УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС ПО УЧЕБНОЙ ДИСЦИПЛИНЕ «ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА»
для студентов 1-го курса специальности «СИЯ (преподавание)»

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Электронный учебно-методический комплекс предназначен для студентов младших курсов специальности 1-21 06 01-01 «Современные иностранные языки» (преподавание). Содержание ЭУМК предполагает изучение следующих вопросов практической грамматики: части речи, их формы и функции; глагол; имя существительное; местоимение; имя прилагательное; наречие: построение предложения; структурные и коммуникативные типы предложений и др. ЭУМК также содержит учебную программу дисциплины, задания для внеаудиторной учебной самостоятельной работы студентов, вопросы для подготовки к зачету, критерии оценки знаний и практических навыков, образцы тестов для текущего, промежуточного и итогового контроля знаний студентов, список рекомендуемой литературы.
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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебная дисциплина “Практическая грамматика” относится к циклу специальных дисциплин государственного компонента учреждения высшего образования.

Содержания курса практической грамматики английского языка предполагает понимание грамматического строя языка с позиций современной английской литературной нормы, а также узуа, что подразумевает владение знаниями об уместности употребления грамматических структур в определённых ситуациях и сферах коммуникации, их маркированности по принадлежности к устной или письменной речи, британскому или американскому вариантам языка.

Практическая цель изучения данной дисциплины заключается в формировании у студентов комплекса компетенции: академических, социально-личностных и профессиональных.

Электронный учебно-методический комплекс “Практическая грамматика” способствует достижению поставленной цели предназначен для студентов I курса по специальности 1-21 06 01-01 “Современные иностранные языки (преподавание)”.

Данный комплекс разработан в соответствии с Положением БГУ об учебно-методическом комплексе по учебной дисциплине №497-ОД от 10.10.13 и состоит из трёх разделов: теоретико-практического, контроля знаний и вспомогательного.

Теоретико-практический раздел содержит краткие теоретические сведения по темам, предусмотренным устной программой дисциплины, а также практические задания для закрепления знаний, формирования умений и навыков. Раздел контроля знаний содержит материалы для текущей и итоговой аттестации, для внеаудиторной контролируемой самостоятельной работы студентов, критерии оценки знаний студентов. Вспомогательный раздел представлен учебной программой дисциплины, включающей пояснительную записку, содержание учебного материала, учебно-методическую карту и информационно-методическую часть.
I The verb to be can be used as:

1) A notional verb, when it is followed by an adverbial of place. It has the meaning “располагаться, находиться”.
   They are at home now.
   The bank is opposite the hotel.

2) A link verb as part of a compound nominal predicate. The predicative can be expressed by a noun, an adjective, a numeral, etc.
   She is nearly thirty.
   He is an architect.
   This film is very exciting.

3) An auxiliary verb to form Continuous tenses and Passive forms.
   When you phoned I was working in the garage.
   What are you doing here? – I’m having an interview.
   She is invited to a lot of parties.
   The doctor has been sent for.

4) An equivalent of the modal verb must to express plans or arrangements (especially official ones). In this case it is followed by to+Inf.
   The President/The Prime Minister is to visit Belgium next month.
   I felt nervous because I was soon to leave home for the first time.

II Normally, the verb be is used without the auxiliary do in interrogative and negative sentences.
   I’m not often sick.
   What colour are your eyes?

But do is used to make imperative sentences with be (both positive and negative).
   Don’t be silly! Don’t be such a nuisance!
   Do be careful! Do be quiet and patient!

In an informal style do is sometimes used with be in one or two other structures which have a similar meaning to imperative sentences.
   Why don’t you be a good boy and sit down?
   Why don’t you be more reasonable?
Why don’t you be a man and face your troubles bravely? If you don’t be quiet you’ll go straight to bed.

III The verb to be is not normally used in continuous forms when we talk about feelings or states. But when we talk about actions or behavior, we can use be in continuous forms, e.g.:
   You are being stupid today = you are doing stupid things
   I was being very careful = I was doing smth very carefully.
   Who is being a silly baby, then? = Who is behaving in a silly way?
   BUT! I’m happy just now.
   She was very depressed when he phoned.

Ex. 1. Write the short form (she’s/ we aren’t etc.).
1 she is ___she’s____
2 they are _________
3 it is not _________
4 that is________
5 I am not _______
6 you are not________

Ex. 2. Put in am, is or are.
1 The weather __is___nice today.
2 I _____not tired.
3 This bag_____ heavy.
4 These bags_____ heavy.
5 Look! There ______Carol.
6 My brother and I _______good tennis players.
7 Ann _____at home. Her children _____at school.
8 I_____ a taxi driver. My sister_______ a nurse.

Ex. 3. Write full sentences. Use is/isn’t/are/aren’t.
1 (your shoes very dirty) Your shoes are very dirty.
2 (my brother a teacher) My______________.
3 (this house not very big) ____________________.
4 (the shops not open today) ____________________.
5 (my keys in my bag) ____________________.
6 (Jenny 18 years old) ____________________.
Ex. 5. Write sentences for the pictures. Use: afraid angry cold hot hungry thirsty
e.g. She’s thirsty.

Ex. 6. Write true sentences, positive or negative. Use am/am not/is/isn’t/are/aren’t.

1. (I / interested in politics) I’m interested (OR I’m not interested) in politics.
2. (I / hungry) I ____________________________.
3. (it / warm today) It ____________________________.
4. (I / afraid of dogs) ____________________________.
5. (my hands / cold) ____________________________.
6. (Canada / a very big country) ____________________________.
7. (diamonds / cheap) ____________________________.
8. (I / interested in football) ____________________________.
9. (Rome / in Spain) ____________________________.

Ex. 7. Find the right answers for the questions.

| 1. Where’s the camera?          | A London.          |
| 2. Is your car blue?            | B No, I’m not.     |
| 3. Is Linda from London?        | C Yes, you are.    |
| 5. Where’s Ann from?            | E Black.           |
| 6. What colour is your bag?     | F No, it’s black.  |
| 7. Are you hungry?              | G In your bag.     |
| 8. How is George?               | H No, she’s American. |
| 9. Who’s that woman?            | I Very well        |

Ex. 8. Make questions with these words. Use is or are.
(at home / your mother?) Is your mother at home?
(your parents / well?)  Are your parents well?
(interesting / your job?) ________________?
(the shops / open today?) ________________?
(interested in sport / you?) ________________?
(near here / the post office?) ________________?
(at school / your children?) ________________?
(why / you / late?) ________________?

Ex.9. Complete the questions. Use What... / Who... /Where... /How...

1. **How are** your parents?
   They’re very well.

2. ______ the bus stop?
   At the end of the street.

3. ______ your children?
   Five, six and ten.

4. ______ these oranges?
   £1.20 a kilo.

5. ______ your favourite sport?
   Skiing.

6. ______ the man in this photograph?
   That’s my father.

7. ______ your new shoes?
   Black.

Ex.10. Write the questions. (Read the answers first.)

<table>
<thead>
<tr>
<th>(name?)</th>
<th>What’s your name?</th>
<th>Paul.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(married or single?)</td>
<td>________________</td>
<td>I’m married.</td>
</tr>
<tr>
<td>(American?)</td>
<td>________________</td>
<td>No, I’m Australian. I’m 30.</td>
</tr>
<tr>
<td>(how old?)</td>
<td>________________</td>
<td>No, I’m a lawyer.</td>
</tr>
<tr>
<td>(a teacher?)</td>
<td>________________</td>
<td>No, she’s a designer.</td>
</tr>
<tr>
<td>(wife a lawyer?)</td>
<td>________________</td>
<td>No, she’s a designer.</td>
</tr>
<tr>
<td>(from?)</td>
<td>________________</td>
<td>She’s Italian.</td>
</tr>
<tr>
<td>(her name?)</td>
<td>________________</td>
<td>Anna.</td>
</tr>
<tr>
<td>(how old?)</td>
<td>________________</td>
<td>She’s 27.</td>
</tr>
</tbody>
</table>

Ex.11. Write short answers *Yes, I am.* / *No, he isn’t*, etc.)*

1. Are you married?  *No, I’m not.*
2. Are you thirsty?  ________________.
3. Is it cold today?  ________________.
4. Are your hands cold?  ________________.
5. Is it dark now? ______________.
6. Are you a teacher? ______________.

Ex.12. Look at the pictures. Where were these people at 3 o’clock yesterday afternoon?

1 George was in bed.
2 Carol and Jack ____________.
3 Sue ________________.
4 ____________________.
5______________________.
6 And you? I______________. 

Ex.13. Put in am/is/are (present) or was/were (past).
1. Last year she was 22, so she is 23 now.
2. Today the weather _____ nice, but yesterday it _____ very cold.
3. I _____ hungry. Can I have something to eat?
4. I feel fine this morning but I _____ very tired last night.
5. Where _____ you at 11 o’clock last Friday morning?
6. Don’t buy those shoes. They _____ very expensive.
7. I like your new jacket. _____ it expensive?
8. This time last year I _____ in Paris.
9. ‘Where _____ the children?’ ‘I don’t know. They _____ in the garden ten minutes ago.’

Ex.14. Put in was/were or wasn’t/weren’t.
1. We weren’t happy with the hotel. Our room was very small and it wasn’t very clean.
2. George _____ at work last week because he _____ ill. He’s better now.
3. Yesterday_____ a public holiday so the shops _____ closed. They’re open today.
4. ‘_____ Sue and Bill at the party?’ ‘Sue _____ there but Bill _____.’
5. ‘Where are my keys?’ ‘I don’t know. They ____on the table but they’re not there now.’
6. You ____at home last night. Where ____you?

Ex.15. Write the questions. Use the words in brackets (...) in the correct order + was/were.
1 (late / you / this morning / why?)
Why were you late this morning?
2 (difficult / your exam?)
3 (last week / where / Ann and Chris?)
4 (your new camera / how much?)
5 (angry / you / yesterday / why?)
6 (nice / the weather / last week?)

| 1 The traffic was bad. |
| 2 No, it was easy. |
| 3 They were on holiday. |
| 4 Sixty pounds. |
| 5 Because you were late. |
| 6 Yes, it was beautiful. |

“THERE + BE + NOUN” CONSTRUCTION

1 use
We use “there +be + noun” construction to talk about the existence or absence of people or things in a definite place or at a definite time. This construction has the meaning «есть, имеется, находится, существует».

e.g. There’s a hole in my tights.
      There’s ice on the lake.

It cannot be used in this way.
e.g. There is a lot of noise in the street. (NOT It is a lot of noise in the street.)

There are is used with plural subjects.
I don’t know how many people there are in the waiting room.
However, there is is also common before plural subjects in an informal speech.
e.g. There’s two policemen at the door, Dad.

There’s some grapes in the fridge, if you’re still hungry.

If the subjects are of different number the predicate agrees with the subject that stands first: There is a table and six chairs in the room. There were some books and a dictionary on the desk.

2 indefinite subjects
We use there +be in this way particularly with subjects that have indefinite articles, or indefinite determiners like some, any, no; and with indefinite pronouns like somebody, anything, nothing.
e.g. *There are some* people outside.  *There were no* footsteps to be seen.

*Is there anybody* at home?  *There’s something* worrying me.

Note the use of *wrong* and *the matter* after *something, anything, nothing.*

e.g. *There’s something wrong. Is there anything the matter?*

Note also the structures with *sense, point, use, need.*

e.g. *There’s no sense* in making him angry.

*Is there any point* in talking about it again?

*Do you think there’s any use* trying to explain?

e.g. *There’s no need* to hurry – we’ve got plenty of time.

3 all tenses

The verb “*to be*” in this construction can be used in different tense forms: there is/are, there was/were, there will be, there has/have been, there had been.

e.g. *Once upon a time there were* three wicked brothers.

*There has never been* anybody like you.

*There will be* snow on high ground.

And *there* can be used in tags.

e.g. *There’ll be enough for everybody,* won’t there?

4 structures with auxiliary *be*

*There* can also be used in structures where *be* is a progressive or passive auxiliary. Note the word order.

e.g.  *There was a girl water-skiing on the lake.* (= A girl was water skiing ...)

*There have been* more Americans *killed in road accidents than in all the wars since 1900.* (= More Americans have been killed ...)

*There’ll be* somebody *meeting you at the airport.*

5 more complex structures

*There* can be used with *modal verb + be* and with some other verbs (e.g. *seem, appear, happen, tend*) before *to be.*

e.g.  *There must be* a dictionary on the shelf.

*There might be* drinks if you wait for a bit.

*There must be* somebody at home – ring again.

*If the police hadn’t closed the road there could have been* a bad accident.

*There seem to be* some problems.

*Could you be quiet? There happens to be* a lecture going on.

*There tends to be* jealousy when a new little brother or sister comes along.

Note also the structure *there is certain/sure/likely/bound to be.*
There is sure to be trouble when she gets his letter.
Do you think there’s likely to be snow?
Structures with infinitives (there to be) and –ing forms (there being) are also possible.
I don’t want there to be any more trouble.
What’s the chance of there being an election this year?

6 other verbs
We can also use some other verbs after “there” – to live, to exist, to stand, to lie, etc. These are verbs which refer to states, or to the arrival of somebody or something.
e.g. There exist different opinions on the problem.
   In a small town in Germany there once lived a poor shoemaker.
   There remains nothing more to be done.
   Suddenly there entered a strange figure dressed all in black.
   There followed an uncomfortable silence

7 definite subjects
There is not normally used in a sentence with a definite subject (e.g. a noun with a definite article, or a proper name).
e.g. The door was open. (NOT There was the door open.)
   James was at the party. (NOT There was James at the party)
One exception to this rule is when we simply name people or things, in order to draw attention to a possible solution to a problem.
   ‘Who could we ask?’ ‘Well, there’s James, or Miranda, or Ann, or Sue...’
   ‘Where can he sleep?’ ‘Well, there’s always the attic.’
Another apparent exception is in stories that begin There was this ..., when this has an indefinite sense.
   There was this man, see, and he couldn’t get up in the mornings, so he ....

8 word order
In ‘there+be+noun’ construction we observe the following word order:
“there+be+subject+adverbial modifier of time/place.
The corresponding Russian sentences begin with adverbial modifiers:
На полке много книг.— There are a lot of books on the shelf.
В следующем году здесь будет новый кинотеатр.— There will be a new cinema here next year.
See the difference:
1) В моей комнате есть (имеется) телефон.—There is a telephone in my room.
2) Телефон находится в моей комнате.—The telephone is in my room.

Commentary: The first sentence is a sentence with the introductory ‘there’ which is used to point out the existence of some things (a telephone) in a definite place, the subject of the sentence is expressed by a countable noun in the singular.

IT IS AND THERE IS COMPARED.

1. **it is + adjective; There is + noun.**
   - It is foggy or there is a fog.
   - It was very wet or There was a lot of rain.
   - It won’t be very sunny or There won’t be much sun.

2. **it is and there is** of distance and time.
   - It is a long way to York.
   - There is a long way still to go = (we have many miles still to go).
   - It is time to go home. (We always start home at six and it is six now.)
   - There is time for us to go and come back here again before the film starts.
   (That amount of time exist.)

3. **it is** used for identity; **there is + noun / pronoun** for existence
   - There is someone at the door.
   - I think it’s the man to read the meters.
   - There is a key here.
   - Is it the key of the safe?
   - It is the grandmother who makes the decisions. (the grandmother, not any other member of the family).
   - … and there’s the grandmother, who lives next door. (the grandmother exists)

Ex. 1. Use “there be”)” construction in the necessary tense form.
1. … a good film on TV tomorrow.
2. The book is good. … interesting stories in it.
3. It was late and … many people in the street.
4. … a flight to London tomorrow?
5. … no meeting next week. It has been cancelled.
6. … anybody at home when you came?
7. anything strange about him yesterday.
8. How many students … in your group next year?
9. How many mistakes … in his last test?
10. … a lot of clothes in the wardrobe. Choose anything you like.
11. … no work for him yesterday. He had nothing to do.
12. … any classes on Friday? No, … . It’s a holiday.
13. … anything in this box? Let’s have a look. … a pair of shoes and two dresses.
14. … many guests at the hotel when you stayed there?
15. … enough food for all of us and we had a nice lunch.

Ex. 2. Give short answers.
1. Are they on holiday? - … . They are working.
3. Were they present at the meeting? - … . I saw them.
4. Were there many people present at the meeting? - … . Almost everybody came.
5. Were they on holiday last month? - … . They are having a holiday next month.
6. Were there many people in the doctor’s waiting room? - … . I was alone.
7. Are your friends nice people? - … . They are the best people I’ve ever seen.
8. Are there any flowers in their garden? - … . They are fond of flowers.

Ex. 3. Translate into English.
1. На этой улице один новый дом и много старых домов.
2. На остановке было много людей. Они ждали автобус.
3. У меня в кошельке было слишком мало денег.
4. В четверг по телевизору будет интересная программа.
5. На этой улице всегда такое сильное движение?
6. В коробке ничего не было. Она была пуста.
7. Здесь есть стоянка для машин? – Да. Она за тем домом.
9. Словарь на полке. Возьми его. – На полке два словаря. Какой взять?
11. В этой книге не много информации о Бразилии.
12. В этой газете есть интересные статьи? – Да, на третьей странице есть очень интересная статья.
14. Почему на столе так много тарелок? К обеду будут гости?
15. Краски было недостаточно, и я не смог закончить работу.
17. Здесь достаточно материала, чтобы сшить такое платье.
18. Дальнейшего обсуждения не будет.

HAVE = HAVE GOT

Have is used in several different ways:

I. as a notional verb:
   A) to talk about possession, relationships and other states
      They have three cars.
      Have you got any brothers or sisters?
      Do you often have headaches?
   B) to talk about actions and experiences
      I’m going to have a bath.
      We’re having a party next weekend.

II. as an auxiliary verb

   Have you heard about Peter and Corinne?

III. with an infinitive, to talk about obligation, necessity (like must)
     I had to work last Saturday.

IV. with object + verb form, to talk about causing or experiencing actions
    and events
     He soon had everybody laughing.
     I must have my shoes repaired.
     We had our car stolen last week.

I a) have/have got + object = possession, relationships and other states

1 meanings

We often use have to talk about states: possession, relationships, illnesses, the
characteristics of people and things, and similar ideas.

   Her father has a flat in Westminster.
   They hardly have enough money to live on.
   Have you any brothers or sisters?
   The Prime Minister has a bad cold.
My grandmother didn’t have a very nice personality.
The house has got a wonderful atmosphere.
Sometimes have simply expresses the fact of being in a particular situation.
She has a houseful of children this weekend.
I think we have mice.

2 short and long forms
Instead of the short forms I have, you have etc, we can use longer forms made by adding got. The short question and negative forms have I? etc and I have not etc are often avoided (and are not normally used in American English); instead, we use longer forms with got or do. Got-forms are especially common in an informal style.

I’ve got a new boyfriend. (More natural than I have a new boyfriend.)
Has your sister got a car? OR Does your sister have a car? (More natural than Has your sister a car?)
I haven’t got your keys. (More natural than I haven’t your keys.)
The school does not have adequate sport facilities. (More natural than The school has not adequate sport facilities.)

3 have got (details)
Note that have got means exactly the same as have in this case – it is a present tense of have, not the present perfect of get. Got-forms of have are informal, and are most common in the present. Do is not used in questions and negatives with got.

I’ve got a new car.
My mother’s got two sisters.
Have you got a headache?
It’s a nice flat, but it hasn’t got a proper bathroom.
I’ve got an appointment with Mr. Lewis at ten o’clock.

Got-forms of have are not used in short answers or tags.
‘Have you got a light?’ ‘No, I haven’t.’
Anne’s got a bike, hasn’t she?

Got-forms of have are less common in the past tense.
I had flu last week.

Did you have good teachers when you were at school?

Got is not generally used with infinitives, participles or –ing forms of have: you cannot usually say to have got a headache or having got a brother. Got-infinitives are sometimes possible after modal verbs (e. g. She must have got a new boyfriend.)

4 repetition and habit
When we are talking about repeated states, _got_-forms of _have_ are less often used; _do_ is normally used in questions and negatives. Compare:

- _I’ve got_ toothache.
  _I often have_ toothache.
- _Have you got_ time to go to London this weekend?
  _Do you ever have_ time to go to London?
- _Sorry, I haven’t got_ any beer.
  _We don’t usually have_ beer in the house.

### 5 progressive forms, weak forms and contractions

Progressive forms of _have_ are not used with these ‘state’ meanings.

- _I have_ (got) a headache.

Contractions and weak forms are used before _got_. In British English, contractions are also possible before nouns with determiners like _a / an, some, any, no, every._

- _I’ve got_ a problem.
- _We’ve some tickets for the opera, if you’re interested._ (GB)
- _I’ve no idea._ (GB)
- _She’s every chance of a gold medal._ (GB)

### 6 British-American differences

Traditionally, _do_-forms of _have_ have been used in British English mostly to express habit or repetition. Compare (GB):

- _Do you often have_ meetings?
- _Have you got_ a meeting today?

In American English, _do_-forms are not limited in this way. Compare (US):

- _Do you often have_ meetings?
- _Do you have_ a meeting today? (OR _Have you got_ a meeting today?)

In modern British English (which is heavily influenced by American English), _do_-forms are common even when there is no idea of repetition.

- _Do you have_ time to go to the beach this weekend? (US / modern GB)

In British English, short question and negative forms of _have_ are possible, though these are often formal. They are not used in American English. Compare:

- _Have you an appointment?_ (formal GB only)
  _Do you have an appointment?_ (US / GB)
- _Birmingham has not_ the charm of York or Edinburgh. (formal GB only)
  _Birmingham does not have_ the charm... (US / GB)

Contracted short forms of _have_ are used only in British English. Compare:

- _We’ve a swimming pool in the village._ (GB only)
We have / We’ve got a swimming pool… (US / GB)

In very informal American speech, people may drop ‘ve (but not ‘s) before got.

I (‘ve) got a problem.

Got- and do-forms may be mixed in American English, especially when short answers, reply questions and tags follow got-forms.

‘I’ve got a new apartment.’ ‘You do?’
I don’t think we’re got any choice, do we?

b) have + object = actions

1 meaning and typical expressions

We often use have + object to talk about actions and experiences, especially in an informal style.

Let’s have a drink. I’m going to have a bath.
I’ll have a think and let you know what I decide. Have a good time.

In expressions like these, have can be the equivalent of ‘eat’, ‘drink’, ‘enjoy’, ‘experience’ or many other things – the exact meaning depends on the following noun. Common expressions:

have breakfast / lunch / supper / dinner / tea / coffee / a drink / a meal
have a bath / a wash / a shave / a shower
have a rest / a lie-down / a sleep / a dream
have a good time / a bad day / a nice evening / a day off / a holiday
have a good journey / flight / trip etc
have a talk / a chat / a word with somebody / a conversation / a disagreement / a row / a quarrel / a fight
have a swim / a walk / a ride / a dance / a game of tennis etc
have a try / a go
have a look
have a baby (= ‘give birth’)
have difficulty / trouble (in)…ing
have an accident / an operation / a nervous breakdown
(Note American English take a bath / shower / rest / swim / walk.)

Have can also be used to mean ‘receive’ (e.g. I’ve had a phone call from Sue).

And won’t have can mean won’t allow (e.g. I won’t have her boyfriend in my house).

2 grammar

In this structure, we make questions and negatives with do. Got is not used. Progressive forms are possible. Contractions and weak forms of have are not used.

Did you have a good holiday?
‘What are you doing?’ ‘I’m having a bath.’

I have lunch at 12.30 most days.

II. have as an auxiliary verb

have + past participle

1 perfect verb forms

We use have as an auxiliary verb with past participles, to make ‘perfect’ verb forms.

You’ve heard about Peter and Corinne?
I realized that I had met him before.
We’ll have been living here for two years next Sunday.
I’d like to have lived in the eighteenth century.
Having been there before, he knew what to expect.

2 questions and negatives

Like all auxiliary verbs, have makes questions and negatives without do.

Have you heard the news?
I haven’t seen them.

3 progressive forms

There are no progressive forms of the auxiliary verb have.

I haven’t seen her anywhere. (NOT I’m not having seen her anywhere.)

III. have / have got + to-Infinitive

1 meaning

We can use have / have got + to infinitive to talk about obligation, necessity. The meaning is quite similar to must.

Sorry, I’ve got to go now.

Do you often have to travel on business?

Have got + to infinitive can also be used, like must, to express certainty. (This used to be mainly an American English structure, but it is now becoming common in British English.)

I don’t believe you. You have (got) to be joking.

Only five o’clock! It’s got to be later than that.

2 grammar

In this structure, have can be used like an ordinary verb (with do in questions and negatives), or like an auxiliary verb (without do). Got is usually added to present-tense auxiliary-verb forms.

When do you have to be back?
When have you (got) to be back?

Have got to is not normally used to talk about repeated obligation.
I usually **have to get** to work at eight.

Progressive forms are possible to talk about temporary continued obligation.

**I’m having to work** very hard at the moment.

### 3 future obligation

To talk about the future, we can use *have (got) to* if an obligation exists now; we use *will have to* for a purely future obligation. Compare:

- *I’ve got to get up* early tomorrow – we’re going to Devon.
- *One day everybody will have to get* permission to buy a car.

*Will have to* can be used to tell people what to do. It ‘distances’ the instructions, making them sound less direct than *must*.

> You can borrow my car, but you’ll have to bring it back before ten.

### 4 pronunciation; **gotta**

*Have to* is often pronounced /ˈhæftə/.

- *He’ll have to* /ˈhæftə/ get a new passport soon.

Note the spelling *gotta*, sometimes used in informal American English (for instance in strip cartoons) to show the conversational pronunciation of *got to*.

- *I gotta* call home.
- *A man’s gotta* do what a man’s gotta do.

### IV. *have + object + verb form*

*Have* can be followed by **object + infinitive (without to)**, **object + -ing**, and **object + past participle**.

#### 1 *have + object + infinitive / -ing form*

In this structure, *have* often means ‘experience’. The usage is rather informal.

- *I had a very strange thing happen* to me when I was fourteen.
- *We had a gipsy come* to the door yesterday.
- *It’s lovely to have children playing* in the garden again.
- *I looked up and found we had water dripping through the ceiling.*

Note the difference between the infinitive in the first two examples (for things that **happen(ed)**), and the –*ing* form in the last two (for things that **are / were happening**). This is like the difference between the simple and progressive past tenses.

- Another meaning is ‘cause somebody / something to do something’.
- *He had us laughing* all through the meal.
- *We’ll soon have your car going*.

The infinitive structure is not common in British English with this meaning. It is used in American English to talk about giving instructions or orders.

- *I’m ready to see Mr. Smith. Have him come in, please.*
- *The manager had everybody fill out a form.*
I won't have + object + -ing form can mean ‘I won’t allow…’

*I won’t have you telling me what to do.*

2 *have* + object + past participle

This structure can be used to talk about arranging for things to be done by other people. The past participle has a passive meaning.

*I must have my watch repaired.* (= *I want my watch to be repaired.*)

*If you don’t get out of my house I’ll have you arrested.*

Another meaning is ‘experience’. Again, the past participle has a passive meaning.

*We had our roof blown off in the storm.*

*King Charles I had his head cut off.*

*I won’t have… (=’I won’t allow…’) can be followed by object + past participle.*

*I won’t have my house turned into a hotel.*

**Ex. 1.** Make the following sentences negative and interrogative.

e.g. The Browns have a nice garden. – Do the Browns have a nice garden? The Browns don’t have a nice garden.

e.g. He’s got three children. – Has he got three children? He hasn’t got three children.

1. Tom has a large country house.
2. They usually have lunch at one o’clock.
3. Mary has got two brothers.
4. I have a shower every morning.
5. Helen and John have got a three-room flat.
6. Little Ben has got a bicycle.
7. Kate always has tea for breakfast.
8. My Mum usually has a holiday in summer.
9. The child has dot coloured pencils.
10. George has a family of his own.

**Ex. 2.** Insert have or have got in the necessary form.

1. … she … any grandparents? – Yes, both her Granny and Granddad are still alive.
2. Did you go to Mary’s party? – Oh, yes, we … a grand time.
3. As far as I know, he lives with his relatives. He … a flat of his own.
4. What … you usually … for breakfast?
5. If you work hard, I’m sure you … any problems at the exam.
6. May I … a look at this book, please?
7. I … enough time to do the shopping yesterday, so I’ll have to do it tonight.
8. I’m sorry, I … any present for you. – Never mind.
9. I couldn’t answer the telephone as I was … a shower.
10. Could you lend me a fiver, please? – Oh, sorry, I … any money on me.
11. I think I … a holiday in August this year.
12. … their daughter … dark or fair hair? – Actually, she’s red.
13. I … dinner yesterday, I didn’t feel quite well.
14. She … so many clothes she doesn’t know where to put them all.
15. … you … a good rest? – Yes, I really enjoyed it.

Ex. 3. Translate into English.
1. Я ничего не пил за ланчем, потому что у меня сегодня очень болит голова.
2. У тебя есть фотоаппарат? Давай я тебя сфотографирую.
3. Я не буду устраивать вечеринку в день рождения, так как я уезжаю.
4. У Тома большая семья? – Да, у него брат и две сестры.
5. Я не могу дозвониться до Кейт. – Я только вчера с ней разговаривала.
6. Мистер Браун очень занят, у него сейчас нет времени разговаривать с вами.
7. Вы хорошо погуляли в воскресенье? – О, да, погода была прекрасная.
8. У тебя много занятий по средам? Обычно 3 или 4 лекции.
9. У нее дома совсем не было цветов, и мне это не понравилось.
10. В этом магазине нет свежего хлеба. Пойдем в другой.
11. А у тебя есть собственная комната в вашей новой квартире? – Да, и она довольно большая.
13. Если вечеринку сделать в субботу, то гости не будут рано расходиться. Им же не надо будет рано вставать в воскресенье.
15. Сегодня утром у меня не было времени даже выпить кофе, поэтому я такая сонная.
17. Не имею ни малейшего представления, о чем вы говорите.
ENGLISH TENSES IN THE ACTIVE VOICE

PRESENT INDEFINITE (PRESENT SIMPLE)

PRESENT ACTIVITIES:
1) It is used to denote a habitual, customary, repeated action (the repeated character of the action is shown by the adverbials of frequency always, usually, generally, occasionally, frequently, sometimes, often, twice a year, once a week, every day, every other day, once in a while, from time to time, hardly ever, seldom, rarely, daily, monthly, etc.
   *e.g.* They always go out on Sundays.

2) It is used to denote permanent characteristics and qualities, hobbies, habits and customs (= actions or states characterizing a given person).
   *e.g.* As a hobby he designs and makes paper airliners. British people drink a lot of tea.

3) It is used to denote universal truths (smth. which is eternally true) and generalizations (proverbs and sayings, rules) and common statements.
   *e.g.* Summer follows spring. Extremes meet. An apple a day keeps the doctor away.

4) It is used to show that the action is going on according to time-tables, itineraries, working hours.
   *e.g.* The shop opens at 9 a.m. and closes at 8 p.m.

5) It is used to denote actions going on at the present moment when the action as such and not the progress is important or because the verb doesn’t admit of the continuous tense form (= stative verbs, denoting feelings, opinions like, know, see, agree, believe, hear, think, taste, understand, want, wish, prefer, realize, depend, cost, belong, etc.)
e.g. My son wants a bike, but I don’t think he should have one. I see George in the street. I don’t understand what you mean.

6) It is used in stage directions, sports commentaries, instructions.
   e.g. Becker serves to Lendle.

PAST ACTIVITIES:
7) It is used in summaries of historical events (the so-called “historic present”).
   e.g. In May 1979 Margaret Thatcher becomes the first woman Prime Minister in the history of Great Britain.

8) It is used in plots of films, plays, books, in reviews.
   e.g. Pavarotti sings wonderfully in this opera. The events go rapidly. Jean meets Paul and they fall in love with each other passionately.

9) It is used in informal story-telling (jokes, anecdotes).
   e.g. So the guy goes to the pub and orders two beers. At that moment the door opens and his wife appears.

10) It is used in headlines.
    e.g. People Say No to Terrorism.

FUTURE ACTIVITIES
11) It is used in schedules, time-tables, plans.
    e.g. The train leaves at 10a.m. tomorrow.

12) It is used in subordinate clauses of time and condition (after conjunctions when, after, before, as soon as, until, if, in case, unless) to denote a future action.
    e.g. I’ll phone you as soon as I come back home. If the weather is fine we’ll go for a walk.

Ex. 1. Match the sentences with the meaning of the tense-forms in each case.
   1. This parrot looks at him attentively and then asks ...
      a) general truths, a common state
      b) a sports commentary
   2. You just press the button and wait ...
      c) a headline
      d) a habitual action
3. Dogs make better pets than cats.
4. Agassi serves – it’s out!
5. I always meet her on the corner of the street.
6. President receives huge welcome.
7. You arrive at the hotel at about 7.00 and have your evening meal at 8.00.
8. Water boils at 100 degrees C.
9. First I put a lump of butter into the frying pan and light the gas; then I break three eggs into a bowl …

Ex. 2. Complete by using question tags.
1. He doesn’t like socializing with a lot of people, __________?
2. John’s business partner is very pleased with him, __________?
3. Peter never panics about anything, __________?
4. He hardly ever feels relaxed and cheerful, __________?
5. The Chaineys have a cottage in the mountains, __________?
6. Her granny doesn’t sleep well, __________?
7. Bruce usually acts quite bravely, __________?
8. There’s a wide variety of events at this year’s festival, __________?
9. Jean hardly ever makes spelling mistakes, __________?
10. The children often play in the open air, __________?
11. It seldom snows in the south of England, __________?
12. He never shows off in front of other people, __________?

Ex. 3. Restore the right word order in the following proverbs. Find their Russian equivalents.
1. Boils/a/never/watched/pot
2. Lining/dark/has/silver/every/a/cloud
3. Learn/is/too/it/to/never/late
4. Shines/the/hay/while/make/sun
5. Worm/bird/the/the/early/catches
6. Cooks/the/many/too/soil/broth
7. Run/still/deep/waters
8. Away/an/doctor/a/the/keeps/apple/day
9. Feather/birds/together/of/flock/a

**PAST INDEFINITE (PAST SIMPLE)**

The **Past Indefinite** of all **regular verbs** is formed by adding –**ed** (or –**d** when the verb ends in -**e**) to the Infinitive. The form is the same for all persons. In **irregular verbs** the Past Indefinite form varies so that the Past Indefinite form of the verb **to begin** is **began**, of the verb **to come** is **came**, of the verb **to do** is **did**. These forms must be learnt, but once this is done there is no other difficulty, as the same form is used for all persons.

**USAGE**

The **Past Indefinite** is used to denote:

1) complete actions or events which happened within a period of time that is already over. *She called me an hour ago.*

*Last night my neighbours celebrated their wedding anniversary.*

2) repeated, habitual actions, states in the past:

*He used to go/went to school on foot.*

*He took his girl out every week.*

3) past actions which happened one after the other:

*She sealed the letter, put a stamp on it and posted it.* (a succession of single past actions)

4) actions which happened at some time in the past although the time is not indicated. This action is not connected with the present:

*Shakespeare wrote a lot of plays.*

5) actions occupying a period of time in the past when the fact that the action took place is more important than its duration, or because the verb doesn’t admit of the Continuous tense form:

*He lived in Minsk for two years and then moved to Moscow.*

6) reported present-time actions (according to the rule of the Sequence of tenses):

*Kate said to me: “I’m a first-year student”* (direct speech).

*Kate told me (that) she was a first-year student.* (indirect speech)

The following **time expressions** can be used with **Past Indefinite**: *yesterday, the day before yesterday, last week, (how long) ago, then, the other day, just now, when, in 1999, etc.*

**USED TO + Infinitive/WOULD + Infinitive**
**Used to do** expresses something that happened regularly in the past but no longer happens, something that was true but is not true anymore; something that is in contrast with the present.

I used to play tennis a lot but I don’t play very often now.
This building is now a furniture shop. It used to be a cinema.

There is no Present form. It forms its negative and interrogative forms with *did* and it is the same in all persons. The Past Indefinite can be used instead of *used to*:

She used to walk/walked long distances.
She didn’t use to stay in and watch TV.

Do not confuse *used to do* and *to be/get used to doing*. We use *be used to doing* to say that something is quite normal, that people have already got the habit of doing something, they are accustomed to it.

Frank is used to living alone.
She isn’t used to living in tropical climates.
At first she couldn’t sleep well in her new flat because of the noise, but now she is used to sleeping well.

We use *get used to doing* to talk about the process of acquiring some habit. It means that people are starting to have the habit of doing something.

**Compare:**

I used to live alone. (= I lived alone in the past but I no longer live alone)
I am used to living alone. (= I live alone and I don’t find it strange because I’ve been living alone for some time)
I am getting used to living alone. (= I’m acquiring the habit of living alone)

**Would** expresses past repeated actions and routines, but not states. It is more common for written speech and often occurs in reminiscences. **Used to** expresses past actions, states or habits:

Grandma would always make me porridge for breakfast (also: used to make).

When I was young I used to live in Leeds (not would; state).

**Ex. 1. Open the brackets using the Past Indefinite tense-forms.**

1. First I (meet) Jill in the foyer, then we (go) into the hall to find our seats.
2. In those days Paul (look) young and handsome.
3. I (meet) Peter at the university. We (be) both in the same year. He (study) law, but he (not/be) very interested in it and (spend) most of his time practicing the flute.
4. Yesterday evening I (go) to Jack’s house but (not/find) him in. His mother (say) that she (not/know) where he (be) and she (think) he probably (be) in the library.
5. This bicycle has been in our family for fourteen years. My father (use) it for the first five years, my brother (ride) it for the next five and I have had it for the last four.
6. I (use) to play football when I (be) at school but when I (leave) school I (drop) it and (take) up golf.
7. Steven Spielberg (direct) his first film in 1974.
8. Yesterday she (dye) her hair the same colour I (do).
9. To tell the truth, I (not/expect) our trip would be so exhausting.
10. We usually go out on Saturday evening, but last Saturday (be) so wet that we (decide) to stay in and play computer games.

Ex. 2. Rephrase each sentence so it means the same as the preceding one.
1. I gave up smoking ten years ago. I __________ ten years ago. (used)
2. When I was a teenager, I went to a disco every week. When I was a teenager, I ________ to a disco every week. (used)
3. The boy hated playing the violin at first but then he liked it more. The boy hated playing the violin at first but then ________ it. (used)
4. Hard work doesn’t bother me. I ________ hard. (used)
5. My brother quickly adapted to the life in the youth camp. My brother quickly ________ to the life in the youth camp. (used)
6. We had lots of friends when we lived in the country. We ________ lots of friends when we lived in the country. (have)
7. Brian was so naughty and disobedient as a child. Brian ________ so naughty and disobedient as a child. (be)
8. When you buy a new car, you need some time to practice driving it. When you buy a new car, you need some time to ________ driving it. (get)

Ex. 3.Use either “would” or “used to” where possible to express habitual past actions.
I (was) a keen footballer when I was at school. I (played) for a local boys’ team and every Saturday afternoon I (got) on my bicycle and (rode) off to the park where there (were) several small pitches in those days. Sometimes we (won) and
sometimes we (lost) but we always (enjoyed) ourselves immensely. After the
game we usually (chatted) with the others for an hour or so. Then I (hurried)
home to tea. My mother and I (lived) in the little house next to the school. She
always (prepared) a bath for me, and we (had) tea together immediately
afterwards.

Ex. 4. Put questions to the words in italics.

1. Lucy called me twice last week.
2. He was born in 1990.
3. I wrote a letter to Nick in the morning.
4. The children broke that cup the other day.
5. They went to the country for the weekend.
6. The weather was awful on Sunday.
7. It took me an hour to read that article in yesterday’s newspaper.
8. There was a gun in the criminal’s bag.
9. Yes, I spoke to Mr. Nickson on Tuesday.
10. Nelly danced with Mark at the party.

FUTURE INDEFINITE (FUTURE SIMPLE)

1) It is used to denote a pure future action (which is inevitable and out of
anybody’s control). Reference to the future is indicated by the adverbials of
future time tomorrow, the day after tomorrow, in a week, next year, soon, some
time etc.

e.g. I think it will snow a lot in winter. She’ll be 30 next Friday.

2) It is used to denote decisions taken at the moment of speaking (an action
which is not part of a plan).
= a spontaneous decision.

e.g. It is cold in here. I’ll turn on the heating.

3) It is used to denote actions or predictions (hopes, fears, threats, offers,
promises, warnings, requests, comments, etc.) which may or may not happen in
the future, actions we are not sure about.
= a probable future action.

e.g. I think they will easily win the match. I’m sure you’ll enjoy your visit to the
Zoo. Maybe I’ll buy a car.
4) It is used in object clauses to denote future actions after the conjunction if, when.
  e.g. She is anxious to know if they will manage to enter the hall before the performance begins.
  I don’t know when he will come.

5) It is used to denote refusals, resistance, reluctance to do smth (with will in the negative form) and typical behaviour (in the affirmative sentences with will for all persons).
  e.g. The door won’t open. She’ll sit for hours.

Note: Shall is used with I/we in questions for an instruction, recommendation, advice or to offer help.
  e.g. Shall we do it right now? Shall I send him a fax? Shall I help you?
  Shall we play tennis?
  but : Will you be quiet, please? Will you get me a paper? (request)

Ex. 1. Identify the meaning of the Future Indefinite in each sentence on the left and match it with the appropriate definition on the right.

1. The world will become overpopulated in 50 years.
2. Christmas will fall on Saturday this year.
3. I’m sure you will enjoy your visit to the Zoo.
4. My father is approaching his retirement age, so he will probably move to the country.
5. I’ll go and sort out some drinks for the guests.
6. You can tell me your secret. I won’t tell anyone else.
7. Will you call me back later?
8. What time shall we start off tomorrow?
9. Be careful! If you tease the cat, a) An action regarded by the speaker as probable to happen
   b) A prediction based on analysis
   c) A spontaneous decision
   d) A request addressed to the 2nd person
   e) A promise
   f) Reluctance to do something
   g) A warning
   h) Determination strengthened at the time of speaking
   i) Asking for advice
   j) An enquiry for an instruction
   k) A fact about the future which is out of anybody’s control
   l) An offer
   m) A prediction based on a person’s
it will scratch you!

10. I’ve told her so many times to tidy her room, but she won’t do it.

11. Shall I give you another day or two for the essay?

12. What shall I say if she calls?

13. “I’ll be a pilot when I grow up,” said the little boy.

Ex. 2. Use the Future Indefinite in the following sentences, identify its meaning.

1. The climate in the next few years (get milder).
2. The weather doesn’t look very good. Do you think it (rain)?
4. Trains and buses (offer) more comfort in the near future.
5. I hear John starts his new school tomorrow. Are you sure he (enjoy) it?
6. The future situation is uncertain. Do you think it (change) for the worse?
7. Look! The car has bald tyres. You (get) into an accident.
8. I’m awfully hungry. – (order) a pizza?
9. I have a splitting headache. – I (get) you an aspirin.
10. Here’s a form for you to fill in. – (write) in ink?
11. The child is no trouble, he (play) by himself for hours.
12. I’m leaving for Mexico on business. (reserve) a room in a hotel for me?
13. If you drop a toast, it (fall) butter side down every time.

**SECONDS FOR ANALYSIS INDEFINITE TENSES**

1. The train leaves at 9 tomorrow.
2. Last year we made a tour of the country.
3. Magnet attracts iron.
4. After dinner she cleared the table, washed up the dishes and did the room.
5. We visit our relatives in Moscow every year.
6. Mr. Black smokes a lot.
7. I don’t see Pete in the hall now.
8. Nick used to do morning exercises before breakfast.
9. We never come late from work.
10. Last night my neighbours celebrated their wedding anniversary.
11. Every week he **took** his girl **out**.
12. On Sundays, when I was a child, we **would get up** early and go fishing.
13. **Shall I carry** your bag?
14. Oh, I’ve left the door open. I’ll **go** and **shut** it.
15. My son **wants** a bike, but I **don’t think** he should have one.
16. Jane wondered if I **had** dinner at home as a rule.
17. He **lived** in London for 3 or 4 years when his father worked in the embassy.
18. I **will lend** you money you need.
19. There **wasn’t** any snow last December.
20. A drowning man **catches** a straw.
21. The shop **opens** at 9 p.m. and **closes** at 8 p.m.
22. In 100 years’ time there **will be** a lot more people than there are now.
23. I have a splitting headache. – I’ll **give** you an aspirin.
24. You smoke too much. You **will ruin** your health.
25. If you **drop** a toast, it **will fall** butter side every time.
26. Peter is a member of the University football team because he **plays** football well.
27. In spring the trees **turn** green.
28. The house **belongs** to Mr. Green.
29. In the evening Mike **did** his homework, **looked through** the newspapers and **went** to bed.
30. They will join us when they **finish** their work.
31. I don’t know if the play **will be** interesting.
32. The concert **starts** at 7 next Friday.
33. Once a month we try to go away and visit friends.
34. Before coming to the city we **used to live** on a farm.
35. The pen won’t write.
36. The future situation is uncertain. Do you think it **will change** for the worse?
37. I feel awful. – Oh, I’ll **call** the doctor right away.
38. I’m going for an interview tomorrow morning. – What **shall I wear**?
39. Christmas **will fall** on Saturday this year.
40. When poverty **comes in** at the door, love **flies out** at the window.

**PRESENT CONTINUOUS**

1) It is used to denote an action taking place at the present moment:
a) at the moment of speaking. The moment of speaking is indicated by the adverbials: at the moment, now, at present, just now, right now, etc.

*e.g.* The woman is wearing a white blouse and a black skirt. Nell is putting down the examples on the blackboard.

b) during the present period of time or around the present moment (in this case now obviously has a broader meaning) = a temporary situation. The durative character of the action may be expressed by the adverbial modifiers all day/night/morning, the whole day, still, etc.

*e.g.* They are very busy all this time, they are preparing for exams. David is collecting material for his new book now. She is working in Paris this week.

There might be two simultaneous (parallel) actions in progress: *e.g.* I’m writing the letter while the children are playing in the garden.

2) It is used to denote the nearest future action which is planned or arranged.

*e.g.* I’m seeing Rachel tonight. We aren’t going anywhere for Christmas, we are staying at home.

The construction “to be going to” is often used for the same purpose.

*e.g.* I’m going to explore the neighbourhood.

3) It is used to show the unusual frequency of an action in the present. It is often used with the adverbials of frequency always, constantly, never, again, etc. The speaker conveys the feeling of irritation, surprise or criticism (wants to give emotional colouring to his sentence).

*e.g.* Mr Stone is always grumbling. He is constantly making comments about my weight.

4) It is used to denote actions or states having a dynamic character.

= changing and developing situations.

*e.g.* The climate is getting warmer. Mary is putting on weight. His health is improving.

5) It is used to express a continual process. It is often used with the adverbials of frequency always, constantly, ever, etc.

*e.g.* The earth is ever moving. The sun is ever shining.

*Note:* Some stative verbs (see, smell, taste, feel, think, have, etc.) have continuous forms but there is a difference in meaning.
STATE
I **think** she is rich. (=I believe)

The milk **tastes** awful. (=it has bad flavour)

He **has** a pet dog. (=he owns)

The cloth **feels** like velvet. (=has the texture)

I **see** you are in trouble. (=I understand)

The kitchen **smells** of burnt milk. (=has the smell)

He **comes** from Spain. (=he was born in)

I **love** holidays. (=in general)

Your hair **looks** great. (=it appears)

The baby **weighs** 5 kilos. (=it is)

Ann **is** very tall.

ACTION
I’m **thinking** about your plan. (=I’m considering)

He’s **tasting** the sauce; it might need salt. (=he’s trying its flavour)

He **is having** dinner now. (=he’s eating)

She’s **feeling** her way in the dark. (=she’s finding her way)

I’m **seeing** my lawyer tonight. (=I’m visiting)

Why **are** you **smelling** your food? (=trying the smell of)

He’s **coming** from Spain. (=he’s traveling from)

I’m **loving** this holiday. (=I’m enjoying; specific)

She’s **looking** at some old photographs. (=she’s examining)

I’m **weighing** myself on my new scales. (=I’m finding out my weight)

Ann **is being** very kind to me these days. (=she’s behaving)

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**Ex.1. Choose between the Present Continuous or Present Indefinite.**

Dear Deborah,

I (have) a great time here in England. My University term (start) until the autumn, so I (take) the opportunity to improve my English. I (stay) with some English friends who (own) a farm. On weekdays I (catch) a bus into Bath to go to language classes. I (make) good progress, I think. My friends (say) my pronunciation is much better than when I arrived, and I (understand) almost everything now. At weekends I (help) on the farm. At the moment They (harvest) the corn and they (need) all the help they can get. It’s quite hard work, but I (like) it. And I (develop) strong muscles!

(come) to visit me at Christmas? I (spend) the winter holiday here on the farm. My friends (want) to meet you and there’s plenty of space. But you must bring your warmest clothes. It (get) very cold here in winter.

Hope to hear from you soon.

Love, Mike.
Ex. 2. Show the difference in the meaning of the Present Continuous and the Present Indefinite tense-forms by matching the questions and answers below.

1. What do you do? a. Actually that’s the radio.
2. What are you doing? b. Dutch – she’s from Holland.
3. Where does he work? c. I want to get the car started.
4. Where is he working? d. I’m a carpenter.
5. Does his son play the guitar? e. He’s in Dublin this week.
6. Is your son playing the guitar? f. In a big computer company.
7. What language does he speak? g. It sounds like Polish.
8. What language is he speaking? h. Me. And can I have some more?
9. Who drinks champagne? i. Me, when I can afford it.
10. Who is drinking champagne? j. No, the violin.

Ex. 3. Choose between the Present Continuous and Present Indefinite to express a future action.

1. We (have) a party next Saturday. Would you like to come?
2. I (not/go) away for my holidays next month because I haven’t got enough money.
3. The concert (start) at 7.30 tomorrow night.
4. George, is it true that you (get) married next week?
5. The art exhibition (open) on 3 May and (finish) on 15 July.
6. What time the next train (leave)?
7. We (go) to town. You (come) with us, Ann?
8. I (attend) a seminar on Monday.
9. What time the banks (close) tonight?
10. You (see) Laura on Saturday?
11. I see from the report that you (meet) the manager tomorrow.

Ex. 4. Rephrase each sentence so that it means the same as the preceding one. Make sure you begin the rephrased sentences as given.

1. What’s the weight of this huge elephant? How much _______________?
2. Tom keeps slamming the door! Tom is always_____________!
3. There is a strong smell of garlic in the kitchen. The kitchen_____________.
4. Wendy’s speciality is heart surgery. Wendy_____________.
5. Bob is in the habit of getting to bed early. Bob usually_____________.
6. What is the meaning of this proverb? What_____________?
7. Linda’s dental appointment is at 2 p.m. Linda_____________.
8. He has a bad habit of folding back the pages of a book. *He is constantly___________.*
9. He is used to keeping late hours. *He often___________.
10. I’ll get home at about 7 and I’ll give you a ring then. *I’ll give you a ring___________.
11. The investigation of a crime is in the hands of the police. *The police _____________.
12. We’ll leave at the end of the lecture. *As soon as_______________.
13. Do you have plans for the coming weekend? *What___________.
14. Lucy isn’t such a late riser as Ann. *Lucy generally___________.

**Ex.5. Some of the following sentences are incorrect. Find the errors and explain why the tense-form is incorrect.**

1. This fish is tasting salty.
2. (over the phone) Who do I speak to?
3. Are you knowing the girl who lives next door?
4. As far as I know they live in a very small flat.
5. Look, the man takes a photo of you.
6. Jeremy is a photographer. He is taking photos for a newspaper.
7. Peter is very hospitable. He is always inviting his friends to stay at Christmas.
8. Are these shoes belonging to you?
9. Sally is loving her baby more than anything.
10. It rains so hard! Remember to take an umbrella.
11. I’m feeling she’s making a mistake.
12. Why do you look at me like that?
13. I hope you don’t mind my bringing the dog with me.
14. The children seem frightened.
15. Anna is Italian. She is coming from Italy.
16. I see the situation is out of control.
17. My parents think of moving to the country.
18. What’s your mum cooking? It’s smelling fantastic!

**Ex.6. Fill in the Present Indefinite or Present Continuous.**

1. A: I (think) about visiting Jane this afternoon. B: I wouldn’t bother. I (think) she’s away on holiday.
2. A: Mr. Jones (have) a telephone message from his wife. B: Can it wait? He (have) a business meeting and I don’t want to disturb him.
3. A: The police (still/look) for fingerprints left in this room. B: It (look) as if they won’t find the criminal.
4. A: I(love) breathing in clean, country air! B: So do I. I (love) every minute of this walking trip.
5. A: I (see) my boss about a pay rise this afternoon. B: I (see). That’s why you are wearing a suit and a tie.
7. A: Why (you/feel) the baby’s forehead, Mum? B: I think she’s got a temperature. She (feel) rather hot.
8. A: John (be) a very rude person, you know. B: I know. Sheila (be) very rude these days too, although she’s usually polite.
9. A: It (look) as if it’s going to rain this afternoon. B: I know. I (look) for my umbrella to take out with me.
10. A: How much (your new baby/weigh)? B: I don’t know yet. The nurse (weigh) him at the moment.

Ex. 7. Underline the correct item.
1. John is/is being usually rude, but today he is/is being polite to his colleagues.
2. Ann is/is being usually patient, but today she is/is being impatient.
3. Sam is/is being rude to his mum now, but he is/is being normally pleasant to her.
4. John is/is being a kind man, but at the moment he is/is being selfish.
5. Julie is/is being silly at the moment, although I know she is/is being really very sensible.

PAST CONTINUOUS

1) It is used to denote an action which was going on at a definite moment in the past or during a definite period of time in the past. The definite moment or period in the past can be indicated by an adverbial phrase (at 2 p.m., at that time yesterday, from 5 till 7, all evening, the whole day, in the afternoon, between one and two, etc.), by another past action or prompted by the context.
e.g. What were you doing at 1 p.m. yesterday? – I was having a lunch with my friend.
I looked out of the window. The sun was shining.
Note: When a past action in progress is interrupted by another past action, the longer background action is in the Past Continuous and a shorter action (a single event) is expressed by the Past Indefinite.

*e.g.* As/when/while my dad was painting the ceiling he spilt some paint on the floor.

2) It is used to express two parallel simultaneous situations (actions) in the past.

*e.g.* While John was sitting doing nothing, I was working out a plan to get us home.

Note: When two actions are not simultaneous, i.e. when one action happened one after another, only the Past Simple is used for both the verbs.

*e.g.* When the teacher came, we wrote a dictation.

3) It is used to denote past actions of unusual frequency to convey a feeling of annoyance, irritation or criticism with adverbials of permanence always, constantly.

*e.g.* In those days he was always borrowing money and forgetting to pay it back.

4) Reported present-time actions in progress (according to the rules of Sequence of Tenses).

*e.g.* Ann asked: “Is Jane talking on the phone?” (direct speech)

Ann asked if Jane was talking on the phone. (indirect/reported speech)

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

*e.g.* I was meaning to go there.

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**Ex. 1. Open the brackets using the verbs in the Past Continuous tense-form.**

1. The street was absolutely empty and we (drive) very fast.
2. Did you really hear what they (talk) about?
3. She was disgusting to look at! She (always/chew) gum!
4. (the music/play) all the time from 7 to 9 in the evening?
5. When we arrived at the seaside the weather was disappointing at first. A strong wind (blow), the sky was cloudy and it (drizzle). But the next day the sun came out.
6. It sounds strange but I can’t remember what I (do) at this time two days ago. – Perhaps you (sleep).

7. I found the house in a mess. The light was on. The water in the bathroom (run), some dish (burn) in the oven. – Good Lord, it could have caught fire!

8. He was actually the only one who (listen) carefully to what I (say).

9. What (she/wear) at the party?

Ex. 2. Identify the Past tenses and match them with the correct definition.

1. While they were discussing the itinerary I was packing the suitcases.
2. She went to the market and bought some vegetables.
3. At 6 o’clock this morning I was having a wonderful dream, but then the alarm went off!
4. He broke his leg while he was playing football.
5. She left school last year.
6. Nick was always teasing me when we were at school.
7. He used to smoke like a chimney when he was younger.
8. I was wondering if I might use your phone.

   a. A past action in progress interrupted by another past action
   b. A habitual past action
   c. Simultaneous past actions in progress
   d. An action in progress at a definite moment in the past
   e. A repeated action in the past with a feeling of annoyance
   f. A polite request
   g. A single past event
   h. A succession of past events

Ex. 3. Open the brackets using the verbs in the Past Indefinite or Past Continuous.

1. He (hurt) his leg when he (fall) off the ladder.
2. I (see) that she (enjoy) the concert. She (sit/smile).
3. Why (you/not/open) the door at once? – Sorry, I (not/hear) the bell.
4. I (break) the plate while I (do) the washing up.
5. At 2 o’clock this afternoon I (have) lunch that’s why you (not/get) me on the phone. What (you/want) to tell me? – Actually I (call) to tell you I (come) by the 7 o’clock train.
6. I (find) that old photo when I (look) through the album.
7. He (look) through the article for some time and then (make) notes.
8. They (discuss) the situation for about an hour at yesterday’s meeting.
9. The boy (always/fidget). But whenever I (tell) him not to, He (stick) out
   his tongue at me.
10. While the Coppards (work) in the garden Mr. Coppard (have) a heart
    attack and his wife (call) the doctor.

Ex. 4. Translate the following sentences.
1. Неужели никто ничего не заметил? – Нет, все смотрели телевизор и
   ничего подозрительного не слышали.
2. Когда зазвонил будильник, он его выключил и встал.
3. Он все утро лежал в постели и ничего не делал.
4. Я обдумывал наш план, когда мне в голову пришла прекрасная идея.
5. Когда мы слушали новости, мы еще не знали, что они значат.
6. Я не понимал ни слова. Они говорили очень быстро.
7. Пока он выступал, все его внимательно слушали.
8. В коридоре было очень шумно. Соседи что-то праздновали.
9. Когда он вернулся, мы подробно обсудили план.
10. Он говорил по телефону минуты три, затем передал трубку мне.
11. Она постоянно смотрела в зеркало! Это все больше действовало мне
    на нервы.
12. Холодало, и мы вернулись в город.
13. Неважно, что именно я делал в 5 часов. – А все-таки? – У меня было
    свидание.
14. Она плакала всю ночь. – А ты что делал в это время? – А я сидел и
    думал, как ей помочь.

Ex. 5. Choose between four tense-forms: the Present Indefinite or Continuous,
the Past Indefinite or Continuous.
1. Who you (think) you are, speaking to me like that?
2. We (have) a great time there in London.
3. The last job I (apply) for (require) applicants to speak some Italian.
4. Susie (water) the plants while her mother (make) an apple-pie.
5. If you (not/listen) to the radio, why don’t you switch it off?
6. I remember the day you got engaged. We (have) tea in the garden when
   you (come) out of the house and (tell) us about this.
7. I tried to explain the situation to my parents, but they just (not/understand)
   what I (talk) about.
8. What have they put in this sauce? It (taste) absolutely disgusting.
9. Why you (wear) that thin dress? You’ll freeze to death in this cold wind!
10. Look! You (see) that man standing beside the cash desk? I’m sure he (plan) to steal something.
11. My son didn’t want to come shopping with us because he (watch) a football match on television.
12. He (do) quite a lot in his short life.

**FUTURE CONTINUOUS**

1) It is used to denote an action which will be going on at a definite moment in the future. The definite moment can be indicated by another future action expressed by a verb in the Present Indefinite, by an adverbial phrase (at 2 p.m., at this time tomorrow, all evening, from October to November, etc.) or is understood from the situation.

*e.g.* I’ll already be working when you return. At 12 o’clock I’ll still be working. I’m sure you won’t be able to speak to him, he will be working.

2) It is also used to talk about events that are a result or part of an arrangement made in advance. (There is, in fact, little difference between this usage and the use of the Present Cont. for future arrangements. The Future Cont., however, is used to distance the arrangement a little, making it more fixed and less open to change.)

*e.g.* Buses won’t be running here this weekend due to essential road works. The band will be performing live in Warsaw next summer. (Compare: When are you moving to Leeds?)

3) It can have a modal colouring: it can denote an action which is sure to take place, often independently of the will of the speaker and the doer of the action. To show the speaker’s certainty about the predicted events, states, etc. parenthetical phrases such as I am sure, I know, I believe are often used.

*e.g.* I hope you will not be using the car tomorrow evening; I’d like to borrow it if you don’t mind. I feel I’ll be asking the same question tomorrow. Mike is sympathetic because he knows his successor will be having a hard time doing the job.
4) It is used to denote a future action which is part of a regular routine (a matter-of-course event), which doesn’t need any special arrangement.

*e.g.* I’ll be passing the post-office on my way home from work, so I’ll buy you a newspaper. Now that Nick is in Helen’s department they will be seeing a lot of each other.

**Compare: statements**
- I’ll see him about it tomorrow. (a promise or a decision)
- I’m seeing him about it tomorrow. (a pre-arranged plan)
- I’ll be seeing him about it tomorrow. (a matter-of-course event)

**Compare: questions**
- When will you move? or When are you moving? (straightforward enquiries)
- When will you be moving? Will you be starting tomorrow? (polite enquiries)

**Ex. 1. Match the sentences on the left with the meaning of the Future Continuous Tense on the right.**

1. Don’t phone after 11 p.m. I will be sleeping.  
   a. An action in progress at a definite moment in the future
2. Will you be using your iron in the evening?  
   b. An action that will be going on over a period of time in the future
3. He says he will be working overtime the whole week.  
   c. Part of a regular routine (a matter-of-course event)
4. I won’t bother to fix the time to see you, because I’ll be calling into the office several times next week.  
   d. A polite enquiry
5. What will you be doing in five years’ time?  
   e. A prediction
6. I’ll be going to the shops on my way from work and can get you some bread and cheese.  
   f. An arrangement
7. I’m sure they’ll be enjoying their stay at the summer camp.
8. I feel she’ll be asking you the same question again tomorrow.
9. We’ll be having our weekly
meeting on Monday.

Ex. 2. *Put the verbs in brackets into the Future Continuous or the Future Indefinite tense.*

1. Dr. Brown (be) in the office at 3 p.m.? – No, I’m afraid not. He (attend) a conference.
2. Do you think Steve (agree) to take part in the University boating race if we send him an invitation? – I’m sure he will.
3. Have you missed the last train? – Yes, I (have) to walk home now.
4. Are you free from 9 to 10 tomorrow morning? – Well, I am but I (not/be) at home. I (walk) the dog at that time.
5. Why can’t you come to the party tomorrow night? – Because I (study) for an exam.
6. If I enter the Linguistic University next year, I (study) 3 foreign languages. – What language you (major) in? – It (be) English, of course.
7. I’d like to have a chat with you today, Tony. I (come) and (see) you at the office, if you don’t mind. – All right. I (wait) for you.
8. If my job application is accepted they (invite) me for an interview? – Yes, but I’m afraid it (not/be) the last.
9. Next year they (go) to Spain for a holiday.
10. At 4 o’clock on Tuesday afternoon we (fly) over Paris.
11. Don’t worry. I (help) you carry your bags.
12. I promise you I (try) harder next time.
13. I’m afraid I can’t come to your barbecue party on Friday night. I (fly) to Boston just then.
14. We all (use) the Internet in our everyday life in a couple of years.
15. If they come round for dinner tomorrow evening, I (show) them the photographs.
16. I (work) late at the office this evening, so I (not/get) home till about 10.

**SENTENCES FOR ANALYSIS CONTINUOUS TENSES**

1. I’ll already **be working** when you return.
2. They **were working** in the garden all day long.
3. She **was** constantly **complaining** of being lonely.
4. I’m **playing** golf tomorrow.
5. Kate is in Britain. She **is learning** English.
6. Don’t ring them up at 7 in the morning. They **will be sleeping**.
7. I’m **reading** a book while the children **are playing** in the garden.
8. The kettle **is boiling**. Can you turn it off, Mike?
9. She **is taking** dancing classes recently.
10. Look, the man **is taking** a photo of you!
11. John **arrived** when I **was cooking** supper.
12. I asked if she **was doing** her home-task.
13. The earth **is ever moving**.
14. The Browns **will be staying** at my place all weekend.
15. Our ballet dancers **will be performing** in Moscow this autumn.
16. Are you free from 9 to 10 tomorrow morning? – Well, I am but I won’t be at home. I’ll **be walking** the dog in the park.
17. **Will** you **be using** your iron in the evening?
18. I’ll **be going** to the shops on my way from work and can get you some bread and cheese.
19. I feel she’ll be asking the same question tomorrow.
20. We **are having** a party next Saturday. Would you like to come?
21. My parents **are thinking** of moving to the country.
22. Sue met her husband while he **was working** in Paris.
23. Fleming **was studying** influenza when he discovered penicillin.
24. It **was snowing** heavily when we got to Warsaw.
25. I saw Carol at the party. She **was wearing** a really beautiful dress.

**PRESENT PERFECT**

**Present Perfect Exclusive**

1) It is used to denote an action completed in the past but connected with the present in its result:
   a) due to the actual recentness of the event and evidence of its result
      e.g. I have broken my pencil. I can’t write.
      My dream **has come** true. I am a student of BSU.
      The tomatoes **haven’t ripened** yet.
   b) due to a special importance for the present of the effect (result) of an action which happened at an indefinite time in the past
      e.g. How many times **have you been** in love? (throughout your life)
      The Prime Minister **has announced** that taxes are to increase from the beginning of the year. (remote from the moment of speech)
   c) Present Perfect is frequently used with the adverbials **recently, lately, just to indicate the recentness of the event; already** (in affirmative sentences; in
questions – to give an additional meaning of surprise that smth has happened sooner than expected), yet (in negative sentences and questions), still (yet but slightly stronger and emphatic) to express the result of a completed action.

Present Perfect is often used with today, this morning, this week, this year, etc. when these periods aren’t completed at the moment of speaking. e.g. He’s written a lot of books this year.

The typical use of Present Perfect denoting a complete past action is in the attributive clause of a complex sentence with superlative constructions, ordinal numerals or “the only” in the principal clause.

e.g. It is one of the most boring news I’ve ever read. That’s perhaps the tenth cup of tea he has drunk. This is the only time he has been away from home.

2) It is used in adverbial clauses of time after the conjunctions when, till, until, before, after, as soon as to denote an action completed before a definite moment in the future.

e.g. I am not going till you have answered me. Don’t play the chess until you have done all your homework.

Note 1. Verbs of sense perception and motion (to hear, to see, to come, to arrive, to return, etc.) in adverbial clauses of time are generally used in Present Indefinite and not in Present Perfect.

e.g. I’m sure he will recognize the poem when he hears the first line.

When the completion of the action is emphasized, Present Perfect is used.

e.g. He will know the poem by heart when he has heard it twice.

3) Present Perfect Inclusive is used:

- with verbs not admitting of the Continuous form
- in negative sentences (in this case Present Perfect Continuous is not possible)
- with verbs of a dynamic character to live, to work, to study, to teach, to travel, etc. (in this case Present Perfect Continuous is possible)

It is used to denote an incomplete action which began in the past, has been going on up to the present moment and is still going on with emphasis on the result of the activity:

With since (ever since) to indicate the starting point of the activity, with for, over, in to indicate a certain period of time, with ever, never, always, often, all my life, so far to indicate an indefinite period of time.
e.g. I haven’t heard anything from him since he moved to London. Brian had a bad fall last year and has been off work ever since. They have known each other for a long time. I’ve never tasted papaya. I have often wondered where she gets her money from.

*Remember:*

Present Perfect is used in some common phrases:

- They’ve made it! (=they’ve succeeded)
- I’ve had enough. (=I’m fed up. I don’t want to do any more)
- Now you’ve done it! (=You’ve done something seriously wrong)
- You’ve had it! (=You’re in trouble)

In the following expressions Present Perfect is not used:

- Что вы сказали? – What did you say?
- Я не слышал вашего вопроса. – I didn’t hear your question.
- Где вы купили книгу? – Where did you buy the book?
- Теперь я понял. – Now I understand.
- Я забыл, где он живет. – I forget where he lives. (*a certain fact*)

**Past Indefinite and Present Perfect Compared**

An action expressed by Past Indefinite belongs exclusively to the sphere of the past, while Present Perfect shows that a past occurrence is connected with the present time.

e.g. She is not well and has changed very much of late. She changed very much a great many years ago.

It’s a shame. I’ve lost my umbrella again! (emphasis on the result) Kate lost her umbrella yesterday. (emphasis on the time of the action)

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

e.g. I have told you three times this week that she is coming home for a year. I want your sister, the woman who gave me money today.

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

e.g. I have just hired a new pianist. I saw you come in just now.

It should also be remembered that when more details are added to the information given in Present Perfect, Past Indefinite is generally used.

e.g. I’ve had a terrible day in the office. My secretary fell ill, we lost three contracts and to crown it all our computers broke.
I have bought a pair of shoes. – Where did you buy them?

Ex. 1. Explain the use of Present Perfect in the following sentences.
1. Oliver came shyly up to him. “Sir, I’ve written a poem.” “Good,” said the headmaster. “May I see it?”
2. “Come on, ladies,” he shouted, “there’s nothing to be afraid of. The mice have left the room.”
3. He thinks it’s pure nerves and he’s given me pills.
4. Sam, what’s come over you? You make me sad talking like this.
5. “Where is Gladys?” “I’ve just had a message. Her aunt’s had a stroke and she’s had to go down to Somerset.”
6. Then about a year ago he disappeared and I’ve never heard from him since.
7. I don’t think he’s changed in the thirty years I’ve known him.
8. “Miss Drake,” he said later. “How long have you known Roger?” “Nearly a year. He’s told me a lot about you.” “What did he say?”
9. “Where is my brother?” “He’s not been in all afternoon.”
10. I’ve had a rather nasty pain in my knee at times lately. It caught me this morning in a devilish fashion.
11. I’m tidying up for tomorrow. When I’ve finished this I’ll go and put the child to bed.
12. As soon as we have had some tea, John, we shall go to inspect your garden.
13. I said, “Well, don’t take him away until I’ve had a chance to speak to him.”

Ex. 2. Answer these questions using the words in brackets.
Example: When did you last smoke? (for two years) I haven’t smoked for two years.
1. When did it last rain? (for ages) It…
2. When did they last visit you? (since June) They…
3. When did you last play tennis? (for a long time)
4. When did you last eat caviar? (never)
5. When did you last drive? (for six months)
6. When did you last go to Spain? (never)
7. When did she last write to you? (since last summer)

Ex. 3. Complete the sentences using so far.
Example: I saw Tom yesterday but I haven’t seen him so far today.

1. We ate a lot yesterday but we …. much so far today.
2. It snowed a lot last winter but it … so far this winter.
3. I played tennis a lot last year but … this year.
4. She worked hard last term but … this term.
5. I watched television yesterday evening … this evening.
6. My favourite football team won a lot of matches last season but they … many matches so far this season.

Ex. 4. Use Present Perfect or Past Indefinite in the following sentences.

1. I never (see) anyone more beautiful than your wife.
2. I (meet) your husband this afternoon at Green Street.
3. He said, “You (meet) this passenger. He calls himself Major Jones.” “I (speak) to him.”
4. “You (hear) the news?” “What news?” “About Ted and Dave. They (be) out on the roof last night and Ted (sleep) and Dave (try) to hold him but he couldn’t and (be) pulled off too. They are both in hospital with concussion and their parents (be) sent for.”
5. I understand you (have) an unpleasant experience at the weekend. What (happen) exactly?
6. You remember the coin you (find) in the pool?
7. You (say) just now that time (be) everything. What you (mean) by that?
8. “I remember you (have) three funny little freckles on your nose,” he said, “but they (disappear).”
9. I think I’d better go now. I (act) wrongly and I in a way (deceive) you. I’m sorry.
10. “I’ll drink tea from this tin mug.” “Wherever you (find) it?”
11. The parrot screamed a few words in Hindi. “Where he (learn) that?” my aunt asked me.
12. He showed her inside the house. “Oh, how lovely! I had no idea it would be so lovely. Why you (not tell) us? And you (do) it all by yourself?” “Yes.” “How you (manage) it? It’s so tidy. And the new tea-set! When you (buy) it?”
13. “Listen,” he said, “My father (fight) for four years in the last war.”
14. “Don’t go, Philip,” said his mother. “I scarcely (see) you today.”
15. I was at school with Alec. Then we (not see) each other for years.
Past Perfect Exclusive

1) It is used to denote a past action completed before another past action or before a certain moment in the past. This tense-form is not used simply to describe an action in the distant past. There must be another action, less far away in the past, with which it contrasts as a prior action. The priority of an action is normally indicated:
   a) by an adverbial phrase with the preposition by:
      e.g. By the end of the year they had finally got their long-awaited pay rise.
   b) by an adverbial clause of time (with the conjunctions before, after, by the time ..., when, no sooner ... than, hardly ... when, scarcely ... when, barely ...
      when):
      e.g. After he had finished breakfast he sat down to write some letters. The children had cleaned everything up by the time their parents returned. The game had hardly begun when it started to rain. The ride had lasted about ten minutes, when the truck suddenly stopped.

2) It is used to denote a complete past action which had visible results in the past
   e.g. He was delighted because he had found a new job. We didn’t feel like playing Scrabble because we had just finished a long game of Monopoly.

3) Past Perfect Inclusive

   It is used to denote an action which began before a definite moment in the past, continued up to that moment and was still going on at that moment. The starting point of the duration is indicated by the preposition since, the whole period of duration – by for.

   Past Perfect Inclusive is used:
   • with verbs not admitting of Continuous form
   • in negative sentences (in this case Past Perfect Continuous is also possible but not common)
   • with verbs of a dynamic character (in this case Past Perfect Continuous is possible)
   e.g. I knew the Horns had been married for nearly 50 years. George made no answer and we found that he had been asleep for some time.

Note:
The use of Past Perfect for a prior event is often prompted by the lexical and syntactical structure of the sentence. The tense-form is found, in particular:
a) after the construction this/it/that was the first/second/only/best/worst case/time, etc. smth. had happened. e.g. It was the second serious mistake he had made in that job.

b) With the verbs hope, intend, plan, expect, etc. to describe past intentions which were unfulfilled. e.g. I had intended to make a cake, but I ran out of time.

c) In Indirect Speech in the object clauses after verbs like say, tell, ask, inform, wonder, etc. in Past Simple. e.g. I wondered if Jim had had a chance to discuss the issue with Mr Kelly.

**Past Indefinite and Past Perfect Compared**

1. Past Perfect is not used to denote a succession of actions. In this case Past Indefinite is used. Past Indefinite is used with the conjunctions after, before, when if the relation between the actions approaches succession, i.e. when the idea of completion is of no importance. e.g. He went on with his work after he had a short rest. He had a short rest before he went on with his work. When I wrote the letter, I posted it.

2. Verbs of motion and sense perception such as to come, to arrive, to return, to see, to hear in adverbial clauses of time are generally used in Past Indefinite and not in Past Perfect. The actions are practically simultaneous. e.g. When he came down he found his mother reading. When he heard the first line of the poem he recognized it at once. When the completion of the action is emphasized Past Perfect is used. e.g. He knew the poem by heart when he had heard it several times.

**Ex. 1. Explain the use of Past Perfect in the following sentences.**

1. He asked me if I had had breakfast.
2. He now opened the low gate that he had so often swung on as a small boy.
3. She was sure that he had never lied to her before.
4. Jack chose the hotel. He had never been there before but he had heard his mother speak of it once. She had said she had liked it.
5. He remembered how the ball had hit squarely on the nose and the bleeding hadn’t stopped for three hours.
6. He decided to wait till he had talked to the man himself.
7. I knew he would ask me for news of his son as soon as he had seen the last guest off.
Ex. 2. Complete the following situations to express a prior action or state.

1. You came to your friend’s house but she wasn’t there. 
   (she/go/out)____________
2. You went back to your hometown after many years. It wasn’t the same as before. (it/change/a lot)________________________
3. You went to the cinema last night. You arrived at the cinema late. 
   (the film/already/begin)________________________
4. I was very pleased to see my friend again after a long time. 
   (I/not/see/him/for five years)_______________
5. The mother offered her daughter something to eat but she wasn’t hungry. 
   (she/already/have/lunch)________________________
6. I missed the train by 30 seconds. 
   (it/already/leave)________________________
7. The woman sitting next to me on the plane was very nervous. It was her first flight. 
   (she/never/fly/before)________________________
8. Simon played tennis yesterday. He wasn’t very good at it because it was his first game. 
   (he/never/play tennis/before)________________________
9. Robert was late for work yesterday. That surprised everybody. 
   (he/hardly/ever/be/late/work/before)________________________
10. She got into the driving seat nervously. 
    (she/never/drive/car/before)________________________

Ex. 3. Use Past Perfect or Past Indefinite according to the relations between the actions.

1. ‘Was Tom at the party when you arrived?’ “No, he (go) home.”
2. I felt very tired when I got home, so I (go) straight to bed.
3. The house was very quiet when I got home. Everybody (go) to bed.
4. We were driving along the road when we (see) a car which (break) down, so we (stop) to see if we could help.
5. Mary (lend) Dick some money only after he (promise) to give it back the next day.
6. When I (leave) my house I (realize) that I (forget) my keys.
7. I (write) to the shop to ask why my books (not/arrive) yet.
8. She (refuse) to admit that the accident (be) her fault.
9. Before I (go) to London I never (be) abroad before.
10. When he (realize) he (leave) the lights on, he told the taxi-driver to turn back.
Ex. 4. Use Past Perfect or Present Perfect in the following sentences.

1. It was the first time I (see) that film.
2. That is the best September we ever (have) here.
3. It is the eighth time you (sing) this song today.
4. That was the only time I (feel) happy that year.
5. It is the third serious mistake you (make) in this job.
6. It was the only time I ever (see) her cry.
7. It was the first time all the family (be) together since Sue’s wedding.
8. Those were the first clothes I (buy) myself.
9. It was the first time that I (hear) her sing.
10. It was the fifth time he (ask) me the same question.
11. That is the third cake you (eat) this morning.
12. It is the first time I ever (taste) muesli.

FUTURE PERFECT

1) It is used to denote an action completed before a definite moment in the future or before another future action.
   e.g. My sister will have left school by July. She will have left school by the time I graduate from the University.

2) Future Perfect Inclusive
   It is used to denote an action lasting over a certain period of time up to the given future moment.
   = It is used to denote an action which will begin before a definite moment in the future, will continue up to that moment and will be going on at that moment.
   Future Perfect Inclusive is used with:
   • verbs not admitting of the Continuous form
   • in negative sentences
   • with verbs of a dynamic character.
   e.g. Kate will have been a student for half a year by March. We will have had our old TV-set for ten years by the time the new TV-set is delivered.

Ex. 1. Read the texts and ask and answer questions using The Future Perfect tense.
Some sections of the new motorway are already in use, and soon half of this road will be open to traffic. By the end of next year the workers will have completed the project, and at last there will be peace for the inhabitants of the countryside. The new road will have freed them from the constant deafening roar of high-powered engines. The completion of the road will be a relief even to the workmen. Some of them will have been here for over seven years by the time they will have finished.

- Have they finished work on your new swimming pool, Charles?
- They will have completed it by the end of the week.
- How long is it?
- It’s only 25 feet long and 15 feet wide.
- How deep is it?
- It’s 8 feet in depth. They will have installed the diving board by Saturday. By the way, we’re holding a swimming party on Sunday, if it’s not too cold. You will come, won’t you?
- I’d love to come, but I’m not much of a swimmer. I hope I’ll have learnt to swim by next summer.
- Well, I’m hardly a good swimmer myself. Anyway, it’ll be fun. Make up your mind and come. I hope you will have let me know by Friday.

Ex. 2. Match the sentences with the meaning of Future Perfect tense in each of them.

1. I hope that when I call you, you will have returned from work. a. An action completed by a definite future moment
2. I don’t think I will be able to join you. I will have been busy since morning. b. A future action completed before another future action
3. By the time the interview is over, the reporters will have found out a lot of interesting facts. c. An action lasting over a certain period of time up to the given future moment
4. The tourists will be tired when they come to the camp. They will have walked for three hours. d. A future action lasting over a period of time up to another future action

Ex. 3. Choose Future Continuous or Future Perfect tense.

1. What will you be doing/will you have done at this time tomorrow?
2. How soon will the builders be finishing/will the builders have finished laying the foundations?
3. Do you think you will be making/will have made a decision by next July?
4. Next Sunday morning I will be travelling/will have travelled to the Crimea.
5. By the end of the year I will be driving/will have driven 2000 miles on business.
6. We will be waiting/will have waited for you at the station when you arrive.
7. They will be knowing/will have known each other for a year by September.
8. If Ann comes late, we will be having/will have had dinner and she will have to eat alone.
9. By lunchtime they will be crossing/will have crossed the Channel.
10. How long will you be having/will you have had your old car before you buy a new one?

**PRESENT PERFECT CONTINUOUS**

1) **Present Perfect Continuous Inclusive**

It is used to denote an action which began in the past, has been going on up to the present and is still going on. The emphasis is put on the continuation of a long activity at the present moment. The period of duration is indicated by an adverbial with for, whereas an adverbial with since shows the starting point of the action (if the conjunction since introduces a clause, the verb in this clause is in Past Indefinite), these two days, etc.

*e.g.* I **have been looking** for your white dress *for the last ten minutes*. This youth organization **has been doing** a lot of charity work *since the mid-nineties*. She **has been telling** lies all her life.

With verbs not admitting of the continuous form Present Perfect Inclusive is the only tense possible.

2) **Present Perfect Continuous Exclusive**

It is used to denote an action which was recently in progress but is no longer going on at the present moment. The fact of the result of a long activity itself is more essential than the period of its duration, which may not be even mentioned.

= Actions stopping just before the present moment.

*e.g.* Look! It **has been snowing**. Sorry, I’m late. **Have you been waiting** for me?
Present Perfect Continuous Exclusive is used to express repeated actions in the past.

e.g. I have been buying pictures. I have been getting letters from him.

**Present Perfect Continuous Inclusive and Present Continuous**

Present Continuous is used to denote an action going on at the present moment, no previous duration is expressed. Present Perfect Continuous Inclusive is used when the previous duration of the action is expressed.

e.g. I’m reading “Dombey and Son”. I have been reading “Dombey and Son” for three days.

**Present Perfect Continuous Inclusive and Present Perfect**

Both these tense forms show the connection between the past and the present through the result of the activity. However Present Perfect Continuous focuses on the action itself, presenting it as a continuous extended activity. Present Perfect, on the other hand, emphasizes the idea of completion of an action and importance of its result for the present.

e.g. Her feet are sore. She has been walking all morning. I have planted a lot of new rose bushes.

Present Perfect is always chosen for stative verbs which are not used in the continuous aspect.

e.g. I have known Mr. Mason for some time. (“I have been knowing Mr. Mason for some time” is unacceptable in English.)

**Ex. 1. Explain the use of Present Perfect Continuous in the following sentences.**

1. You look distinctly pale. I fear you’ve been overworking yourself lately.
2. Your wife’s been telling me that you’ve not been sleeping very well lately. I’m sorry to hear that.
3. Rosemary, I’ve been thinking. What we need is something different.
4. “I was the only boy in our school that had asthma,” said fat boy with a touch of pride. “And I have been wearing specs since I was three.”
5. Oh, I’m not really hot. It’s just that I’ve been running.
6. Oh, dear, has the baby been howling ever since we left?

**Ex. 2. Put the verbs in brackets into Present Perfect or Present Perfect Continuous.**

Dear Linda,

I’m glad to hear that you are enjoying yourself in Australia. Things at home are the same as usual. Your father 1) has been working (work) very hard. Susan
2) (just/pass) her driving test. Alex 3) (not/ write) for weeks, probably because he 4) (study) very hard for his exams. Uncle Tom 5) (build) a shed in the garden. I think it will be ready next month. Mr. Brown 6) (not/feel) well recently. He 7) (visit) the doctor four times this month. The dog 8) ( have) three puppies. Mrs. Smith 9) (not/open) her new shop yet. The decorators 10) (paint) it for weeks. I hope you enjoy the rest of your stay in Australia. 11) (you/see) the famous Opera House yet? Tina sends her love. Write to me soon.

Love,
Mum.

**Ex. 3. Fill in with Pr. Simple, Pr. Cont., Pr. Perf. or Pr. Perf. Cont.**

Arthur: I 1) (search) for a house for a week now but so far I 2) (not find) anything suitable.
Sandra: Why 3) (you want) to move?
Arthur: Well, the people living next to me 4) (be) the main problem. They 5) (always argue), especially at night.
Sandra: Oh dear! 6) (you/ever/complain) to them?
Arthur: Yes, but they 7) (not stop). They 8) (keep on) making noise. I 9) (not be able) to sleep well lately, and I 10) (feel) sleepy all week.
Sandra: How awful!

Fill in with Pr. Simple, Pr. Cont., Pr. Perf. or Pr. Perf. Cont.

Tom: 1) (you see) the state of our kitchen? Someone 2) (wash) clothes in the sink and they’re still there!
Fred: Yes, I know. I usually 3) (use) the bath, but it 4) (be) too dirty at the moment.
Tom: Why didn’t you clean it? You 5) (live) here for two months now, and I 6) (never see) do any housework.
Fred: What do you mean? I 7) (wash) the dishes at least three times and I always 8) (make) my bed.
Tom: Rubbish! You 9) (always make) a mess and not cleaning up afterwards.
Fred: What about you? You 10) (always drink) my milk!
Tom: Don’t be ridiculous! Where 11) (you go)?
Fred: Out! I 12) (see) my girlfriend this evening.
Tom: What about the kitchen?
Fred: Bye!

**Ex. 4. Rephrase the following sentences.**
1. I have never tasted muesli before. It’s *the first time I’ve ever tasted muesli*.
2. I’ve never seen such a boring film. It’s …
3. He has never been to New York before. It’s …
4. She has never had such a delicious meal. It’s …
5. She’s never flown before. It’s …

**Ex. 5. Rephrase the following sentences using the words in bold type.**

1. She has never been to the club before.
   
   first …..*It’s the first time she has ever been to the club.*

2. She has never heard such a funny story.
   
   funniest…. 

3. It’s the first time she has ever read Tolstoy.
   
   never …. 

4. It’s the worst headache she’s ever had.
   
   bad…. 

5. He’s never played cricket before.
   
   ever…. 

**Ex. 6. Put the verb into Pr. Perf. or Pr. Perf. Cont.**

1. Look! Somebody (break) that window.
2. I (read) the book you gave me but I (not finish) it yet.
3. “Sorry, I’m late.” “That’s all right. I (not wait) long.”
4. Hello! I (clean) the windows. So far I (clean) five of them and there two more to do.
5. There’s a strange smell in here. (you cook) something?
6. My brother is an actor. He (appear) in several films.
7. I (be) busy since we last met.
8. I’m very fond of Alice but I (not to see) much of her lately.
9. “How quickly your mood changes! You look drained.” “I (walk) around all day. I (have) a few drinks and nothing to eat.”
10. But I (cook, clean) and (dig) for three days and I’m tired.
11. “I don’t think your mother expects you to become an electrician.” “What she (say) to you?” “Nothing.”
12. Imagine how much they (learn) since they (be) here.
13. “Shall we sit down or do you prefer to stand?” “I (sit) down in my office, so I’m quite happy to stand.”

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14. I found him waiting downstairs at the house door to let me in. “I’m sorry,” I said, “I hope you (not to stand) here long.”

15. There (be) no guests at all since I left?

16. The other chap is a man who threw up his job ten years ago and he (not to work) since.

17. “My son is not a bad boy. But he’s going through a difficult phase.” “He (go) through this difficult phase for fifteen years.”

Ex. 7. Translate the following into English concentrating on the use of Pr. Perf. and Pr. Perf. Cont.

1. Мы с вашим братом говорили сегодня об этом деле. Поэтому я и пришел повидаться с вами. 2. Я все думал об этой книге и пришел к заключению, что мы не можем ее напечатать. 3. «Грузовик все еще там?» «Да. Они уже два часа работают, пытаются сдвинуть его. Но им еще это не удалось». 4. «Ну, ты ведь слышала о Молли, да?» «Я слышу о ней уже два года». 5. Последнее время я замечал в тебе какие-то изменения. 6. «Какие у тебя холодные руки, Мэри!» «Да, я сидела у окна и проверяла тетради». 7. Извини, что опоздал, мама. Мне нужно было поехать в город, и я попал под дождь и промок насквозь. Я переодевался.

**PAST PERFECT CONTINUOUS**

1) **Past Perfect Continuous Inclusive** is used to denote an action which began before a definite moment in the past, continued up to that moment and was still going on at that moment. Either the starting point is indicated (*since*) or the whole period of duration (*for*).

e.g. We couldn’t go out because it had been raining since early morning. When you saw us, we had been running for 6 miles – and we still had a mile to go!

The difference between Past Perfect and Past Perfect Continuous Inclusive is that the latter refers to earlier past activities of certain duration that were either still in progress at a given later time in the past or completed by that time. Past Perfect Inclusive is used with verbs not admitting of the Continuous form and in negative sentences.

Past Perfect Continuous shouldn’t be confused with Past Continuous. Past Continuous is used to denote an action going on at a definite moment in the past, no previous duration is expressed.
e.g. And now it was raining, had been raining for days the miserable fall rains of Eastern France. The car was waiting at the kerb. It had been waiting for two hours.

2) **Past Perfect Continuous Exclusive** denotes an action which was no longer going on at a definite moment in the past, but which had been in progress not long before.
= a past action of certain duration which had visible results in the past.
e.g. All roads were blocked: it had been snowing all night long. Her fingers hurt because she had been playing guitar all day. She looked tired because she had been exercising all morning.

**Ex. 1. Explain the use of Past Perfect and Past Perfect Continuous in the following sentences.**

1. I did not remember much about the Pimpleys, whom I had not seen for about ten years.
2. It had been freezing for the last few days, but it had not snowed.
3. He told me he had not heard from her since the day she walked out of their office.
4. He said that they had now been hunting hard for ten days.
5. She was aware that they had been getting on each other’s nerves lately.
6. I was happy that ever since Max moved in here, the place had been ringing with laughter.

**Ex. 2. Put the verbs in brackets into Past Simple or Past Perfect.**

Last Monday Angie 1) (get up) for work as usual and 2) (go) to the kitchen to have some breakfast. But when she 3) (open) the fridge, she 4) (find) that her flatmate Lucy 5) (drink) all the milk - not a good start to the day! So she 6) (have) a quick cup of black coffee, 7) (get) dressed and 8) (go) out to the car. There she 9) (find) that she 10) (forget) to put the cover on the car the night before and there 11) (be) thick frost all over the windscreen. She 12) (scrape) it all off and 13) (get) into the car. However, when she 14) (turn) the key, nothing 15) (happen)! Someone 16) (leave) the headlights on and the battery 17) (go) flat. She 18) (be) furious as Lucy 19) (use) the car last and it 20) (be) her who 21) (forget) to switch off the lights. Angie 22) (head) for the bus stop to wait in the freezing cold.
Ex. 3. Fill in with Past Simple or Past Perfect.
The biggest event in Tom’s life 1) (happen) by chance. He 2) (be) 22 and he 3) (just/leave) college. He 4) (get) his degree and he was looking for a job. He 5) (want) to be a journalist but he 6) (know) he 7) (not have) enough experience. You see, as a student, he 8) (spend) most of his time in the university theatre. He 9) (write) to all the newspapers but he 10) (not receive) any replies. Then one day, the phone 11) (ring). It was a women who 12) (offer) him a job as an actor. She 13) (see) him in a play at the university and 14) (enjoy) the performance. He 15) (take) the job and since then he’s been very successful. Last night he 16) (discover) he 17) (win) an award for his performance in the play.

Ex. 4. Fill in with Past Perfect or Past Perfect Continuous.
When I entered the house something smelt awful. Someone 1) (cook) and 2) (burn) the meal. I 3) (visit) the house once before and 4) (meet) the family but I didn’t know what 5) (happen) since then. The house was a mess. The children 6) (play) in the living-room and 7) (leave) their toys all over the floor. Someone 8) (leave) all the windows open. It 9) (rain) for hours and all the curtains 10) (get) wet and dirty.
I asked the children where their parents were. They told me that their mother 11) (be) in hospital for the past two weeks. Their father 12) (look after) them since then. Obviously he 13) (do) his best, but he couldn’t do any better since he worked all morning and had to leave them alone most of the day. I had to do something to help them.

Ex. 5. Use Past Perfect or Past Simple in the following clauses of time.
1. He wanted her to believe that when he (return) things would change.
2. She knew that she would not speak till they (reach their) house.
3. She took her manicure set and began to do her nails, waiting till he (finish) eating.
4. He decided to read nothing but the dictionary until he (master) every word of it.
5. She asked if Grant would wait until the doctor (see) the patient.
6. She told him not to come back until he (talk) to her on the telephone first.
7. When he (see) Bell, he (come) straight to him, smiling.
8. When Jimmy (get) to the café a little late, Christine (not arrive) yet.
9. When she (walk) she (carry) herself like a ballet-dancer.
10. We (not to walk) a hundred yards towards the cottage when the inspector suddenly (go) down on his knees.
11. one afternoon I went to play tennis with some neighbours and when I return my mother disappear.
12. When she smile, she seem friendly and simple.
13. When Paula tidy up she go out of doors.
14. The play be in progress for about twenty minutes when Grant find his seat at the back of the dress circle.
15. He telephone to his office as soon as he reach his house.
16. He always dislike anybody as soon as he be appointed to a position of authority.
17. David disappear as soon as we have breakfast.
18. As soon as I hear the sound I know what had happened.
19. After they have coffee Meg invite him to go over the house.
20. She see him every day after we arrive in New York.
21. After we lunch we go and sit out in the garden.
22. After he take the girl home, he go down the road to the village.
23. Neither of us speak until we arrive at office.
24. She not to speak until the steps move on.
25. Savina say nothing until they order but Eric knew she was waiting.
26. He wait until he hear a hello from the other end of the telephone.
27. She wait motionless until he finish his speech.
28. He stumble against the chair before he find the lamp.
29. He decide to get a present for his children before he leave Rome.
30. He begin apologizing before I pay the driver.
31. The noise of their footsteps become distant before my father speak again.
32. He knock and ring for some time before he make himself hear.

Ex. 6. Use the required past forms in the following complex sentences containing the correlatives scarcely/ hardly/ nearly/barely… when and no sooner… then.

1. She hardly sit down when a very stout gentleman wearing a very small hat flop into the chair opposite hers.
2. He emerged from the theatre with the first of the crowd; but he scarcely take his position on the edge of the sidewalk when the girls appear.
3. He barely disappear when Dennis come sliding down the stairs.
4. No sooner, however, they establish themselves in their new house than he perceive to his dismay a return of her absorbed and brooding manner.
5. The rain nearly stop when he reach his hotel.
6. They barely (come) out of the house when a sudden shouting (arise).

**FUTURE PERFECT CONTINUOUS**

It is used to denote an action which will begin before a definite moment in the future, will continue up to that moment and will be going on at that moment.

= It denotes an action lasting for a period of time up to or including a certain future moment. This moment can be indicated by an adverbial with the preposition *by* or by another future action.

Future Perfect Continuous (not Future Perfect) is normally used to emphasize the process rather than the future result. As with all Continuous tenses Future Perfect Continuous is not used with stative verbs which take Future Perfect instead.

*e.g.* By the end of the year, they **will have been working** at this project for two years. We **will have been working** at this problem for a month when you visit us for a second time. By this time next month he **will have been studying** the piano for 2 years.

**Ex. 1. Read the dialogue. Ask and answer questions about the situation using the Future Perfect Continuous tense.**

- I hear you are finally retiring at the end of the year, Bill. What will you do when you’ve stopped work?
- Absolutely nothing. I’ll **have been working** for this company for forty years by the end of October, and I deserve a complete rest. My wife will **have been working** here for thirty years by then, but she isn’t retiring yet.
- As for me, I’ll **have been working** here for twenty years by January. Won’t you be sorry to leave, Bill?
- No, I won’t. I’ve been working too much lately and want a complete rest.

**Ex. 2. Put the verbs in brackets into Future Perfect or Future Perfect Continuous.**

1. By 7.00 p. m. they (play) cricket for eight hours.
2. I (finish) painting your room by the time you get home.
3. By the end of next month I (live) in London for exactly three years.
4. Tom (write) his third novel by the end of this year.
By the time he arrives in London, John (drive) for five hours.
6. This film (probably/no/finish) until midnight.

Ex. 3. Use the Future Perfect or the Future Perfect Continuous tense.
1. They will have completed/will have been completing the new bridge by the end of the year.
2. By the end of this week I will have waited/will have been waiting seven weeks for my car to be repaired.
3. Do you realize that on August 15 we will have lived/will have been living in this house for fifty years?
4. I hope I will have finished/will have been finishing this report by the end of the day.
5. She will have left/will have been leaving before the children get home from school.
6. We will have flown/will have been flying non-stop for fourteen hours before we get to Calcutta.
7. They will have completed/will have been completing their work by the end of the week. I’m sure you’ll like it.
8. I will have finished/will have been finishing the housework by the time my parents come home.
9. Your aunt will have cooked/will have been cooking dinner by the time we arrive.
10. It’s the firm’s anniversary next week. They will have made/will have been making furniture for 50 years.

**ENGLISH TENSES IN THE PASSIVE VOICE**

Verbs in English possess both tense and voice characteristics. There are two main voices in English: active and passive. The difference between them is that the subject of a passive construction, unlike the subject of an active construction, is not the doer (agent) of the action but the receiver of it. The doer (agent) of a passive verb is expressed by the object of the passive construction.

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Predicate</td>
</tr>
<tr>
<td>The storm</td>
<td>damaged</td>
</tr>
<tr>
<td>(doer)</td>
<td></td>
</tr>
</tbody>
</table>


The Passive Voice is formed with the auxiliary verb “to be” in the required tense and Past participle (V3) of the main verb.

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Past</th>
<th>Future</th>
<th>Future in the Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indefinite</td>
<td>am</td>
<td>was</td>
<td>will</td>
<td>would be</td>
</tr>
<tr>
<td></td>
<td>is</td>
<td>asked</td>
<td>be</td>
<td>asked</td>
</tr>
<tr>
<td></td>
<td>are</td>
<td>were</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous</td>
<td>am</td>
<td>being asked</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>is</td>
<td>being asked</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>are</td>
<td>were</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perfect</td>
<td>have</td>
<td>been asked</td>
<td>will</td>
<td>would have</td>
</tr>
<tr>
<td></td>
<td>has</td>
<td>had been asked</td>
<td>have</td>
<td>been asked</td>
</tr>
</tbody>
</table>

Mostly the verbs which take an object can be used in the passive (=transitive verbs). Intransitive verbs can rarely be used in the Passive Voice. A specific feature of English is that a verb in the active form may have a passive meaning.

e.g. The cow *milks* well.

    The cardigan *wears* well.

    The dress *washes* badly.

I. The passive is preferred to the active when we are more interested in the action than in the person who does it. It happens in the following cases:

1) when it is not necessary to mention the doer of the action as it is obvious who she/he is/was or will be.

e.g. The streets *are swept* every day.

2) when the speaker doesn’t know who did the action or when the doer cannot be named definitely. In such cases the subject of the active sentence would be typically expressed by the noun “people” or by the indefinite pronouns “one, someone, somebody” and personal pronouns “they, you”.

    e.g. My car *has been moved*.

        =Someone *has moved* my car.
A new public library is being built.
=They are building a new public library.

3) when the speaker wants to avoid an awkward or ungrammatical sentence (when the subject of an active sentence consists of a long expression).
e.g. Don’s decision to give up his job and move to Sydney surprised me. (-)

I was surprised by Don’s decision to give up his job and move to Sydney. (+)

4) when the speaker wants to disclaim responsibility for disagreeable announcements or when he wants to make a polite statement.
e.g. You have opened the letter! (impolite)
The letter has been opened. (polite)

II. The passive voice is more widely used in formal English and in written English than in informal/oral English. It is common for official rules, news items, newspaper reports of accidents and crimes, instructions, advertisements, headlines, notices, science and technology, formal explanations.

III. If we want to say who did the action we introduce the doer by “by”, the instrument which was used to perform an action is introduced by the preposition “with”. “With” is also used to talk about materials and ingredients.
e.g. He was accompanied by his friend.
The building was lit by lightning.
The windows were broken with a baseball bat.
He was killed with a knife.
Irish coffee is made with whisky.
The room was filled with smoke.

Uses of the Passive Voice peculiar to the English language.
There are cases when the use of the Passive Voice seems to us very peculiar because we find no analogous constructions in Russian. These cases are as follows:

1. The verbs to accord, to advice, to allow, to ask, to award, to deny, to envy, to forbid, to forgive, to give, to grant, to offer, to order, to pay, to prescribe, to promise, to refuse, to show, to teach, to tell are used in the Passive Voice. These verbs always take an object expressed by a noun or an infinitive. The action expressed by the Passive Predicate passes on to the subject and to the object. The subject of the passive voice corresponds to the Russian indirect object.

She was granted a two days’ leave.
Has he been shown a new picture?

*Note.* If the object is expressed by a noun we can say not only *I was given a book*, but also *A book was given to me*. The choice of the construction depends on the logical stress: in *I was given a book* the thing given is emphasized, which occurs oftener; in *The book was given to me* the person is emphasized.

2. The Passive Voice is possible with intransitive verbs used with prepositions: *to account for, to agree upon, to allude to, to arrive at (a conclusion, agreement, decision), to call for, to call upon, to comment upon (on), to depend on, to deal with, to fire at, to hear of, to hear from, to insist on (upon), to interfere with, to laugh at, to listen to, to look at, to look after, to look for, to look into, to look upon, to look down, to look up to, to mock at, to object to, to provide for, to put up with, to read to, to refer to, to rely on, to run over, to send for, to speak about (of), to shout at, to think highly (well, badly, poorly) of, to talk about (to, over), to wait for, to write to.*

   e.g. This book *is always referred to.*
   My friend *can be relied on.*
   Little children like to be read to.

3. The following verbal phraseological units can be used in the passive Voice: *to do away with, to find fault with, to lose sight of, to make use of, to make fun of, to pay attention to, to put an end to, to put up with, to set fire to, to take care of, to take notice of.*

   e.g. His words were taken no notice of.
   Their conversation was put an end to by a sudden telephone call.

4. When phrasal verbs are followed by a direct object without a preposition remember to keep the two parts of the phrasal verb together in a passive structure.

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>They knocked down old buildings</td>
<td>Old buildings in the centre of the city were knocked down.</td>
</tr>
<tr>
<td>in the centre of the city.</td>
<td></td>
</tr>
</tbody>
</table>

5. When the subject of the passive predicate corresponds to the Russian adverbial modifier then we use the intransitive verbs *to live* and *to sleep* with the preposition “in”.

   e.g. This old house on the hill *is not lived in.*
   The bed *was not slept in.*
6. There are a number of transitive verbs in English which correspond to
intransitive verbs in Russian. They are: *to affect, to answer, to assist, to
attend, to follow, to help, to influence, to join, to watch*. These verbs
naturally admit of the passive construction while their Russian equivalents
cannot be used in the Passive Voice.

   e.g. His report *was followed* by a discussion.

Such sentences are rendered in Russian by indefinite-personal sentences
(неопределенно-личные предложения) unless the doer of the action is
mentioned. In the latter case either the Active Voice is used, or the
Passive Voice.

   e.g. At last an agreement *was arrived at*.
       Наконец пришли к соглашению.
       She *was looked up to* by everybody.
       Все смотрели на нее снизу вверх.

Ways of translating the Passive Voice into Russian
There are 3 ways of translating the Passive Voice into Russian:

1. by the verb *быть* (в нужной форме) + краткая форма причастия
   страдательного залога.
2. by verbs ending in –ся
3. by means of indefinite-personal constructions.

The last way of translating is possible only if the doer of the action is not
mentioned.

   e.g. Houses *are built* of stone. Дома *строят* из камня. (2) Дома
       строятся из камня. (3)

The experiment *was made* by a famous scientist. Опыт *был произведен*
знаменитым ученым. (1) Опыт *произведен* знаменитым ученым. (2)

Ex.1. Read the sentences and decide if they are Active (A) or Passive (P).

1. A small sum of money was stolen from the cash box.
2. Reader’s Digest was founded in 1922.
3. Millions of people read it.
4. A large type edition is also printed.
5. They also read it.
6. Reader’s Digest is published once a month.
7. It has been translated into many languages.
8. Many readers subscribe to the magazine.
9. It is sold in newsagents throughout the country.
10. I read an interesting article in it.
11. The article was written by a famous scientist.
12. A new article will be written soon.

Ex.2. Active into Passive. Which sentences cannot be changed from Active into Passive?
A) Passive form is possible
B) Passive form is impossible
1. They didn`t ask her name.
2. Ann saw Mary in the park.
3. Has anyone answered your question?
4. They danced all night.
5. On Sunday evening we all met at my friend`s.
6. Someone told us a funny story yesterday.
7. You can`t park your car in the street before this office.
8. This kind of flowers doesn`t bloom very often.
9. His parents have brought him up to be polite.
10. The plane from Minsk was several hours late.
11. The fire has caused a considerable damage.
12. My shoes don`t fit me.
13. People must obey the law.
14. He was having a bath.
15. A famous designer will decorate the hall.

Ex.3. Choose the correct word or phrase.
1. The prime minister was / has criticized for his recent actions.
2. When I walked past the Brown`s house, their new sofa was/has being delivered.
3. Our teacher was / has told us to take our favourite book to school tomorrow.
4. I think my mobile was / has been stolen!
5. Ann was/has chosen to play the lead role in the play.
6. I`m sleeping downstairs because my bedroom is being painted/has been painted.
7. This picture was/has probably taken during winter.
8. Your essays must be/have handed in on Friday.
9. Someone was/has left their wallet on the floor.
10. Did you hear about the bank being/having robbed?
11. Treasure Island was/has written by R.L. Stevenson.
12. It was a real shock when my dad was/has fired from his job.
13. The Vikings had visited America before it was/has discovered by Columbus.
14. When we got to the airport, we learned that our flight was/had been delayed.
15. Was/has your ticket for the concert paid for by you or your parents?

Ex. 4. Complete using the correct passive form of the verbs in brackets.
1. The Earth ……… (hold) by the gravity of the Sun and orbits around it.
2. The first feature-length comedy film ………. (create) by Charlie Chaplin.
3. The award for best video ……… (present) later this evening.
4. By the time you read this, I ……… (arrest) for murder.
5. I don`t know if our tests ………. (mark) yet or not.
6. Radio waves …………… (discover) by Marconi.
7. You wouldn`t think it to look at him now, but Jack ………… (bully) when he was at school.
8. Your application …………… (consider) and we will let you know as soon as we`ve made a decision.
9. The roof of the car can ………….. (lower) by pressing this button here.
10. Our tent ………….. (blow) over in the night by the wind.
11. Chess …………… (play) for around two thousand years now.
12. Two men ……………. (question) at this moment by police in connection with the burglary.

Ex. 5. Write the sentences in the passive.
1. Our car / service/ a mechanic/ at the moment.
2. A man / shoot/ an air gun/ outside the petrol station last night.
4. At the surgery yesterday, I/ examine/ Dr Jon/and I/give/ a prescription.
5. I went to see it because I/ tell/ it was a good film/ all my friends.
6. This photograph/ take/my friend.
7. It looked like the window/ break/ a hammer/ some time before.
8. Our dog/ give/ an injection/ a special syringe/ the vet.
9. The winning goal in last match/ score/ Donatello/ a brilliant free kick.
10. Your cheque/send/ last Friday and / should/ deliver/ to you tomorrow.

Ex. 6. Rewrite in the passive starting with the words given.
1. People say that Bali is a beautiful island.
   It ...........
2. People generally think that life won`t be found on Mars.
   It ...........
3. It is generally said that Christmas is too commercialized.
   Christmas ............
4. People often argue that prison doesn`t work.
   It ................
5. People have suggested that the school should start to produce a magazine.
   It ................
6. People say that crocodile tastes like squid.
   Crocodile ............
7. It is said that the Vikings discovered America before Columbus.
   The Vikings ............
8. People think that heart disease is caused by eating the wrong things.
   Heart disease ............

**Ex. 7. Rewrite the sentences using the passive form of the underlined verbs.**
1. They gave up the search after 3 hours.
2. They ought to have pointed that out to me at the very beginning.
3. No one brought up that question at the meeting.
4. Somebody should look into the matter.
5. It was clever that the parents had brought the child up well.
6. He had to put off our visit until later.
7. I was shocked to hear that someone had broken into your house.
8. Don`t speak until someone speaks to you.
9. His bank manager turned down his request for a loan.
10. You must account for every penny you spent.
11. Someone hasn`t stuck this stamp on very firmly.
12. Events will bear out the truth of what I`m saying.
13. An official held us up at the Customs for half an hour.
14. How can we bring about the desired result?

**Ex. 8. Complete the sentences with a passive construction using the verbs given and the forms suggested.**
1. Much of London (destroy) by fire in the 17th century. (Past Indefinite)
2. The men who (bite) a snake (give) a serum. (Past Perfect, Past Indefinite).
3. A leader should be a man who can (respect). (Infinitive).
4. Many slums (demolish) to make way for new buildings. (Present Continuous)
5. The police (instruct) to take firm action against hooligans. (Present Perfect).
6. A cease-fire (expect) (declare) later this week. (Present Indefinite, Infinitive).
7. The worker claimed that he (victimize) by his employers. (Past Continuous).
8. It (think) that the Government would do something to help. (Past Perfect).
9. Three hundred new houses (build) by the end of the next year. (Future Perfect).
10. Because of the strike the work on the building had to (discontinue). (Infinitive).
11. Customers (ask) to ensure that they (give) the correct change before leaving the shop, as mistakes cannot afterwards (rectify). (Present Indefinite, Present Perfect, Infinitive).

Ex. 9. Choose the correct answer.
1. We..... a swimming pool put in this week.
   a) get
   b) are having
   c) have
   d) have got
2. Why don`t you get a doctor ..... at your arm?
   a) to look
   b) looked
   c) look
   d) be looking
3. My teeth were a little yellow so I ..... by the dentist.
   a) had cleaned them
   b) have them cleaned
   c) was cleaned them
   d) had them cleaned
4. Mr. Brown`s thinking of having .....!
   a) shaved his head
   b) his head shaving
   c) his head shaved
   d) shaved to his head
5. My sister ….. her ear pierced last Monday.
a) made  
b) got  
c) did  
d) took
6. Mum and Dad didn`t fancy cooking, so we got a pizza …..  .
a) be delivered  
b) to be delivered  
c) delivered  
d) deliver
7. You should ….. a professional to check your house for earthquake damage.
a) have  
b) made  
c) take  
d) get
8. She wanted to have a live band ….. at her wedding.
a) to be played  
b) play  
c) played  
d) been playing
9. Can we ….. this summer?
a) get installed air-conditioning  
b) get air-conditioning to install  
c) have installed air-conditioning  
d) have air-conditioning installed
10. We ….. while we were on holiday.
a) were burgled our house  
b) had our house burgled  
c) had burgled our house  
d) got burgled our house

Ex.10. Right/wrong – Passive Voice. Find the mistake and correct it.
A) right  B) wrong

1. By 4 o`clock Ann was tired of fishing.
2. These bushes have grown so high that they block the window.
3. Since all our matches had soaked when the boat turned over we couldn`t make a fire.
4. His face was covered with scratches and his clothes was torn and dirty.
5. The plane wasn`t delayed in Brest.
6. The letter has to sign the chief of police.
7. Peaches can be bought here for 10 p each.
8. Jim laughed as he fell into the water.
9. The meeting was to be continued after lunch.
10. He was such a good runner that he could be caught.
11. It was obvious that the order couldn`t be controlled by authorities.
12. The passes through the mountains were often block with snow during the winter.
13. These lilac bushes should being trimmed.
14. It was impossible to tell what was in the can, for the label has been torn off.
15. A calendar tells you how each month will divide into weeks.
16. I hope they will have been received the papers by tomorrow afternoon.

Ex.11. Translate into English.
1. Город продолжает строиться. 2. Пьеса основана на исторических фактах. 3. Третий фильм всѐ ещё снимается. 4. Его речь будет записана для передачи по радио. 5. Меня застал дождь. 6. Она жаловалась, что к ней придираются. 7. От дурных привычек избавляются. 8. Его не видели в течение недели. 9. Полиция сообщила, что убийца арестован. 10. Когда я вернулся в этот город, здание больницы всѐ ещё строилось. 11. Статья не будет закончена на следующей неделе. 12. Счёт надо оплатить до конца недели. 13. По-английски говорят во всём мире. 14. Вас предупредили. 15. Она знала, что сестра придёт поздно, её пригласили на день рождения. 16. Разве ты не понимаешь правило, которое нам только что объяснили?

SEQUENCE OF TENSES

In English the tense form of the verb in a subordinate clause (mainly, an object clause) depends on that of the verb in the principal clause. This adjustment of tense-forms is called The Sequence of Tenses. The following are the rules of the Sequence of Tenses:
1. A present or future tense in the principal clause may be followed in the subordinate by any tense that is required by the sense.
His horoscope reads that he has just had a rather difficult financial period, but that this week he will be lucky with money matters. It reads that today is his most successful day. They have informed us that hospitals and rescue services coped extremely well yesterday.

2. A past tense in the principal clause must be followed by a past tense in the subordinate clause. The choice of the type of a past tense depends on the time relations between the principal and the subordinate clause.

A. If the action of the subordinate clause is simultaneous with the action of the principal clause the Past Simple or the Past Continuous is used in the subordinate clause:

I didn’t know you two were related to each other.
For a moment she didn’t know where she was.
I was sure the children were sleeping and didn’t hear us.

B. If the action of the subordinate clause is prior to the action of the principal clause or lasted a certain time before the action of the principal clause, the Past Perfect or Past Perfect Continuous is used in the subordinate clause:

I knew she had not played the piano for a long time.
We were aware that they had been building a garage since last summer.

C. If the action of the subordinate clause refers to a future moment (a posterior action), a Future tense-form is replaced by the so-called Future-in-the-Past (when the auxiliary ‘will’ changes to ‘would’).

Susan’s parents were happy that their daughter would marry into a good family.
I knew they would still be reading for the seminar when I came.
They were sure that they would have sold the house by the end of the year.
He informed us that by March 2010 he would have been working for the company for 10 years.

The required tense-form changes in the subordinate object clauses can be seen from the Table below:

<table>
<thead>
<tr>
<th>Present Simple</th>
<th>Past Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>They usually decorate the house themselves.</td>
<td>We knew they usually decorated the house themselves.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Continuous</th>
<th>Past Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are decorating the house.</td>
<td>We knew they were decorating the</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>Past Perfect</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>They have decorated the house themselves.</td>
<td>She was proud they had decorated the house themselves.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Perfect Continuous</th>
<th>Past Perfect Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>They’ve been decorating the house for two weeks.</td>
<td>We knew they had been decorating the house for two weeks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past Simple</th>
<th>Past Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>They decorated the house last month.</td>
<td>They were glad that they had decorated the house the previous month.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past Continuous</th>
<th>Past Perfect (i.e. remains unchanged)</th>
</tr>
</thead>
<tbody>
<tr>
<td>William was whitewashing the ceiling at 5 o’clock.</td>
<td>William explained that he had whitewashed the ceiling by the time I phoned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past Perfect</th>
<th>Past Perfect Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>He had whitewashed the ceiling by the time I phoned.</td>
<td>He explained that he had been whitewashing the ceiling for a couple of hours by the time she phoned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Simple</th>
<th>Future Simple-in-the-Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>He’ll whitewash the ceiling tomorrow</td>
<td>He promised he would whitewash the ceiling the following day but he didn’t.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Continuous (Progressive)</th>
<th>Future Continuous -in-the-Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>They’ll be whitewashing the ceiling at 5 o’clock.</td>
<td>They were sure that they would be whitewashing the ceiling at 5 o’clock.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Perfect</th>
<th>Future Perfect-in-the-Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>They’ll have whitewashed the ceiling and papered the walls by 5 o’clock.</td>
<td>We were sure that they would have whitewashed the ceiling and papered the walls by 5 o’clock.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Perfect Continuous</th>
<th>Future Perfect Continuous -in-the-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
They’ll have been papering the walls for 3 hours by 5 o’clock.  
Past  
We supposed that they would have been papering the walls for 3 hours by o’clock

If the verb in the principal clause is in a past tense, alongside with the tense changes the following changes of adverbials and demonstrative pronouns take place:

<table>
<thead>
<tr>
<th>today, tonight</th>
<th>that day, that night</th>
</tr>
</thead>
<tbody>
<tr>
<td>here</td>
<td>there</td>
</tr>
<tr>
<td>now</td>
<td>then/at that time/</td>
</tr>
<tr>
<td></td>
<td>right away/at the</td>
</tr>
<tr>
<td></td>
<td>moment/immediately</td>
</tr>
<tr>
<td>this, these</td>
<td>that, those</td>
</tr>
<tr>
<td>tonight/this evening</td>
<td>that night/evening</td>
</tr>
<tr>
<td>yesterday</td>
<td>the day before/</td>
</tr>
<tr>
<td>the day before yesterday</td>
<td>the previous day</td>
</tr>
<tr>
<td>ago</td>
<td>before</td>
</tr>
<tr>
<td>2 years ago</td>
<td>2 years before/</td>
</tr>
<tr>
<td>last night, week, month,</td>
<td>previously</td>
</tr>
<tr>
<td>etc</td>
<td>the night, week, etc.,</td>
</tr>
<tr>
<td></td>
<td>before/the previous</td>
</tr>
<tr>
<td></td>
<td>night, week, etc.</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the following/the</td>
</tr>
<tr>
<td>the day after tomorrow</td>
<td>next day/the day after</td>
</tr>
<tr>
<td>next week/year, etc.</td>
<td>the following/the</td>
</tr>
<tr>
<td></td>
<td>next week/year, etc.</td>
</tr>
</tbody>
</table>

**NOTES:**

I. If there are several subordinate clauses in a sentence the rule of the **Sequence of Tenses** is observed in all of them:

*He explained he was sure you were in. She admitted that she knew what kind of person he was.*

But when the reported sentence contains a **time clause**, the tenses of the time clause do not change:

*I’m sure she has been writing since she came home. > I was sure she had been writing since she came home.  
I know that she left when it was getting dark. > I knew (that) she had left when it was getting dark.*

II. The Sequence of Tenses **may not be observed:**
1) if the object clause expresses the general truth/ the universal truth.

   The pupil knew that water consists/consisted of oxygen and hydrogen.
   The teacher said that the sun sets/set in the west.

2) if the action in the object clause refers to what is (or was) believed to be a regular occurrence or existing fact.

   He asked the clerk what time the earliest train to Manchester starts/ started.
   He explained to us very clearly how the computer works/ worked.

3) when the point of reference for the past tense in the principal clause is the moment of speech (absolute time).

   I’ve just talked to Marilyn on the phone. — What did she say?
   She said there was an earthquake here (there) yesterday (last Monday).

   Compare:
   Marilyn said on the phone that there had been an earthquake there the day before.

4) in political language.

   The speaker stressed that poverty is one of the most important global issues.

5) if the statement is still up to date when we report it.

   Angela wrote to me saying that her father owns (or owned) a supermarket.

   Note, however, that we usually change the tense if the action in the object clause is out of date or may be untrue.

   Angela wrote to me years ago saying that her father owned a supermarket.

   The Prime Minister claimed that the government had made the right decision.

III. When the action in the subordinate clause precedes the action in the principal clause but refers to a definite past moment or there is a succession of past events, the Past Simple is used.

   I knew that his youngest son was born in 1960.
   He told me that they decided to go to the pictures, got a 63 bus, and got off at the Elephant Castle as the pictures were just next door.
IV. If the reported sentence deals with **unreal past, conditionals type 2 and 3** or **wishes**, the tenses remain the same.

“If I were you, I would apologize,” he said. He said that if he were me he would apologize.

V. **Modal verbs** in subordinate object clauses **usually remain unchanged**, but there can also be a tense change to some of them. See the table below:

<table>
<thead>
<tr>
<th>动词</th>
<th>变化形式</th>
</tr>
</thead>
<tbody>
<tr>
<td>must</td>
<td>must (or had to)</td>
</tr>
<tr>
<td>have to/be to</td>
<td>had to/was/were to</td>
</tr>
<tr>
<td>needn’t</td>
<td>needn’t/didn’t need to/didn’t have to</td>
</tr>
<tr>
<td>can/will be able to</td>
<td>could/would be able to (future reference)</td>
</tr>
<tr>
<td>may</td>
<td>might</td>
</tr>
<tr>
<td>shall</td>
<td>should (asking for advice)</td>
</tr>
<tr>
<td>will</td>
<td>would</td>
</tr>
<tr>
<td>would, could, might, should, ought(to)</td>
<td>do not change</td>
</tr>
</tbody>
</table>

**Examples:**
She complains she **must** get up very early.  
*She complained she must (had to) get up very early.*

He thinks that if I **can** lend him the money he **needn’t** go to the bank.  
*He thought that if I could lend him the money he needn’t (didn’t have to) go to the bank.*

The notice said that people **mustn’t** smoke inside the building.  
*The notice says that people mustn’t smoke inside the building.*

They think they **may** put up with our decision to move out.  
*They thought they might put up with our decision to move out.*

He understands he **has** to rely on their promise to support him.  
*He understood he had to rely on their promise to support him.*

My friend thinks I **should** get my haircut.  
*My friend thought I should get my haircut.*

The teacher remarks that I **ought** to use a decent dictionary.  
*The teacher remarked that I ought to use a decent dictionary.*

The client insists that he **would** like to see the manager.  
*The client insisted that he would like to see the manager.*

I. **Simultaneous Actions**
Ex. 1. Change the verb in the principal clause into a past tense and make the necessary changes in the subordinate clause.

1. She always tells people that she is good at languages.
2. Everybody knows that Susan is strict about keeping things tidy.
3. I forget that she is always letting people down.
4. They do not realise how nervous she may be.
5. What he is saying is not true.
6. She knows for sure that honesty is the best policy.
7. Mary complains that she is bored with the same old routine day after day.
8. Max is sure that we all need a holiday.
9. He knows that his grandparents always go to church on Sundays.
10. It’s remarkable that she thinks of Gerald as the black sheep of the family.
11. He wants us to see that he is not hostile.
12. We know that the bridge is unsafe.
13. She can’t understand why they are trying to talk her into taking a dance course.
14. My sister agrees that she needs a shoulder to cry on.
15. I can tell from her face that she is lying.
16. We know that the company is reorganizing its departments.

Ex. 2. Open the brackets using the correct tense-form.

1. My daughter wanted to see the new film. She found out that many good actors (star) in it.
2. She complained that Jack always (get) on her nerves.
3. We were not sure that Paul would find Mary. We were afraid he (not/know) her address.
4. I didn’t introduce Jack to Helen. I was sure they (know) each other, but it appeared they didn’t.
5. It was a pity he no longer (care) in the least about Pat.
6. He proved to everyone’s satisfaction that the drug (be) effective and harmless.
7. I knew she usually (get) in such a fuss before people (come) to dinner.
8. The Johnsons were away. We learnt that they (travel) about Canada.
9. She stayed in the whole evening. We were sure she (expect) guests.
10. I met Judy in the department store the other day. She explained that she (look) for a nice T-shirt for herself.
11. She mentioned to her colleagues that she (think) of retiring.
12. The teacher asked why we (not/read) up for our seminar.
13. She complained that she (have) a memory like a sieve. She constantly (forget) something.
14. The Prime Minister declared yesterday that the country (do) well. Things would get better soon.
15. No one could guess that she (be) Russian by birth and British by marriage.
16. Steve’s parents were convinced that a lot of people (enjoy) his good looks and easy-going charm.

Ex. 3. Put the modal verbs into the correct form.
1. She boasted that she … read when she was 3. (can)
2. We decided that we … sit in the rear. (can)
3. We couldn’t believe that it … be so important, but it was. (may)
4. It was clear that Helen … worry as Ken would not be late. (needn’t)
5. The policeman said we … park the car in this area. (mustn’t)
6. The coach said that I … train very hard to develop muscles like that. (must)
7. I reminded Sheila that she … have trouble with her car, but she didn’t believe me. (may)
8. Steven insisted that he … to catch the plane whatever happened. (have)
9. It was clear that all the passengers … wear seat belts. (must)
10. We knew the machine … perform two million calculations per second.(can)
11. Mary said she … join us as she had a meeting. (can’t)
12. I was sure she … work harder if she wanted to pass that examination. (must)
13. He knew you … need money. Why didn’t you take more? (may)
14. She was sure that good cooking … disguise, but … improve the quality of the ingredients. (can, can’t)
15. Wilson dropped a hint that we … take their words to heart. (ought not to)
16. They explained I … see the doctor first. (should)
17. He thought that he … be in the office till the next morning. (needn’t)
18. The authority decided that busy roads … have a pedestrian subway so that people … cross the road safely. (should, can)
19. It was evident they … control the situation. (can’t)
20. She said that we … think badly of her. (mustn’t)
Ex. 4. Decide in which of the sentences the rule of the Sequence of Tenses may not be observed.

1. This wallet is made of plastic not leather. Why did you try to persuade me it … leather?
2. We had to hurry yesterday morning. Just as we arrived at the station, we heard an announcement that the train … about to leave.
3. What did Barbara complain just now about? — She complained that her tooth … still aching.
4. I was going to get a cup of coffee, but Mike just explained that the machine … out of order. It’s going to be fixed tomorrow.
5. I’m surprised Emma lost her match against Sheila. I thought she … a much better player than Sheila.
6. They announced on the radio that the Queen … coming here next month. Isn’t that exciting?
7. When the Chairman spoke to reporters yesterday, he admitted that the company … now in a much better financial position.
8. The advertisement read that the swimming-pool … free, but when we got there, we found we had to pay.

II. Prior Actions

Ex. 5. Open the brackets using the correct tense-form in the subordinate clause.

1. When I came to the station I saw my cousin. I understood that she (miss) the 8 o’clock train.
2. Everybody praised the film. Mary was sorry she (not/see) it.
3. It was raining hard. Mrs Parker regretted she (not/take) an umbrella.
4. My friend called on me yesterday. He boasted he (get) two tickets for the match.
5. Harry didn’t come to the party. We thought he (not/receive) our invitation.
6. We wanted to know where she (be) all that time.
7. I found out that a professional singer (be engaged) for the concert some days before.
8. Jack was happy to have got a ticket. He didn’t complain he (stand) in a queue for 2 hours.
9. The meeting was over at last. I looked at my watch and saw that we (discuss) the production plan for 3 hours.
10. We knew they (have) the house since they (move) there.
11. He explained that when he was born his parents (be married) for 12 years already.
12. We heard on the radio that only a minority of people (vote) for him, so he (lose) the election finally.
13. The family rejoiced that John and Helen officially (announce) their engagement.
14. I was sure it was the first time she (lie) to us.
15. Liz told me she (have) a really weird dream the previous night.
16. The Cribbs complained they (have) dreadful weather lately.
17. She couldn’t tell us what she (spend) all her money on.
18. Ann said she (try) to phone me since she (arrive) home.
19. It suddenly crossed her mind that she (promise) to meet a friend that night.
20. She remarked that John always (have) a tendency to exaggerate the importance of minor problems.
21. He thought that I (interpret) his words wrongly.
22. I realized that the police (not/reveal) the full details of the case.

Ex. 6. Choose the right adverbial.
1. A few days (before, ago) we celebrated my mother’s birthday. She was sorry her cousin wasn’t present. He had gone away on business (yesterday, the day before).
2. I gave my friend my pocket dictionary (last week, the week before) and he promised he would return it (tomorrow, the next day). He kept his promise.
3. (Last month, the previous month) I saw John. He looked sunburnt. He had returned from the South (last week, the previous week).
4. Dick spent last Sunday in the country. We were sure he had had a good time (this day, that day).
5. When I was at Mary’s some days (ago, before) she showed me a good pronunciation dictionary. She explained she had bought (this, that) dictionary in London 3 weeks (ago, before).
6. I’ve just phoned Bill and found out that he is leaving (tonight, that night).
7. I saw Mary at 5 (yesterday, the day before). She regretted she was very busy (now, at that moment) and couldn’t help me.
8. He explained that he had rented the house 2 years (ago, before).
9. They seemed to be working from dawn till dusk (this, that) summer.
10. They informed us that the company had sent us all the details by express post three months (ago, before).
11. We were sure that it was quite possible to buy (this, that) house on credit (last, the previous) year.
12. Diana said (yesterday, the day before) that the last time she had seen Jean was 2 months (ago, before).
13. Tony’s father told us that his son had been practising the clarinet (the previous night, the night ago).
14. We learnt that Alex and Sally had ended their relationship about 2 months (before, ago).
15. He was sorry that he had made such a fool of himself (yesterday morning, the morning before).

Ex.7. Answer the following questions expressing priority in the subordinate clauses and using the proper adverbials.
Loretta passed all her exams in June, didn’t she? (be glad; well).
Yes, (she did). She was glad that she had passed them all well.

1. Jane found her cell-phone, didn’t she? (explain; at her friend’s)
2. Alice met John at a disco, didn’t she? (boast; two days ago)
3. Linda danced a lot at the party, didn’t she? (be happy; with Tom)
4. Did Ann go to the theatre on Sunday? (find out; with her boy-friend)
5. Did the boss force him into resigning? (complain; practically)
6. What did he do with his digital watch? (explain; sell; the day before yesterday)
7. Why did Grace join a drama club? (say; always; want to learn acting)
8. Why did she make so many mistakes in the test? (learn; not/work hard)
9. Why didn’t she look very happy after her trip to Rome? (complain; not/see all the sights)
10. Why is she hoovering the room again? (explain; the dog; leave hairs all over)

III. Posterior Actions
Ex.8. Use the verbs in brackets in the correct tense-form.
1. Nick didn’t want to stay at his relatives. He explained he (put up) at a hotel.
2. He predicted that he (discover) the tiny particle when he conducted his next experiment.
3. I was not sure I (be able) to remember the exact details.
4. I hoped that she (mature) as the years went by.
5. I had always believed that one day I (see) him.
6. The company promised that they (reimburse) our expenses.
7. We decided that we (travel) to New York by sea rather than go by air.
8. He insisted that the reforms (save) the system, not destroy it.
9. Mrs Johnson was sure that she (still, work up) for that company the whole of next year.
10. John explained that he (wait) for his ‘O’-level exam results until next week.
11. We agreed to go to the pictures yesterday evening. My friend promised he (wait) for me outside the cinema at 6.
12. She was sure that her kids (like) a light breakfast.
13. He was told that if he (want) to continue working for the company he (have to) smarten up his appearance.
14. There was no doubt the government (make) every effort to avert an economic crisis.
15. When she said she (not/give) me my money back I got furious.

Ex. 9. Open the brackets using the right adverbials.
1. A couple of weeks ago my son asked me to take him to the circus. I promised that we would go there (next week, the next week).
2. I ran into Mike last Sunday in a fast-food restaurant. It was a surprise to us that he was leaving (tomorrow, the next day) for Paris to participate in a forum.
3. John promised me yesterday that he will drop in on my parents (next, the following) Sunday and will tell them I’m O.K.
4. They’ve just announced that the exam on Linguistics will be put off till the end of (next, the next) term.
5. There was very strong hope that the wounded man would survive by (next, the next) morning.
6. Clare told Alan that they were allowed to pay the bills (in two days, two days later).
7. I had intended to visit Helen in hospital last Friday, but her husband phoned me on Thursday and said that the doctors would discharge her from hospital (the day after tomorrow, in two days’ time).
8. Last year he definitely promised his wife that (next, the next) summer they would spend at the seaside.
9. We arrived in Turin on Monday. (Next, the following) day we left for Rome.
10. That summer was very wet. *Next, the next* summer was even wetter.
11. I quite forgot that *the day after tomorrow, in two days’ time* we were leaving for the South.
12. The students understood they didn’t have to leave until *the next day, tomorrow*.

**Ex. 10. Pick out the correct variant. There may be more than one correct choice.**

1. Ben promised (that)
   a) he is not late;
   b) he had not been late;
   c) he wouldn’t be late.

2. The Prime Minister announced last year (that)
   a) the country will be doing well;
   b) the country is doing well;
   c) the country would be doing well.

3. Adrian explained (that)
   a) he is having a party last week-end;
   b) he was having a party two days before;
   c) he would be having a party the following week.

4. Gavin didn’t know (that)
   a) he must answer the letter tomorrow;
   b) he would have to answer the letter the following day
   c) he has to answer the letter long ago.

5. Jim explained (that)
   a) he can’t come to the party last Friday;
   b) he couldn’t come to the party the previous Friday;
   c) he wouldn’t be able to come to the party this time.

6. The farmer had hoped (that)
   a) his crops would be better the following summer;
   b) his crops were better the following summer;
   c) his crops had been better the following summer.
7. All the students knew (that)
a) a molecule of water would have two atoms of hydrogen and one of oxygen;
b) a molecule of water has two atoms of hydrogen and one of oxygen;
c) a molecule of water had two atoms of hydrogen and one of oxygen.

REPORTED (INDIRECT) SPEECH

We can report people’s words by using direct speech or reported speech. Direct speech is the exact words someone used. We use quotation marks in direct speech.

   e.g. ‘It’s nice to be home,’ Tom said.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. We can either use the word “that” after the introductory verb (say, tell, etc.), or we can omit it.

   e.g. Tom said (that) it was nice to be home.

We can use the verbs say and tell both in direct and reported speech. Tell is always followed by a personal object (told me). Say is used with or without a personal object. When used with a personal object it is always followed by the preposition to (said to me).

Study the following examples:

direct speech                      reported speech
He said, ‘I’m Ted.’                   He said (that) he was Ted.
He said to me, ‘I’m Ted.’             He said to me (that) he was Ted.
He told me, ‘I’m Ted.’                He told me (that) he was Ted.
                                  (NOT: He told that he was Ted)

Say and tell are also used with the following expressions:
say good morning/afternoon, etc., something/nothing, etc., one’s prayers, so, a few words, say so, say no more, say for certain

tell the truth, a lie, a secret, a story, the time, the difference, sb one’s name, sb the way, one from another, one’s fortune

Ex. 1. Fill in the gaps with say or tell in the correct tense.
A  Katie (1) ...told... Dave that she had met a set of twins at a party. They looked exactly the same,’ she (2)....’I couldn’t (3). The difference between them.’ ‘I’ve got a twin brother, too,’ (4). Dave. ‘Are you (5). me the truth?’ asked Katie. (6). me his name.’ ‘His name is Stephen,’ Dave (7). her. I’ll take you to meet him tomorrow.’

B ‘You never listen to me, Tara (1). Jim. ‘I (2). good morning to you three times today and you didn’t answer,’ she (3). To (4). you the truth, it makes me really angry. Why don’t you listen to me?’ ‘Oh, hello Tara,’ said Jim. ‘Did you just (5). something?’

C ‘Claire (1). me that she and John are getting married,’ (2). Sue. ‘She (3). that they’re going to have a big wedding with lots of guests.’ That will be expensive,’ (4). Tom. ‘I thought John (5). that they couldn’t afford a big wedding.’ ‘Well that’s what Claire (6). me,’ (7). Sue. ‘I don’t think she would (8). a lie.’

REPORTED STATEMENTS

In reported speech personal pronouns, possessive adjectives/possessive pronouns change according to the meaning of the sentence.

e.g. Sam said, “I’m leaving for Germany with my family tomorrow.”

Sam said (that) he was leaving for Germany with his family the following day.

We can report someone’s words either a long time after they were said (out-of-date-reporting) or a short time after they were said (up-to-date-reporting).

out-of-date reporting

We usually report someone’s words a long time after they were said. In this case the introductory verb is in the past simple and the tenses change as follows:

<table>
<thead>
<tr>
<th>direct speech</th>
<th>reported speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>present simple</td>
<td>past simple</td>
</tr>
<tr>
<td>‘I want to go to bed early,’ he said.</td>
<td>He said (that) he wanted to go to bed early.</td>
</tr>
</tbody>
</table>
‘She’s feeding the baby,’ he said.

**present perfect**
‘I’ve bought a new dress,’ she said.

**past simple**
‘I finished work early,’ Alex said.

**past continuous**
‘I was planning to call you later,’ she said.

**future (will)**
‘I’ll talk to you tomorrow,’ she said.

**conditional (would)**
She said (that) she would talk to me the next day.

The Past Perfect and Past Perfect Continuous remain the same.

direct speech: The film had finished by the time I got home,’ he said.
reported speech: He said (that) the film had finished by the time he got home.

Certain words and time expressions change according to the meaning of the sentence as follows:

now > then, at that time, immediately

today, tonight > that day, that night

yesterday > the day before, the previous day

tomorrow > the following day, the next day

this week > that week

last week > the week before, the previous week

next week > the week after, the following week

two days ago > two days before

here > there

come > go

When **this/these** are used in time expressions, they change to **that/those**.

e.g. this week > that week, these days > those days

When **this/that/these/those** are not used in time expressions, they change as follows:
a) as adjectives, that is, when they are followed by a noun, they change to the.

  e.g. *This cake is delicious,* Pam told me. > Pam told me (that) the cake was delicious.

b) as pronouns, that is, when they are not followed by a noun, they change to It or they/them.

  e.g. a) *This is a brilliant idea,* Debbie said. > Debbie said (that) it was a brilliant idea.

  b) He said, *Those are the men who helped me.* > He said (that) they were the men who (had) helped him.

**up-to-date reporting**

When we report someone’s words a short time after they were said, the tenses can either change or remain the same in reported speech.

Direct speech: I’m seeing the manager tomorrow,’ Jack said to us.

Reported speech: Jack told us (that) he is seeing/was seeing the manager tomorrow.

Certain modal verbs change in reported speech as follows:

- will/shall -> would
- can -> could/would be able to (future reference)
- may -> might
- must > must/had to (obligation)
- can -> could
- shall > should (asking for advice)

♦ Would, could, might, should, ought, had better and mustn’t do not change in reported speech. Must does not change in reported speech when it expresses a logical assumption.

He said, ‘I’ll have some tea. He said (that) he would have some tea.

He said, ‘She can type fast’ He said (that) she could type fast.

He said, ‘I can talk to you tomorrow’ He said (that) he could be able to talk to me the next day. (it refers to the future)

He said, ‘They may come home’ He said (that) they might come home.

He said, ‘What shall I tell her?’ He asked what he should tell her.

He said, ‘You must stay in’ He said (that) I must/had to stay in.

He said, ‘She must be exhausted.’ He said (that) she must be exhausted.

♦ In Type 1 conditionals tenses change in reported speech as follows: the present simple becomes past simple in the if-clause and will becomes would in the main clause.
**direct speech:** ‘If I have the time, I’ll come round,’ Lisa said.

**reported speech:** Lisa said (that) if she had the time, she would come round.

♦ Type 2 and Type 3 conditionals do not change in reported speech.

**direct speech:** ‘If she knew, she would help us,’ Tony said.

**reported speech:** Tony said (that) if she knew, she would help us.

♦ The verb tenses and time expressions change in reported speech:
  a) when reporting someone’s words a long time after they were said (out-of-date reporting).

**direct speech:** ‘If she knew, she would help us,’ Tony said.

**reported speech:** Tony said (that) if she knew, she would help us.

b) when we consider what the speaker says to be untrue.

**direct speech:** ‘I like Shakespeare’s plays a lot,’ he said to us.

**reported speech:** He told us (that) he liked Shakespeare’s plays a lot, but he didn’t know the name of any.

c) when the introductory verb is in a past tense:

**direct speech:** ‘I’m moving to a new flat next week,’ she said.

**reported speech:** She said (that) she was moving to a new flat the following week.

♦ The verb tenses can either change or remain the same in reported speech:
  a) when reporting someone’s words a short time after they were said (up-to-date reporting).

**direct speech:** ‘I like Shakespeare’s plays a lot,’ he said to us.

**reported speech:** He told us (that) he liked Shakespeare’s plays a lot, but he didn’t know the name of any.

b) when reporting a general truth or law of nature.

**direct speech:** ‘The sun sets in the west,’ the teacher said.

**reported speech:** The teacher said (that) the sun sets/set in the west.

♦ The verb tenses remain the same in reported speech:
  When the introductory verb is in the present, future or present perfect.

**direct speech:** The singer says, ‘I enjoy cycling.’

**reported speech:** The singer says (that) she enjoys cycling.

The introductory verb is in the present tense:

a) when we pass on messages.

  e.g. Debbie says she needs the car tonight.

b) when we report the content of a letter, article, etc. while reading it.

  e.g. The article says that people use too much water.

c) when we refer to something someone says very often.

  e.g. Mum often says that I shouldn’t talk to strangers.

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**Ex. 1. Fill In the gaps with the correct pronoun or possessive adjective.**

1. James said, ‘My boss wants me to go to London tomorrow.’

   James said ...his... boss wanted.............to go to London the following day.
2. Mary said, ‘I’m waiting for my son to come out of school.’
   Mary said that.................was waiting for................. son to come out of school.
3. George said, ‘I’ve bought a new car for my mum.’
   George said ............. had bought a new car for .............mum.
4. Julie said to me, ‘I need you to help me with the shopping.’ Julie told me that ............... needed ............... to help with the shopping.
5. John said, ‘I’d like to take you out to dinner.’
   John said.................’d like to take...............out to dinner.
6. Helen said to Jane, ‘I think your new haircut is lovely.’
   Helen told Jane that..............thought..............new haircut was lovely.

Ex. 2. Turn the following sentences into reported speech.
   1. Robin said, These biscuits taste delicious.’
      ...Robin said (that) the biscuits tasted delicious....
   2. ‘I can’t see you this afternoon because I’ve got a lot to do,’ Ann told me.
   3. She came into the room holding some letters in her hand and said, ‘I found these while I was tidying the desk drawers.’
   4. Fiona said, ‘That picture was painted by my greatgrandfather.’
   5. ‘Those were good times for my family,’ Jack said.
   6. ‘I received a parcel this morning, but I haven’t opened it yet,’ Tom said.
   7. ‘You mustn’t do that again,’ Mum said to Bob
   8. ‘These shoes are worn out. You’d better throw them away,’ Mum said to me.

Ex. 3. Turn the following sentences into reported speech.
   1. He said, ‘I’m going to the station.’
      ...He said (that) he was going to the station...
   2. Tina said, ‘You should exercise regularly.’
   3. They said, ‘We had booked the room before we left.’
   4. Tom said. ‘This meal is delicious.’
   5. ‘I’ve written you a letter,’ she said to her friend.
   6. ‘We’ve decided to spend our holidays in Jordan,’ they told us.
   7. Jill said, ‘I’ll go to the bank tomorrow.’
   8. She said to him, ‘We’ve been invited to a wedding.’
   9. She told me, ‘We must leave early tomorrow.’
   10.‘They’ve gone out for the evening,’ Jessie said to me.
   11. They said, ‘We may visit Joe tonight.’
   12. She said, ‘I can meet you on Tuesday.’
13. Keith said, ‘There is a letter for you on the table.’
14. ‘We won’t be visiting Tom this evening,’ Sam told us.
15. Eric said, ‘They had been talking on the phone for an hour before I interrupted them.’
16. ‘I haven’t spoken to Mary since last week,’ Gloria said.
17. They delivered the letters this morning,’ she said.
18. He said, ‘I’d like to buy this jumper.’
19. ‘They aren’t going on holiday this year,’ he said.
20. Jane said. ‘I haven’t finished my homework yet.’
21. ‘I’m going to bed early tonight,’ Caroline said.
22. ‘My mother is coming to visit us,’ I said.
23. ‘We don’t want to watch a film tonight,’ the children said.
24. ‘He’s playing in the garden now,’ his mother said.
25. She said, ‘You must do your homework now.’

Ex. 4. Turn the sentences into reported speech. In which of the following sentences do the tenses not change? In which do they not have to be changed? Why?

1. The article says, ‘The artist only uses oil paints.’
   The article says (that) the artist only uses oil paints....
   The tenses do not change because the introductory verb is in the present simple.
2. ‘They are working hard today,’ he said.
3. ‘I’ve done the things you asked me to do,’ Mary said.
4. ‘The sun rises in the east,’ she said.
5. ‘I’ve written you a letter,’ she said to her friend.
6. ‘We’ve never been on holiday abroad,’ they said.
7. Mum says, ‘Dinner is ready.’
8. ‘I’ll start cooking at six o’clock,’ she said.
9. ‘We went to the supermarket yesterday,’ he said.
10. Mrs. Jones says, ‘My daughter is going to have a baby.’
11. ‘You’re never going to get a job,’ Dad always says.
12. ‘Fish live in water,’ he said.
13. ‘We went to the beach last weekend,’ they said
14. ‘He showed me his photographs,’ she said.
15. ‘I’m working on my project now,’ Billy said.

Ex. 5. Turn the following sentences into reported speech.
1. ‘Seaweed grows in the sea,’ the teacher said to the students.
   ...The teacher said to the students/told the students (that) seaweed grows/grew in the sea....
2. ‘I saw Amanda at the cinema,’ she said. (up-to-date reporting)
3. ‘They don’t live here anymore,’ he said to me. (out-of-date reporting)
4. ‘Canada is a large country,’ he said.
5. The Statue of Liberty is in America,’ she said to us.
6. ‘I’ll help you with your homework,’ he said. (out-of-date reporting)
7. ‘I would go on holiday if I had enough money,’ Bill said, (up-to-date reporting)
8. ‘If I’m free, I’ll call you,’ Tom said. (up-to-date reporting)
9. ‘You should make a decision,’ he said to us.
10. ‘You can ask John for advice,’ she said. (up-to-date reporting)

REPORTED QUESTIONS

Yesterday Eric had a job interview.
The manager asked Eric if/whether he had had any experience.
He also asked him why he wanted the job.
Reported questions are usually introduced with the verbs ask, inquire, wonder or the expression want to know.
When the direct question begins with a question word (who, where, how old, how long, when, why, what, etc.), the reported question is introduced with the same question word.
   e.g. ‘What do you want to know?’ she asked me.
   She asked me what I wanted to know.
When the direct question begins with an auxiliary (is, do, have) or a modal verb (can, may, etc.), then the reported question begins with if or whether.
   e.g. ‘Have you seen this man before?’ he asked me.
   He asked me if/whether I had seen the man before.
In reported questions, the verb is in the affirmative. The question mark and words/expressions such as please, well, oh, etc. are omitted. The verb tenses, pronouns and time expressions change as in statements.
   e.g. ‘Can you hold the door for me, please?’ the man asked me.
   The man asked me if/whether I could hold the door for him.
   ‘Where are you going?’ Sam asked her. Sam asked her where she was going.
   (NOT: Sam asked where was she going).

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Ex. 1. Turn the following into reported questions

1. ‘Where do you live?’ I asked her.
   ...I asked her where she lived...
2. ‘How old will you be on your next birthday?’ he asked me.
3. ‘Where is your umbrella?’ she asked her daughter.
4. ‘Do you like playing football?’ John asked us.
5. The boss asked, ‘What time are you going home today?’
6. ‘Will you take the children to school today?’ he asked.
7. ‘Who called you today?’ she asked.
8. ‘When will you decorate the kitchen?’ Martha asked.
9. ‘Who broke my vase?’ I asked.
10. Father asked, ‘Will you help me lift these boxes, please?’
11. ‘Can you speak a foreign language?’ she asked her.
12. ‘Where is the tourist information centre?’ we asked.

Ex. 2. Yesterday, Marion met a couple who were on holiday in London. They were looking at a map. She asked them some questions. Turn them into reported questions.

1. ‘Are you lost?’
   ... Marion asked them if/whether they were lost.
2. ‘Can you speak English?’
3. ‘Where are you from?’
4. ‘Is your hotel near here?’
5. ‘Where do you want to go?’
6. ‘Were you looking for Big Ben?’
7. ‘Have you been to the British Museum?’
8. ‘Have you visited Buckingham Palace?’
9. ‘Do you like London?’

**REPORTED COMMANDS/REQUESTS/SUGGESTIONS**

<table>
<thead>
<tr>
<th>Command</th>
<th>Reported Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s fly the kite.</td>
<td>Keith suggested flying the kite.</td>
</tr>
<tr>
<td>Pull the strings harder!</td>
<td>He told Paul to pull the strings harder.</td>
</tr>
<tr>
<td>Unroll more string, please.</td>
<td>He asked Paul to unroll more string.</td>
</tr>
<tr>
<td>Don’t let go of the kite!</td>
<td>He also told him not to let go of the kite</td>
</tr>
</tbody>
</table>
To report orders, commands or instructions in reported speech, we use the introductory verbs order or tell + sb + (not) to-infinitive.

e.g. ‘Put the gun down!’ he said to him.
He ordered him to put the gun down.
‘Don’t look down!’ he said to us.
He told us not to look down.
‘Put the shopping in the kitchen/ she said to her.
She told her to put the shopping in the kitchen.

To report requests, we use the introductory verbs ask or beg + sb + (not) to-infinitive. The direct sentence usually contains the word ‘please’.

e.g. ‘Help me, please,’ Jean said to Tom.
Jean asked Tom to help her.
‘Please, please don’t call the police,’ he said to Colin.
He begged Colin not to call the police.

But compare:

Would you pass me the salt?—He asked me to pass him the salt. (request)
Would you like an orange?—He asked if I would like an orange? (a reported offer)

To report suggestions, we use the introductory verb suggest + -ing form/that sb (should) + bare infinitive.

e.g. ‘Let’s go outside,’ I said to them.
‘We can/could go outside,’ I said to them.
‘Shall we go outside?’ I said to them.
‘How about going outside?’ I said to them.
I suggested going/that we (should) go outside.

Note 1:
Let’s not used in answer to an affirmative suggestion is often reported by phrases such as opposed the idea/ was against it/ objected to.

Note 2:
Let’s/let is sometimes reported by urge/advise + object + infinitive

Ex. 1. Fill in the gaps with the introductory verbs in the list in the correct form.

order, tell, ask, beg, suggest

1. Please visit me in hospital,’ Joan said to Colin. Joan ...asked... Colin to visit her in hospital.
2. ‘Let’s eat out this evening,’ Paul said to her. Paul .......................................eating out that evening.
3. ‘Please, please be careful,’ she said to him. She ..............................................him to be careful.
4. ‘Don’t go near the fire,’ Dad said to us. Dad ..............................................us not to go near the fire.
5. ‘Be quiet!’ the commander said to the troops. The commander ......................the troops to be quiet.

Ex. 2. Turn the following sentences into reported speech.
1. The doctor said to the patient, ‘Come back to me again next week.’ ...The doctor told the patient to go back and him again the following week/the week after....
2. The guard said to the driver, ‘Stop!’
3. He said, ‘Shall we go for a walk?’
4. She said to him, ‘Please, please don’t leave me!’
5. Jenny said to Dave, ‘Please help me with this.’
6. She said to him, ‘Open the window, please.’
7. Mother said, ‘How about going for a drive?’
8. She said, ‘Let’s eat now.’

Ex. 3. Choose the correct answer.
1. She said that it was going to be a wonderful party.
   a  ‘It was going to be a wonderful party.’
   b  ‘It’s going to be a wonderful party.’
2. He said the bus might be a little late that day.
   a  ‘The bus was a little late today.’
   b  ‘The bus might be a little late today.’
3. She told him that he should study harder.
   a  ‘You should study harder.’
   b  ‘You should have studied harder.’
4. He said that the fire had done a lot of damage to the building.
   a  ‘The fire had done a lot of damage to the building.’
   b  ‘The fire has done a lot of damage to the building.’
5. He said that Michael was the best student he had ever taught.
   a  ‘Michael is the best student I have ever taught.’
   b  ‘Michael was the best student I have ever taught.’
6. She told us that the new furniture had been delivered the day before.
a ‘The new furniture had been delivered yesterday.’
b ‘The new furniture was delivered yesterday.’

7. They said that the manager would inspect the office the following day.
   a ‘The manager will inspect the office the following day.’
   b ‘The manager will inspect the office tomorrow.’

8. He said that if we hadn’t acted so quickly, the accident would have been even worse.
   a ‘If you hadn’t acted so quickly, the accident would have been even worse.’
   b ‘If you haven’t acted so quickly, the accident would be even worse.’

**INTRODUCTORY VERBS**

| agree + to-inf | ‘Yes, I’ll give you a lift.’
| offer | Shall I carry the boxes?’
| promise | I promise I’ll help you.’
| refuse | No, I won’t buy you a car.’
| threaten | Stop talking or I’ll send you out.’
| advise + sb + to-inf | ‘You should see a doctor.’
| ask | ‘Could you do something for me?’
| beg | ‘Please, please call the police.’
| command | ‘Drop your weapons!’
| invite | ‘Will you come to my party?’
| order | ‘Get out of the house!’
| remind | ‘Don’t forget to write to Paul.’
| warn | ‘Don’t go near the oven.’
| admit (to) + gerund | ‘Yes, I stole the plans.’
| accuse sb of | ‘You lied to me.’
| apologise for | ‘I’m sorry I shouted at you.’

| He agreed to give me a lift.
| He offered to carry the boxes.
| He promised to help me.
| She refused to buy me a car.
| He threatened to send me out if I didn’t stop talking
| He advised me to see a doctor.
| She asked me to do something for her.
| She begged me to call the police.
| He commanded them to drop their weapons.
| She invited me to (go to) her party.
| She ordered me to get out of the house.
| She reminded me to write to Paul.
| She warned me not to go near the oven.

| He admitted (to) stealing/having stolen the plans.
| She accused me of lying/having lied to her.
| He apologised for shouting/having shouted at me
| *boast about/of | ‘I’m the cleverest of all.’
| complain to sb of | ‘I have a headache.’
| deny | ‘I didn’t take your bag.’
| insist on | ‘You must do your work.’
| suggest | ‘Let’s visit Jane.’
| He boasted of/about being the cleverest of all.
| She complained to me of having a headache.
| He denied taking/having taken my bag. She insisted on me/my doing my work. She suggested visiting Jane.

| complain + that | ‘You’re always late.’
| deny | ‘I didn’t take the money.’
| explain | ‘It’s a difficult situation.’
| exclaim/remark | ‘What a beautiful baby he is!’
| promise | ‘I promise I’ll call you.’
| suggest | ‘You’d better go home.’
| She complained that I was always late.
| She denied that she had taken the money.
| He explained that it was a difficult situation.
| She exclaimed/remarked that he was a beautiful baby.
| She promised that she would call me.
| He suggested that I (should) go home.

| +that-clause | ‘I don’t like him because he’s rude.’
| explain | ‘The results will come out tomorrow.’
| inform sb | ‘What a glorious day!’
| exclaim/remark | ‘You’d better go home.’
| She explained that she didn’t like him because he was rude.
| He informed us that the results would come out the next day.
| He exclaimed/remarked that it was a glorious day.

*Note: admit, advise, boast, insist, threaten, warn, remind can also be followed by a that-clause in reported speech.

Ex. 1. Fill in the gaps with one of the introductory verbs from the list below in the past simple.
agree, invite, warn, accuse, boast, complain, insist, explain, exclaim, remind, suggest, promise

1. ‘Will you come to the ball?’ he said to her. He ...invited... her to go to the ball.
2. ‘I’m the best student in the school,’ he said. He said about being the best student in the school.

3. ‘Yes, I’ll lend you some money,’ he said to Jane. He said to lend Jane some money.

4. ‘What a beautiful dress she is wearing!’ he said. He said that she was wearing a beautiful dress.

5. He never buys me flowers,’ she said. She said that he never bought her flowers.

6. ‘Let’s go for a picnic,’ he said. He said going for a picnic.

7. ‘You stole the money,’ Tom said to Jim. Tom said Jim of stealing the money.

8. ‘Don’t forget to hang out the washing,’ she said to me. She said me to hang out the washing.

9. ‘I promise I’ll write to you,’ she said to him. She said to write to him.

10. ‘You must finish the report,’ she said to him. She said on him finishing the report.

11. ‘Don’t touch the wet paint,’ Dad said to us. Dad said us not to touch the wet paint.

12. ‘There’s nothing else I can do,’ he said. He said that there was nothing else he could do.

Ex. 2. First, choose an appropriate introductory verb, then report the sentences.

1. ‘Please, please don’t go.’ 
   Beg...
   He begged me not to go.

2. ‘Yes, I’ll do the shopping.’
   Paul

3. ‘Everyone sit down!’
   The teacher

4. ‘Could I borrow your pen?’
   She

5. ‘It was me who made the mistake.’
   Mary

6. ‘You should speak to the manager.’
   Jill

7. ‘No, I won’t type the letter for you.’
Bob .................................
8. ‘I promise I’ll take you home.’
Jack .................................
9. ‘Fire at the enemy!’
The sergeant..........................
10. ‘I’ll send you to your room if you’re naughty.’
Mum .................................
11. ‘No, I didn’t call you.’
Kim .................................
12. ‘Let’s go for a walk.’
Tom .................................
13. ‘I’m sorry I broke your glasses’
Ted .................................
14. ‘Don’t forget to pay the bills.’
Sam .................................
15. ‘Don’t go near the river.’
Dad .................................
16. ‘You broke the window.’
Peter .................................
17. ‘Children, be quiet!’
Miss Black ..........................

Ex. 3. Turn the sentences into reported speech using an appropriate introductory verb.

1. ‘No, I won’t do your homework for you,’ she said to me.
   ...She refused to do my homework for me.....
2. ‘You lied to me,’ Dennis told Ann.
3. ‘I promise I won’t tell anyone your secret,’ Tara said to Diana.
4. Don’t forget to post the letters,’ Mum said to me.
5. I’m sorry I ruined your shirt,’ Sarah told Frances.
6. ‘No, I didn’t use Tim’s computer,’ George said.
7. Don’t get too close to the fire,’ Mike said to the children.
8. ‘Let’s have a party,’ Simon said.
9. ‘I’ll punish you if you behave badly,’ Mum told the twins.
10. It was me who broke the vase,’ she said.
11. ‘Could I use your phone, please?’ David asked me.
12. ‘Yes, I’ll help you with the washing-up,’ Sandra told me.
13. ‘Everyone stop talking!’ Mr Jones told the class.

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14. Please, please, don’t tell anyone about this,’ he said to us.
15. You should go to the dentist’s,’ she told her brother.
16. ‘Children, sit down!’ the school bus driver said.
17. Throw down your weapons!’ the policeman said to the robbers.
18. ‘No, you may not stay out late tonight,’ Dad said to Louise.
19. ‘You must wash your hands before eating dinner,’ she told the children.
20. That’s the most beautiful necklace I’ve ever seen!’ Amanda said.

EXCLAMATIONS – YES/NO SHORT ANSWERS – QUESTION TAGS

Exclamations usually become statements in indirect speech, so the exclamation mark(!) disappears.
♦ We use the verbs exclaim/say that to report exclamations which begin with 'What a/an ...' or 'How ...’ in direct speech.
   e.g. What an unusual design!’ he said.
   He exclaimed/said that it was an unusual design.
   He exclaimed/ said that the design was unusual.
But with exclamations such as 'Splendid!', 'Great!', 'Good!', 'Excellent!', 'Oh!', 'Oh dear!' etc. we use the expression give an exclamation of delight/ disgust/ relief/surprise, etc.
   e.g. ‘Wow!’ he said as he unwrapped his gift.

He gave an exclamation of surprise as he unwrapped his gift.
♦ Study the following examples:
   e.g. a) They said, ‘Thank you.’ > They thanked us.
       b) ‘You fool!’ she said. > She called him a fool.
       c) ‘Happy Birthday!’ we said to Tamzin. > We wished Tamzin a happy birthday.
       d) ‘Congratulations!’ they said to us. > They congratulated us.
       e) He said ‘Good luck!’ >He wished us good luck.
       f) He said ‘Damn!’ > He swore.
♦ Yes/No short answers are expressed in reported speech with subject + appropriate auxiliary verb/ Introductory verb.
   e.g. 'Will you help me decorate the cake?' she asked him. Yes,’ he said.
       She asked him to help her decorate the cake and he said he would/he agreed.
♦ Question tags are omitted in reported speech. We use an appropriate introductory verb to convey the same meaning.
e.g. 'You won't tell anyone, will you?' she said to him. She asked him not to tell anyone.

THE NOUN

§ 1. The noun denotes thingness in a general sense. Thus nouns name things/objects (book, table), living beings (people, animals, insects) (man, tiger, eagle, ant, bee), places (valley, London, England), materials (iron, oil), processes (life, laughter), states (sleep, consciousness), abstract notions (socialism, joy, happiness) and qualities (kindness, courage).

SEMANTIC CHARACTERISTICS

§ 2. Semantically all nouns fall into proper nouns (имена собственные) and common nouns (имена нарицательные).

§ 3. Proper nouns are geographical names (New York, the Thames, Asia, the Alps), names of individual (unique) persons and titles (John, Byron, Brown, the Pope, the Duke of Norfolk), names of the months and the days of the week (January, Sunday), names of planets (the Moon, the Sun, the Earth), names of ships, hotels, clubs (Shepherd's Hotel), of buildings, streets, parks, bridges (Buckingham Palace, Trafalgar Square, Regent Street, Charing Cross Road, Piccadilly Circus, Kensington Gardens, Hyde Park, Waterloo Bridge), of institutions, organizations, magazines and newspapers (the United Nations, the New Times, the Guardian). They are written with capitals.

§ 4. Common nouns can be classified into nouns denoting objects that can be counted and those that cannot. So there are count and non-count and collective common nouns. The former are inflected for number, whereas the latter are not. Further distinction is into concrete nouns, abstract nouns and nouns of material.

Concrete nouns semantically fall into two subclasses.

1. Nouns denoting living beings - persons and animals:
   boy, girl, dog, cat.

2. Nouns denoting inanimate objects:
Collective (собирательные) nouns also fall into 2 groups: 1) nouns denoting a group of living beings (family, crowd); 2) nouns denoting a group of similar things, regarded as a single unit (foliage, machinery).

There are some nouns which may be classified both as count and non-count. They often have considerable difference in meaning in the two classes.

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>He used to read <em>an evening paper</em>. (газета)</td>
<td>They wrapped up the present in <em>brown paper</em>. (бумага)</td>
</tr>
<tr>
<td>She was a <em>beauty</em>. (красавица)</td>
<td>This is a poem of great <em>beauty</em>. (красота)</td>
</tr>
<tr>
<td>They hoped to have <em>pleasant experiences</em>. (счастливые воспоминания)</td>
<td>He has a great deal of <em>experience</em>. (опыт)</td>
</tr>
<tr>
<td>I saw him in a group of <em>youths</em>. (молодые люди)</td>
<td>Vie was speaking with the enthusiasm of <em>youth</em>. (молодежь)</td>
</tr>
<tr>
<td>There was a pile of <em>bricks</em> near the house. (кирпичи)</td>
<td>His house was made of <em>brick</em>. (кирпич как строительный материал)</td>
</tr>
<tr>
<td>He runs a small <em>business</em>. (торговое предприятие)</td>
<td>He enjoys doing <em>business</em>. (дело, бизнес)</td>
</tr>
<tr>
<td>Becky Sharp is a <em>character</em> in Vanity Fair. (героиня романа)</td>
<td>The king was a man of good and noble <em>character</em>. (характер)</td>
</tr>
<tr>
<td>It is sometimes difficult to make a <em>decision</em>. (решение)</td>
<td>There was great <em>decision</em> in his words. (решительность)</td>
</tr>
<tr>
<td>Have you got a steam <em>iron</em>? (утюг)</td>
<td>The bridge is made of <em>iron</em>. (железо как материал)</td>
</tr>
<tr>
<td>She gave the child an <em>ice</em>. (мороженое)</td>
<td>There was <em>ice</em> on the river. (лед)</td>
</tr>
<tr>
<td>There is a little <em>lamb</em> in the yard. (ягненок)</td>
<td>This is a good piece of <em>lamb</em>. (мясо ягненка)</td>
</tr>
<tr>
<td><em>A light</em> was still burning in the bedroom. (lamпочка, люстра)</td>
<td>The <em>light</em> was beginning to fail. (свет)</td>
</tr>
<tr>
<td>You can stay with us. There is a spare <em>room</em>. (комната)</td>
<td>You can’t sit here. There is no <em>room</em>. (место, пространство)</td>
</tr>
</tbody>
</table>
I’ve been to France many times. (раз) I can’t come today. I have no time. (время)

Sometimes abstract nouns which are uncountable in their general use can be used with the indefinite article when they are referred to as something specific. In such cases the noun is modified by a descriptive attribute which brings out a special aspect of the notion expressed by the noun. Compare:

<table>
<thead>
<tr>
<th>Uncountable (general use)</th>
<th>Specific use</th>
</tr>
</thead>
<tbody>
<tr>
<td>He was filled with anger at the way he had been treated.</td>
<td>A dull anger rose in his chest.</td>
</tr>
<tr>
<td>Education should be free.</td>
<td>He had a good education.</td>
</tr>
<tr>
<td>His knowledge about painting and music was excellent.</td>
<td>He has a wide knowledge of music and painting.</td>
</tr>
<tr>
<td>She needs rest after the illness.</td>
<td>She had a short rest after lunch.</td>
</tr>
<tr>
<td>The photo brought up memories tinged with sadness.</td>
<td>All of a sudden he felt a deep sadness.</td>
</tr>
<tr>
<td>He is in hospital suffering from shock.</td>
<td>His friend’s death was a great shock to him.</td>
</tr>
</tbody>
</table>

Nouns denoting drinks and beverages are uncountable when they are thought of as substances. But if we mean a cup/a glass/a portion of something they become countable and can be used with a/an. Compare:

Coffee is expensive these days. He drank a coffee and left the café. He asked for two coffees.

Originally countable nouns can sometimes become uncountable when they are referred to as substances. Compare:

<table>
<thead>
<tr>
<th>Countable (one or more than one)</th>
<th>Uncountable (substance, material)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vicky is eating an apple.</td>
<td>Is there apple in the pie?</td>
</tr>
<tr>
<td>At dinner he ate a whole chicken.</td>
<td>I don’t like chicken very much.</td>
</tr>
<tr>
<td>I had an egg for breakfast.</td>
<td>There is egg on your face.</td>
</tr>
<tr>
<td>A lobster has a hard shell and eight legs.</td>
<td>Lobster is eaten after boiling when it turns red.</td>
</tr>
<tr>
<td>A mink is a small animal with a long body and short legs.</td>
<td>Mink is used for making expensive ladies’ coats.</td>
</tr>
</tbody>
</table>

Morphological composition
§ 5. According to their morphological composition nouns can be divided into simple, derived, and compound.

Simple nouns consist of only one root-morpheme: dog, chair, room, roof, leaf.

Derived nouns (derivatives) are composed of one root-morpheme and one or more derivational morphemes (prefixes or suffixes).

The main noun-forming suffixes are those forming abstract nouns and those forming concrete, personal nouns.

Abstract nouns
- -age: leakage,
- -al: betrayal, portrayal, refusal
- -ancy/-ency: vacancy, tendency
- -dom: freedom kingdom
- -hood: brotherhood, childhood
- -ing: meaning, cleaning
- -ion/-sion/-tion/-ation: operation, tension, examination
- -ism: darvinism, patriotism
- -ment: agreement, unemployment
- -ness: darkness, weakness
- -ship: friendship, membership
- -ty: cruelty, sanity, banality
- -th: growth, strength
- -y: difficulty, honesty

Concrete nouns
- -(i)an: physician, Parisian, republican
- -ant/-ent: assistant, student, informant
- -arian: vegetarian
- -ee: refugee, employee, payee
- -er: teacher, worker, singer
- -ist: socialist, artist
- -or: visitor, actor
- -let: booklet, leaflet
- -ess: actress, tigress, waitress
- -ine: heroine
- -ette: usherette

The four suffixes -ess, -ine, -ette are feminine.

Compound nouns consist of at least two stems. The meaning of a compound is not a mere sum of the meanings of its elements. The main types of compound nouns are:

noun stem + noun stem: seaman (моряк), airmail (авиапочта)
adjective stem + noun stem: bluebell (колокольчик), blackbird (черный дрозд)
verb stem + noun stem: pickpocket (карманный вор)
gerund + noun stem: looking-glass (зеркало), dancing-hall (танцевальный зал)
§ 6. Morphologically nouns are characterized by the grammatical categories of number and case.

Gender does not find regular morphological expression. The distinction of male, female, and neuter may correspond to the lexical meaning of the noun:

**masculine** (names of male beings)  - boy, man, husband, bachelor, ox, cock;

**feminine** (names of female beings) - girl, woman, wife, maid, cow, hen;

**neuter** (names of inanimate objects) - table, house.

The distinction may be also expressed by word-formation of different types:

a) feminine suffixes
   - *ess* (actress, hostess, poetess, tigress),
   - *ine* (heroine),
   - *ette* (usherette);

b) compounds of different patterns:

<table>
<thead>
<tr>
<th>noun + noun stem</th>
<th>pronoun + noun stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom-cat doctor</td>
<td>he-wolf</td>
</tr>
<tr>
<td>dog-otter</td>
<td>he-cousin</td>
</tr>
<tr>
<td>male-frog</td>
<td>- hen-pheasant</td>
</tr>
<tr>
<td>cock- pheasant</td>
<td>- she-wolf</td>
</tr>
<tr>
<td></td>
<td>- she-cousin</td>
</tr>
</tbody>
</table>
There are also some traditional associations of certain nouns with gender. These are apparent in the use of personal or possessive pronouns:

a) *moon* and *earth* are referred to as **feminine**, *sun* as **masculine**:

It is pleasant to watch *the sun* in *his* chariot of gold and *the moon* in *her* chariot of pearl.
At first *the earth* was large, but every moment *she* grew smaller.

b) *the names of vessels* (ship, boat, steamer, ice-breaker, cruiser, etc.) are referred to as **feminine**:

The new *ice-breaker* has started on *her* maiden voyage.
*She* is equipped with up-to-date machinery.

c) *the names of vehicles* (car, carriage, coach) may also be referred to as **feminine**, especially by their owners, to express their affectionate attitude to these objects:

*She is* a fine *car*.

d) *the names of countries*, if the country is not considered as a mere geographical territory, are referred to as **feminine**:

*England* is proud of *her* poets.

**But:** If the name of the country is meant as a geographical one the pronoun *it* is used. *Iceland* is an island, *it* is washed on three sides by the Atlantic Ocean.

**THE CATEGORY OF NUMBER**

§ 7. English nouns that are inflected for number (count nouns) have singular and plural forms.

**Singular** denotes one, **plural** denotes more than one. Most count nouns are variable and can occur with either singular or plural number. In Modern English the singular form of a noun is unmarked (zero). The plural form is marked by
the inflexion -(e)s. The spelling and the pronunciation of the plural morpheme vary.

§ 8. Regular plurals

Regular plurals are formed by adding the ending –(e)s.

Irregular plurals

§ 9. For historical reasons certain nouns form their plural differently.

I. Seven nouns distinguish plural from singular by the root vowel change:

- man - men
- tooth - teeth
- woman - women
- foot - feet
- goose - geese
- mouse - mice
- louse - lice

Two nouns have -en to mark the plural:

- ox - oxen
- child - children

II. With some nouns the plural is identical with the singular form:

a) sheep - sheep (овца/ы);

- swine - swine (свинья/и);
- deer - deer (олень/и);
- grouse - grouse (куропатка/и).

This sheep looks small. All those sheep are good.
I bought a grouse (three grouse for dinner).
There’re so many fish, they splinter the paddles.
Note:
There are some animal names that have two plurals:

The zero plural is more common to denote hunting quarries (We caught only a few fish. We caught five salmon. He shot quail (перепелок) to make money), whereas the regular plural is used to denote different individuals, species, kinds of animal, especially fish with the same name or insects or other small animals which cause disease or damage.

The plant was covered in greenfly. This animal is infected with hookworm. There are three greenflies on my hand. Two large hookworms were found in his stomach. There were two quails for sale.

b) identical singular and plural forms are also typical of nationality nouns in -ese, -ss: Chinese, Japanese, Portuguese, Swiss, Vietnamese.

We met a Japanese. We met many Japanese on our holiday.

Note:
The word for people of the country is the same as the plural noun; the other way is to use substantivized adjectives in this sense:

Englishmen - the English Dutchmen - the Dutch.

c) names, indicating number, such as:

pair, couple, dozen, score (два десятка), stone (мера веса: 14 англ. фунтов = 6,35 кг) and head (голова - поголовье скота)
have the same form for both the singular and plural when they are preceded by a numeral, that is, they function as an indication of a kind of measure: two dozen of handkerchiefs, five dozen of eggs. The child weighs two stone. One thousand head of cattle.
But when they have no number as predeterminer they take the usual plural form: *dozens of times, to go in pairs.*

III. A number of foreign (particularly Latin and Greek) nouns have retained their original plural endings.

**Loans of Greek origin**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>-is [ɪs]</td>
<td>-es [iːz]</td>
</tr>
<tr>
<td>basis</td>
<td>bases</td>
</tr>
<tr>
<td>crisis</td>
<td>crises</td>
</tr>
<tr>
<td>analysis</td>
<td>analyses</td>
</tr>
<tr>
<td>thesis</td>
<td>theses</td>
</tr>
<tr>
<td>parenthesis</td>
<td>parentheses</td>
</tr>
<tr>
<td>axis</td>
<td>axes</td>
</tr>
<tr>
<td>hypothesis</td>
<td>hypotheses</td>
</tr>
<tr>
<td>diagnosis</td>
<td>diagnoses</td>
</tr>
<tr>
<td>-on [ən]</td>
<td>-a [ə]</td>
</tr>
<tr>
<td>criterion</td>
<td>criteria</td>
</tr>
<tr>
<td>phenomenon</td>
<td>phenomena</td>
</tr>
<tr>
<td>-a [ə]</td>
<td>-ata [ətə]</td>
</tr>
<tr>
<td>miasma</td>
<td>miasmata</td>
</tr>
</tbody>
</table>

**Loans of Latin origin**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>-us [ʊs]</td>
<td>-i [ai]</td>
</tr>
<tr>
<td>stimulus</td>
<td>-ora [ərə]</td>
</tr>
<tr>
<td>nucleus</td>
<td>-era [ərə]</td>
</tr>
<tr>
<td>radius</td>
<td>stimuli</td>
</tr>
<tr>
<td>corpus</td>
<td>nuclei</td>
</tr>
<tr>
<td>genus</td>
<td>radii</td>
</tr>
<tr>
<td>corpora</td>
<td>genera</td>
</tr>
<tr>
<td>-a [ə]</td>
<td></td>
</tr>
<tr>
<td>formula</td>
<td></td>
</tr>
</tbody>
</table>
§ 10. Plural of compound nouns

A compound noun consists of two or three words that function like one word. Compounds form the plural in different ways.

**Normally the last word is made plural.** This happens in the following types of compounds:

1. A noun + noun combination

   Boyfriends, car-parks, compact discs, flower shops, match boxes, travel agents, housewives, tooth-brushes, boy-scouts, maid-servants.

2. A gerund + noun combination

   Dancing halls, driving licenses, frying pans, reading rooms, swimming pools.

3. An adverb + noun combination

   On-lookers (наблюдатель), onfalls (нападение), upshots (развязка, заключение).

4. A verb + adverb combination or any other combination with no noun present

   Breakdowns (упадок сил, здоровья), break-ups (развал, распад), break-ins (кража со взломом), grown-ups (взрослый), take-in (обман), forget-me-nots (незабудка), merry-go-rounds (карусель).

   **The plural form in the first element** occurs in:

   1. A noun + adverb combination
Lookers-on (наблюда́тель), runners-up (участни́к соревнова́ний заня́вший 2 место), passers-by (прохожий).

2. A noun + noun/gerund combination with a preposition between the two elements

editors-in-chief (главный редактор), mothers-in-law (ме́ща, свекровь), commanders-in-chief (главнокомандующий), coats-of-mail (кольчу́га), men-of-war (военные корабли)

Some compounds have the plural form both in the first and the last element: Man/woman driver – men/women drivers, man/woman student – men/women students, gentleman farmer – gentlemen farmers.

Invariable nouns

Invariable nouns cannot change their number, some of them are always singular in meaning (linguistics, news), some denote plurality (cattle, police).

§ 11. Singular invariable nouns.

1. Here belong all non-count nouns:

   a) material nouns - tea, sugar, gold, silver, oil, butter, sail. (As has been mentioned they may become count nouns with a specific meaning: cheeses - kinds of cheese, beers - portions of beer, as two glasses or cans of beer, two coffees, ice-creams.)

   b) abstract nouns - music, anger, foolishness.

2. Proper nouns:

   The Thames, Henry.

3. Some nouns ending in -s:

   a) news - Here is the 10 o’clock news;

       means - by this means (эти́ми средствами́)

       gallows - They fixed up a gallows (висели́цу).
b) some diseases - *measles* (корь), *mumps* (свинка), rickets (рахит), shingles (краснуха);

However sometimes the usage varies: *Mumps is/are a medical problem.*

c) some games - *billiards, bowls* (гольф), *dominoes, draughts* (шашки);

**But** when used attributively no plural is used: *a billiard table.*

d) some proper nouns - *Algiers, Athens, Brussels, Flanders, Marseilles, Naples, Wales, the United Nations, the United States.*

4. Nouns ending in –*ics:*

   *classics, linguistics, mathematics, phonetics, athletics, ceramics, ethics, gymnastics, politics, tactics.*

Nouns of this group are occasionally understood as plurals:

Their tactics *requires/reguire* concentration of troops. Politics *has/have* always interested me.

§ 12. **Plural invariable nouns.**

Plural invariable nouns comprise two types—marked and unmarked plurals.

I. In the first type the form of the noun itself shows plurality. These nouns are rather numerous. Semantically they fall into several groups:

   a) names of tools or articles of dress consisting of two equal parts which are joined: *bellows, binoculars, breeches, braces, flannels, glasses, pants, pincers, pliers, pyjamas, scales, scissors, shorts, spectacles, suspenders, tights, tongs, trousers, tweezers;*

   These nouns can be made singular and countable by means of *a pair of:* *a pair of trousers, a pair of scissors.* Accordingly they are used with the verb-predicate in the singular (this pair of trousers is …)

   b) miscellaneous nouns: *annals, antics, archives, arms, ashes, the Commons( the House of Commons), contents, customs, customs-duty, customs-house, earnings, goods, goods train, greens,*
holidays, summer holidays, manners, minutes (of the meeting), outskirts, quarters, head-quarters, stairs, suds, surroundings, thanks, troops, wages, whereabouts, the Middle Ages;
c) some proper nouns: the East Indies, the West Indies, the Hebrides, the Highlands, the Midlands, the Netherlands.

II. In the second type of the plural invariable nouns the meaning of plurality is not marked in any form (hence the term “unmarked plural invariables”). They are usually treated as collective nouns (собирательные).

English collective nouns denote only living-beings (family, police, clergy, cattle, poultry, etc.) and have two categorical meanings: 1) plurality as invisible whole; 2) discrete plurality, that is plurality denoting separate beings. In the latter case these nouns are called nouns of multitude. Thus, one and the same noun may be a collective noun proper and a noun of multitude.

The difference in two categorical meanings is indicated by the number of the verb-predicate (singular in the first case and plural in the second), as well as by possessive and personal pronouns. The meaning of the predicate is also important: predicates denoting physiological processes or states, emotional or psychic reactions, states always imply separate beings involved into it.

Collective nouns proper                           Nouns of multitude
The family was large.                               The family were fond of their house.
The crew on the ship was excellent.                 The crew have taken their posts.
The cattle is in the mountains.                     The cattle are grazing there.

Discrete plurality is also expressed by substantivized adjectives denoting people: the helpless, the needy, the poor, the sick, the weary, the rich.

§ 13. Ways of showing partition.

Many non-count nouns combine with a set of nouns showing some part of material or abstract notion. Here are some typical partitives for material and abstract nouns:

a slice of bacon                        a piece of coal
a slice of cake                         a lump
a piece of bread                                          a piece of sugar
a loaf                                           a lump
a piece of chalk                      a blade of grass
a stick

a piece of chocolate                  a piece of ice
a bar

a piece of paper                      a piece of land
a sheet

a grain of rice                       a piece of furniture
an article

a pile of rubbish                     a piece of evidence
a heap

a piece of advice                     a fit of passion
a word

a piece of information, news          a piece of research
an item

§ 14. In some cases there is no obvious logical reason for the assignment of various English nouns to the count or non-count class. In Russian and English the attribution of the corresponding nouns may be different. Here are some cases when the classes of nouns in English and Russian do not coincide:

**English non-count nouns**                      **Russian count nouns**

advice (they gave us some valuable advice)        совет/советы
news                                          новость/новости
progress (they are making slow progress)         успех/успехи
research (do some research)                      исследование/исследования,
knowledge (you have a fairly good knowledge       научная работа знание/знания
of the subject)

**English singular invariable nouns**           **Russian plural invariable nouns**
ink
cream
yeast
money
hair
fruit
applause
chess

dernila
сливки
дрожжи
деньги
волосы
фрукты
аплодисменты
шахматы

Note:
In English the nouns gate, sledge, *watch*, *clock* are used both in the singular and in the plural (in Russian they are only plural): *The gate is open. All the gates were closed. My watch (clock) is slow. He has two watches (clocks).*

<table>
<thead>
<tr>
<th>English plural invariable nouns</th>
<th>Russian singular invariable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>sweepings</td>
<td>сор</td>
</tr>
<tr>
<td>clothes</td>
<td>одежда</td>
</tr>
<tr>
<td>greens</td>
<td>зелень (овощи)</td>
</tr>
<tr>
<td>contents</td>
<td>содержание</td>
</tr>
<tr>
<td>odds</td>
<td>преимущество (спортивное)</td>
</tr>
</tbody>
</table>

THE CATEGORY OF CASE

§ 15. Case is a grammatical category which shows relation of the noun with other words in a sentence. It is expressed by the form of the noun. English nouns have two cases: the common case and the genitive (possessive) case. However, not all English nouns possess the category of case; there are certain nouns, mainly nouns denoting inanimate objects, which cannot be used in the genitive case.

*The common case* is unmarked, it has no inflexion (zero inflexion) and its meaning is very general.

*The genitive case* is marked by the apostrophe, or apostrophe and *s* (‘s).
§ 16. In writing there are two forms of the genitive: for most nouns it is ‘s (mother’s) and for nouns ending in -s and regular plural nouns only the apostrophe (mothers’).

In speech there are four ways of pronunciation of the genitive case.

1. [z] after vowels and voiced consonants: Negro’s, dog’s;
2. [s] after voiceless consonants: student’s;
3. [iz] after sibilants: prince’s, judge’s;
4. zero endings: girls’, boys’.

The use of the possessive case and its equivalent of-phrase

Possessive forms are typically used with nouns denoting living creatures:
✓ personal nouns and indefinite pronouns replacing them (the doctor’s surgery, man’s future, father’s tools, Alice’s dolls, the Browns’ house, St. Paul’s Church, anyone’s guess, someone’s responsibility)
✓ collective nouns (the army’s advance, the committee’s decision)
✓ nouns, denoting animals (the horse’s mane, a swallow’s nest)

The possessive case may also be used with some groups of nouns designating non-living beings:
✓ geographical names (America’s policy, Hong Kong’s future, Canada’s population)
✓ institutions, organizations (the European Economic Community’s export)
✓ time references (an hour’s delay, a month’s salary, this week’s programme, a two days’ journey, today’s time-table, yesterday’s newspaper)
✓ money’s worth (twenty dollars’ worth of gasoline)
✓ reference to cars, planes, ships (the car’s exhaust, the plane’s engines, the ship’s propeller)
✓ with the nouns world, nation, country, city, town (the world’s top guitarists, the nation’s wealth)
✓ with nouns denoting planets: sun, moon, earth (the sun’s rays, this earth’s life)
✓ with some inanimate nouns in the following set expressions (to one’s heart’s content (desire), at death’s door, at arm’s length, out of harm’s way, a hair’s breadth, a needle’s eye, at a stone’s throw, to move at a snail’s pace, at the water’s edge, child’s play, at one’s finger’s end, at one’s wit’s end)
Beauty lies in lover’s eyes.
Don’t sell the bear’s skin before you’ve caught him.
The early bird gets the late one’s breakfast.

An Englishman’s house is his castle.
Everybody’s business is nobody’s business.
A fool’s tongue runs before his wit.
The last straw breaks the camel’s back.
The way to a man’s heart is through his stomach.
One man’s meat is another man’s poison.
One man’s fault is another man’s lesson.

With other nouns (denoting inanimate objects or abstract notions) the of + noun phrase is used: the back of a train, the legs of a table.

The rules for the formation of the possessive case are the following:

1. Singular nouns and names form the possessive case by adding ‘s (a child’s dream, the dog’s kennel, Frank’s new job)

If a name ends in the letter ‘s’ either ‘s or only apostrophe is added (Charles’s/Charles’ address, St. Thomas’s/St. Thomas’ Hospital). No matter how the possessive case is written in such cases, it is normally pronounced as [iz].

With some famous names which end in the letter ‘s’ just an apostrophe is added and the possessive can be pronounced with [iz] or without it (Burns’/Burns’s poems, Dickens’/(Dickens’s novels).

However, ancient Greek names have only one variant, the possessive form does not change the pronunciation of the word (Socrates’ ['sokrati:z] wife, Xerxes’ ['zə ksi: z] army, Euripides’ [juərɪpɪdɪs] plays).
If two names are joined by the conjunction ‘and’ ‘s is added to the second name (John and Mary’s bank balance). But ‘s is added after each name to show individual possession (Sonia’s and Marisa’s photos).

2. **Regular plurals** form the possessive case by just adding an apostrophe (Boys’ school, Cheltenham Ladies’ College, MPs’salaries).

3. **Irregular plural nouns** form the possessive case by adding ‘s (children’s games, women’s faces).

4. **Compound nouns** add ‘s to the last word (the editor-in-chief’s office, my mother-in-law’s garden, a passer-by’s comment). This rule applies to compound titles and time periods (Henry the Eighth’s marriages, the Secretary of State’s visit, a week or two’s time).

§ 17. The main meaning of the genitive case is that of **possession**, hence the traditional term ‘the possessive case’. This general sense undergoes a number of modifications under the influence of the lexical meaning of both the noun in the genitive case and the noun it modifies.

The main modifications of this meaning are:

1. The idea of **belonging/possession**: John’s coat, Mary’s car.

2. Different kinds of relations, such as:

   a) **relation of the whole to its parts**: John’s leg, the cat’s tail;

   b) **personal or social relations**: John’s wife, John’s friend.

Besides the genitive case retains some of its old meanings:

**subjective relations:**
Chekhov’s observation = Chekhov observed;
the doctor’s arrival = the doctor arrived;

**authorship:**
Byron’s poem, Shakespeare’s tragedy;

**objective relations:**
Caesar’s murder = Caesar was murdered;
Jule’s arrest = Jule was arrested;
measure:
*an hour’s trip, a mile’s distance.*

In some cases the form ’s completely loses the meaning of possession and comes to denote a quality, as in man’s blood, woman’s work (serving in works canteen or a transport cafe, is generally regarded as woman’s work), his sly idiot’s smile - идиотская улыбка, you’ve got angel’s eyes - ангельские глазки, this is a women’s college - женский колледж.

§ 18. The syntactical function of the genitive case is that of an attribute. It is always used as a premodifier of a noun and is sometimes called the dependent genitive.

However there are some cases when the noun in the genitive case is not followed by the headword and then it stands for the whole noun phrase. This is the so-called absolute genitive. It is used:

1. To avoid repetition:
   *Our house is better than Mary’s* (than Mary’s house).

2. After the preposition of:
   *an old friend of my mother’s, that cousin of my husband’s.*

3. To denote shops such as the butcher’s, the baker’s, the grocer’s, the chemist’s, or institutions, where the genitive is usually a saint's name:
   *St Paul’s* (Cathedral), *St James’s* (Palace),

   or places of residence:
   *at Timothy’s, at Old Jolyon’s, at my uncle’s.*

There are also cases (though rare) when a noun is modified by two successive nouns in the genitive case. It is the so called double genitive, as in My mother’s father’s people. The first in such structures has as a rule the meaning of possession (the father of my mother), while the second may either have the same meaning (the people of my father) or other meanings as in: the boy's half-hour’s run.
SYNTACTICAL FUNCTIONS OF THE NOUN

§ 1. A noun may be used in the function of almost any part of the sentence, although its most typical functions are those of the subject and the object. It may function as

1. Subject:
   *The ship* got under way.

2. Predicative:
   *He was certainly the best hated man* in the ship.

3. Object:
   *I gave him a pound.* Twelve dollars are enough for *the man*.

4. Objective predicative:
   *I found him an excellent listener.*

5. Attribute:
   *A dog is a man’s best friend.*

6. Adverbial modifier (usually as part of a prepositional phrase):
   *High above the city, on a tall column,* stood the statue of the Happy Prince.

**Word Formation**

*Ex. 1. Make nouns from the following words.*

- Employ
- Post
- Except
- Expand
- Accept
- Publish
- Develop
- Combine
- Drive
- Inspire

- Instruct
- Portray
- Translate
- Injure
- Refer
- Apologise
- Examine
- Pollute
- Judge
- Use

- Lonely
- Reluctant
- Excellent
- Intelligent
- Accurate
- Excited
- Fragile
- Regular
- Stupid
- Isolate
Ex. 2 Fill in the right form of the words in brackets.
The (1)………………(long) of the journey was beginning to cause a lot of (2)……………… (frustrate) for everyone involved. Unfortunately, father got the blame, as he had been responsible for the (3) ………… (organize) of the trip. (4) ………… (impatient) had begun to set in when we realized we’d been given the wrong (5) ………… (direct) by a well-meaning pedestrian. What is more, father’s (6) ………… (popular) was not (7) ………… (increase) by his (8) ………… (insist) that we stop every hour so as to observe the scenery. The trip to France, he’d said, would (9) ………… (broad) our horizons and provide us with both (10) ………… (amuse) and (11) ………… (educate). However, in (12) ………… (real), it turned out to be an (13) ………… (bear) waste of time and effort. It was then that we made the (14) ………… (decide) never to listen to one of father’s (15) ………… (propose) again.

Ex. 3 Add the correct prefixes to the beginning of the words.
1. The ………government protesters marched to parliament.
2. John ………slept and was late for work.
3. Many people who wanted tickets were disappointed because organizers had ………estimated the singer’s popularity.
4. He is taking a ………atlantic flight from London to New York.
5. When the ambulance came, the man was ………conscious after being knocked down by a car.
6. The ………president of the US was honoured at a ceremony, five years later after he resigned.
7. People who can only speak their own language are called ………lingual.
8. Superman is a comic strip character who has ………human strength.
9. There were violent scenes as ………government and anti-government demonstrators fought outside parliament.
10. ………racial fighting between the two minorities had led to civil war in the country.
11. John left his job because he was ………able to deal with such a large amount of work.
12. The two countries ………operated to prevent the shipment of drugs from one to the other.
13. That child looks very thin. I think he must be ………fed.
14. Don’t ………feed the dog or it’ll get fat.
15. The media gave her so much attention she became a ..........star overnight.
16. He never goes out or talks to people; he is so ..........social.
17. Tom knew the information was somewhere in his ...........conscious, but he couldn’t remember it.
18. I always find the day after Christmas an ........climax.
19. The man had to ....apply the paint because the first coat wasn’t sufficient.
20. Ghandy achieved a lot through ........violent action.
21. The neighbouring tribes found it difficult to ..........exist peacefully.
22. We caught the ........continental train from Paris to Istanbul.
23. As these programmes are ........changeable, they can be used with any computer system.
24. We aren’t allowed onto the ferry because it had been ........booked.

Gender

Ex. 4 Put (M) for male, (F) for female or (M/F) for both in the spaces.

Doctor ......................  Barman .........................
Nurse .......................  King .............................
Teacher ......................  Child ...........................
Typist .......................  Lord ...........................
Student ......................  Queen .........................
Bride .......................  Lady ..........................
Pilot .......................  Scientist ........................
Waiter ...................  Prince ........................
Wife .......................  Stewardess ........................
Driver .......................  Musician ........................

Ex. 5 Write the masculine or feminine of the following if there is a difference.

Husband ......................  Waiter ........................
Politician .....................  Actor ..........................
Brother .......................  Doctor ..........................
Uncle ..........................  Monk ..........................
Student .......................  Duke ..........................
Nephew .......................  Clerk ..........................
Policeman .....................  Shop assistant ..........................
Lawyer .........................  Waiter ........................
Singular – Plural

Ex. 6 Write the plural of the following nouns.

1. city……………22. nanny………………
2. brother-in-law………………
3. headline………………
4. photo………………
5. bank robbery………………
6. stepfather………………
7. couch………………
8. dish………………
9. tray………………
10. roof………………
11. sit-in………………
12. hold-up………………
13. mouse………………
14. tooth………………
15. knife………………
16. potato………………
17. sleeping pill………………
18. potato………………
19. water-bottle………………
20. sunshade………………
21. trout………………
22. nanny………………
23. headache………………
24. dictionary………………
25. pincushion………………
26. phone………………
27. hoof………………
28. radio………………
29. painkiller………………
30. bush………………
31. pen-friend………………
32. video………………
33. pillowcase………………
34. violin………………
35. wife………………
36. volcano………………
37. wish………………
38. ferryboat………………
39. medium………………
40. flamingo………………
41. ∅………………
42. ∅………………

Ex. 7 Fill in the plural.
I wonder who decides what sort of (1) ………….. (animal) are kept in (2) ………….. (zoo)? You expect to see a lot of (3) ………….. (monkey), (4) ………….. (rhino), and (5) ………….. (lion), but you rarely see (6) ………….. (ox), (7) ………….. (sheep), (8) ………….. (deer) or (9) ………….. (goose), probably because these can be seen commonly enough in the wild. Each day large (10) ………….. (delivery) of food arrive for the (11) ………….. (beast) to eat. Not expensive items like (12) ………….. (salmon) or (13) ………….. (trout), but ordinary things like (14) ………….. (potato) and (15) ………….. (tomato) – although the (16) ………….. (panda) like (17) ………….. (bamboo). The whole family, (18) ………….. (man), (19) ………….. (woman) and (20) ………….. (child) can take (21) ………….. (photo) or make (22) ………….. (video) of them eating
with their (23) .......... (paw) and (24) .......... (tooth), since animals do not use (25) .......... (knife) and (26) .......... (fork) to eat.

Countable – Uncountable Nouns

Ex. 8 Fill in is / are.

1. Where ..... your trousers?
2. Could you tell me where the scissors ....?
3. Tonight, there ..... athletics on TV.
4. Money ... easy to spend and difficult to save.
5. Gloves .... worn in cold weather.
6. This student’s knowledge ...... amazing.
7. Love .... the reason for much happiness in the world.
8. This bread ..... stale.
9. Your pyjamas ...... on the bed.
10. My luggage ...... too heavy to carry.
11. My advice to you ...... to stay in bed.
12. Physics ...... my favourite subject.
13. Measles ..... a common illness.
14. The glasses .... in the cupboard.
15. My mum’s hair ..... really long.
16. Our bathroom scales ...... quite accurate.
18. This work .... too hard for me.
19. People .... unhappy with the new tax system.

Ex. 9 Write C (countable) or U (uncountable).

1. Sugar
2. Bird
3. Pen
4. Transport
5. Housework
6. Ball
7. Soap
8. Bridge
9. Water
10. News
11. House
12. Luggage
13. Boy
14. fruit
15. Chess
16. Food
17. Dog
18. Furniture
19. Weather
20. Sausage

Ex. 10 Make the following uncountable nouns plural as in the example.

1. Ice   two          two ice cubes
2. Toast three                 three

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<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>3. Soap</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>4. Tea</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>5. Lamb</td>
<td>three</td>
<td></td>
</tr>
<tr>
<td>6. Ink</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>7. Cola</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>8. Advice</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>9. Sugar</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>10. Yoghurt</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>11. News</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>12. Jam</td>
<td>three</td>
<td></td>
</tr>
<tr>
<td>13. Beef</td>
<td>three</td>
<td></td>
</tr>
<tr>
<td>14. Paper</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>15. Hockey</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>16. Chocolate</td>
<td>three</td>
<td></td>
</tr>
<tr>
<td>17. Spectacles</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>18. Toothpaste</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>19. Information</td>
<td>three</td>
<td></td>
</tr>
</tbody>
</table>

**Ex. 11 Fill in the gaps with an appropriate noun+of to indicate quantity.**

1. A carton / glass / jug of orange juice.
2. A ... cheese.
3. A ... bread.
4. A ... coffee.
5. A ... water.
6. A ... wine.
7. A ... chocolate.
8. A ... crisps.
9. A ... honey.
10. A ... meat.
11. A ... spaghetti.
12. A ... flour.

**Ex. 12 Underline the correct item.**

1. All of his belongings was / were in one small suitcase.
2. Soccer is / are a popular game in England.
3. Aerobics do / does you a lot of good.
4. Chocolate makes / make you put on weight.
5. Most people enjoy / enjoys Christmas.
6. The money he makes is / are enough to live on.
7. The police is / are looking for the murderer.
8. Her good looks always get / gets her what she wants.
9. The young couple is / are getting married next year.
10. My advice is / are to stop smoking immediately.
11. Measles, which is / are a children’s disease, is / are dangerous for adults.
12. The audience was / were given free tickets to the next show.
13. The economics I learnt at school is / are out of date now.
14. Her grandparents’ death in a car accident was / were a great shock.
15. Fish is / are easy to look after as pets.
16. Television news gives / give you more information than radio news.
17. The stairs to the first floor is / are over there.
18. The information I got was / were very helpful.

Ex. 13 Fill in is or are.
1. Your jeans … hanging in the wardrobe.
2. Where … my scissors?
3. There … a lecture on economics today.
4. The shopping … extremely heavy.
5. Where … my boxing gloves?
6. This information … incorrect!
7. Her hair … beautiful.
8. Your socks … in the drawer.
9. Her furniture … very expensive.
10. Her accommodation … luxurious.
11. Evidence … needed before the trial can continue.
12. The news … very exciting.
13. Mumps … a common illness among young children.
14. Where … my glasses?
15. German … difficult to learn.
16. Where … the kitchen scales?
17. Chess … a popular game.
18. Her work … very tiring.
19. People … starving in many countries.
20. Happiness … the key to her success.
Ex. 14 Write the correct form of the verbs in brackets. Use only the Present Simple.

1. Wild geese …….. (fly) south for the winter.
2. The press ……. (be) often unfair to political candidates.
3. Six months ……. (be) a long time to spend in hospital.
4. Two miles ….. (be) not a long way to walk to school.
5. Economics ….. (be) difficult for people with poor maths skills.
6. American Airlines ….. (be) one of the largest carriers in the United States.
7. The stairs ….. (be) too steep for me to climb.
8. Two-thirds of the food produced on the farm ……… (be) used for people in that region.
9. ……. (be) the number of students studying French falling?
10. Bus trips to and from New York …….. (take) two hours either way.
11. International news …….. (rely) on correspondents in every major city.
12. Five pounds ……. (be) quite a lot of money to lose.
13. In the Philippines, there ……. (be) heavy rains each year.
14. Two hours per week ……. (be) not enough to learn a foreign language.

Ex. 15 Write the correct form of the verbs in brackets.

I sometimes think that society (1) …………. (throw) away things without even thinking of repairing them. Trousers (2) …………….. (be) easy to mend or can be made into shorts which (3) …………… (look) nice on most people. Pliers that (4) …………… (be) broken or scissors that (5) …………… (be) blunt can be fixed or sharpened. Clothes (6) ………… (be) expensive and household goods always (7) ………. (prove) useful so why (8) …………. (be) these belongings often thrown away? Intelligence (9) …………….. (be) not really needed, just common sense. Congratulations (10) ……………. (be) in order for those who (11)…………. (use) their heads in this way. An old pair of jeans which (12) ………… (be) used for gardening, pyjamas which (13) …………. (become) dishcloths and tights which (14) …………. (strain) food, all make our earnings (15) ……….. (go) further.

Ex. 16 Underline the correct item. Sometimes both of them are correct.

1. The advice she gave me was / were very helpful.
2. Her earnings is / are very low.
3. The weather is / are very unpredictable in England.
4. Sugar is / are bad for your teeth.
5. Most people go/goes on holiday at least once a year.
6. Physics is/are the study of natural laws.
7. Football is/are a popular sport.
8. All of his clothes was/were on the floor.
9. Her stunning looks is/are the key to her success.
10. Her brother’s death was/were traumatic.
11. Athletics is/are challenging.
12. Her love of money was/were almost an obsession.
13. His luggage was/were extremely heavy.
14. Is/are the information correct?
15. The old couple is/are moving to the coast.
16. The staff of the hospital is/are very helpful.
17. Billiards is/are played by many people.
18. There is/are a lot of sheep in that field.
19. Darts is/are a popular game in Britain.
20. The news is/are on at 6 o’clock.

Ex. 17 Translate into English.
1. Его ищет полиция.
2. Что случилось с его ногами?
3. Это плохой совет.
4. Его доход довольно высок.
5. Эти сведения – старые.
6. Этот кот не ловит мышей.
7. У нее не очень длинные волосы.
8. Товар испорчен.
10. Эти люди – немцы.
11. Это хорошие новости.
12. Почему твоя одежда на полу?
13. Физика – его любимый предмет.
14. Ваши успехи доставляют мне радость.
15. Ваши дети еще маленькие.
16. Это ужасная мебель.
17. У него было два зятя.
18. Я не люблю дождливую погоду.
19. Где ножницы?
20. Это тяжелый багаж.
21. Это грязная одежда.
22. Полиция все знает.
23. Мои часы немного спешат.
24. Его советы всегда правильны.

Ex. 18 Complete the sentences using the noun in brackets in the singular or plural form and a/an where necessary.
1. He gave me a box of my favourite ................ (chocolate).
2. His favourite food is ............ (chocolate).
3. She bought ................... (paper) on her way home.
4. He placed all the important ............ (paper) in his briefcase.
5. I need some ............ (paper) to write this message on.
6. Hurry up! We don’t have much ............ (time).
7. She has visited us several ........ (time) this month.
8. He has no ............... (experience), but she is keen to learn.
9. She had a lot of exciting ............... (experience) during her travels.
10. We went for a walk in the ............ (wood) after lunch.
11. His desk is made of .............. (wood).
12. Jane is in her ............... (room) reading a book.
13. We have plenty of ............. (room) for a party here.
14. I’m going to have my .............. (hair) cut tomorrow.
15. There was ............ (hair) in my soup.
16. I’m thirsty. I need ............ (glass) of water.
17. Susan only wears her ............ (glass) when she reads.
18. This ornament is made of coloured ............ (glass).
19. Helen bought ............. (iron) in the sale at the electrical store.
20. The old gate was made of ........ (iron).

Ex. 19 Correct the mistakes.
1. We lost our luggages in the airport.
2. We went to Bath by the car.
3. The police is searching for the stolen painting.
4. Twenty kilometers are too far to travel to school.
5. A very reliable means of transport are the train.
6. The criminal was sentenced to ten years in the prison.
7. Two hovercrafts almost collided at sea yesterday.
8. I have three sister-in-laws.
9. The most people enjoy listening to music.
10. The news are on TV at 6 o’clock every evening.

**Possessive Case**

*Ex. 20 Connect the nouns using –‘s, or …of… .*

1. Car / Helen ……………………………
2. The manager / the restaurant ……………………………….
3. Shoes / women ……………………………
4. The results / the test ……………………………
5. Bicycles / my daughters ……………………………
6. Secretary / the assistant manager ……………………………
7. The corner / the room …………………………
8. House / their parents ……………………………
9. The back / the classroom ……………………………
10. Shoes / William ……………………………
11. Walk / an hour ……………………………
12. Partner / Jim ……………………………
13. Rome / the streets ……………………………
14. UN / headquarters ……………………………

*Ex. 21 Rewrite the sentences using the correct possessive form.*

1. Nobody went to **the meeting last week.** Nobody went to **the last week’s meeting.**
2. The **drive** to the airport takes **two hours.**
3. They will get their exam results **six weeks from now.**
4. I look after **James – Karen – children.**
5. I received the letter in **the post – yesterday.**
6. It’s autumn. **The tree – the leaves** are falling off.
7. Graham never listens to **his doctor – the advice.**
8. Are you going to **Jane – Paula – the party?**
9. He has never done a hard **day of work** in his life.
10. At the moment I’m staying with **a friend – my.**
11. I think I’ll order **the special of today.**
12. The man knocked on **the house – door.**
13. The ticket inspector looked at **the people – the tickets.**
14. **Mrs Jones – Miss Smith – cars** are being serviced.
15. **The sales target this month** is two million pounds.
Ex. 22 Rewrite the following using the correct possessive form.

1. At the backer – the shop ..............................................
2. The princess – the ring ................................................
3. The couple – the honeymoon ........................................
4. The honey – the taste .................................................
5. The tree – the roots ....................................................
6. The children – the toys ............................................... 
7. The line – the end .........................................................
8. My mother-in-law – hat ..............................................
9. The cats – collars ........................................................
10. The dog – the basket ...................................................
11. The room – the emptiness ...........................................
12. The world – the wonders ...........................................
13. The man – the wallet ................................................
14. The prisoners – the escape .........................................
15. The view – the beauty ................................................
16. The monkey – the tail ................................................
17. The bride – the mother ..............................................
18. The girls – the father ................................................

Ex. 23 Rewrite the following using the correct possessive form.

1. The fashionable colour this year is blue. This year’s fashionable colour is blue.
2. She had a hard day of work.
3. You will receive this a month from now.
4. They weren’t at the celebrations last year.
5. The walk to the village is a mile long.
6. We must look at the timetable for this week.
7. I read the article in the paper – Sunday.
8. The writer showed us a poem – his.
9. We had a party in Sue – Sally – flat.
10. Mr Brown – Miss Green – offices are being refurnished.
11. You should follow your parents – the advice.
12. I am to be bridesmaid at Harry – Renata – the wedding.
13. The roof – the tiles are falling off.
14. Simon is certainly no friend – my.
15. The Porsche drew up at the restaurant – the entrance.
16. A security guard checked the passengers – the bags.
Ex. 24 Translate into English.
1. Лекции этих профессоров интересные.
2. Доход этих полицейских довольно высок.
3. Дайте я взгляну на мотор машины.
4. Мне не понравился конец рассказа.
5. Мне нравятся картины этих детей.
6. Вас хочет видеть управляющий магазина.
7. Мне не понравилось выражение ее лица.
8. Постояльцы гостиницы собрались на первом этаже.
9. Это зонт женщины, сидящей за тем столом.
10. Мне понравились ответы Кэрол и Сью.
11. Вы знаете причину аварии?
12. Новое платье этой девочки красивое.
13. Вчерашняя газета на столе.
14. Ты знаешь адрес этих людей?
15. Сад Смитов самый красивый в городке.
16. Листья этого дерева желтые.
17. Я пропустил начало спектакля.
18. Не пропусти завтрашний урок.
19. Где работы этих студентов?
20. Он говорил о прошлогодней неудаче.
21. Расстояние в милю – это небольшое расстояние.
22. Комната Теда и Билла уютная.

DETERMINERS AND PRONOUNS

Explanations
All, Some, No
- all
All is usually followed by a plural noun and verb.
All students are expected to arrive on time.
In the expressions all day, all night, all the time, the noun is singular.
All can be followed by the and a noun. All of is also used when all is followed by the or a possessive adjective (my etc.).
All (of) the tickets for the match had been sold.
Not is also used with all.
Not all students have bikes. Not all (of) my friends have bikes.
All is also used as a pronoun at the beginning of a sentence.

All I want is some peace and quiet!
All I need is £400!  All I have is £50!

All is not normally used as an object.

They bought everything. (not all)

- some
Some is used in the same way. Some is not used with not.

Some students are expected to help.

- no
No is used as the opposite of all.

No students actually arrive on time!
No cannot be followed by the.

Each, both, every

- each
Each refers to the separate things in a group.
The name of a person was written on each box.
Each is used with a singular noun and verb.
Each person in the room was wearing a hat.
Each is often used with one.
There were ten people in the room. Each one was wearing a hat.
Each of is used when each is followed by the or a possessive adjective.
Each of you can carry one parcel.
Each is also used after the subject.
My sisters each have their own room.
Each can also be used at the end of a sentence.
My uncle gave my brother and me £5 each. (Gave £ 5 to each of us.)

- both
Both refers to two things and is used with a plural verb. Note the position.
Both people in the room were wearing hats.
The people in the room were both wearing hats.
There were two people in the room. Both (of them) were wearing hats.
Both of you can help me.  You can both help me.

- every
Every has a similar meaning to each in some contexts. It refers to all the things together, while each refers to them separately.

Every box was wrapped in colored paper.
Every person in the room was wearing a hat.
Either, neither

-Either means ‘this one or the other one’. It is followed by a singular noun/verb.

*We can paint it green or blue. Either colour matches the walls.*
It is often used with *end/side* and here means *both.*
*There are trees on either side of the street.*

-Either of is also used when *either* is followed by *the* or a possessive adjective.

*Either of the books will be very useful.*

-Neither means ‘not this one nor the other one’.

*We can’t paint it green or blue. Neither colour matches the walls.*
*There are trees on neither side of the street.*

*Neither of these books will be very useful.*

None of

-None of means ‘not one of’. It is followed by a singular verb, but many speakers use a plural verb.

*None of the guests is/are here yet.*
*None can be used alone. It means not one. It is often used with at all.*

‘Were there any letters for me?’ Sorry, *none* for you. ‘
‘How many people turned up?’ *None at all!*’

Expressions with not a, not one

-Not a and *Not one* are used to emphasize the idea of *none.*

‘How many people turned up?’ *Not one!’
‘Not a single one!’
- Other examples:

*Not one person* has done any homework!
*I haven’t had a single phone-call today.*

Ex. 1 Choose the correct word or phrase underlined in each sentence.

a. There were *none/no* people at the bus-stop.
b. My two brothers *each/every* have their own car.
c. *Not one/Not no* student has come late this week!
d. *Some of/Some* restaurants charge extra for bread.
e. Sorry, but I can’t hear *either/neither* of you properly.
f. When I got on my bike I noticed that *both tyres/every tyre* were flat.
g. According to the song, all/each you need is love.
h. I looked for the books, but none of/no them was there.

Ex. 2 Put one suitable word in each space.
a. I sent letters to ten people, but ...not one replied!
b. I’m sorry, but there are ___ tickets left for the concert.
c. There are only two rooms, and ___ of them is large enough.
d. ___ I ate for breakfast was a banana.
e. I’ve tried ___ medicine I can find, but nothing works.
f. ___ desk had a name label stuck on it.
g. I tried ___ the supermarkets, but ___ one was closed.
h. I had two phone calls, but there were ___ for you, I’m afraid.
i. You two are always quarrelling! Stop it, ___ of you!
j. Both roads lead to the city centre. You can take ___ one.

Ex. 3 Rewrite each sentence so that it has a similar meaning and contains the word given.
a) All the dogs in the garden were barking.
   Every
dog in the garden was barking.
b) Nobody at all came to the meeting.
single
c) Not all the members of the class were on time.
some
d) Not one of my friends has got a car.
none
e) This chair is not comfortable, and nor is this other one.
neither
f) There weren’t any boys in the class.
no
g) We only want to listen to a few cassettes.
all
h) The two books are interesting.
both

Ex. 4 Complete the second sentence so that it has a similar meaning to the first sentence.
a. These books aren’t interesting.
None of these books is interesting.
b. You have only ten minutes left.
   All __________________.
c. The hotels were both unsuitable.
   Neither __________________.
d. No one replied to my letter.
   Not a __________________.
e. Paul and his brother David are ill.
   Both __________________.
f. Nobody in the team played badly.
   All__________________.
g. The police searched all the houses in the street.
   Every__________________.
h. Not all the questions in the test were easy.
   Some__________________.

Ex. 5 Choose the correct continuation for each sentence.
a) We looked at two different houses but 1 ....
1) both of them were too small. 2) either of them was too small.
b) Liz invited a dozen guests to her party but…
1) no turned up. 2) none turned up.
c) Helen and Mark are well behaved, but please let me know if…
1) both of them misbehave. 2) either of them misbehaves.
d) Mary feels so tired because she…
1) didn’t sleep for a single moment. 2) slept all for a moment,
e) Write down the number of the car on this list.....
1) each time one passes. 2) all the time one passes.
f) How many presents did you get on your birthday?...
1) One at all. 2) None at all.
g) There were ten people standing at the bus-stop and…
1) all people had umbrellas. 2) each one had an umbrella.
h) We wrote all our answers on the blackboard but…
1) no one of us was right. 2) none of us was right.
THE ARTICLE

ZERO ARTICLE

Zero article is used when a general statement is made.

- Plurals
  e.g. Dogs are not allowed in this shop.
  Compare: The dogs next door bark all night.
  Here we are referring to some particular dogs, not to dogs in general.

- Uncountables
  e.g. Milk is good for you.
  Compare: The milk on the top shelf is fat-free.
  This group includes:
  Abstract ideas    e.g. War is a terrible thing.
  Food and drink    e.g. I love chocolate. I don’t like orange juice.
  Languages        e.g. Spanish is spoken by about 300 million people.
  Materials        e.g. This chair is made of plastic and leather.
  Verbal Nouns     e.g. Speaking is not permitted during the examination.

- Buildings and purpose
  Zero article is used with certain buildings when their purpose is important.
  e.g. Jim is in prison (He committed a crime.)
  Compare: e.g. My company is repairing the prison.
  Words of this type are:
  be in or go to hospital, prison, bed, class, court
  be at or go to work, school, university, sea
  others be at home, go home

- Countries, states and cities
  Zero article is used with most countries.
  e.g. Marie comes from France.
  Countries which are a group or plural have a definite article.
  e.g. We left the Netherlands and crossed to the United Kingdom.
  Note that Great Britain has zero article.
  Zero article is used with most states and cities.
  e.g. Los Angeles is in California.

- Streets
  Zero article is used with most streets.
  e.g. I bought this dress from a shop in Bond Street.
  Definite article the is used in the High Street.
-Buildings
Zero article is used with names of buildings preceded by place names.

*e.g.* We visited **Blenheim Palace** and **Coventry Cathedral**.

*The* is generally used when there is a phrase after the noun, often with of, which adds more information.

*e.g.* We visited **the Palace of Westminster**.

-Names of people
Zero article is used with names, but *the* is used with titles.

*e.g.* Carol Parker is **the Minister of Communications**.

-Meals
Zero article is used with meals when we refer to them in general.

*e.g.* Dinner is at 7.30.

*Compare:* At the end of the conference there was a dinner.

**The dinner** they serve here is really fantastic.

-Geographical features
Zero article is used with geographical areas, lakes, mountains and islands.

*e.g.* We visited **Lake Victoria. It’s in East Africa.**

*e.g.* They climbed **Mt. Everest** in record time.

*e.g.* Helen spent her holidays on **Crete**.

-General historical references
*e.g.* I’d like to have lived in **Prehistoric Europe/Ancient Rome**.

-Transport
Zero article is used with *by* for general forms of transport.

*e.g.* We went there **by car**.

*Compare:* We went there in a really old car.

Note that we say on foot.

-A/an refers to one thing, or to something indefinite or not described.

*e.g.* I’ve got a brother and a sister. * (not two)

*e.g.* Tim works in a factory. * (not described)

*Compare:* Tim works in the factory down the road.

-General descriptions
*e.g.* An ocelot is a wild animal, similar to a leopard.

Descriptions often use plurals.

*e.g.* Ocelots are wild animals, similar to leopards.

-A/an are used when we describe the job or the character of a person.

*e.g.* Peter is a fool! Mary is an engineer.
Ex. 1 Underline the errors in these sentences. Rewrite each sentence.
   a. Have you ever visited United Kingdom?
      Have you ever visited the United Kingdom?
   b. On our trip, we visited the Canterbury Cathedral.
      ____________________.
   c. Love is wonderful thing.
      ____________________.
   d. The pets are not permitted in this hotel.
      ____________________.
   e. Rabbit is small wild furry animal with long cars.
      ____________________/
   f. The New York is in United States of the America.
      ____________________..
   g. The judge sent David to the prison for a month.
      ____________________.

Ex. 2 Put a/an or leave the space blank.
   a. …-.... love makes the world go round.
   b. Sheila has got ___German car.
   c. Rita works in ___office in___West Street.
   d. I’ve got___friend who is___electrician.
   e. Paul goes to ___special school for___musicians.
   f. You are___silly boy! This is___ cat not___dog!
   g. Jack is in___ hospital and can’t go to ___school.
   h. Carol wants to go to___ university and study to be___ doctor.

Ex. 3 Complete the second sentence so that it has a similar meaning to the first sentence
   a) Mary teaches English.
      Mary ...is an......... English teacher.
   b) Charles has a factory job.
      Charles works________________factory.
   c)You are not allowed to park here.
      ____________________is not allowed here.
   d) Jim is on a ship at the moment.
      At the moment________________sea.
   e) Susan conducts the orchestra.
      Susan________________of the orchestra.
f) We walked to the station.
We went__________________foot.
g) Frogs are small amphibious animals.
__________________animal.

THE DEFINITE ARTICLE (THE)

Explanations
- *The* refers to something definite or described.
- We often use *the* when we refer to something already mentioned.
  We saw a good film last night. It was the new film by Berghini.
- *Reference with of*
  The film was about the love of a girl for her cat.
  Compare: Love is a wonderful thing!
- *Other references*
  The war between the two countries lasted for six weeks.
  Compare: War is a terrible thing.
- *Unique objects and known references*
  Definite article *the* is used with objects which are unique.
  How many astronauts have landed on the moon?
  *The* is used when the context is known, and we understand what is meant.
  Where's the newspaper?
- *Groups*
  Definite article *the* is used with nationalities and other groups.
  I really admire the Italians.
- *Classes*
  Definite article *the* is used with adjectives to describe groups.
  The old, the sick and the unemployed need our special care.
- *Other uses*
  Playing musical instruments.
  Do you play the guitar!
  Time: In the past / in the future
  But: at present
  Superlatives: This is the biggest one.
  Fixed phrases: The sooner the better.
  Names of ships: We sailed on the Neptune.
  Rivers: The Amazon, the Danube
  Oceans: The Pacific, the Atlantic
Ex. 1 Choose the correct word underlined in each sentence.

a. Where’s **an/the** electric heater? I can’t find it.
b. What happened at **an/the** end of **a/the** film?
c. David has **an/the** appointment at **a/the** optician’s.
d. **An/The** old person sometimes feels lonely.
e. Peter owns **a/the** largest model plane in **a/the** world.
f. Luckily **a/the** fire brigade soon came and put out **a/the** fire.
g. Harry’s mother bought him **a/the** guitar for his birthday present.
h. I’m thinking of buying **a/the** new pair of trousers.
i. In the end there was **a/the** war between the two countries.
j. I didn’t know **an/the** answer to **a/the** question, so I left it out.

Ex. 2 Complete the second sentence so that it has a similar meaning to the first sentence.

a) Jim is a very good pianist.
   **Jim plays the piano** very well.

b) Poor people need help from the Government.
   The Government should _______________ poor.

c) Helen’s bike is faster than everyone else’s.
   Helen’s _______________ fastest.

b) Tom has a doctor’s appointment.
   Tom _______________ doctor’s.

e) The film was about an artist’s life.
   The _______________ of an artist.

f) The only goal of the match was scored by Italy.
   The _______________ Italians.

g) The school term finishes today.
   This is _______________ school term.

h) No one in the class is taller than Jane.
   Jane is _______________ class.

Ex. 3 Put **a/an** or **the** in each space or leave the space blank.

a. **The President** is **the** largest cruise ship in **the** world.

b. Everyone in ____ class agreed that ____ happiness was important.

c. There’s ____ strange person at ____ door.

b) Someone who saw robbery ____ called ____ police.
e. At__beginning of__film, ___very tall man sat down in front of me.
f. When I arrived at__station, I ate ___sandwich and waited for__train.
g. ___ person with good education ___usually gets ___good job.
h. Have you seen ___new film at ___Embassy cinema?
i. In__past, most of ___population lived in__ country.
j. I needed___ new pair of trousers so my mother gave me ___money.

Ex. 4 Put a/an or the in each space or leave the space blank.
a) The _Italians eat a lot of - spaghetti.
b) ___ most people thought that ___Beatles were___very good group.
c) I usually drink ___glass of ___milk in ___morning.
d) What’s___difference between ___rabbit and___hare?
e) ___first person who crosses___finishing line is ___winner.
f) ___playing ___guitar is___ interesting___hobby.
g) ___Helen got on ___bus and bought__ticket.
h) There’s ___newspaper shop at___ end of___street.

Ex. 5 Correct the errors in these sentences by adding or removing a/an/the.
a. Could you get loaf of bread from baker’s?
   ________________.
b. The milk is good for the children
   ____________________.
c. The John is at a work at moment.
   ____________________.
d. We travelled to the Italy by a car.
   ____________________.
e. Have you got a brother or the sister?
   ____________________.
f. War between two countries was longest in the history.
   ____________________.
g. Who was first astronaut who landed on moon?
   ____________________.
h. Nile is longest river in world.
   ____________________

Ex. 6 Rewrite each sentence so that it has a similar meaning and contains the word given.
a) We travelled there by train.
   ________________.
We travelled there on the train.

b) There isn’t a larger size than this one.
   largest
   ________________.

c) Clara sings for her living.
   singer
   ________________.

d) People who are unemployed often feel depressed.
   the
   ________________.

e) Anna is learning to be a guitarist.
   play
   ________________.

f) Mike is an office-worker.
   works
   ________________.

g) Marie is a Frenchwoman.
   France
   ________________.

h) David is still working,
   at
   ________________.

Ex. 7 Complete each sentence so that it has a similar meaning to the first sentence.

a. I didn’t expect to see George.
   George was the last person I expected to see.

b. Do you have a dog in your house?
   Do_______________ home?

c. Nick teaches chemistry.
   Nick is_______________ teacher.

d. My friends gave me a wonderful present.
   _______________ gave me was wonderful.

e. The Australian capital is Canberra.
   Canberra_______________ Australia.
f. The French lesson is the first tomorrow.
   __________________French.
g. Someone is phoning you.
   There’s someone on______________.
h. We saw a very entertaining film last night.
   _______________________was very entertaining.

Ex. 8 Put a/an or the in each space or leave the space blank.
..A.. (1) friend of mine, Sally Milton, wanted to become ___ (2) dancer when
she was ___ (3) girl ___ (4) every morning before ___ (5) school she used to
practise in ___ (6) living room at ___ (7) home. ___ (8) dancers need ___ (9)
lot of ___ (10) exercise, so Sally used to go to ___ (11) gym two or three times
___ (12) week. In ___ (13) end she got ___ (14) job in ___ (15) theatre company
and became ___ (16) actress. In ___ (17) fact___ (18) last week I saw her in
___ (19) programme on ___ (20) television!

ADJECTIVES AND ADVERBS

Explanations

ADJECTIVES

Adjectives have the same form for singular and plural. They do not change for
male and female. Most adjectives are used in front of nouns.

Order of adjectives

When more than one adjective is used, the order is important. It is not advisable
to put more than three adjectives together.

There are four main groups of adjectives, numbered here Position 1 to
Position 4. The order inside the opinion group is also important.

Position 1 One or more of these types of adjective:
a) opinion (lovely)
b) size (large)
c) age (old)
d) shape (round)
e) temperature(hot)

Position 2 Colours: green, blue, etc.

Position 3 Material what it is made of: wooden, plastic, etc.
Position 4 Purpose what it is for: a swimming-pool

Position 5 Noun a swimming-pool

An old leather football boot (old = age leather = material football = purpose)

Note that a word usually a noun (football) can be used as an adjective.

A lovely green silk shirt (lovely = opinion green = colour silk = material)

Problems with adjectives

- Gradable adjectives
  Some adjectives describe similar qualities. For example, there are many adjectives which describe hot and cold: boiling, hot, warm, cool, cold, freezing. Which one you use depends on your opinion.

- Adjectives ending -ed and -ing
  It is easy to confuse these adjectives.
  My work was tiring. It made me tired.
  This film is interesting. I am interested in the film.

Others of the same kind are: excited/exciting, embarrassed/embarrassing, worried/worrying, bored/boring.

- Adjectives with be, become, feel, look
  Adjectives can be used on their own after these verbs.
  This beach is fantastic! Sue has become happy.
  I feel terrible! You look ill!

- If we use more than one adjective, we can separate them like this.
  Sue has become happy and rich.
  Sue has become happy, rich and famous.

- one

We can use one instead of repeating a noun.
I like your new coat. It’s a really lovely one!

ADVERBS

- Adverbs describe actions. Most adverbs are formed from adjectives by adding -ly.
  slow-slowly quick-quickly careful-carefully

- Some adverbs have the same form as adjectives.
  This train is very fast. (adj) This train goes fas. (adv)

- Some adverbs have the same form as adjectives and a different meaning for the -ly form
It was a very hard question. (adj) We worked hard. (adv)
I could hardly stand up. (adv: meaning almost not)
I don’t feel well. (adj) Everyone acted well. (adv)

Note the position of frequency adverbs with be and auxiliaries.
Katherine is never late. She has never arrived late.

Intensifiers
- These are used to describe how much with adjectives. The adjective has to be gradable, i.e. an adjective which can have more or less of a quality.
Peter is happy at his new school. Happy is gradable.

We can say very happy, really happy, extremely happy.
-When an adjective has an extreme meaning, a strong intensifier is not used. We cannot say The film was extremely excellent.
We can say The film was terribly/awfully/really good.

Ex. 1 Put each group of words into the best order.
   a) old a plastic large bag green
      a large old green plastic bag
   b) wooden square two tables
c) red a dress silk beautiful
d) silver a of jugs antique pair
e) bowl small a plastic
f) winding road country long a
g) boots some old football dirty
h) cotton long a skirt yellow
i) of trousers old pair a blue
j) squeezed cold juice a freshly glass orange of

Ex. 2 Choose the correct adjective underlined in each sentence.
   a) I can’t drink this tea! It's boiling/warm!
b) Look at that skyscraper! It’s gigantic/large.
c) Jill couldn’t drive any further that day as she was so tired/tiring.
d) I love summer evenings when at last it feels cool/freezing.
e) The first part of the film was really excited/exciting.
f) That was the best play I’ve ever seen. It was fantastic/good.
g) You look worried/worrying. Is anything the matter?
h) We won’t go camping until the weather is more boiling/warmer.
i) If you feel bored/boring, why don’t we go to the cinema?
j) I didn’t think you were interested/interesting in ancient history.

Ex. 3 Rewrite each sentence so that it has a similar meaning and contains the word given.
a) The old couple lived together and were happy.
   Happily
   The old couple lived happily together.
b) This has been hard work for you.
   Worked
   ____________________.
c) Chris and Paul are slow walkers.
   Walk
   ____________________.
d) George is a good pianist.
   Plays
   ____________________.
e) Sue is a graceful dancer.
   Dances
   ____________________.
f) Kate is ill.
   Well
   ____________________.
g) Michael’s skating was wonderful.
   Skated
   ____________________.
h) Mary is a careful writer.
   Writes
   ____________________.
i) David didn’t sleep well.
   Slept
   ____________________.
j) Ann completed the course with success.
   successfully
   ____________________.

Ex. 4 Complete each sentence with one of the words from the list. Use each word once only.

<table>
<thead>
<tr>
<th>extremely</th>
<th>fast</th>
<th>good</th>
<th>happy</th>
<th>hard</th>
<th>hardly</th>
<th>ill</th>
<th>quite</th>
<th>terrible</th>
<th>well</th>
</tr>
</thead>
</table>

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a) When I heard that Kate had passed her driving test I was really happy.

b) Jack dances very……. and never steps on people’s feet.

c) Alan was so tired that he could……. keep his eyes open.

d) The hotel was……., but we didn’t like the food in the restaurant.

e) Clara was extremely……. and spent a month in hospital.

f) George was driving too….. and was stopped by the police.

g) It’s not a wonderful film, but it’s……. good.

h) Helen worked very……. and was giver, an extra holiday.

i) When I realized I hadn’t paid for the coat, I felt……. .

j) I can’t afford to buy that bike because it’s……. expensive.

Ex. 5 Underline the errors in these sentences. Rewrite each sentence.
a) Peter has been working very hardly.
   
Peter has been working very hard.

b) My sister bought me a blue lovely woolen sweater.

c) This book I’m reading is extremely excellent.

d) David felt badly because he was tall, thin.

e) Everyone in the team played good.

f) Too much exercise can make you feel tiring.

g) Paula felt happily when her exams were over.

h) Harry has arrived late at school never.

i) One boxer hit the other really hardly right on the chin.

j) I’m not really interesting in this car.

MAKING COMPARISONS

Explanations

Formation of comparatives and superlatives

- Adjectives

Comparative adjectives with one syllable are normally formed by adding -er to the adjective. In one syllable words ending with one consonant, the final consonant is doubled. Words ending in consonant + -y change -y to -i.

Superlative adjectives are normally formed by adding -est to the adjective.

   long-longer-longest  big-bigger-biggest  dry-drier-driest
Comparative adjectives with two or more syllables are normally formed with *more*. Superlative adjectives with two or more syllables are normally formed with *most*. There are some exceptions.

modern - more modern - most modern
interesting - more interesting - most interesting

-Some adjectives with two syllables can form in either way.
common/ commoner/commonest more/most common
Others include: quiet, tired and words ending -ow, -le and -er.

- Adverbs
Comparative adverbs are normally formed with *more*. Superlative adverbs are normally formed with *most*.
Can you work more quickly? The film ended most happily.

Irregular forms
-Adjectives
Irregular comparatives and superlatives: good-better-best
bad-worse-worst little-less-least
far-farther/further- farthest/furthest much/many –more-most

When we describe family members we can use: old -elder -eldest
This is my elder brother. Jane is their eldest daughter.

-Adverbs
Many commonly used adverbs have comparative and superlative forms in -er and -est. These include: *early, far, fast, hard, late*. In informal speech loud, quick, slow are also formed in this way.

Could you drive more slowly, please? (formal)
Could you drive slower, please? (informal)

Meaning of comparatives and superlatives
Comparatives are used to compare two separate things. Superlatives compare one thing in a group with all the other things in that group.
Comparative: *Mary is a better player than Monica.*
Superlative: *Sarah is the best player in the team.*
Note that *the* comes before a superlative if a noun follows.
Superlatives can be used without nouns. *The* is still used.
Sarah is the greatest!

Making comparisons
-Than is used with comparatives.
Mary is better than Monica.
Mary is a better player than Monica.
- Note that when we compare actions, we use an auxiliary instead of repeating the verb.

Mary plays better than Monica does.
You've done more work than I have.

We can also say:
Mary plays better than Monica.
You've done more work than me.

- just as... as is used when the things compared are equal.

Mary is just as good as Cathy.
Mary is just as good a player as Cathy.

-not as... as is used when we compare things negatively.

Cathy is not as good as Mary.
Cathy is not as good a player as Mary.

- more and less than is used for longer adjectives.

This game is more interesting than the last one.
I think this game is less interesting than that one.

**Intensifiers**

When we make comparisons the adjective is often strengthened with an intensifier.

This house is much/a lot/far bigger than that one.

We can also use intensifiers with more/less

The Italian film was much more interesting than this one.
That film was far less frightening than this one.

Ex.1. Choose the correct word or phrase underlined in each sentence.

a) The fish was so tasty as/as tasty as the meat.
b) This book is the most interesting/the more interesting I’ve ever read.
c) This temple is the eldest/oldest in Europe.
d) That dress is a lot longer than/that the other one.
e) Nothing is worse/worst than being stuck in a traffic jam.
f) That skyscraper is one of the taller/tallest buildings in the world.
g) The test wasn’t as hard as/hard as I thought.
h) Actually, today I feel more bad/worse than I did yesterday.
i) Our journey took longer than/the longest we expected.
j) Could you work more quietly/more quieter please?

Ex.2. Complete each sentence with a comparative or superlative form of the adjective given. Include any other necessary words.
a) The Nile is the longest river in the world. (long)
b) I was disappointed as the film was ______than I expected. (entertaining)
c) Most planes go a lot _______trains. (fast)
d) Yesterday was one of_______ days of the year. (hot)
e) I think this book is much_______the other one. (good)
f) The twins are the same height. Tim is_______Sue. (tall)
g) The first exercise was easy but this one is_____. (difficult)
h) The Mediterranean is not ______the Pacific Ocean. (large)
i) This classroom is ______the one next door. (big)
j) This is_______television programme I’ve ever watched. (bad)

Ex.3. Rewrite each sentence beginning as shown so that it has a similar meaning to the first sentence.
a) David is a better runner than Paul.
   Paul is not as good a runner as David (is).
b) Nobody in the class is taller than Carol.
   Carol is the _________________.
c) I haven’t written as much as you.
   You’ve written _________________.
d) We expected the play to be better.
   The play wasn’t _________________.
e) Jane’s hair isn’t as long as Helen’s.
   Helen’s hair is _________________.
f) No student in the school is noisier than I am!
   I am the _________________.
g) This exhibition is much more interesting than the last one.
   The last exhibition was not _________________.
h) This is as fast as the car can go.
   The car can’t _________________.
i) This bike is not as expensive as the green one.
   The green bike is _________________.
j) Kate ate much less than George did.
   Kate didn’t _________________.

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Ex.4. Put one suitable word in each space.

a) Our team is just as good as your team. They are both the same.
b) This is one of ___ ___famous paintings in the world.
c) Everyone did ___ work ___ Harry ___.
d) You’re not a safe driver! You should drive ___ slowly.
e) Ann is taller ___ Mike but their son Dave is ___ tallest in the family.
f) What an awful book. It’s one of ___ ___interesting I’ve ever read.
g) It makes no difference, because this road is ___ ___bad ___ that one.
h) Today is ___ ___cold ___ yesterday, so I’m wearing my shorts.
i) Nobody knows ___ about electronics ___ Tina ___.
j) I don’t think that pet cats are ___ friendly ___ pet dogs.

Ex.5. Rewrite each sentence so that it has a similar meaning and contains the word given.

a) Could you not talk so fast, please? (slowly)
   Could you talk more slowly, please?
b) The last film we saw was more frightening than this one. (as)
   The last film we saw was as frightening as this one.
c) Nobody in the class cooks better than Sam. (best)
   Nobody in the class cooks as well as Sam.
d) I haven’t eaten as much as you. (more)
   I haven’t eaten as much as you have.
e) Supermarkets are more convenient than small shops. (as)
   Supermarkets are as convenient as small shops.
f) Skating isn’t as exciting as skiing. (more)
   Skating is not as exciting as skiing.
g) Richard doesn’t work harder than Alan. (just)
   Richard doesn’t work as hard as Alan.
h) Jack isn’t as interested in football as his brother is. (more)
   Jack isn’t as interested in football as his brother is.
i) Bill is the youngest in the family. (older)
   Bill is younger than his brother.
j) You ran a lot faster than I did. (fast)
   You ran faster than I did.

Ex.6. Correct the spelling of these words where necessary.

a) biggest biggest
b) greattest ___
c) shorter ___
d) likeliest ___
e) tallest ___
f) fater ___
g) smalest ___
h) longest ___
i) hardder ___
j) wettest ___
k) fitter _____
l) tighter____
m) newest ____
n) heavier ____
o) widder____

NUMERAL

See:
L.V. Khvedchenya, Comprehensive English Grammar, pp. 131-139.
Н.А. Кобрина, Е.А. Корнеева, Грамматика английского языка, pp. 260-269.
II РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

2.1 ВОПРОСЫ ДЛЯ ПОДГОТОВКИ К ЗАЧЕТУ

Вопросы к зачету
по дисциплине «Практическая грамматика английского языка»
в 1 семестре

1. There is (are) construction. (When do we use it? What meanings does this construction have? What do the corresponding Russian sentences begin with? What verbs can be used in this construction? What happens if the subjects are of different number?)

2. The verb “to have”. (Expressions with the verb “to have”. What is the difference between “to have” and “have got”?)

3. The use of the Present Indefinite.

4. The use of the Past Indefinite. Constructions “used to + Infinitive” and “would + Infinitive”.

5. The use of the Future Indefinite (conjunctions, object and attributive clauses, adverbial clauses of time and condition).

6. The use of the Present Continuous Tense. Verbs not used in the Continuous form. (What stative verbs can take the continuous form? Speak about their meaning.)

7. The use of the Past Continuous Tense. Verbs not used in the Continuous form. (What stative verbs can take the continuous form? Speak about their meaning.)

8. The use of the Future Continuous Tense. Verbs not used in the Continuous form. (What stative verbs can take the continuous form? Speak about their meaning.)

9. The use of the Present Perfect Tense. (In what common phrases is the Present Perfect not used?)

10. The use of the Past Perfect. (Complex conjunctions. In what kind of subordinate clauses is the Past Perfect used? What is the priority of an action in the principal clause indicated by?)


13. Ways of expressing future actions in English.

Вопросы к зачету
по дисциплине «Практическая грамматика английского языка»
во 2 семестре

1. The Passive Voice. The formation and the use (general rules)
2. Uses of the Passive Voice peculiar to the English language.
3. The Sequence of Tenses. General rules.
5. Indirect Questions. Indirect General and Special Questions.
10. The Use of the Indefinite Article. The Use of the Indefinite Article in Set Expressions.
12. The Zero Article. Nouns in Set Expressions Used without an Article.
13. The Use of Articles with Nouns of Material and Abstract Nouns. The Use of Articles with Proper Nouns (Names of Persons).
14. The Use of Articles with Proper Nouns (Geographical Names; The Names of Places, Buildings, Public (Organizations, etc.)
15. The Use of Articles with Names of Months, Days, Seasons, Meals, Languages (school\college, prison\jail, bed, town, church, etc.)
17. The Pronoun: Demonstrative and Defining.
18. The Pronoun: Interrogative and Relative.
20. Degrees of Comparison of Adjectives and Adverbs.

2.2 ОБРАЗЦЫ ТЕСТОВЫХ ЗАДАНИЙ

Тест 1
Местоимения (Pronouns)
1. If there are ... calls for me, can you ask to leave a message?
   1. some  2. none  3. any  4. no

2. ... should be present at the meeting. A very serious question will be discussed.

3. «What do you want to eat? » « ... I’m so hungry. »

4. ... came to visit him while he was in hospital.

5. ... magazines on the table are not mine.

6. They’ve got too ... money. We ought to help them buy this house.
   1. a little  2. little  3. much  4. many

7. When we traveled we visited ... interesting places.
   1. few  2. a lot of  3. plenty  4. many

8. There are many clocks in the office but... of them work properly.
1. little 2. few
3. much 4. a little

9. She isn’t very hungry. She has just had ... soup.
1. few 2. a few
3. a little 4. little

10. The job ... isn’t a problem. It’s my boss.
1. himself 2. herself
3. myself 4. itself

11. While cooking supper my father burnt... with hot oil.
1. oneself 2. him
3. his 4. himself

12. I’m going to Brest on Saturday. ... is giving a party.
1. a friend of me 2. a friend of mine
3. mine friend 4. a friend of my

13. These are not ... gloves. ... are leather.
1. me, my 2. my, myself
3. my, mine 4. mine, my

14. If you don’t behave ... , I shall put you all to bed early.
1. yourself 2. yourselves
3. myself 4. ourselves

15. I think I’d go back to Austria. We really enjoyed ... there.
1. it 2. itself
3. ourselves 4. ourself

16. I don’t feel ... well today. I don’t know what’s wrong with me.
1. me 2. my
3. mine 4. -

17. He’s quite a sociable person, but there are times when he really wants to spend some time ....
1. of his own 2. on his own
3. his own   4. with him own

18. She started ..., hairdressing business when she was only sixteen.
1. her own   2. on her own
3. of her own   4. herself

19. We’ve saved some money and now can buy a cottage....
1. weselves   2. of our own
3. our own   4. by us

20. When the train arrived at the railway station ... passengers got their suitcases. So we picked up ... too.
1. no, our   2. others, our
3. some, ours   4. another, ours

21. You are not the only one who failed to hear the news. I didn’t ...
1. neither   2. both
3. either   4. also

22. I have been talking to that strange man for an hour but I still can’t understand if he is ... Spanish ... Portuguese.
1. either, or   2. neither, or
3. neither, nor   4. either, nor

23. She said she would contact me but she ... wrote ... phoned.
1. either, nor   2. neither, nor
3. neither, or   4. either, or

24. Peter spent ... money you gave him.
1. all the   2. whole the
3. every   4. each

25. «Have you done all these tasks?» «Yes...»
1. everybody   2. everything
3. every of them   4. every one

26. ... Mary and Stacy are designers.
1. both   2. all
3. one  4. two

27. You will have to talk to ... person alone to find out what happened.
   1. both  2. each  3. every  4. all

28. ... of the applicants he interviewed were suitable for a job.
   1. every  2. none  3. others  4. the whole

29. ... that he needs is a good rest. He’s very tired.
   1. all  2. everything  3. whole  4. each

30. There is ... need to do the washing up. The maid will do it.
   1. none  2. neither  3. no  4. either

31. We spent... evening painting the floor.
   1. whole  2. all

32. There was an interesting scientific program on television yesterday but ... us saw it.
   1. none  2. all  3. each of us  4. none of

33. ... Clyde ... Laura could give us a lift.
   1. neither, and  2. neither, or  3. either, or  4. either, nor

34. Jane didn’t say a single word ... the time she was there.
   1. whole  2. all

35. ... you start doing some work or I’ll fire you.
   1. either  2. neither

36. «Which perfume do you like best? » «I don’t really like ... of them».
   1. neither  2. either
37. The twins’ grandfather gave them ... five pounds for their birthday.
1. some  2. each  
3. everybody  4. any

38. I need ... pair of shoes; these are falling apart.
1. other  2. others  
3. the other  4. another

39. There was a good film on TV ... night. Did you see it?
1. the other  2. another  
3. other  4. the other one

40. We are leaving now... will join us later.
1. anothers  2. other  
3. the others  4. the other

41. He has to write ... two pages before the article is finished.
1. the others  2. another  
3. others  4. every other

42. This was the only house that we could afford; all ... were too expensive.
1. others  2. another  
3. the other  4. the others

43. Bob plays football every ... day.
1. other  2. the other

44. Some modern novels are very exciting, while ... are so boring!
1. others  2. the others  
3. another  4. the other

45. Although they work together, they don’t get on with ....
1. every other  2. another  
3. one another  4. other

46. ... happens I’ll still be his friend.
1. whatever  2. whichever

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3. whenever 4. whoever

47. Emma and Sara have known ... since their childhood.
1. every other 2. another
3. each other 4. other

48. I knew very well ... he was going to tell me.
1. which 2. that 3. what

49. We are sure ... she will win a gold medal.
1. which 2. that 3. what

50. He came home very late, ... made her suspect him in faithlessness,
1. what 2. that 3. which

Тест 2
Прилагательное / Наречие (The Ajective / The Adverb)

1. You look so ... .What’s up?
1. untidily 2. untidier
2. untidy 3. untidiest

2. Her voice sounded .... She was nearly crying.
1. bitterly 2. bitter
2. bitterer 3. bitterest

3. It is becoming .... Put on your coat.
1. cold 2. the cold
2. coldest 3. the colder

4. The fish tasted ....
1. well 2. good
2. badly 3. salty

5. People know him to be a ...-behaved and ...-hearted person.
1. well, good 2. good, smart
3. kind, broad 4. well, kind
6. She is so ...-minded and often forgets her keys.
   1. good 3. absent
   2. broad 4. well

7. He is very ...-tempered and doesn’t get on with everyone.
   1. bad 2. kind 3. smart

8. Can you fix that dripping tap? It’s getting on my nerves - it’s really ....
   1. irritated 2. irritating 3. irritable

9. I was really ... to see Sam at the party.
   1. surprising 2. surprise 3. surprised

10. I find it ... to lie on the sofa and listen to music after a hard day’s work.
    1. relaxing 2. relaxed 3. relax

11. I get ... when people throw rubbish down in the streets.
    1. annoying 2. annoy 3. annoyed

12. I don’t find horror films at all ... . I find them quite funny.
    1. frighten 2. frightened 3. frightening

13. She was ... upset by his behaviour. He came home so ... that night.
    1. deeply, late 2. deeply, lately 3. deep, lately

14. She took a ... knife and looked at me so ... that I immediately left the room.
    1. sharply, sharp 2. sharp, sharply 3. sharper, sharp

15. I was ... when I realized that I had ... enough money to pay the bill.
    1. embarrassed, hardly 2. embarrassing, hard 3. embarrassed, harder

16. He came ... in the race and was ... by his performance.
    1. last, disappointed 2. latest, disappointed 3. latter, disappointing

17. They checked all the documents ... and ... signed that profitable for both sides contract.
    1. close, easy 2. close, easily 3. closely, easily
18. If you buy three pockets of chips, the fourth you’ll get... .
1. free 2. freely 3. more freely

19. It is ... believed that politicians are people who can’t be ... trusted.
1. wide, full 2. wide, fully 3. widely, fully

20. I was ... dead when I heard a barking dog following me.
1. near 2. nearly 3. nearer

21. Honesty is ... policy.
1. the best 3. more better 2. better 4. the better

22. ... generation declares war. But it is the youth that fight and die.
1. oldest 3. eldest 2. elder 4. older

23. ... of all I like to watch serials.
1. less 3. least 2. little 4. smaller

24. What’s the ... news of today?
1. later 3. lately 2. last 4. latest

25. If you are interested in ... details ask the head of the office.
1. further 3. furthest 2. farther 4. farthest

26. Hotels are becoming ... nowadays.
1. more expensive 3. expensiver 2. the most expensive 4. the more expensive

27. His ... words were: «Bye, baby».
1. latest 3. late 2. last 4. least

28. The Hermitage is ... museum in Russia.
1. the most famous
2. the famousest
3. more famous
4. famouser

29. The village was situated ... than I expected.
1. furthest
2. the farthest
3. furtherer
4. farther

30. Susan is ... interested in art than in music.
1. much
2. the more
3. the most
4. more

31. Who is the ... chess-player in your class?
1. best
2. well
3. good
4. better

32. The damage to the car could be ... than we expected.
1. badly
2. worse
3. the worst
4. the worse

33. The cake is ... the one you made last night.
1. sweeter than
2. sweetest
3. sweet as
4. more sweeter than

34. It took Kate ... to do this work, than she expected.
1. long
2. more longer
3. the longest
4. much longer

35. The people who arrive ... get the best seats.
1. more earlier
2. most early
3. the earliest
4. much early

36. ... we leave ... we will arrive.
1. the earlier, the sooner
2. the early, sooner
3. the earliest, the soon
4. the earlier, sooner

37. Could you speak ..., please?
1. distinctlier
2. most distinct
3. less distinctly
4. more distinctly
38. The train goes so ... that I can’t see the beauty of this landscape ....
1. fast, properly  3. faster, proper
2. fastly, properly  4. fastlier, properier

39. John is a rich person: he even has ... to buy an airplane for his own family.
1. very money enough  3. money enough
2. very money  4. enough money

40. You may dive safely here, the lake is ....
1. enough deep  3. deep enough
2. deeply enough  4. quite deeply

41. Her face had relaxed, the tension had gone. It looked ... and ....
1. more younger, more beauty  3. younger, beautifully
2. more young, more beautiful  4. younger, more beautiful

42. I found it difficult to answer him. I was ... to be able to think clearly.
1. enough confused  3. very confusing
2. confusing too  4. too confused

43. She ran to the station as ... as she could.
1. quickly  3. quick
2. quicklier  4. quicker

44. The exam was ... than the previous one, that we fell asleep immediately after it.
1. much difficult  3. by far difficult
2. much more difficult  4. far difficult

45. This novel is ... I read last month, that I can’t stop reading it.
1. ten times more exciting  3. ten times as exciting as
2. more exciting in ten times  4. in ten times much exciting

46. Ted has ... CDs than Bob.
1. fewest  3. many fever
2. a bit fewer  4. more fewer
47. This encyclopedia costs ... the other one.
   1. more   3. twice as many as
   2. twice more than  4. twice as much as

48. The more you study ... you will become.
   1. the more smart   3. smarter
   2. smarter   4. the smarter

49. The boys were getting ... all the time.
   1. the tallest   3. the highest
   2. taller and taller   4. higher and higher

50. ... you climb, ... you fall.
   1. more higher, more further   3. the more higher, the more further
   2. the higher, the further   4. as higher, as further

2.3 ЗАДАНИЯ ДЛЯ ВНЕАУДИТОРНОЙ УЧЕБНОЙ
САМОСТОЯТЕЛЬНОЙ
РАБОТЫ СТУДЕНТОВ

I. Here is a list of prepositional verbs (A), phrasal verbs (B) and phraseological units (C) to be learnt:

A

1. **account for** – to give an explanation or reason for;
2. **arrive at** (a decision, conclusion, agreement) – to reach, to come to;
3. **ask for** – to make a request for;
4. **approve of** – to consider good, wise, right; disapprove of – to consider bad, wrong, unwise;
5. **break into** – to enter by force: to break into a house;
6. **call for** – to demand (e.g. to call for the waiter, to call for the bill); to collect (someone or something);
7. **comment on** – to make a remark, give an opinion;
8. **deal with** – to do business, to trade with;
9. **depend on** – to trust (usually someone);
10.**hear from** – to receive news from someone usually by letter;
11.**hear of** – to know or to hear about (a fact, existence of something or somebody);
12. **insist on (upon)** – to declare firmly (when opposed);
13. **interfere with** – to get in the way of another, to prevent from happening;
14. **laugh at** – to treat as foolish, worthless or an object of fun;
15. **listen to** – to give attention in hearing;
16. **look at** – to give attention in seeing, use the eyes;
17. **look after** – to take care of someone or something;
18. **look for** – to try to find;
19. **look into** – to examine the meaning or causes of something;
20. **mock at** – to laugh at (someone or something) when it is wrong to do so;
21. **object to** – to be against something or someone;
22. **provide for** – to support, supply with necessary things;
23. **read to** – to say printed or written words especially to give pleasure to others;
24. **refer to** – to mention, speak about;
25. **rely on** – to trust someone to do something;
26. **send for** – to give a command, request;
27. **shout at** – to give a loud cry, speak or say very loudly;
28. **think highly (well, little, poorly)** of someone or something – to have a good (bad, etc.) opinion of someone or something;
29. **wait for** – to stay somewhere without doing anything until somebody or something comes or something happens;
30. **write to** – to produce and send (a letter);

e.g. I hope the child **will be looked after** while the parents are away.
She **was well provided for** in her husband’s will.
I **hate to be shouted at**.
His foolish behaviour **could not be accounted for**.

B
1. **blow down** – to fall by blowing;
2. **blow out** – to (cause) stop burning;
3. **break down** – to destroy something, reduce to pieces;
4. **bring up** – to educate and care for the family until grown; to raise or introduce (a subject, a question);
5. **call up** – to order (someone) to join the armed forces;
6. **give up** – to stop believing that someone can be saved especially from death;
7. **hold up** – to delay;
8. **knock down** – to destroy a house by means of blows;
9. **let down** – to cause someone to be disappointed in one’s loyalty; to fail to keep a promise to someone;
10. **pick on** – to choose someone to do an unpleasant job or blame someone for something, especially unfairly; to choose something or someone;
11. **pick out** – to choose someone or something carefully; to recognize someone or something in a group of people or things;
12. **pick up** – to lift something up from a surface; to collect someone who is waiting for you or something that you have left somewhere;
13. **point out** – to draw attention to something or someone;
14. **pull down** – to draw attention to something or someone;
15. **pull out** – to remove by drawing out;
16. **put off** – to move to a later date, to delay;
17. **run over** (of a vehicle or its driver) – to knock down and pass over the top of (esp. a creature);
18. **see off** – to go to the airport, station, etc. with someone who is beginning a trip;
19. **take down** – to write down; to separate (a large machine or article) into pieces;

**e.g.** The mail **will be picked up** a bit later.
Their wedding **has been put off**.
The window **was blown out** by the explosion.

**C**

1. **to do away with** – to cause to end, abolish;
2. **find fault with** – to complain, perhaps too much or too often;
3. **lose sight of** – to cease to see; to forget;
4. **make use of** – to use well, to take advantage of;
5. **make fun of** – to laugh or cause others to laugh rather unkindly;
6. **pay attention to** – to take notice of;
7. **put an end to** – to stop from happening any more;
8. **put up with** – to accept an unpleasant situation or person without complaining;
9. **set fire to** – to light (something) not really meant to burn, set something on fire;
10. **take (good) care of** – to be responsible for someone or something;
11. **take notice of** – to pay attention to;

**e.g.** She said something but her words **were taken no notice of**.
This state of affairs **will be put an end to**.
At last the ship was lost sight of. The main purpose of the discussion mustn’t be lost sight of.

Ex. 1. Insert prepositions and translate the sentences into Russian.

1. Troops have been called . . .
2. The trains were held . . . by fog.
3. This is to be left here. It will be called . . .
4. The police were called . . .
5. He was looked . . . to by everyone.
6. He will be seen . . . at the airport by all his friends.
7. Her bed hasn’t been slept . . .
8. The house was broken . . .
9. That notice was taken . . . by his secretary.
10. After a million dollars had been spent, their experiment was given . . .
11. She is often taken . . . her brother.
12. These skyscrapers will have to be pulled . . . soon.
13. No conclusion was arrived . . .
14. I hate to be shouted . . .
15. I’m not prepared to think that I’m being made a fool . . .
16. No notice was taken . . . the boy at first.
17. These pictures must be looked . . . with great . . . attention.
18. This child is always being found fault . . .
19. The discussion was put an end . . . by his sudden arrival.
20. Soon the car was lost sight . . .
21. He was looked . . . . . by all the boys.
22. Though the question had been discussed for a long time no decision was arrived . . .
23. The visit of this delegation is widely commented . . . in the newspapers.
24. He can be depended . . . to keep strict silence.
25. He left for Australia five years ago and hasn’t been heard . . . since.
26. I’m sure the idea of spending this week-end in town will be strongly . . . objected . . .
27. Unfortunately our work was constantly interfered . . .
28. His presence at the meeting will be insisted . . .
29. Don’t say foolish things. You’ll be laughed . . .
30. The children should be looked . . . better. They look so scruffy.
31. A shop was broken . . . last night. A man was seen leaving the premises.
32. He was knocked . . . by a bus and taken to hospital.
33. The matter will be dealt … as soon as possible.
34. The old rules have been done away … .
35. This book is very popular with the readers. It is often asked … .
36. The cottage hasn’t been lived … for a long time.
37. An endless number of examples was made use … in his report.
38. Don’t worry. The children will be taken good care … in your absence.
39. Here you are at last. You have been waited … too long.
40. He can never be relied … . Whenever he makes a promise he always breaks it.

Ex. 2. All these sentences contain errors. Spot and correct them.
1. The late arrival of the plane can be accounted by bad weather.
2. After an interesting discussion about the problem the agreement was arrived to.
3. The proposal was approved by the Project Coordinating Team.
4. The President’s speech was widely commented by mass media.
5. This will be dealt in chapter seven.
6. Sarah has not been heard for a long time. I hope she will write soon.
7. Higher salary will be insisted about.
8. His work was constantly being interfered in.
9. I am not going to stand here and be laughed by a crowd of ignorant fools.
10. I like to be listened carefully.
11. It pleased her to be looked to.
12. Old Mrs Peabody lives with her children and is well looked at.
13. The matter will be looked after in the near future.
14. The servants were well provided with in Mr Johnson’s will.
15. Little children like to be read about.
16. Later the data were referred for.
17. The sick child was taken good care.
18. Jane was written and informed about the conference.
19. Several trees were blown down out by the hurricane.
20. The door was blown up by the explosion.
21. The baby is always picked out whenever it starts crying.
22. The hitchhiker was picked on by the truck driver.
23. His rotten tooth must be pulled away.
24. When he leaves he will be seen out by all his relatives.
25. The plane took off and soon it was lost sight.
II. Revision: Tenses in the Active Voice

Ex. 1. Use the required verb forms in the following sentences.
1. As he (to think) for months about leaving his wife and (not to do) it because it (to be) too cruel to deprive her of himself, her departure (to be) a very healthful shock.
2. When she nearly (to reach) the end of the curve she (to see) a figure ahead of her.
3. Mary (to return) to the room. Al (to sit) down beside the gas fire and (to take) off his shoes.
4. Her eyes (to be) puffed, and she obviously (to cry) that afternoon.
5. No sooner I (to arrive) than I (to send) her letter to say that I (to have) a present for her.
6. I (to get) back as soon as I (to get) through with my business.
7. His cheek (to be) cut. When she (to see) it she (to say): “Oh, you (to fight) again.”
8. He (to have) a son of twenty-seven. He (to farm) in New Zealand.
9. She (to make) me promise to say nothing about it till she (to have) a chance of breaking the news to her father gradually.
10. “How’s the baby?” “Frightfully well, thank you, Aunt Em. He (to walk).”
11. As we (to drive), her eyes (to stare) rigidly out of the car window.
12. Before we (to walk) four hundred yards he (to take) his jacket off.
13. She (to become) aware that Tony (to come) back and considerately (to say) nothing.
14. Delany (to sit) up in bed and (to eat) his dinner when Jack (to come) into the room. His complexion (to be) ruddy. Obviously he (to be) shaved. He (to have) a glass of red wine with his meal. He (to wave) his fork as he (to see) Jack.
15. He (to remain) in his seat, as though studying his programme, till the three (to pass) out into the foyer.
16. Darkness (to fall) when he finally (to return) to the hotel. He (to say) nothing to Pat except that he (to turn) down the job. He (cannot) give her any explanation until he completely (to understand) the meaning of what (to happen).
17. He (to take) to drink before they (to be married) three years.
18. A little break like this (to be) what she need all these years.
19. She (to look) up to him from where she (to sit). Her makeup things (to lie) in front of her. She (to do her face).
20. While his wife (to read) the letter, he (to cross) to the window.
21. My mother said: “You hardly (to touch) your food.”
22. As Hugh and I (to come) down the steps we nearly (to run) into my father.
23. I don’t know what’s the matter with him. He (to act) funny since you (to be) away.
24. “I (to take) you out every day,” she promised.
25. He says they (to finish) the house by the end of next month.
26. The doctor (not to see) the patients today. He has been called away.
27. I (to go) mad If this (to go) on much longer,” said Rex.
28. You always (to drink) tea when I come here for a snack!

Ex. 2. Use the required verb forms.
Farmers, as we all ((1) to know), ((2) to have) a hard time of it in Britain lately, and ((3) to turn) to new ways of earning income from their land. This ((4) to involve) not only planting new kinds of crops, but some strange ways of making money, the most unusual of which has got to be sheep racing. Yes, you ((5) to hear) me correctly! A farmer in the West of England now ((6) to hold) sheep races on a regular basis, and during the past year over 100 000 people ((7) to turn up) to watch the proceedings. “I ((8) to pass) the farm on my way to the sea for a holiday,” one punter told me, “and I ((9) think) I’d have a look. I ((10) not to believe) it was serious, to tell you the truth.” According to a regular visitor, betting on sheep is more interesting than betting on horses. “At proper horse races everyone already ((11) to study) the form of the horses in advance, and there are clear favourites. But nobody ((12) to hear) anything about these sheep! Most people ((13) to find) it difficult to tell one from another in any case.” I ((14) to stay) to watch the races, and I must admit that I ((15) to find) it quite exciting. In a typical race, half a dozen sheep ((16) to race) downhill over a course of about half a mile. Food ((17) to wait) for them at the other end of the track, I ought to add! The sheep ((18) to run) surprisingly fast, although presumably they ((19) not to eat) for a while just to give them some motivation. At any rate, the crowd around me obviously ((20) to enjoy) their day out at the races, judging by their happy faces and the sense of excitement.

Ex. 3. Put each verb in brackets into a suitable tense, in either continuous or simple form, according to the context.
a) This is my new car. What you (to think) of it?
b) – Who are you?
   - What do you mean? I (to live) here.
c) I can’t find the car keys. What you (to do) with them?
d) Sorry I haven`t fixed the plug. I (to mean) to get round to it, but I just haven`t found the time.
e) What you (to do) on Saturdays?
f) I don`t know what time we`ll eat. It (to depend) when Helen gets here.
g) I supported you at the time because I (to feel) that you were right.
h) Peter couldn`t understand what had been decided because too many people (to talk) at once.
i) Jean, I`m so glad you`ve got here at last. I (to expect) you all day.
j) Please don`t let me down this time! I (to depend) on you.

Ex.4. Decide whether each underlined phrase is appropriate, and rewrite the phrase more appropriately where necessary.
a) Will you be seeing Rob Jones tomorrow? I wonder if you could give him a message from Sally Gordon?
b) I had a great time in the Greek Islands. We would own a small boat and go fishing every day.
c) Julie, hi! I`ve been hoping I`d see you. I`ve got some good news!
d) We had a terrible time looking after your dog. It was constantly chasing the cats next door.
e) We had a lovely time in Madrid. Every day we were exploring the city, and in the evening we were going to exciting bars.
f) The steam engine is usually thought of as a relatively modern invention, but the Greeks had built a kind of steam engine in ancient times.
g) I felt rather worried. It was growing darker and colder, and there was still no sign of the rescue helicopter.
h) Don`t worry! All we have to do is waiting here until someone will find us.
i) This meat is really tasting awful! Are you quite sure it was fresh?
j) The radiator in my room has burst, and there is water all over the floor! You`re the manager, what will you do about it?

Ex.5. Use the required forms in the following sentences, observing the rules of the sequence of tenses.
1. He hastened back home in the hope that the guests (not to go) all yet.
2. Well, I don`t think I ever (to see) you before.
3. She ended by saying that she (to think) she (to make) a mistake.
4. She knew what (to go) on in their minds.
5. She felt that her father (not to want) to disturb her.
6. She had telephoned her husband to the office to say that her brother (to return) from abroad.
7. An old friend rang up to ask if they (to have) a good time in Italy, how Elisabeth (to feel), and whether she (can) go with his wife to a concert on Sunday morning.
8. I could see that he (to be) glad that the talk (to turn) to a new subject.
9. It’s odd that they both (to turn) up there about the same time.
10. She had not yet figured out what she (to do) and she (to hope) to be able to wait a little.
11. It was possible that Jack (to hang) around.
12. She knew that John (to work) very hard and (not to agree) certainly to take a holiday at the moment.
13. She didn’t know why she (to invent) suddenly the story.
14. He wondered if Sinclair (to have) to go to his father to get the money and (to have) to explain why he (to need) it.

Ex. 6. Translate the following into English, observing the rules of the sequence of tenses.
1. Я был уверен, что он уже жалеет, что написал ей.
2. Мне показалось, что он утомлен, и я спросил его, чем он занимался.
3. У меня было впечатление, что он уже давно здесь.
4. Я кивнул и сказал «да», чувствуя, что это именно то, что ей нужно.
5. Убедившись, что он ничего не сделает, чтобы помочь мне, я изменил свои планы.
6. Я подозревал, что она просто забыла сказать, что я жду.
7. Он знал, о чём она думает.
8. Я понятия не имею, знает ли она, что Фил будет здесь.
9. Кстати, Тед знает, что моя сестра приезжает завтра?
10. Он ещё не знал, что будет делать в Нью-Йорке.

Ex. 7. Translate the following sentences into English concentrating on the use of verb forms.
1. «Энн, Марта возвращается». – «Я предполагаю, что она остановится у своей сестры».
2. Она заперлась и не спустится вниз, пока они не уйдут.
3. Я понял, что момент, которого я ждал, наступил.
4. Он взял котёнка и осторожно положил его там, где мы его нашли.
5. Привет, Джек. Где ты был и что ты делал всё это время?
6. Пока он ждал, он слышал голоса детей, играющих внизу в саду.
7. Я знаю имена всех в деревне. Я живу здесь всю жизнь.
8. Она совсем не была робкой: она попросила меня называть ее Сэлли, когда мы ещё не были знакомы и десять минут.
9. Я был не таким уж плохим мужем все эти двадцать лет, что мы женаты.
10. Через шесть месяцев я едва узнавал себя.
11. Я решил не поступать в Кэмбридж. В течение шести месяцев я почти не заглядывал ни в одну книгу по математике.
12. Мы сделаем так, чтобы ты с ним не встретился здесь.
13. Я не пробовал на борту и часа, как он пригласил меня на ланч.
14. Вас будут кормить три раза в день.
15. Рой много работал и плохо спал всё это время, и вид у него был очень усталый.
16. Я почти закончил книгу.
17. Ты даже не знаешь, что ты со мною сделал.
18. Я ещё ни разу не поел как следует, с тех пор как приехал в Англию.
19. Он не придет. Я только что разговаривала с ним по телефону.
20. «Что ты собираешься делать в воскресенье?» - «Я ещё не знаю».
21. Филипп отнёс свой чемодан в вагон и теперь курил на перроне.
22. Я видел твою сестру в театре.
23. Как, ты ещё не готова? Что же ты делала?
24. В течение двух лет она была лучшей ученицей в классе.
25. Она уже два года лучшая ученица в классе.
26. Ты ведь знаешь, что в следующем семестре профессор Леннон будет читать курс по Ренессансу.
27. Жарко, и уже больше месяца нет дождя.
28. Куда я положил свою зажигалку?
29. Я получил большое удовольствие от балета. Почему ты не пошёл с нами?
30. Поезд отправляется без четверти два. Если мы сейчас же не отправимся на вокзал, мы опоздаем.
31. Мы прожили в деревне два месяца, когда мой брат приехал навестить нас.
32. Джон проверил сочинения своих учеников и теперь читал книгу, которую он купил утром по дороге в школу.
33. Я никогда не чувствовала себя так хорошо, как сейчас.
34. Я никогда не чувствовала себя так хорошо, как тогда.
35. Завтра я уезжая за город на две недели.
36. Не успел я дойти до угла, как услышал чьи-то шаги сзади.
37. Мы ехали около часа и потом увидели небольшое озеро.
38. Позвони мне завтра с 10 до 11. Я буду ожидать твоего звонка.
39. Когда он придёт, мы уже закончим обсуждение этого вопроса.
40. К тому времени, как он закончит университет, его родители проработают в Южной Африке два года.
41. Я знал, что к девяти часам мама уже приготовит ужин и в девять часов вся семья будет сидеть за столом.
42. Это фотокопировальное устройство постоянно выходит из строя!

Tenses in the Passive Voice
Ex. 1. Rewrite each sentence in a more formal style so that it contains a passive form of the word given in capitals.

a) Sorry, but we’ve lost your letter.  
MISLAY  
Unfortunately your letter has been mislaid.

b) The police are grilling Harry down at the station.  
QUESTION  


c) They’ve found the remains of an old Roman villa nearby.  
DISCOVER  


d) You’ll get a rise in salary after six months.  
RAISE  


e) You go in the cathedral from the south door.  
ENTER  


f) They stopped playing the match after half an hour.  
ABANDON  


g) They’ve stopped traffic from using the centre.  
BAN  


h) They took Chris to court for dangerous driving.  
PROSECUTE  


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Ex. 2. Supply the required passive forms of the verbs in brackets.

1. Aunt Dinah (not to like) by my father’s family; she (to consider) vulgar.
2. After his brother’s departure Paul sat for a long time thinking about what (to say).
3. “I’m not prepared,” my father said, “to listen to your suggestions that you never (to treat) fairly at school.”
4. In the drawing-room the music of Mozart (to play) by an orchestra seen on the screen.
5. “Remember I (to pay) by the hour,” grumbled the driver.
6. But there were signs that order (to restore) in the town.
7. I (to receive) by one of the chiefs and (to take) for lunch to the canteen.
8. Well, what (to do) about it, Ted?
9. He went into the bedroom. The bed (to turn) down for the night by the maid many hours before.
10. I said we yet (not to teach) anything.
11. Please find out if your father (to see) to leave.
12. She could have gone to Cambridge if she had wanted, she (to offer) a scholarship.
13. He arrived just after the electricity (to cut), and Joseph was lighting the oil-lamps.
14. On Friday she (to give) two weeks’ notice at the Works.
15. Then the voice announced that the passengers (to beg) to pass through the Customs.
16. I wondered to what extent she (to influence) by his name to accept the offer.
17. Such are the matters that (to deal) with in Mr. Gimson’s book.
18. You have hardly any right to talk to me about the children. They (to see) to all right, and it will be me that sees to them, not you.
19. Somewhere from far away in the town came the sound of shots. “Somebody (to kill),” I said.
Ex. 3. Supply the required passive forms of the verbs in brackets. Role-play the dialogue.

Mary has just arrived home from work. Neil is already here.
MARY: Hi! I`m back. Sorry I`m late.
NEIL: Hello. What kept you?
MARY: I had to use the ring road and I (1)…………………… (stick) in a traffic jam for forty minutes.
NEIL: Why didn`t you use the usual route?
MARY: Because the road (2)…………………. (close) until work on the access road to the new hospital (3)…………………..(complete).
NEIL: When is it due to (4)………………………. (finish)?
MARY: Well, the access road (5)………………………. (open) by the Mayor next week, according to the newspaper, and the Health Minister (6)……………………….. (invite) to open the hospital on the same day, but they don`t know yet whether she`s definitely coming.
NEIL: A lot of money (7)……………………….. (waste) if she doesn`t come.
MARY: Why is that?
NEIL: Haven`t you seen all those rose bushes that (8)………………………….(plant) round the hospital?
MARY: So? They`ll be lovely for the patients.
NEIL: But the patients won`t be able to see them, because they`re round the entrance, and the wards look out in the other direction. A lot of people protested about it, but all their complaints (9)………………………… (ignore) until it was too late.
MARY: If they had money to spare, it (10)…………………….. (spend) on facilities for patients, not on making the front look pretty for the Minister.
NEIL: Absolutely. It`s typical of this local council. They (11)…………………………..(elect) to save money, but they do just the opposite. MARY: Perhaps they (12)……………………… (throw) out at the next election.
NEIL: I hope so. Now, are you ready for supper?

Ex. 4. Translate the following sentences into English concentrating on the use of verb forms.
1. Ниже на этой улице строится новый жилой массив.
2. Его ещё никогда не принимали за англичанина.
3. В твоей комнате ничего не трогали с тех пор, как тебя послали в санаторий.
4. Представляет ли для тебя интерес работа, которую тебе предложили?
5. За каждый пенни нужно отчитаться.
6. Вас когда-либо учили, как надо вести себя?
7. Его прооперировали.
8. Детей угостили мороженым.
9. Со мной так никогда не разговаривали.
10. В футбол играют во всём мире.
11. На день рождения ей подарили коробку шоколадных конфет.
12. О его приятеле хорошо отзываются.
13. Студентам велели подождать за дверью.
14. Тебе скажут, когда отправляется поезд.
15. Она чувствовала, что от неё что-то скрывают.
16. Я почувствовал, что ему уже задавали этот вопрос раньше.
17. Он не слышал, о чём говорили.
18. Что-нибудь делается, чтобы восстановить это здание?
19. Он включил радио. Исполняли фортепианный концерт Брамса.
20. На приёме на профессора не обращали внимания, но носились (to make a fuss of) с его хорошенькой женой.
21. По радио объявили, что к вечеру ожидается похолодание.
22. На этих условиях настаивали.
23. Известно, что сейчас на переговорах обсуждаются важные вопросы.
24. Приходите в 5 часов. План будет обсуждаться именно в это время.
25. В прошлом месяце, наконец, вышла книга, которую с нетерпением ожидали. Сейчас её широко обсуждают в прессе.
26. Книги, которые хорошо читаются, редко найдёшь на полках библиотеки.
27. Мне сказали тогда, что около железнодорожного моста строятся два новых дома.

Tenses in the Active and Passive Voice
Ex. 1. Read this letter from Maurice, who is on holiday in Britain, to his sister Sally in New Zealand. Put the verbs in a suitable tense, active or passive.
Dear Sally,

How are you? We`ve been having a lovely time. We’re being very well looked after by our hosts. We (1) …………………. (take) sightseeing and we (2) ………………….
(introduce) to some of their friends, who (3) ..................... (make) us feel very welcome. Last night we (4) ..................... (show) round a castle, by the owner! Most of the land in this area (5) ..................... (belong) to his family for about five hundred years. Apparently, the land (6) ..................... (give) to them after one of his ancestors (7) ..................... (kill) while trying to save the king`s life. Quite romantic, isn`t it?

The castle itself was a little bit disappointing, to be absolutely honest. The owner told us that it (8) ..................... (suffer) serious damage during a fire about thirty years ago. When it (9) ..................... (restore) they (10) ..................... (add) central heating and things like that. So once you`re inside it (11) ..................... (not feel) much different to any other large, old house. But the owner is a real character. He told us lots of stories about things that (12) ..................... (happen) to him when he was young. He (13) ..................... (send) abroad to work in a bank, but he hated it, so he (14) ..................... (behave) very badly in order to (15) ..................... (sack).

He kept us laughing for hours. I hope he (16) ..................... (invite) here before we leave.

I`ll have lots more to tell you when we get back. Take care.

Yours affectionately,

Maurice

Ex. 2. Complete this conversation with verbs in a suitable tense, active or passive. Role-play the dialogue from memory.

Cindy and Petra are members of a volleyball team.

CINDY: Why wasn`t Clare at the training session?

PETRA: Haven`t you heard? She (1) ..................... (throw) out for stealing.

CINDY: No! Really?

PETRA: Yes. She (2) ..................... (take) money from someone`s bag in the changing room.

CINDY: Who by?

PETRA: The sports club manager. She (3) ..................... (go) through the changing room when she (4) ..................... (see) Clare with Karen`s bag.

CINDY: Oh dear. That`s terrible.
PETRA: Clare said she (5) ....................... (tell) to fetch the money to Karen but when Karen (6) ....................... (ask) about it, she said she (7) ........................ (not know) what Clare was talking about.
CINDY: But how stupid of Karen to leave money in the changing room!
PETRA: Yes. She (8) ......................... (tell) that by the manager too.
CINDY: She (9) ......................... (not do) it again, anyhow.
PETRA: No, I guess not. What do you think Clare (10) ......................... (do) now?
CINDY: I don`t know. This is the second club she (11) ......................... (ask) to live, isn`t it?
PETRA: Yes. It`s hard to know what can (12) ......................... (do) for someone like Clare.

Ex. 3. Supply the required active or passive forms of the verbs in brackets.

1. Teachers (give) a new pay rise by the government. The news (announce) earlier today.
2. The game (win/probably) by the other team tomorrow. They are a lot better than we are.
3. There was a terrible accident on a busy downtown street yesterday. Dozens of people (see) it, including my friend, who (interview) by the police.
4. In my country, certain prices (control) by the government, such as the prices of medical supplies. However, other prices (determine) by how much people are willing to pay for a product.
5. Right now Alex is in hospital. He (treat) for a bad burn on his hand and arm.
6. Yesterday a purse-snatcher (catch) by a dog. While the thief (chase) by the police, he (jump) over a fence into someone`s yard, where he met a dog. The dog (keep) the thief from escaping.
7. The ‘b’ in ‘comb’ (not pronounce). It is silent.
8. When your bike (steal)? – Two days ago.
9. You (pay) your electric bill yet? – No, I haven`t, but I`d better pay it today. If I don`t, my electricity (shut off) by the power company.
10. The Eiffel Tower (be) in Paris, France. It (visit) by millions of people every year. It (design) by Alexander Eiffel (1832-1923). It (erect) in 1889 for the Paris exposition. Since that time, it (be) the most famous landmark in Paris. Today it (recognize) by people throughout the world.
11. I’m sorry, but the computer job is no longer available. A new computer programmer (already hire).
12. The organizers (exhibit) the paintings till the end of the month.
13. Yesterday we went to look for an apartment. I really liked it, but by the time we got there, it (already rent).
14. Kim wants very badly to make the Olympic team next year. She (train) hard for the last two years.
15. Mark is a genius. By the time he (graduate), he (offer) jobs by a dozen computer companies.
16. After the test papers (return) to the students in class tomorrow, the students (give) their next assignment.
17. Has the committee made its decision yet? – Not yet. They (still consider) the proposal.
18. The Olympic Games (begin) in 776 B.C. in Olympia, a small town in Greece. At that time, only Greeks (allow) to compete in them.
19. The old clock wasn’t ticking because it (not wind).
20. There’s going to be a story in the local newspaper about my neighbour, Mrs. Morris. Tomorrow she (interview) by one of the local reporters about her doll collection. Over the years, she (collect) more than 400 dolls all over the world.

Ex. 4. Read and translate the text paying attention to the active and passive verb forms. Ask and answer questions on the text. Retell the text.

Computers: Now and in the Future

A computer is an electronic device. It makes calculations and processes information. Complicated problems can be solved very quickly. Millions of pieces of information can be processed in seconds. Nowadays, computers are used for many different purposes. Businesses use their computers not only to bill their customers, but also to send information to customers and to communicate with other businesses. In industry, many complicated machines are controlled by computers. Machines that produce chemicals, steel, and hundreds of other products are connected to computers. In transportation, airplanes, ships, and even spacecraft are guided by computers. In science, complicated problems and scientific data are almost always analyzed by computers. Even earthquakes and hurricanes can be predicted by computers. In education, computers are used as teaching machines. In the home, people are buying computers to help them
manage their households more efficiently. People can shop, make travel arrangements, and pay their bills using computers right in their own homes.

In the future, computers will be even more widely used - in our offices, our homes, and our cars. Developments are being made every day that allow computers to solve more and more complex problems. It has been said by many experts that someday computers will be able to ‘think’ creatively like human beings. For example, someday computers may be able to understand human language and to respond to it. In the near future, sophisticated forms of art and music may also be created by computers. Indeed some forms of ‘computer art’ and ‘computer music’ have already been produced.

III. Reported speech

1. REPORTING A DIALOGUE

In dialogues we use a mixture of statements, questions, commands, requests, etc. In reported speech we use: and, at, adding that, and (he/she) added that, because, but, since, and then (he/she) went on to say (that), while, then, etc. to link the sentences in a dialogue. We can also use introductory verbs in the present participle form (offering, begging, explaining, etc.). Words or exclamations such as Oh, Oh dear, Well, etc., are omitted in reported speech.

a) ‘Oh, this is a delicious cake!’ he said. ‘Who made it?’

He exclaimed/remarked that it was a delicious cake and asked who had made it

b) He picked up the heavy bag and said, ‘Can I carry it for you?’
He picked up the heavy bag, offering to carry it for me.

c) Jill: Oh! I love your dress. Is it new? Ann: Well, actually it is.
Jill: Where did you buy it? I’ve been looking for one like that for ages!
Jill exclaimed that she loved Ann’s dress and asked her if it was new. Ann replied that it was. Jill wanted to know where Ann had bought it, explaining that she had been looking for one like it for ages.

Ex. 1. Turn the following sentences into reported speech.

1. ‘Don’t be late tonight,’ said Dad. ‘You have to get up early tomorrow’.
Dad asked us not to be late, explaining that we had to get up early the following day.
2. ‘Let’s go out tonight,’ he said. ‘We haven’t been out for ages.’
3. ‘I’m exhausted,’ he said. ‘I’ve been working hard all week.’
4. ‘You’re late,’ she said to Tom. ‘I was about to go home.’
5. ‘Are you busy?’ he asked me. ‘I need to talk to you.’
6. ‘Have you had your hair cut?’ he asked Jessie. ‘It looks great.’
7. ‘I’m bored,’ Peter said. This film is terrible.’
8. ‘I’m going shopping,’ Linda said. ‘I’ll be back in an hour.’
9. ‘Bill wants to talk to you,’ Tina said to the boss. ‘He’s waiting outside.’
10. ‘Are you ready?’ Mother said to the children. ‘It’s time to go.’
11. ‘I’m going to bed,’ Emma said. ‘I’m tired.’
12. ‘Wait for me,’ I said. ‘I’m coming with you.’
13. ‘Open the window,’ he said. ‘It’s hot in here.’
14. ‘Go away,’ she said to them. ‘I want to be alone.’
15. ‘What time is it?’ Bob asked. ‘My watch has stopped.’
16. ‘Are you leaving now?’ Sam said. ‘I’ll give you a lift.’
17. ‘I’m sorry I’m late. I lost my way,’ she said to us.
18. ‘Who’s there?’ she asked. ‘Come in.’
19. ‘Did you miss the bus?’ he said. ‘You’re late.’
20. ‘Have you got an umbrella?’ Liz asked. ‘It’s raining.’

2. PUNCTUATION IN DIRECT SPEECH

We put the speaker’s words in quotation marks and we capitalise the first word of the direct speech.

  e.g. ‘He isn’t at home.’
We mention the speaker before or after the direct speech. When the speaker is mentioned before the direct speech, we put the comma outside the quotation marks. When the speaker is mentioned after the direct speech, we put the comma inside the quotation marks.

  e.g. She said, ‘He isn’t at home.’ OR: ‘He isn’t at home,’ she said.
If the direct speech is a question and the person being spoken to comes after it, we put a question mark and not a comma.

  e.g. ‘Do you know him?’ she asked me. OR: She asked me, ‘Do you know him?’

Ex. 1. Punctuate the following, making any other necessary changes.

Ex. 1.

Ex. 1.
1. shall we meet again next Thursday Roger asked ...’Shall we meet again next Thursday?’ Roger asked....
2. Jack said don’t touch the wire
3. where have you been Tina asked
4. basketball is my favourite sport Sam said to me
5. Rita told me I have no time to spare
6. did you phone your uncle Mother asked
7. Sandra said I don’t want to stay here any longer
8. the children are in the garden Dorothy said
9. why did you do that Bob asked
10. Linda said close the window please
11. Paul said I don’t like horror films
12. they asked where are you going
13. we’re lost they said to me

Ex. 2. Turn from direct into reported speech or vice versa.
1. ‘I have a lot of work to do today,’ she said. ...She said she had a lot of work to do....
2. He asked her to phone him later that evening.
3. ‘Where are you going in such a hurry?’ he asked her.
4. Sue begged her friend not to tell anyone what she had done.
5. ‘Are you ready to go to school?’ Mum asked us.
6. Tom said he was nervous because he had never been on a plane before.
7. ‘Can you pass me the newspaper, please?’ Jane asked Toby.
8. John suggested that they go to Italy on holiday.
9. ‘We could go for a picnic tomorrow if you like,’ said Jack.

Ex. 3. Turn the following into reported speech. Use appropriate introductory verbs.

1. Ben: ‘I didn’t do very well in the test.’
   ...Ben remarked that he hadn’t done very well in the test
2. Joe: ‘We won’t get the results until next week.’
3. Tania: ‘I’ll be very disappointed if I fail.’
4. Meg: ‘I had done a lot of revision.’
5. Ben: ‘Let’s talk about something else.’
6. Joe: ‘Does anyone want to come to the cinema with me this afternoon?’
7. Tania: ‘My roommate is having a party at the weekend. You’re all invited.’
8. Meg: ‘I’d love to come to the party. Count me in.’
IV. THE NOUN

Nouns ending in vowels and voiced consonants have the plural ending pronounced as [z]:
- bee - bees [biːz], dog - dogs [dɔɡz]

Nouns ending in voiceless consonants have a voiceless ending [s]:
- book - books [buks]

The plural of some groups of nouns is made by adding –es:
1. Nouns ending in -s, -sh, -ss, -ch, -x, -z, (sibilants) have the ending [iz]:
   - bus - buses
   - actress - actresses [ˈæktrɪs]
   - bush - bushes [ˈbʊʃ]
   - watch - watches [ˈwɒtʃ]
   - box - boxes [ˈbɒks]
   - buzz - buzzes

   Note 1: Nouns ending in a single –z have plural in –zzes (e.g. quiz – quizzes).
   Note 2: If the pronunciation of –ch is [k] the ending –s is added (e.g. patriarch - patriarchs).

2. Nouns ending in consonant+o have the ending [z]:
   - hero - heroes [ˈhɪrəʊz]
   - echo – echoes
   - embargo – embargoes
   - potato – potatoes
   - tomato - tomatoes

   However, some nouns ending in consonant+o have plural in –s. These are:
   a) if the singular form ends in a vowel - bamboos, embryos, folios, kangaroos, radios, studios, zoos;
   b) in proper names - Romeos, Eskimos, Filipinos;
   c) in abbreviations, kilos (kilogram), photos (photograph), autos (automobile);
   d) also in some borrowed words and words denoting musical terms and Italian musical terms: pianos, concertos, sopranos, dynamos, quartos, solos, tangos, tobaccos.
Note:
Some nouns may form their plural in either way:
**oes/os**: archipelago(e)s, buffalo(e)s, banjo(e)s, cargo(e)s, domino(e)s, flamingo(e)s, mosquito(e)s, halo(e)s, tornado(e)s.

3. Nouns ending in **consonant+y** (-by, -dy, -ry, -ty). Besides, the plural forms of such nouns have ‘i’ instead of ‘y’ in their spelling.

- **sky** - **skies** [skaiz]
- **baby** – **babies**
- **lady** – **ladies**
- **party** - **parties**

But the letter **-y** remains unchanged **-ys**:

a) if the singular ends in **vowel+y**:

- **days** (except in nouns ending in **-quy**: soliloquy - soliloquies)
- **boy** – **boys**
- **donkey** **donkeys**
- **key** - **keys**

b) in proper names:

- the two **Germanys**, the Kennedys, the Gatsbys, two very cold **Januarys** in a row, two Marys

c) in compounds:

- **stand-bys**, **lay-bys**.

4. Some nouns ending in **-f(e)** form their plural changing **-f(e)** into **-v(e)**: the ending in this case is pronounced [z]:

- **calf** - **calves**
- **elf** - **elves**
- **half** - **halves**
- **knife** - **knives**
- **leaf** - **leaves**

- **life** - **lives**
- **loaf** - **loaves**
- **self** - **selves**
- **sheaf** - **sheaves** (снопы)
- **shelf** – **shelves**

- **thief** - **thieves**
- **wife** - **wives**
- **wolf** - **wolves**

Other nouns ending in **-f(e)** have the plural inflexion **-s** in the regular way:

- **Belief** - **beliefs**
- **chief** – **chefs**
- **cliff** – **cliffs**
- **grief** - **grievs**; the ending is pronounced [s]
gulf – gulfs
proof – proofs
roof - roofs
safe – safes

In a few cases both -fs and -ves forms are possible:
Handkerchief – handkerchiefs/handkerchieves
scarf - scarfs/scarves
dwarf - dwarfs/dwarves
hoof - hoofs/hooves
wharf – wharfs/wharves

5. The plural of abbreviations is sometimes formed in spelling by doubling a letter:

p. (page) - pp.
Mr (Mister) - Messrs ['mesǝz]
Co. (Company) - Co.s [kouz]

In a phrase like "Miss Brown" two different forms are used for the plural. We may either say "the Miss Browns" or "the Misses Brown", the latter being generally considered more correct.

6. We may sometimes see plurals formed with an apostrophe. It happens:
a) after letters of the alphabet
   Watch your p’s and q’s. She spelt “necessary” with two c’s.
b) with dates and abbreviations

**Formal written speech**

<table>
<thead>
<tr>
<th>Formal written speech</th>
<th>Informal writing</th>
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<tbody>
<tr>
<td>The 1990s, the 1960s</td>
<td>1960’s, 1990’s</td>
</tr>
<tr>
<td>VIPs, MPs, OAPs</td>
<td>VIP’s, MP’s, OAP’s</td>
</tr>
</tbody>
</table>

c) some nouns in -s:

- barracks – barracks (казарма)
- crossroads – crossroads (перекресток)
- headquarters – headquarters (штабквартира)
- means – means (средство)
- series - series (ряд, серия);
- species - species (вид, порода, род)
### 2.4 КРИТЕРИИ ОЦЕНКИ ЗНАНИЙ И ПРАКТИЧЕСКИХ НАВЫКОВ

<table>
<thead>
<tr>
<th>Критерий</th>
<th>Описание</th>
</tr>
</thead>
</table>
| 10       | - систематизированные, глубокие и полные знания по всем разделам учебной программы, а также по основным вопросам, выходящих за ее пределы;  
- точное использование научной терминологии (в том числе на иностранном языке), стилистически грамотное, логически правильное изложение ответа на вопросы;  
- безупречное владение инструментарием учебной дисциплины, умение его эффективно использовать в постановке и решении научных и профессиональных задач;  
- выраженная способность самостоятельно и творчески решать сложные проблемы в нестандартной ситуации;  
- полное и глубокое усвоение основной и дополнительной литературы, рекомендованной учебной программой дисциплины;  
- умение ориентироваться в теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку, использовать научные достижения других дисциплин;  
- творческая самостоятельная работа на практических, лабораторных занятиях, активное участие в групповых обсуждениях, высокий уровень культуры исполнения заданий. |
| 9        | - систематизированные, глубокие и полные знания по всем разделам учебной программы;  
- точное использование научной терминологии (в том числе на иностранном языке), стилистически грамотное, логически правильное изложение ответа на вопросы;  
- владение инструментарием учебной дисциплины, умение его эффективно использовать в постановке и решении научных и профессиональных задач;  
- способность самостоятельно и творчески решать сложные проблемы в нестандартной ситуации в рамках учебной программы;  
- полное усвоение основной и дополнительной литературы, рекомендованной учебной программой дисциплины;  
- умение ориентироваться в основных теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку. |
| 8 | систематизированные, глубокие и полные знания по всем поставленным вопросам в объеме учебной программы; |
|   | использование научной терминологии, стилистически грамотное и логически правильное изложение ответа на вопросы, умение делать обоснованные выводы; |
|   | владение инструментарием учебной дисциплины, умение его использовать в постановке и решении научных и профессиональных задач; |
|   | способность самостоятельно решать сложные проблемы в рамках учебной программы; |
|   | усвоение основной и дополнительной литературы, рекомендованной учебной программой дисциплины; |
|   | умение ориентироваться в основных теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку с позиций государственной идеологии (по дисциплинам социально-гуманитарного цикла); |
|   | активная самостоятельная работа на практических, лабораторных занятиях, систематическое участие в групповых обсуждениях, высокий уровень культуры исполнения заданий. |

<p>| 7 | систематизированные, глубокие и полные знания по всем разделам учебной программы; |
|   | использование научной терминологии (в том числе на иностранном языке), лингвистически и логически правильное изложение ответа на вопросы, умение делать обоснованные выводы; |
|   | владение инструментарием учебной дисциплины, умение его использовать в постановке и решении научных и профессиональных задач; |
|   | усвоение основной и дополнительной литературы, рекомендованной учебной программой дисциплины; |
|   | умение ориентироваться в основных теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку; |</p>
<table>
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<tr>
<th>Количество баллов</th>
<th>Критерии оценки</th>
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<td>6</td>
<td>Достаточно полные и систематизированные знания в объеме учебной программы;</td>
</tr>
<tr>
<td></td>
<td>- Грамотное, логически правильное изложение ответа на вопросы, умение делать обоснованные выводы;</td>
</tr>
<tr>
<td></td>
<td>- Владение инструментарием учебной дисциплины, умение его использовать в решении учебных и профессиональных задач;</td>
</tr>
<tr>
<td></td>
<td>- Способность самостоятельно применять типовые решения в рамках учебной программы;</td>
</tr>
<tr>
<td></td>
<td>- Усвоение основной литературы, рекомендованной учебной программой дисциплины;</td>
</tr>
<tr>
<td></td>
<td>- Умение ориентироваться в базовых теориях, концепциях и направлениях по изучаемой дисциплине и давать им сравнительную оценку;</td>
</tr>
<tr>
<td></td>
<td>- Активная самостоятельная работа на практических, лабораторных занятиях, периодическое участие в групповых обсуждениях, высокий уровень культуры исполнения заданий.</td>
</tr>
<tr>
<td>5</td>
<td>Достаточные знания в объеме учебной программы;</td>
</tr>
<tr>
<td></td>
<td>- Использование научной терминологии, стилистически грамотное, логически правильное изложение ответа на вопросы, умение делать выводы;</td>
</tr>
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<td>- Владение инструментарием учебной дисциплины, умение его использовать в решении учебных и профессиональных задач;</td>
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</tr>
<tr>
<td></td>
<td>- Самостоятельная работа на практических, лабораторных занятиях, участие в групповых обсуждениях, высокий уровень культуры исполнения заданий.</td>
</tr>
<tr>
<td>4 (ЗАЧТЕНО)</td>
<td>Достаточный объем знаний в рамках образовательного стандарта;</td>
</tr>
</tbody>
</table>
- усвоение основной литературы, рекомендованной учебной программой дисциплины;
- использование научной терминологии, стилистическое и логическое изложение ответа на вопросы, умение делать выводы без существенных ошибок;
- владение инструментарием учебной дисциплины, умение его использовать в решении стандартных (типовых) задач;
- умение под руководством преподавателя решать стандартные (типовые) задачи;
- знание основных базовых теорий, концепций и направлений по изучаемой дисциплине и умение давать им оценку;

| 3 (НЕ ЗАЧТЕНО) | недостаточно полный объем знаний в рамках образовательного стандарта; |
| - знание части основной литературы, рекомендованной учебной программой дисциплины; |
| - использование научной терминологии, изложение ответа на вопросы с существенными лингвистическими и логическими ошибками; |
| - слабое владение инструментарием учебной дисциплины, некомпетентность в решении стандартных (типовых) задач; |
| - неумение ориентироваться в основных теориях, концепциях и направлениях изучаемой дисциплины; |
| - пассивность на практических и лабораторных занятиях, низкий уровень культуры исполнения заданий. |

| 2 (НЕ ЗАЧТЕНО) | фрагментарные знания в рамках образовательного стандарта; |
| - знания отдельных литературных источников, рекомендованных учебной программой дисциплины; |
| - неумение использовать научную терминологию дисциплины, наличие в ответе грубых стилистических и логических ошибок; |
| - пассивность на практических и лабораторных занятиях, низкий уровень культуры исполнения заданий. |

| 1(НЕ ЗАЧТЕНО) | отсутствие знаний и компетенций в рамках образовательного стандарта или отказ от ответа. |
III ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ
3.1 УЧЕБНАЯ ПРОГРАММА ДИСЦИПЛИНЫ

1. ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

1.1. Актуальность изучения практической грамматики

Развитие и укрепление межгосударственных, политических, экономических и культурных связей Республики Беларусь способствует тому, что иностранные языки реально востребованы в современном обществе. Одновременно возрастают требования к качеству владения иностранными языками специалистами в различных сферах профессионально-трудовой деятельности. Выпускник высшего учебного заведения, готовящего специалиста по специальности 1-21 06 01 "Современные иностранные языки (по направлениям)", должен уметь использовать иностранный язык как средство профессиональной деятельности, владеть системой изучаемого языка, применять теоретические знания для решения практических задач, связанных с преподаванием иностранного языка в учебных заведениях различных типов, обладать академическими, социально-личностными и профессиональными компетенциями.

Теоретической основой содержания курса практической грамматики английского языка является понимание грамматического строя языка с позиций современной английской литературной нормы, а также узуа, что предполагает владение знаниями об уместности употребления грамматических структур в определенных ситуациях и сферах коммуникации, их маркированности по принадлежности к устной или письменной речи, официальному или неофициальному стилю, британскому или американскому вариантам языка. Поскольку многие грамматические явления языка различными учеными трактуются по-разному, то в процессе обучения выбирается тот вариант, который лучше отвечает практическим целям преподавания грамматики. Наряду с традиционной терминологией в программе используются новые термины, если они более адекватно отражают сущность изучаемого явления.

Программа написана с учетом действующего типового учебного плана и предусматривает изучение практической грамматики, как правило, в течение двух лет обучения.
Научно-методической основой курса является оптимальное сочетание двух подходов к обучению грамматики: системно-коммуникативного и функционального, что способствует успешности формирования грамматических навыков и умений и их эффективному переносу на новые ситуации в процессе активной речевой деятельности как устной, так и письменной. Морфологический строй английского языка представлен последовательно как целостная система. Вместе с тем классы слов и морфологические формы слов рассматриваются в неразрывной связи с их функционированием в составе единиц более высокого уровня.

1.2. Цели и задачи учебной дисциплины

Цель учебной дисциплины состоит в овладении студентами практическими знаниями грамматического строя английского языка, в осознании его вариативной сущности, предполагающей использование определенных грамматических структур в зависимости от условий и целей коммуникации, а также от коммуникативного намерения говорящего.

Практическая цель заключается в формировании у студентов следующих групп компетенций:
- академических компетенций, включающих знания и умения по изученным дисциплинам, умение учиться;
- социально-личностных компетенций, включающих культурноценностные ориентации, знание идеологических, нравственных ценностей общества и государства и умения следовать им;
- профессиональных компетенций, включающих способность решать задачи, разрабатывать планы и обеспечивать их выполнение в избранной сфере профессиональной деятельности;

Требования к академическим компетенциям по дисциплине «Практическая грамматика» сводятся к следующим:

АК-1. Уметь применять базовые научно-теоретические знания для решения теоретических и практических задач.

АК-4. Уметь работать самостоятельно.

АК-9. Уметь учиться, повышать свою квалификацию в течение всей жизни.

АК-11. Владеть нормой и узусом грамматической системы изучаемого иностранного языка.

АК-13. Использовать иностранный язык для осуществления межкультурного общения.

Что касается социально-личностных компетенций, то специалист должен:
СЛК-3. Обладать способностью к межличностным коммуникациям.
СЛК-6. Уметь работать в команде.
СЛК-7. Уметь ориентироваться в системе общечеловеческих ценностей и учитывать особенности ценностно-смысловых ориентаций различных социальных, национальных, религиозных и профессиональных общностей и групп в определенном социуме.
Требования к профессиональным компетенциям подразделяются на:
- организационно-управленческие навыки:
  ПК-6. Разрабатывать и представлять на согласование организационно-учебные материалы.
  ПК-7. Готовить доклады, материалы к презентациям.
  ПК-8. Пользоваться глобальными информационными ресурсами и средствами телекоммуникаций.
- производственно-практические навыки:
  ПК-18. Пользоваться иностранными языками как предметом и средством обучения.
  ПК-19. Осуществлять основные функции преподавателя иностранных языков на основе интеграции знаний и профессионально значимых умений и навыков.
  ПК-24. Устанавливать и поддерживать педагогически целесообразные взаимоотношения при обучении иностранным языку с учетом норм профессионального общения.
  ПК-25. Использовать иностранный язык для устного и письменного общения в профессиональной деятельности.
- учебно-методические навыки:
  ПК-39. Применять новые методики преподавания/изучения иностранных языков на основе использования информационных технологий.
  ПК-40. Планировать, конструировать и контролировать самостоятельную работу учащихся и студентов.
  ПК-42. Адаптировать систему методических приемов обучения всем аспектам и видам речевой деятельности к условиям конкретной педагогической ситуации.
  ПК-44. Использовать современные информационные ресурсы в профессиональной деятельности.
Достижение цели обучения практической грамматике предполагает решение следующих задач:
дать студентам основные сведения о грамматическом строе английского языка;

научить студентов дифференцировать изучаемые единицы с точки зрения их принадлежности к устной и письменной, формальной и неформальной разновидностям языка, стилистическому регистру, а также принадлежности к британскому/американскому вариантам языка;

сформировать навыки и умения употребления изучаемых грамматических структур в устной и письменной речи;

научить студентов анализировать и объяснять грамматические явления, и владеть языком на адаптивном уровне, определяемом конкретной педагогической ситуацией;

развивать умения педагогического общения (управление интеллектуальной деятельностью учащихся, стимулирование, организация и контроль речевой деятельности).

Учебная дисциплина «Практическая грамматика» относится к циклу специальных дисциплин государственного компонента учреждения высшего образования.

Учебная дисциплина «Практическая грамматика» тесно связана с изучаемыми на специальности «СИЯ (преподавания)» дисциплинами «Функциональная грамматика» и «Теоретическая грамматика».

Учебная программа «Практическая грамматика» предназначена для студентов 1 курса специальности «Современные иностранные языки (по направлениям)» дневной формы обучения факультета социокультурных коммуникаций БГУ. Она рассчитана на 136 часов занятий (аудиторных) в 1 и 2 семестрах обучения. На практические занятия отводится 122 часа, на УСР – 14 часов. Всего на изучение дисциплины предусмотрено часов. Текущая аттестация представлена зачетом в обоих семестрах, при этом учитывается рейтинг.
## 2. СТРУКТУРА
И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Учебно-методическая карта дисциплины

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Содержание дисциплины

I. Морфология
1. Глагол.

Семантические, морфологические, синтаксические характеристики глагола. Личная форма глагола, выражающая время, наклонение, лицо, число.

Видо-временные формы глаголов в действительном залоге.

*Present Simple (Indefinite).* Образование простой и аналитической формы. Употребление для выражения обычных, повторяющихся действий; для выражения конкретных действий, относящихся к моменту речи (с глаголами, не употребляющимися в *Present Continuous*), для выражения будущего действия в придаточных предложениях времени и условия.

*Present Progressive (Continuous).* Образование формы *Present Progressive (Continuous).* Употребление для выражения действия, происходящего в момент речи; действия, происходящего в течение некоторого периода; времени запланированного или заведомо обусловленного действия в будущем; привычного, часто повторяющегося действия в эмоциональных предложениях с наречиями *always, constantly* и др.

*Past Simple (Indefinite).* Образование формы *Past Simple (Indefinite).* Правильные и неправильные глаголы. Основное значение — действие, отнесенное к некоторому времени в прошлом вне связи с настоящим. Отграничение плана прошлого от плана настоящего в английском языке. Употребление для выражения последовательных прошедших действий; обычных повторяющихся действий в прошлом (*used to + Infinitive, would + Infinitive*).

*Past Progressive (Continuous).* Образование формы *Past Progressive (Continuous).* Основное значение — действие, совещавшееся в определенный момент в прошлом. Обстоятельственные сочетания и придаточные предложения времени, вводимые союзами *when, while* как указатели определенного момента в прошлом. Эмфатическое употребление *Past Continuous* при обозначении действия, продолжавшегося в течение некоторого периода *the whole day, from morning till night, etc.*

*Future Simple (Indefinite).* Образование формы *Future Simple (Indefinite).* Основное значение — действие в будущем. Сочетание *to be going/about to do something* с инфинитивом для выражения будущего действия с оттенком намерения или уверенности.
Future Progressive (Continuous). Образование формы Future Progressive (Continuous). Основное значение - действие, которое будет находиться в развитии в определенный момент в будущем; употребление для выражения предполагаемого действия в будущем.

Present Perfect. Образование формы Present Perfect. Основное значение - действие в прошлом, связанное с настоящим. Употребление для обозначения действия, начавшегося в прошлом и продолжающегося в настоящий момент с глаголами, не употребляемыми в Continuous (Present Perfect Inclusive); действия, начавшегося в прошлом и закончившегося к настоящему моменту (Present Perfect Exclusive). Сопоставление употребления Present Perfect и Past Simple (Indefinite).

Present Perfect Progressive (Continuous). Образование формы Present Perfect Progressive. Основное значение - действие, начавшееся в прошлом и находящееся в развитии в момент речи или до момента речи. Употребление для обозначения действия, начавшегося в прошлом и продолжающегося в настоящий момент (Present Perfect Continuous Inclusive); действия, начавшегося в прошлом и закончившегося к настоящему моменту (Present Perfect Continuous Exclusive).

Past Perfect Образование формы Past Perfect. Основное значение — действие, совершавшееся или совершавшееся до определенного момента в прошлом.

Past Perfect Progressive (Continuous). Образование формы Past Perfect Progressive (Continuous). Основное значение — действие в развитии, совершавшееся или совершавшееся до определенного момента в прошлом. Употребление для обозначения действия, начавшегося до определенного момента в прошлом и продолжающегося в тот момент (Past Perfect Continuous Inclusive), а также начавшегося до определенного момента в прошлом и закончившегося к тому моменту (Past Perfect Continuous Exclusive).


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

Страдательный залог. Категория залога в английском языке. Значение активного залога. Значение страдательного залога. Образование
страдательного залога в системе неопределенных, длительных и
перфектных форм. Особенности употребления страдательного залога.
Пассивные конструкции с переходными и непередачными глаголами, с
глагольными фразеологическими единицами типа to take care of, to make
fun of to lose sight of etc.

2. Имя существительное

Общие сведения. Семантические, морфологические,
синтаксические характеристики имени существительного. Имя
существительное собственное и нарицательное. Исчисляемые и
неисчисляемые нарицательные существительные. Вещественные и
абстрактные имена существительные.

Число. Образование множественного числа. Суффиксальный способ
образования множественного числа существительных: суффикс-s(es).
Правила правописания множественного числа существительных,
оканчивающихся на -y с предшествующей гласной. Множественное число
существительных типа (a man - men, a tooth - teeth, etc.). Особенности
употребления неисчисляемых существительных типа ( money, hair, advice,
news, etc.).

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

Детерминативы: группа слов, выступающих в качестве маркера
существительного или именной фразы (a, the, this, my, some, etc.).

3. Местоимение.

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

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

Указательные местоимения. Их значение и употребление.

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

Преимущественное употребление some в утвердительных и any в
отрицательных и вопросительных предложениях. Местоимения
somebody, anybody, nobody, neither, none, no, их значение и употребление.
Местоимения *all, both*. Местоимение *one* как слово-заместитель исчисляемых существительных. Местоимения *other, another*. Местоимения *many, much, (a)few, (a) little, a lot of, plenty of, a great deal of*.

Вопросительные местоимения. Особенности употребления вопросительных местоимений *who, what, which, how many, how much*.

4. **Артикль.**
Формы артикля. Происхождение определенного артикля от указательного местоимения *this* и неопределенного артикля от числительного *one*. Значение единственности и определенности. Общие случаи употребления артикля с именами нарицательными, именами собственными (именами, фамилиями), с именами вещественными. Преимущественное употребление исчисляемых существительных в единственном числе с неопределенным артиклем и неисчисляемых (вещественных) существительных без артикля в функции predicativa, дополнения, подлежащего в предложениях с вводным *there*.
Общие сведения об употреблении артикля с географическими названиями, названиями частей света, с названиями театров, музеев, газет. Употребление артикля с названиями времен года, частей суток, приемов пищи, языков, национальностей. Случая употребления артикля в устойчивых словосочетаниях.

5. **Имя прилагательное и наречие.**
Семантические, морфологические, синтаксические характеристики имени прилагательного. Степени сравнения прилагательных: положительная, сравнительная, превосходная. Способы образования степеней сравнения: синтетический, суффиксальный (-er, -est) для односложных и некоторых двусложных прилагательных; аналитический с помощью *more, most* для многосложных прилагательных. Правописание прилагательных в сравнительной и превосходной степени. Супплетивный способ образования степеней сравнения прилагательных. Прилагательные, имеющие два ряда степеней сравнения. Различия в значении.
Образование степеней сравнения наречий. Место наречий в предложении и их функции. Наречия с суффиксом -ly и соответствующие им бессуффиксальные наречия, их семантические различия.

6. **Имя числительное.**
Количественные числительные, порядковые числительные. Числительные *hundred, thousand, million*. Отсутствие артикля перед количественным числительным при общей референции и употребление определенного артикля при отождествляющей референции. Обязательное отсутствие
артикля перед сочетанием типа *Room 20, Chapter 5*. Разница в употреблении числительного *one* и неопределенного артикля *a, an*.

II. Синтаксис

*Простое предложение*. Коммуникативные типы предложения. Структура простого предложения. Главные, второстепенные члены предложения. Порядок слова в простом предложении. Конструкции *there is/there are*. Обратный порядок слов в предложении с вводным *there*. Семантические различия предложений с формальными подлежащими *there* и *it*.

*Сложноподчиненное предложение*. Главное предложение. Придаточное предложение. Типы придаточных предложений. Дополнительное придаточное предложение. Придаточные предложения времени, условия.

3. РЕКОМЕНДУЕМЫЕ ФОРМЫ КОНТРОЛЯ

Программа предусматривает текущий контроль в виде письменных тестов и коллоквиумов по каждому разделу, дифференцированные семестровые зачеты и экзамен по окончании изучения курса практической грамматики. Дифференцированный зачет выставляется по:
- текущей успеваемости и посещаемости;
результатам коллоквиумов;
результатам итогового грамматического теста.
Перед курсовым экзаменом рекомендуется проведение итогового грамматического теста. Курсовой экзамен включает:
анализ формы, структуры и функции изучаемых грамматических явлений;
выполнение практического задания на употребление изучаемых грамматических явлений и перевод предложений с родного языка на английский.
Оценка грамматических знаний, навыков и умений осуществляется по следующим критериям:
владение грамматическими формами;
понимание значений и функций грамматических форм;
умение выразить одно и то же значение различными грамматическими средствами;
умения контекстно и ситуативно обусловленного употребления грамматических структур;
понимание англо-русских/белорусских соответствий грамматических структур.
Письменные тесты рекомендуется оценивать по десятибалльной системе (от 1 до 10), согласно которой 10 баллов выставляется при условии
правильного выполнения 100-99% работы, а 1 балл соответствует менее 55% правильно выполненных заданий. В случае отсутствия работы или отказа от выполнения работы выставляется 0 баллов.

4. ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

Основная литература:

Дополнительная литература: