозначающими время суток и времена года. 2. Особенности употребления артиклей со словами, обозначающими уникальные предметы. 3. Особенности употребления артиклей с именами собственными. 4. Особенности употребления артиклей со словами, обозначающими титул, профессию, звание. 5. Особенности употребления артиклей с географическими названиями.		2				[9, 25] [13, 17, 21] [8, 22, 1 ] [6, 14, 15]	Итоговый тест по теме
	<b>Всего за 3 семестр</b>		<b>14</b>					Контрольная работа



<b>6</b>	<b>Местоимение (14 ч.)</b>		<b>14</b>					
<b>6.1</b>	<b>Личные местоимения. Притяжательные местоимения (2 ч.)</b>		<b>2</b>					
6.1.1	1. Выражение категорий лица, числа, падежа, рода с помощью личных местоимений. 2. Субстантивный характер личных местоимений. 3. Две группы притяжательных местоимений. 4. Выражение с помощью притяжательных местоимений категорий лица, числа, падежа, рода.					Грамматические таблицы	[1, 3, 5, 6] [7, 18]	
<b>6.2</b>	<b>Указательные местоимения. Возвратные и взаимные местоимения (4 ч.)</b>		<b>4</b>					
6.2.1	1. Категории указательных местоимений (общие указатели, указатели близких и далеких предметов). 2. Употребление указательных местоимений как определителей и заместителей существительного.		2			Грамматические таблицы	[1, 3, 5, 6] [7, 18] [4, 17]	Контрольный перевод
6.2.2	1. Особенности употребления возвратных местоимений. 2. Особенности употребления взаимных местоимений.		2					
<b>6.3</b>	<b>Неопределенные местоимения (6 ч.)</b>		<b>6</b>					
6.3.1	1. Группы неопределенных местоимений. 2. Местоимения some, any, их определительное и субстантивное употребление. 3. Составные местоимения somebody, anybody, someone, anyone, something, anything, их функции и значение.		2			Грамматические таблицы	[13, 14] [20, 21]	
6.3.2	1. Отрицательно - неопределенные местоимения no, no one, nothing. 2. Отрицательно - неопределенные местоимения neither, none и разница в их употреблении.		2					
6.3.3	1. Местоимение one как заместитель и определитель исчисляемых существительных. 2. Местоимения all, both, each, every в количественном значении. 3. Составные местоимения everybody, everyone, everything. 4. Местоимения other, the other, another как определители и заместители существительных. 5. Местоимения either и neither, согласование подлежащего и глагола.		2			Грамматический справочник	[2, 6, 9] [1, 5, 15] [6, 13, 20, 25] [17, 19, 21]	
<b>6.4</b>	<b>Вопросительные, относительные, союзные местоимения (2 ч.)</b>		<b>2</b>					

6.4.1	1. Употребление местоимений как определителей, заместителей существительного при образовании вопросов. 2. Использование местоимений как союзов при построении косвенных вопросов. 3. Местоимения в связующей функции для введения придаточных предложений. 4. Взаимозаменяемость и вариативность употребления относительных местоимений. 5. Относительные местоимения для введения дополнительной информации.					Грамматический справочник	[21, 25] [17, 21]	Итоговый тест по теме
	<b>Всего за 4 семестр</b>		<b>14</b>					
	<b>Итого за 2 курс</b>		<b>28</b>					
<b>7</b>								
<b>7.1</b>	<b><i>Место прилагательных в предложении (2 ч.)</i></b>		<b>2</b>					
7.1.1	1. Атрибутивные и предикативные прилагательные, особенности их употребления. 2. Место прилагательных в предложении. 3. Употребление прилагательных после глаголов – связок. 4. Употребление прилагательных, имеющих разные значения, перед и после определяемого существительного. 5. Прилагательные с суффиксами –ing, ed. 6. Употребление прилагательных с предлогами.					Грамматический справочник	[1, 3, 4, 5] [6, 7]	
<b>7.2</b>	<b><i>Степени сравнения прилагательных (4 ч.)</i></b>		<b>4</b>					
7.2.1	1. Значения положительной, сравнительной и превосходной степеней сравнения. 2. Синтетическая и аналитическая формы степеней сравнения. 3. Степени сравнения односложных прилагательных. 4. Степени сравнения двусложных прилагательных. 5. Степени сравнения многосложных прилагательных. 6. Супплетивные формы степеней сравнения.		2			Грамматические таблицы	[9, 25] [2, 21] [5, 9] [6, 16, 17]	

7.2.2	1. Прилагательные, имеющие две формы степеней сравнения. 2. Употребление so, such перед прилагательными и существительными. 3. Enough, sufficiently, too перед и после прилагательных. 4. Сравнительные конструкции as ... as, not so ... as. 5. Конструкция the... the. 6. Сравнительная конструкция no sooner ... than.		2			Грамматический справочник	[14, 15] [1, 13] [21, 25]	Итоговый тест по теме
<b>8</b>	<b>Наречие (2 ч.)</b>		<b>2</b>					
<b>8.1</b>	<b>Классификация наречий (2 ч.)</b>		<b>2</b>					
8.1.1	1. Классификация наречий по значению. 2. Функции наречий в предложении. Место наречий в предложении. 3. Наречия с суффиксом -ly. 4. Безсуффиксальные наречия, их семантические различия. 5. Наречия меры и степени. 6. Употребление наречий very, very much, quite с глаголами. 7. Наречия времени и места.					Грамматические таблицы	[5, 25] [13, 15] [6, 18]	
	<b>Всего за 5 семестр</b>		<b>8</b>					
<b>8</b>	<b>Наречие (4 ч.)</b>		<b>4</b>					
<b>8.2</b>	<b>Разница в употреблении наречий и прилагательных (2 ч.)</b>		<b>2</b>					
8.2.1	1. Прилагательные, оканчивающиеся на -ly. 2. Образование наречий от прилагательных с окончанием -ed. 3. Структуры с as и like. 4. Идиоматические выражения с as и like.					Грамматический справочник	[1, 2, 4, 6] [11, 16, 17]	
<b>8.3</b>	<b>Степени сравнения наречий (2 ч.)</b>		<b>2</b>					
8.3.1	1. Степени сравнения односложных наречий. 2. Наречия, образующие степени сравнения с помощью суффиксов. 3. Аналитические формы степеней сравнения. 4. Наречия, имеющие два варианта образования степеней сравнения. 5. Нестандартные степени сравнения наречий. 6. Употребление конструкции As + adverb + as.					Грамматические таблицы	[1, 20, 25] [14, 16] [9, 21]	Итоговый тест по теме
<b>9</b>	<b>Предлог (2ч.)</b>							
<b>9.1</b>	<b>Классификация предлогов (2 ч.)</b>		<b>2</b>					
9.1.1	1. Классификация предлогов в современном английском языке. 2. Деление предлогов по формальным признакам. 3. Группы предлогов по значению.					Грамматический справочник	[1, 2, 3, 16] [17, 18]	

	4. Особенности употребления предлогов места, времени и направления. 5. Особенности употребления предлогов абстрактных отношений. 6. Сочетания предлогов с именами существительными. 7. Сочетания предлогов с именами прилагательными. 8. Делимые и неделимые сочетания предлогов с глаголами.							
	<b>Всего за 6 семестр</b>		<b>6</b>					Контрольная работа
	<b>Итого за 3 курс</b>		<b>14</b>					<b>Экзамен</b>
	<b>Всего</b>		<b>78</b>					

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## *Рекомендуемая литература*

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