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“Полоцкий государственный университет”

ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС
для студентов 1-го курса специальностей
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Практическая грамматика английского языка : учеб.-метод. комплекс для
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Предназначен для студентов первого курса языковых вузов и направлен на практическое овладение грамматическими структурами английского языка. Рассматриваются основные морфологические характеристики таких частей речи, как глагол, существительное, местоимение, детерминативы, прилагательное и наречие. Содержит сведения теоретического характера, комплекс упражнений как тренировочной, так и коммуникативной направленности. Каждый раздел включает задания для самоконтроля. Комплекс составлен с учетом типовой программы и делает упор на самостоятельную работу студентов.

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ВВЕДЕНИЕ

Данный методический комплекс включает в себя разделы, посвященные морфологическим характеристикам частей речи глагольной и номинативной групп в рамках типовой программы по практической грамматике английского языка для первого курса языковых специальностей.

Теоретической основой курса практической грамматики английского языка является системный анализ его грамматического строя, что предполагает изучение способов дифференцированного употребления грамматических структур в устном и письменном вариантах литературного языка. Такой подход должен обеспечить усвоение студентами основных норм языка и правильное их использование в речи.

Научно-методическая основа курса состоит в сочетании системно-коммуникативного и функционального подходов к обучению грамматике, что способствует успешному формированию грамматических навыков и умений, их эффективному переносу на новые ситуации в процессе активной речевой деятельности, как устной, так и письменной.

Изучение грамматических явлений проводится в сопоставлении с родным языком, что помогает глубже осознать специфику обоих языков, развивает наблюдательность у студентов, умение мыслить, использовать дедуктивные и индуктивные приемы грамматического анализа.

Цель данного учебно-методического комплекса состоит в овладении студентами системой морфологических и синтаксических форм, грамматических норм современного английского языка, в осознании его вариативной сущности в зависимости от условий коммуникации, интенции говорящего. Достижение этой цели предполагает решение *следующих задач*:

– дать студентам основные сведения о системе морфологических форм и их значений, синтаксических структурах, типах синтаксических связей и отношений, употреблении синтаксических синонимов;

– научить студентов вычленять морфологические формы и синтаксические структуры и объяснить их употребление в единицах текста;

– научить дифференцировать изучаемые явления грамматики с точки зрения их принадлежности к устной или письменной формам речи;

– сформировать навыки и умения употребления изучаемых грамматических структур в устной и письменной речи;

– научить студентов пользоваться грамматической терминологией, излагать грамматический материал на английском языке в логической последовательности, грамотно, иллюстрируя все положения примерами.

В курсе практической грамматики развиваются следующие грамматические *навыки и умения*:

– идентифицировать изученные грамматические явления и комментировать их употребление в речи;

– выработать у студентов умения и навыки работы с грамматическим материалом для будущей деятельности в качестве учителей и филологов-исследователей;

– систематизировать языковые факты, делать самостоятельные выводы, представлять их в виде определенных моделей, схем, таблиц и т.п.;

– сопоставлять грамматические явления родного и английского языков;

– правильно и свободно пользоваться грамматическими структурами в разнообразных ситуациях речевого общения, грамотно оформлять свою речь, переводить предложения, включающие изученные грамматические явления, с родного языка на английский и с английского на родной язык;

– воспринимать зрительно и на слух грамматические ошибки и исправлять их;

– самостоятельно разрабатывать различные типы упражнений на заданную грамматическую тему.

Требования к знаниям и умениям студентов

Студенты должны иметь представление:

- о языке как общественном явлении;
- о месте грамматики в системе лингвистических дисциплин;
- об особенностях грамматического строя различных языков;
- об общих тенденциях развития языка и его грамматического строя;
- о связи грамматики с другими аспектами языка.

Студенты должны знать:

- правила построения и употребления грамматических структур;
- грамматическую терминологию;
- законы построения грамматически правильной речи на английском языке.

Студенты должны владеть:

- навыком опознания и выделения изучаемых грамматических структур в тексте;
- анализом грамматического и смыслового оформления структур;
- навыком употребления изучаемых структур в речи;
- умением выбирать из совокупности синонимических средств наиболее подходящие для конкретной речевой ситуации.

В УМК использован опыт отечественных и зарубежных специалистов, работающих в данной области.

Виды занятий и формы контроля знаний

<i>Виды занятий, формы контроля знаний</i>	<i>Полный срок обучения, дневная форма</i>
Курс	1, 2, 3
Семестр	1, 2, 3, 4, 5, 6
Экзамен (семестр)	3, 6
Зачет (семестр)	2
Практические, ч	396
Контрольные работы (семестр)	1, 2, 3, 4, 5, 6,
Управляемая самостоятельная работа (часы)	

Содержание курса первого года обучения

<i>1-ый семестр</i>	
1. Структура современного английского языка. Особенности структуры английского предложения; порядок слов; способы образования грамматических форм.	2
2. Глагольная группа. Деление глаголов на классы (переходные и непереходные, смысловые и вспомогательные, статичные и динамичные). Простой и длительный аспекты временных форм.	4
Способы обозначений действий в настоящем времени: настоящее простое время (Present Simple), настоящее продолженное время (Present Continuous). Образование, значение, употребление.	6

<p>3. Способы обозначений действий в будущем времени. Употребление форм настоящего времени для обозначения будущих действий (Present Simple, Present Continuous, be going to + inf); образование значения и употребления будущего простого времени (Future Simple), употребление will и shall как модальных и как временных вспомогательных глаголов; образование, значение и употребление будущего продолженного времени (Future Continuous); образование, значение и употребление будущего перфектного простого и продолженного времен (Future Perfect, Future Perfect Continuous); другие способы обозначения будущих действий (be + to –inf, be due to + inf, be about to + inf, be on the point of + ger., intend, hope, have, agreed, have promised + to –inf.).</p>	12
<p>4. Способы обозначения прошедших действий. Простое прошедшее время (Past Simple), простое продолженное время (Past Continuous), простое прошедшее перфектное (Past Perfect), продолженное прошедшее перфектное (Past Perfect Continuous). Значение, употребление, образование. Специфические временные формы, связывающие прошлое с настоящим: простое настоящее перфектное время, продолженное настоящее перфектное время. Образование, значение, употребление.</p>	20
<p>5. Способы обозначения будущих действий с точкой отсчета в прошлом. Будущее в прошедшем (Future in the Past), будущее продолженное в прошедшем (Future Continuous in the Past), простое прошедшее (Past Simple), продолженное прошедшее (Past Continuous). Образование, значение, употребление.</p>	4
<p>6. Согласование времен (Sequence of tenses). Абсолютное и относительное употребление времен, соблюдение правил согласования времен в различных типах придаточных предложений. Случаи несоблюдения правил согласования времен.</p>	4
<p>7. Косвенная речь (Reported Speech). Правила перевода в косвенную речь повествовательных, вопросительных и побудительных предложений. Употребление различных структур при переводе прямой речи в косвенную.</p>	12
<p>Итого:</p>	72

<i>2-ой семестр</i>	
1. Страдательный залог (Passive Voice). Образование, значение, употребление. Типы страдательных конструкций. Употребление видовременных форм в страдательном залоге. Конструкции с get и have (Causative).	8
2. Разделительные вопросы (question tags). Образование, значение, употребление, интонационные различия. Способы ответов.	4
3. Имя существительное (Noun). Классификация, деривационные суффиксы, грамматические категории. Категория числа: способы образования; согласование подлежащего и сказуемого. Категория падежа: образование притяжательного падежа (Genetive Case), значение и употребление. Разница в употреблении притяжательного падежа предложной группы с of и существительного в функции определения.	16
4. Местоимение. Личные и притяжательные местоимения, возвратные и взаимные местоимения, указательные, вопросительные, относительные, неопределенные местоимения, отрицательные местоимения, их значения, функции и употребление.	14
5. Детерминативы. Классификация, значение, употребление, отличие от местоимений.	6
6. Артикль. Основные случаи употребления определенного и неопределенного артикля. Значимое отсутствие артикля.	4
7. Прилагательное (Adjective). Классификация, деривационные суффиксы, функции, порядок употребления. Степени сравнения прилагательных, сравнительные конструкции.	4
8. Наречие (Adverb). Образование, значение, употребление, место в предложении. Степени сравнения наречий.	4
Итого:	72

UNIT 0. THE STRUCTURE OF ENGLISH

The following items will be examined:

- types of languages;
- structure of synthetic and analytical forms;
- word-order in English.

You are supposed to use the following terms: *synthetic; analytical; inflection; morpheme; notional and functional (auxiliary) words; the subject; the predicate; the object; the modifier.*

The Unit consists of Part A – references; Part B – SAQs (self assessment questions).

Part A. Read and learn:

1. Кобрина Н. А., Корнеева Е. А. и др. Грамматика английского языка. Морфология. Introduction / Н. А. Кобрина, Е. А. Корнеева и др. – Р. 2 – 3.

2. Конева, Т. А., Удалова, Н. В. Методические указания по практической грамматике английского языка для студентов 1-го курса специальностей П.02.07.00. Часть 1 / Т. А. Конева, Н. В. Удалова. – С. 3 – 4.

Part B. SAQ to Unit 0

1. What type of language according to its grammatical structure does English belong to? Why?

2. Why can Russian be referred to as a synthetic language?

3. How can you determine what part of speech this or that word belongs to in English?

4. Differentiate between formal and notional elements in the underlined analytical forms. Determine the grammatical categories which are expressed by the auxiliaries.

1) He is reading a book now.

2) Spring will come soon.

3) I find this book more interesting.

4) He is said to be a bright student.

5) The book was written by Oscar Wilde.

6) If I were you I would accept the proposal.

5. What is a morpheme?

6. Why is word-order fixed in English?

7. Complete the definitions of the following parts of the sentence:

1) *the subject is the person or thing that ...*

2) *the predicate tells you what ...*

3) *the object is the person or thing affected ...*

UNIT 1. THE VERB-GROUP: GENERAL CHARACTERISTICS, CLASSIFICATION AND GRAMMATICAL CATEGORIES

The following items will be examined:

- general characteristics of the verb as a part of speech;
- classification of the verb (morphological, syntactic and semantic);
- grammatical categories of the verb and their formation.

You must use the following terms: *simple, derivative, compound, phrasal morphological composition, suffix, actional (statal, stative), transitive, intransitive, ditransitive, terminative, non-terminative, prepositional transitive verbs, common aspect, continuous aspect, perfect aspect.*

You must know:

1. Definition of the verb as a part of speech.
2. Types of verbs according to their morphological structure and semantics.
3. How to differentiate between link and auxiliary verbs.
4. Groups of verbs which can be referred to as transitive and those which can be referred to as intransitive.
5. Means of expressive grammatical categories of the verb.
6. Basic grammatical categories such as: person, number, aspect, tense and voice.
7. Groups of verbs that can't admit of the continuous form.
8. Difference in usage between simple and continuous aspects.
9. Peculiarities of the perfect aspect.

The Unit consists of Part A – references and reading material; Part B – practical exercises; Part C – SAQs.

Part A. Read and learn:

1. Кобрина, Н. А., Корнеева, Е. А. и др. Грамматика английского языка. Морфология / Н. А. Кобрина, Е. А. Корнеева и др. – Р. 3 – 7, 9 – 11.

2. Конева, Т. А., Удалова, Н. В. Методические указания по практической грамматике английского языка для студентов 1-го курса специальностей П.02.07.00. Часть 1 / Т. А. Конева, Н. В. Удалова. – С. 4 – 7.

3. Каушанская, Р. Л. и др. A Grammar of the English Language / Р. Л. Каушанская и др. – § 4. – Р. 77 – 78.

Study and learn the verbs which can be used either in the simple or continuous aspect with difference in meaning.

Some stative verbs (*be, love, see, smell, taste, think* etc) have continuous forms but there is a difference in meaning.

State	Action
He thinks he's really clever. (= he believes)	I'm thinking about his offer. (= I'm considering)
What does it taste like? (= What is its flavour?)	He's tasting the food to see if it's good. (= he's testing the flavour)
He has two houses. (= he owns; he possesses)	She's having lunch. (= she's eating)
The silk shirt feels soft. (= it has a soft texture)	Ann is feeling the cat's fur. (= she's touching)
Do you see what I mean? (= Do you understand?)	I'm seeing Paula tonight. (= I'm meeting)
Your perfume smells of apples. (= it has the smell)	She is smelling the roses. (= she's trying the smell of)
I love/enjoy good films. (= I like in general)	I'm loving/enjoying this film. (= I like specifically)
It looks as if it's going to rain. (= it appears)	He is looking at the painting. (= he's viewing it)
He appears to be working. (= he seems to be)	The opera singer is appearing on stage tonight. (= he will make an appearance)
The box is heavy. It weighs a lot. (= its weight is)	He is weighing the potatoes on the scales. (= he is finding out the weight of)
Lucian is naughty. (= His character is bad)	Suzy is being very naughty. (= she is misbehaving)
These shoes fit me perfectly. (= They are the right size)	We are fitting a new carpet in the hall. (= laying)

Study the peculiarities of the perfect aspect.

The use of the perfect aspect indicates:

- that the event took place before the time being referred to
- or
- that it covered a period of time up to the time being referred to
- and
- that this event has some relevance to the time being referred to

John's left. (Present perfect)

John left before the present time.

He is not here now.

John had left when he got there. (Past perfect)

John left before we got there.

He was not there when we got there.

John will have left when we get there. (Future perfect)

John will leave before we get there.

He will not be there when we get there.

Part B. Practical Exercises

Ex. 1. Put the verbs in brackets into the present simple or the present continuous.

1. A: Why **are you smelling** (you/smell) the soap?
B: It ___ (smell) lovely. It's like roses!
2. A: Why ___ (you/taste) the soup?
B: To see if it ___ (taste) good. I think it needs more salt.
3. A: I ___ (feel) very tired.
B: You should go to bed early.
4. A: I ___ (see) Andy this evening.
B: I ___ (see). So, you don't want to come to the cinema with me, do you?
5. A: How much ___ (the bag of apples/weigh)?
B: I don't know yet. The man ___ (weigh) the bag now.
6. A: I ___ (think) about buying a new car soon.
B: Why? I ___ (think) your car is fine. You don't need a new one.
7. A: What ___ (you/look) at?
B: The sky. It ___ (look) as if it's going to rain.
8. A: I really ___ (enjoy) home-made food.
B: So do I, and I ___ (enjoy) every bit of this meal.
9. A: Why ___ (you/feel) the radiator?
B: It ___ (feel) cold in here. Is the heating on?
10. A: That famous opera singer ___ (appear) at the opera house tonight.
B: Yes. He ___ (appear) to be feeling better after his operation.
11. A: Chris ___ (be) a sensible person, isn't he?
B: Yes, but in this case he ___ (be) rather foolish.
12. A: My dad ___ (fit) the old blind from the living room in my bedroom today.
B: Really? ___ (it/fit) that window?
13. A: My back ___ (hurt).
B: Why don't you lie down for a while?
14. A: I ___ (think) about visiting Jane this afternoon.
B: I wouldn't bother. I ___ (think) she's away on holiday.
15. 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.
16. A: The police ___ (*still/look*) for fingerprints left in the room.
B: It ___ (*look*) as if they won't find the criminal.
17. A: I ___ (*love*) breathing in clean, country air!
B: So do I. I ___ (*love*) every minute of this walking trip.
18. A: I ___ (*see*) my boss about a pay rise this afternoon.
B: I ___ (*see*). That's why you're wearing a suit and tie.
19. A: Why ___ (*you/taste*) the soup? Is there anything wrong with it?
B: Yes – it ___ (*taste*) too sweet. I think I've used sugar instead of salt.
20. A: Why ___ (*you/feel*) the baby's forehead, Mum?
B: I think she's got a temperature. She ___ (*feel*) rather hot.
21. A: John ___ (*be*) a very rude person, you know.
B: I know. Sheila ___ (*be*) very rude these days too, although she's usually polite.
22. 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.
23. A: Why ___ (*you/smell*) the inside of your car?
B: Because it ___ (*smell*) of petrol and I want to check for leaks.
24. A: How much ___ (*your new baby/weight*)?
B: I don't know yet. The nurse ___ (*weigh*) him at the moment.

Ex. 2. Complete the gaps using the verbs from the box. Each verb is used once as a **stative verb** and once as a **dynamic verb**. Put the verbs into the appropriate *present simple* or *present continuous* form.

see think admire appear have expect weigh look be represent

- How much **do** you **weigh**? About 60 kilos.
- We ___ dinner at the moment so I'll phone you back in half an hour if that's O.K.
- Harry's been in his room for ages. He ___ at all his old photographs.
- I really ___ Helen. I think she's an excellent manager.
- Penelope Fitzgerald ___ in a new production of *Oliver* in London's West End.
- I'm quite happy for your children to come to the party because I know they ___ very well-behaved.
- The snake in this picture ___ the forces of evil.
- They don't really like it here. They ___ of moving to another town.

9. ___ you ___ that man over there with the grey suit on? He's my brother.
10. I'm really looking forward to this holiday. The hotel ___ lovely in the photographs.
11. I can't come out with you tonight because I ___ Paul.
12. I'll do it if I can but I ___ not ___ much time today.
13. What ___ you ___ of the management's new proposals?
14. Has Judy told you? She ___ twins.
15. "What are you doing in here?" – "I ___ just ___ this painting. I think it's really beautiful."
16. "Where's the baby?" – "They ___ her at the moment. Look, there she is on the scales."
17. I haven't spoken to him much but he ___ to be a very nice man.
18. Look at Nick out in the garden. He ___ really nice with the younger children.
19. So Peter's still not here. I ___ he's forgotten about the meeting. We should start without him.
20. "I hope you've got a good lawyer." – "Yes, Alison Medley ___ me at the trial. She's the best lawyer in town."

Ex. 3. Put the verbs in brackets into the present perfect simple, the past perfect simple or the future perfect simple.

1. The local car factory **has suffered** (*suffer*) a big drop in sales this year.
2. I ___ (*work*) here for too long. It's time to find a new job.
3. By the time I see my mother tonight, she ___ (*hear*) the news.
4. I was nineteen and studying at university. I ___ (*be*) there for almost a year.
5. It was New Year's Eve but none of the family really wanted to celebrate. They ___ (*have*) a terrible year.
6. They ___ (*be married*) for twenty-five years next month.
7. The doctor came as quickly as she could but the old man ___ (*already die*).
8. She woke up and thought about the night before. It ___ (*certainly be*) a night to remember.
9. Oh no! You look terrible. What ___ (*happen*)?
10. When the ship comes back to port next week, the crew ___ (*be*) at sea for six months.
11. Go and help that child. She ___ (*fall off*) her bike.
12. No-one in the village had any money because they ___ (*all lost*) their jobs.
13. By the time the summer comes, I ___ (*finish*) all my exams.
14. There was no-one at the meeting. Everyone ___ (*decide*) to boycott it.
15. I hear you're looking for a new job. ___ (*you/find*) one?

Part C. SAQs to Unit 1

1. What does the verb as a part of speech denote?
2. State whether the following grammatical forms are synthetic or analytical. Justify your choice: *is singing; plays; had gone; went; cried; to be crying; sang.*
3. Group the following verbs according to their morphological composition (simple, derivative, compound, phrasal): *try; widen; ask; characterize; give up; dissatisfy; go; give in; dislike; bring back.*
4. Refer the underlined verbs either to notional, link, auxiliary or modal:
 - 1) He is thinking of going to Spain next year.
 - 2) Well, Liz, be a good girl and bring some chalk from the cupboard.
 - 3) He was being too rude to me when we first met.
 - 4) The documents were drawn up and signed yesterday.
 - 5) She is the nicest person I have ever met.
 - 6) Who, having such a nice wife, would dream of another one?
 - 7) What do you do for a living?
 - 8) When the truth came out I realized how unfair I had been to him.
 - 9) They are to meet at six o'clock at the station.
 - 10) They seem nice and intelligent people.
5. Classify the underlined verbs according to their semantics.

E.g. Tom writes clearly. – *actional, intransitive, non-terminative*

 - 1) My parents brought me to America when I was nine.
 - 2) Au pair girls look after children and learn languages.
 - 3) Millionaires give the daughters villas as birthday presents.
 - 4) He rose and came out.
 - 5) She looked young and beautiful.
6. How many tenses are there in English? What are they?
7. How many aspects are there in English? What are they?
8. Define all the grammatical categories which are expressed in the following forms: *has done; is being done; am doing; went; was going.*

UNIT 2.TALKING ABOUT THE PRESENT

The following items will be examined:

- the present simple tense to talk about habitual, regular, characteristic actions, universal truth and instructions;
- the present continuous tense to talk about actions at the moment of speaking and around it, about changing and annoying situations;
- contrast in usage between the present simple and the present continuous tense for present actions;
- the present tenses in narrative.

You must use the following terms: *a present tense; an adverbial modifier of time; a regular action; a habitual action; a physical perception; a dramatic narrative; an exclamatory sentence; an imperative sentence; to emphasize; an affirmative sentence; a characteristic action.*

You must know:

1. How to build the grammatical forms of the present continuous and the present simple tense.
2. The usage of the tenses in question for present actions and situations.
3. How to use the tenses correctly in oral and written speech to achieve the communicative purpose.

The unit consists of Part A – references; Part B – practical exercises; Part C – mini-test.

Part A. Read and learn:

1. Конева, Т. А., Удалова, Н. В. Методические указания по практической грамматике английского языка для студентов 1-го курса специальностей П.02.07.00. Часть 1 / Т. А. Конева, Н. В. Удалова. – С. 7 – 9.

2. Кобрин, Н. А., Корнеева, М. И. Грамматика английского языка. Морфология / Н. А. Кобрин, М. И. Корнеева. – § 29 – 30, С. 16; § 32, С. 17; § 33 (5, 6), С. 17.

Part B. Practical exercises

Ex. 1. Comment on the usage of tenses in the following sentences :

1. Old uncle Harry is always saying he's going to be ruined.
2. He wakes up around 6 o'clock.
3. "Do you object, Dad?" – said the girl.
4. Life isn't always pleasant.
5. My boy-friend is a writer. He is writing some stories for children at present.

6. Which of you plays the piano well, I wonder?
7. Do you feel cold?
8. He is always making a lot of mistakes.
9. Helen never remembers telephone numbers.
10. What are you doing here?
11. It often rains in summer.
12. The number of students in our country is growing every year.
13. Andy always washes his hands very carefully.
14. Winter is the coldest season.
15. I like this new dress of hers very much.
16. She is speaking to her boy-friend now.
17. Why do you write with a pencil?
18. Don't you feel sorry for him?
19. I'm getting better marks this year.
20. Look through the window. It is snowing hard.
21. I sometimes play the piano for three hours a day.
22. Benny draws animals rather well.
23. She wants to have a short rest, doesn't she?
24. She is always finding fault with everybody.

Ex. 2. Continue the comparative table of using the present simple and present continuous tense. Supply examples of your own for each case.

Present Simple	Present Continuous
1. Regular, habitual activities.	1. temporary actions or situations happening at present or around present.
2. General truths.	2. —

Ex. 3. Put the verbs in brackets into the Present Simple or Present Continuous:

Ted: Hello Dad, I am in Birmingham. It (1)'s ***pouring*** with rain, and I (2) ___ (not/have got) any money.

Bob: What (3) ___ (*you/want*) me to do about it?

Ted: Could you come and pick me up?

Bob: Ted, you (4) ___ (*always/ask*) me to do this! I (5) ___ (*get*) tired of it.

Ted: Please, Dad. I am tired and hungry. My evening classes (6) ___ (*start*) at 7.00 and I have to be there on time. Can't Mum come and get me?

Bob: The Smiths (7) ___ (*visit*) us tonight and she is busy in the kitchen. She (8) ___ (*bake*) a cake at the moment.

Ted: Please Dad. I (9) ___ (*ask*) you to do this for me one last time. The success of my presentation tonight (10) ___ (*depend*) on you.

Bob: OK. I'll be there in half an hour. But this is the last time. I (11) ___ (*mean*) it!

Ex. 4. Which of the present forms in the dialogue above are used to express:

1. changing or developing situations _____
2. states (stative verbs) _____
3. frequently repeated actions with “always” expressing annoyance _____
4. actions happening at the moment of speaking _____
5. timetables/programmes (future meaning) _____
6. fixed arrangements in the near future _____

Ex. 5. Put the verbs in brackets into the **present simple** or **present continuous**:

1. Debbie works (*work*) as an administrator at the university. She ___ (*organise*) all the timetables and teaching schedules. She ___ (*work*) very long hours at the moment because it's the start of the academic year but she ___ (*go*) on a short holiday at the end of the month.

2. Simon and Sylvia ___ (*stay*) in a cottage in the Yourkshire Dales this month. The cottage ___ (*belong*) to a cousin of Sylvia's but the cousin is away: she ___ (*cycle*) around Norfolk for a few weeks. Simon and Sylvia often ___ (*use*) the cottage when Sylvia's cousin is away. They really ___ (*enjoy*) being in the middle of the countryside.

3. The International School for Languages ___ (*do*) very well at the moment. About two hundred students ___ (*take*) evening classes this term. Many of them ___ (*need*) to learn a new language to improve their job prospects but some of them ___ (*learn*) a new language purely for pleasure. The European languages ___ (*be*) very popular but Japanese and Russian ___ (*get*) more popular too. The school ___ (*provide*) good learning facilities and ___ (*organise*) a range of study tours.

4. The world population ___ (*still increase*) rapidly. Many people in the world ___ (*already starve*) and many more ___ (*suffer*) from malnutrition. The population ___ (*grow*) fastest in the poorest countries where people ___ (*need*) to have children to look after them in their old age and where many of their children ___ (*die*) at a very young age.

Ex. 6. Put the verbs in brackets into the **present simple** or **present continuous**:

(Maggie and Jill, two friends, are talking at a party.)

- M: Jill, how nice to see you. I don't (1) **think** (*not think*) we've seen each other since that party at Jim's last year. How (2) ___ (*you/get on*)?
- J: Oh, fine. Everything (3) ___ (*go*) very well.
- M: (4) ___ (*you still/go out*) with Dave?
- J: No, I'm not, but I (5) ___ (*go out*) with someone called Jeremy: I met him at my pottery class.
- M: Is he here now?
- J: Yes look, he's over there. He (6) ___ (*talk*) to Barbara.
- M: Oh yes, I (7) ___ (*see*) him. (8) ___ (*he/wear*) a yellow jumper?
- J: Yes, that's him.
- M: Oh, he (9) ___ (*look*) really nice.
- J: He is. I'll introduce you to him when he (10) ___ (*come*) over here. So what about you? How (11) ___ (*life/treat*) you?
- M: Not too badly. I (12) ___ (*still/work*) at that awful café. I (13) ___ (*keep*) looking for other jobs but the problem is that I (14) ___ (*feel*) so tired when I (15) ___ (*get in*) that I (16) ___ (*not have*) much energy to look through all the job ads and everything. Oh well, I (17) ___ (*suppose*) something else will come up soon.
- J: I (18) ___ (*hope*) so. Oh look, Jeremy (19) ___ (*come over*) here. (20) ___ (*you/want*) to meet him?
- M: Oh yes.

Ex. 7. Put the verbs in brackets into the correct present tense:

- Mary (*see*) Peter standing at the bus stop.
Mary: Hello, Peter. What bus you (*wait*) for?
Peter: Hello, Mary. I (*wait*) for a 9 or a 14.
- Mary: You usually (*go*) to work by car, don't you?
Peter: Yes, but the car (*belong*) to my mother and she sometimes (*want*) it. She (*use*) it today to take Tom to the dentist.
- Mary: I usually (*go*) by car too. Jack (*take*) me because he (*pass*) my office on his way to the factory. But this week he (*work*) in a factory in the opposite direction: so I (*queue*) like you.
- Mary and Ann (*wait*) outside a telephone box. Inside the box a boy (*dial*) a number.

Mary: You (*know*) that boy?

Ann: Yes, he's a friend of my brother's. He (*phone*) his girl friend every day from this box.

5. Mary: Where he (*come*) from?

Ann: He (*come*) from Japan. He's a very clever boy; he (*speak*) four languages.

6. Mary: I (*wonder*) what he (*speak*) now.

Ann: Well, his girl friend (*come*) from Japan too; so I (*suppose*) he (*speak*) Japanese.

7. It is 8.30. Tom and Ann (*have*) breakfast. They both (*open*) their letters.
Tom: No one ever (*write*) to me. All I (*get*) is bills! You (*have*) anything interesting?

8. Customer: I (*want*) to buy a fur coat. Have you any nice coats for about £500?

Assistant: I'm afraid we just (*close*), madam. It's 4.55, and we always (*close*) at 5.00 sharp on Fridays as Mr Jones the manager (*not want*) to miss his favourite television programme.

9. It is Friday evening and the Brown family are at home. Mrs Brown (*listen*) to a concert on the radio; Mr Brown (*read*) a paper, George Brown (*do*) his homework and Ann Brown (*write*) a letter.

10. Mr Brown always (*read*) his newspapers in the evening. Mrs brown sometimes (*knit*) but she (*not knit*) tonight.

11. Jack: I just (*go*) out to get an evening paper.

Ann: But it (*pour*)! Why you (*not wait*) till the rain (*stop*)?
(*I advise you to wait.*)

Ex. 8. Translate the following sentences from Russian into English using either the present simple or the present continuous tense:

1. Мисс Росс занята сейчас. Она печатает важный документ.
2. В этом году мы редко ходим в театр, так как у нас много работы.
3. С кем разговаривает ваш муж?
4. Сегодня холодно. Идет снег. В это время года часто идет снег.
5. Том знает много песен. Сейчас он поет английскую народную песню.
6. Вы кого-нибудь ждете? – Нет, я просто отдыхаю после работы.

7. Миссис Питерс сейчас гуляет. Она любит гулять в дождливую погоду.

8. Генри редко пишет письма родителям, но он часто разговаривает с ними по телефону.

9. Послушай, Анна поет в соседней комнате. Она очень хорошо поет. Она учится в консерватории.

10. Я не понимаю это правило. Помогите мне, пожалуйста.

11. Вечно она задает глупые вопросы.

12. В каком городе живет брат Маргарет? – Вообще-то он живет в Чикаго, но сейчас он живет у своей подруги в каком-то маленьком городке.

13. Какие игры нравятся вашим детям,

14. Ты видишь? Она открывает глаза.

15. Расскажи мне, как Майкл себя ведет? – О, прекрасно! Он, кажется, очень воспитанный мальчик.

16. На этой неделе я помогаю ему работать в саду.

17. Я думаю, вы сейчас ведете просто ужасную жизнь. Все это время я постоянно думаю об этом.

18. Извините, я плохо говорю по-английски. – Что вы! Сейчас вы говорите достаточно хорошо. – Может быть, но я не все понимаю.

19. Когда приходит весна, лучи солнца согревают землю. Погода становится теплее. Природа пробуждается от зимнего сна.

20. Наша институтская столовая закрыта. На этой неделе мы едим в столовой за углом.

21. Таня очень похожа на свою двоюродную сестру. Обе они увлекаются спортом. Сейчас они готовятся к соревнованиям.

22. Она не очень умна. Она постоянно делает какие-то глупые замечания.

23. Саша гордится, что он студент этого института. Он постоянно всем об этом говорит.

24. Как вы обычно проводите выходной? – По-разному. Но с четырех до шести мы всегда играем в теннис.

25. Когда я прихожу к нему, он постоянно занят. Он постоянно делает то одно, то другое. Тебе не кажется, что он слишком много работает? Даже сейчас в такой поздний час он что-то пишет.

Ex. 9. Written activity. Write about the events of this week, mention, regular, temporary and changing activities and situations.

Ex. 10. Oral activity. Make up a dialogue using the present simple and present continuous tenses. You are free to choose the topic.

Part C. Mini-test

I. State whether the tense is used correctly or not. Put **F** or **T** accordingly:

e. g. 1. You are never ill. I'm envying you. **F**

2. I understand English well.
3. You're knowing what I mean.
4. I prefer fish to meat.
5. Why is he smelling his coffee?
6. Are you seeing John tomorrow?
7. Summer is following spring.
8. She is weighing herself again.
9. The concert is beginning at 7.30 next Friday evening.
10. Does he seem unfriendly?
11. Where am I going now?
12. I'm promising never to smoke again.
13. There goes my bus.
14. He denies the charge.
15. I can't understand you. You speak so quickly.
16. Granny is nice. She's always giving people little presents.

II. Put in the simple present or present continuous. Sometimes both forms are possible:

I (1) **am studying** (*study*) English at Exeter University. I am on holiday at the moment and I (2) ___ (*work*) in a public library. I'm lucky to have this job. I (3) ___ (*not have to*) (3) ___ (*get up*) early). The library (4) ___ (*open*) at 10 and (5) ___ (*close*) at 7. It's interesting work because people (6) ___ (*always come in*) and (7) ___ (*ask*) me to help them, so I (8) ___ (*learn*) a lot about different subjects. I (9) ___ (*enjoy*) the job and (10) ___ (*find*) it very amusing, too. People (11) ___ (*use*) the strangest thing as bookmarks. I have found a rasher of bacon (uncooked!). Matchsticks (12) ___ (*be*) common and so (13) ___ (*be*) bus tickets. My colleagues (14) ___ (*always find*) things too – even a £10 note, but I haven't been so lucky! I often (15) ___ (*think*) of the photo of a beautiful woman which I found. On the back were the words: "I (16) ___ (*love*) you. I (17) ___ (*miss*) you and I'll never forget you".

III. There's a mistake in each sentence. Correct it:

1. She is forgetting to lock the front door.
2. There are a lot of snow in the fields.
3. Why you look at me like that?
4. One of my hobbies are photography.
5. There are a small table and two armchairs in my room.

6. I don't know where he go.
7. There's plenty of toys in my younger brother's room

IV. Translate into English:

1. Что ты там делаешь на кухне? – Пока мама готовит обед, я мою посуду.
2. Таня очень любит музыку. Она еще школьница, но ее мечта стать пианисткой. Сейчас она готовится к концерту.
3. Сегодня вечером Стэнфорды принимают гостей. Сейчас Элен накрывает на стол.
4. У меня болит голова.
5. Климат в нашей области становится теплее.
6. Как мне пройти к ближайшей почте?
7. Я отказываюсь отвечать на этот вопрос.
8. Она вечно сплетничает о своих подругах.
9. Почему бы вам не взять завтра выходной?

V. Some adverbs have wrong places. Find them and correct the sentences:

1. You never try hard enough.
2. I would have always been late.
3. Have you lived always in this town?
4. I never can tell the difference between the two.
5. He sometimes doesn't get home till 10.

VI. Put the verbs in brackets into Present Simple or Present Continuous:

I work in a large office with about thirty other people, most of whom I (*to know*) quite well. We (*to spend*) most of the day together, so we have all become friends. In fact, most of my colleagues are so interesting, that I (*to think*) of writing a book about them!

Take Helen Watson, for example. Helen (*to run*) the accounts department. At the moment she (*to go out*) with Keith Ballantine, one of the sales representatives, and they (*to seem*) very happy together. But everyone except Helen apparently (*to know*) that Keith always (*to make*) eyes at Susan Porter. But I (*to happen*) to know that Susan (*to dislike*) Keith. "I can't stand people who (*to apologise*) all the time!" she said to me. "And besides, I know he (*to deceive*) poor Helen. He (*to see*) Betty Wills from the over seas department." And plenty of other interesting things (*to go on*). For instance, every week money (*to disappear*) from the penny cashbox. When you (*to realise*) that someone in your office is a thief, it (*to upset*) you at first. But I also (*to try*) to catch whoever it is before the police are called in. I'm not going to tell you who I (*to suspect*). Well, not yet anyway!

UNIT 3. TALKING ABOUT THE FUTURE

The following items will be examined:

- present forms to denote future actions;
- future with “will”: futurity, modality and condition;
- “shall” and “will” as tense and modal auxiliaries;
- future continuous and perfect forms;
- contrast in usage of different forms denoting future actions.

You must use the following terms: *futurity; a subordinate clause of time (condition, concession); an object clause; a statement; a special question; arrangement; intention; prediction; present evidence; a(n) (un) premeditated action; a principal clause; a complex sentence; willingness; determination.*

You must know:

1. How to build grammatical forms denoting future actions.
2. Different kinds of speech situations and corresponding grammatical forms to denote them.

This unit consists of Part A – references and reading; Part B – practical exercises; Part C – test.

Part A. Read and learn:

1. Конева, Т. А., Удалова, Н. В. Методические указания по практической грамматике английского языка для студентов 1-го курса специальностей П.02.07.00. Часть 1 / Т. А. Конева, Н. В. Удалова. – С. 10 – 16.

2. Кобрина, Н. А., Корнеева, М. И. Грамматика английского языка. Морфология / Н. А. Кобрина, М. И. Корнеева. – § 66, С. 31; § 70, С. 32; § 73, С. 32.

Study some specific cases of using the future simple and the present simple in complex sentences.

If the main verb of a sentence makes it clear what kind of time the speaker is talking about, it is not always necessary for the same time to be indicated again in subordinate clauses. Compare:

*This discovery **means** that we **will spend** less on food.*

*This discovery **will mean** that we **spend** less on food.*

*It is unlikely that he **will** win.*

*I **will pray** that he **wins**.*

Present tenses are often used instead of **will** + **infinitive** to refer to the future in subordinate clauses. This happens not only after conjunctions of time like *when, until, after, before, as soon as*, but in most other subordinate clauses – for instance after *if, whether, and on condition that*, after question words and relatives, and in indirect speech.

*I'll write to her **when I have** time.*

*I'll think of you when I'm **lying** on the beach next week.*

*Will you stay here **until** the plane **takes** off?*

*It will be interesting to see **whether** he **recognises** you.*

*I'll have a good time **whether** I **win** or **lose**.*

*I'll lend it to you **on condition that** you **bring** it back tomorrow.*

*I'll go **where** you **go**.*

*He says he'll give five pounds to anybody **who finds** his pen.*

*One day the government will really ask people **what they want**.*

***If** she **asks** what I'm **going** in her flat, I'll say I'm **checking** the electricity meter.*

*I think you'll find the wind **slows** you down a bit.*

This can happen even if the main verb does not have a future form, provided it refers to the future.

***Phone** me when you **arrive**. **Make sure** you **come** back soon.*

*You **can** tell who you **like** next week, but not until then.*

A present tense is normally used with a future meaning after “in case” even if the main verb is present or past.

*I've got my tennis things **in case** we **have** time for a game tomorrow.*

In an informal style, present verbs are often used with future meanings after *I hope* and *I bet*.

***I hope** you **sleep** well.*

***I bet** he **gets** married before the end of the year.*

Present tenses are also used with future reference after *it doesn't matter, I don't care, I don't mind, it's not important* and similar expressions.

***It doesn't matter** where we **go** on holiday.*

***I don't care** what we **have** for dinner if **I don't** have to cook it.*

We can use *if* + *will* in polite requests. In this case, *will* is not a future auxiliary; it means “are willing to”.

***If** you **will** come this way, I'll take you to the manager's office.*

*If your mother **will** fill in this form, I'll have her luggage taken up to her room.*

We can use *if ... will* when we are talking about later results rather than conditions (when *if* means “if it is true that”). Compare:

*I'll give you £100 if you **stop** smoking. (Stopping smoking is a **condition** of getting the money – it must happen first.)*

*I'll give you £100 if it'll **help** you to go on holiday. (The help is a **result** – it follows the gift of money.)*

Part B. Practical exercises

Section 1: Present Forms to Talk about the Future

*Ex. 1. Where possible, put the verbs in brackets into the **present simple**. Where this is not possible, use the **will** future.*

(A teacher is giving some students the details of a forthcoming trip.)

The coach (1) *leaves* (*leave*) here at 9.00 a.m., and we (2) ___ (*arrive*) at the field study centre before lunch. When we (3) ___ (*get*) there, you (4) ___ (*be shown*) to your rooms and (5) ___ (*be given*) time to unpack. Lunch (6) ___ (*be served*) in the dining-room at 12.30 precisely so make sure you (7) ___ (*not get*) there late. When lunch (8) ___ (*finish*), it (9) ___ (*be*) time to get ready for our first activity: a walk down to the beach to look at the rock pools. Nets, magnifying glasses and containers (10) ___ (*be provided*) by the centre. If the weather (11) ___ (*be*) fine, we (12) ___ (*stay*) on the beach for the whole of the afternoon. Otherwise, we (13) ___ (*go back*) to the centre after an hour or two and watch a video on seashore life. You (14) ___ (*be expected*) to keep a written record of everything that you (15) ___ (*find*) and we (16) ___ (*look*) at all the records when we (17) ___ (*get back*) to school at the end of the week. Mr McNeill, the field study supervisor, is very knowledgeable and I'm sure that he (18) ___ (*help*) you to identify anything that you (19) ___ (*not recognize*). Supper (20) ___ (*be served*) at 6.00, and at 8.00 there (21) ___ (*be*) an evening activity. On the first night, Mr McNeill (22) ___ (*plan*) to go on a moonlit walk with us to look for bats. It is important that you (23) ___ (*stay*) together on this walk. Please don't wander off. It (24) ___ (*not be*) easy for us to find you if you (25) ___ (*get lost*) in the dark. Behave sensibly and I'm sure you (26) ___ (*all have*) a wonderful time.

Ex. 2. Choose the correct verb form:

1. If I ___ late, wait for a me a little bit.
a) am b) will be
2. Do you think they ___ our terms?
a) accept b) will accept
3. I wonder if the weather ___ fine tomorrow.
a) is b) will be
4. Do you know when the Production Manager ___ from business trip?
a) is back b) will be back
5. If you ___ to the countryside tomorrow, let me know.
a) go b) will go
6. Do you know when they ___ the house?
a) move b) will move
7. When you ___ any information, phone me immediately.
a) get b) will get
8. I don't know when they ___ put the product on the market.
a) put b) will put
9. Send me a fax when you ___ your mind.
a) make up b) will make up
10. I don't know if I ___ any spare time tomorrow.
a) have b) will have
11. Call the Director and ask him if he ___ us just now.
a) receives b) will receive
12. Don't get off the bus before it ____.
a) stops b) will stop
13. I wonder if my parents ___ me a computer for my birthday.
a) buy b) will buy
14. Please, wait till I ___ to her.
a) speak b) will speak
15. I'm not sure if he ___ at the conference.
a) talks b) will talk
16. Don't worry about it before you ___ to him.
a) speak; b) will speak

17. Do you know when the conference ___?
 a) is over b) will be over
18. In case you ___ the details, let me know.
 a) find out b) will find out
19. Don't forget to call Mother when you ___ from work.
 a) come back b) will come back

Ex. 3. *Fill in the correct present or future forms:*

If you (1) **want** (*want*) to travel long distances on your bicycle, you must learn how to mend a puncture. As soon as your tyre (2) ___ (*become*) flat, get off the bike or you (3) ___ (*damage*) the wheel. Then turn the bicycle upside down. Once it (4) ___ (*be*) in position, remove the tyre using tyre levers or, if you (5) ___ (*have*) nothing else, use spoons. When the tyre (6) ___ (*be*) off, pump up the inner-tube. Put it in some water and turn it until you (7) ___ (*see*) bubbles coming from it. This is your puncture. Before you (8) ___ (*apply*) the patch, you must clean and dry the area around the hole. After this you (9) ___ (*put*) glue around the hole and wait until it (10) ___ (*dry*) a little. Then select a suitably sized patch. Stick the patch over the hole and don't forget to put some chalk over it. Unless you do this, the inner-tube (11) ___ (*stick*) to the inside of the tyre. Replace the tube, pump up the tyre and ride away. I don't know if you (12) ___ (*be able to*) remember all this, but it's worth trying because you never know when it (13) ___ (*be*) useful to you.

Ex. 4. *Rewrite the dialogue substituting the verbs in the 'be going to' future with the present continuous as future where this is possible:*

- A: (1) *Are going to come* to the meeting tomorrow about the proposed staff cuts?
- B: Oh yes, definitely.
- A: Have you read the report about the cuts?
- B: No, not yet. (2) *I'm going to read* it tonight. What does it say?
- A: Well, (3) *there are going to be* quite a few cuts in this department.
- B: Oh no. I wonder (4) *who's going to lose* their jobs.
- A: I don't know. I think (5) *they're going to ask* people if they want to take voluntary redundancy.
- B: Well, I certainly don't want that. (6) *We're going to move* into a new flat next month and the rent's quite high. I don't know (7) *what's going to happen* if I lose my job.

- A: Oh, don't worry about it too much. I'm sure (8) *everything's going to be* all right. Look, why don't we go out for a drink after work?
- B: I can't. (9) *I'm going to meet* some friends for a meal and then (10) *we're going to go* to the cinema.
- A: Well, what about tomorrow night? (11) *Are you going to go out* then?
- B: No. (12) *I'm not going to do* anything.
- A: So let's go out after the meeting.
- B: OK. Good idea.

Ex. 5. Put the verbs in brackets into the Present Continuous or "be going to" forms, using the present continuous wherever possible:

1. "Where you (go) for your holidays?" – "I (go) to Norway." – "+What you (do) there?" – "I (fish)."
2. "Where you (go) this evening?" – "I (not go) anywhere. I (stay) at home. I (write) some letters."
3. Take an umbrella; it (rain).
4. "How long you (stay) in this country? (Have you decided to stay?)" – "Another month. I (go) home at the end of the month." – "What you (do) then?" – "I (try) to get a job."
5. "I (dye) these curtains." – "You (do) it yourself, or (have) it done?" – "I (have) it done. Who should I take them to?"
6. I've seen the film, now I (read) the book. I've just got a copy from the library. (I haven't started the book yet.)
7. "You (do) anything next weekend?" – "Yes, my nephews (come) and I (show) them round London". – "You (take) them to the theatre? (Have you booked seats?)" – "No, they're too young for that. I (take) them to the zoo."
8. "We (start) early tomorrow. We (go) to Ben Nevis." – "You (climb) Ben Nevis?" – "Not me. Tom (climb) it. I (sit) at the bottom and (do) some sketching."
9. Uncle: I hear you (go) to the regatta tomorrow. You (sail) in it?
Niece: No, but we (take) our cameras. We (try) to photograph the winning yachts.
10. "You (not ask) your boss to give you a fire in your office?" – "It isn't worth while. I (leave) at the end of the week." – "Really? And what you (do) then? You (have) a holiday?" – "No, I (start) another job the following Monday."
11. "I hear you've bought a caravan. You (use) it for your holidays?" – "No, I (live) in it. I (start) moving my things next week." – "What you (do) with

your house?” – “I (*sell*) it to the man who sold me the caravan. He (*get*) married next month.”

12. “Mrs Jones (*go*) to hospital. She (*have*) her appendix out.” – “Who (*look*) after the children?” – “Her sister (*come*) down from Scotland.”

13. “He isn’t happy at his boarding school. I (*send*) him to a day school.” – “Have you decided on the other school?” – “No, but I (*see*) (*have an appointment with*) the headmaster of the Park School this afternoon. I’ll probably send him there.”

14. “Tom (*arrive*) tomorrow.” – “He (*spend*) the weekend here or (*catch*) the night train back as usual?” – “He (*spend*) the weekend. He (*give*) a lecture on Friday and (*attend*) a big reception on Saturday.”

15. “He (*bring*) his wife with him? (*Has he arranged to bring his wife?*)” – “Yes. She (*do*) some shopping while he (*give*) his lecture.”

16. “I’ve just arranged to do a part-time job. I (*start*) on Monday.” – “What you (*do*) the rest of the time?” – “I (*study*).”

17. “You (*go*) abroad for your holiday?” – “Well, I (*get*) a holiday job. I (*go*) to an agent’s on Saturday to find out about it. I (*ask*) for a job abroad; but of course they may all be taken.” – “You might get a job picking grapes. Jack (*join*) a camp in the South of France – his university arranged it – and they all (*pick*) grapes.”

18. I (*buy*) a new coat. The weather report says that it (*be*) very cold.

19. Ann has won a car in a competition but she can’t drive.

Tom: What you (*do*) with the car? You (*sell*) it?

Ann: No, I (*learn*) to drive. I (*have*) my first lesson next Monday.

20. “I hear you’ve broken a new house.” – “Yes. I (*move*) in next week.” – “You (*have*) a house warming party?” – “Not just yet. I (*paint*) the house first. The paintwork’s terrible.”

21. “You (*have*) it done? (*Have you arranged to have it done?*)” – “No, I (*do*) it myself. I (*use*) that non-drip paint so it shouldn’t be too difficult. And the family (*help*), of course.” – “What about ladders?” – “Oh, I’ve fixed that. I (*hire*) from the local do-it-yourself shop.”

22. “I (*do*) a lot of work in the garden, too. I (*plant*) 20 apple trees and (*make*) a lawn in front of the house.” – “All that digging will take years. You (*give*) up your job?”

23. I (*get*) some help with the garden. (*I have arranged this.*) Two men (*start*) work on the hedge on Friday and a lawn expert (*come*) on Monday to advise me about the lawn.

24. “The employers (*meet*) the strikers again tomorrow. (*This has been arranged.*)” – “They just (repeat what they said today? Or they (*climb*) down?” – “I believe that they (*offer*) a 10 per cent rise plus a productivity bonus.”

Section 2: The Future Simple Tense (future with ‘will’)

The Future Continuous Tense

Ex. 1. Complete the following sentences with will/’ll or shall/’ll and a verb from the box:

offer make tell have buy drop wash announce receive be sentenced phone carry be invite go
--

1. I’m sorry about losing that book. I’ll **buy** you another one next week.
2. I ___ one of those cases for you.
3. The temperature ___ significantly during the afternoon.
4. ___ you ___ me when you get the news? You’ve got my number, haven’t you?
5. The Chancellor ___ the details of the budget at 10 o’clock.
6. ___ we ___ her the truth about what happened?
7. I expect they ___ here soon.
8. You ___ your exam results by post during the first few days of August.
9. I ___ not ___ them here again, whatever you say.
10. If he is found guilty, he ___ to life imprisonment.
11. I ___ never ___ the same mistake again.
12. ___ we ___ for a swim this afternoon?
13. They definitely ___ not ___ me the job: I had a terrible interview.
14. ___ I ___ these plates?
15. I’m determined that he ___ everything he wants.

Ex. 2. Insert either will or shall in the spaces; in some examples, shall would be correct in formal English but will is used in conversation. In these cases, the answer shall/will will be correct.

1. I ___ know tomorrow. It ___ be in the papers.
2. These pigeons are quite tame; they ___ take crumbs from your fingers.
3. “___ I call for you?” – “No, I ___ get a taxi and meet you at the station.”
4. Hold the door open for me, ___ you?
5. Loudspeaker announcement at an air terminal: “___ Mr Jones, passenger to New York, please come to Gate 3.”

6. The Head of the Department has just told me that I ___ (not) have any nine o'clock classes next term. So I ___ (not) have to get up early, which ___ be a comfort. And I ___ have time to read the paper at breakfast.

7. Zoo keeper: In spite of all the notices, people ___ feed these animals.

8. Committee regulations: Ten persons ___ constitute a quorum.

9. You can trust me; nobody ___ know that you are here. (*I promise to keep it secret.*) I ___ (not) even tell my wife.

10. Shop assistant: The small ones are £1 each and the large ones are £2.

Customer: I ___ have six small ones, please.

11. “___ we stop here for a drink?” – “If we do we ___ miss the overtime, and they probably ___ (not) let us in till the end of the act.”

12. “___ you have another piece of pie?” – “Yes, please.”

13. Jones: Stand away from that door! You can't keep me here against my will!

Smith: You ___ (not) go till you have given me an explanation! (*I won't let you go.*)

14. Police Officer (in a loud-speaker van beside a motorway in thick fog): They are going much too fast. I keep warning them to reduce speed but they ___ (not) do it.

15. Extract from a club's regulations: Club officers ___ be elected yearly and ___ (not) be eligible for re-election at the end of that year.

16. The train ___ be very crowded, I'm afraid. I expect we ___ have to stand most of the way.

17. Ann (on phone): You left your gloves here last night. ___ I post them to you?

Mary: No, don't bother. I ___ pick them up some time this evening. You ___ be in, ___ (not) you?

18. Tom (at the races): Who won?

Jack: I don't know; it was a photo-finish. But we ___ see in a moment. They ___ put the winner's number up.

19. Ann: She says she'd rather go to prison than pay the fine.

Tom: She ___ (not) go to prison. (*I won't let this happen.*) I ___ pay her fine for her!

20. “Where ___ we go to buy shoes?” – “What about Oxford Street?” – “Oxford Street? Are you mad? It's Saturday morning! The shops ___ be packed.”

21. I ___ (not) see her, I'm sorry to say. She ___ have left by the time I arrive.

22. Secretary: There's a Mr Peterson in the outer office, sir. He says he has an appointment. ___ you see him now?

Mr Smith: I ___ (not) see him now or at any other time. I told him so when we last met. And he hasn't an appointment!

23. Angry villagers, who have just heard that the government intends to pull down their houses and build an airport: They ___ (not) build an airport here! We ___ fight for our village!

24. I am determined that my son ___ have the best possible education.

Ex. 3. Put the verbs in brackets into the correct tense:

1. Tom: Where you (go) for your next holiday? (*Where have you arranged to go?*)

Ann: I don't know yet but we probably (go) to Spain.

2. We (have) a drink with Peter tonight. (*He has invited us.*) It's his last night; he (leave) tomorrow.

3. Ann: Do you think we (see) Bill tomorrow?

Mary: I hope so. He probably (look) in on his way to the airport.

4. I (see) my bank manager tomorrow. (*I have arranged this.*) I'm going to ask him for a loan but I expect he (refuse).

5. I (know) the result tomorrow. As soon as I hear, I (tell) you.

6. Hotel Porter: You (get) a parking ticket if you leave your car there, sir. If you (stay) the night (*have arranged to stay*) you (have to) put it in the hotel garage.

Tourist: All right. I (move) it as soon as I've arranged about a room.

7. Jack: I don't want to get married. I never (get) married.

Mother: You think that now. But one day you (meet) a girl and you (fall) in love.

8. Tom: I (go) to York tomorrow. (*I have arranged to go.*)

Ann: You (come) back the same day? (*Have you arranged to come back?*)

9. Jack: I (have) another window put in. (*I have arranged this.*) They (start) work on it tomorrow.

Ann: That (make) the room much brighter.

10. "When Jack (arrive)? (*When did he say he'd arrive?*)" – "Some time this evening." – "And how he (get) here? (*How has he arranged to travel?*)" – "I don't know yet. I suppose he (come) by car."

11. Don't make a sound or you (wake) the baby; and then he (not get) to sleep again.

12. Don't worry about meals tomorrow. Everything's been arranged. We (have) breakfast on the train, we (lunch) with the manager – he (stand) us lunch – and the Smiths (give) us dinner after the show.

13. "I (*wait*) for you?" – "No, don't bother. This (*take*) a long time, I'm sure, and I don't want you to miss your train."
14. Tom, the host: What you (*have*), Paul?
 Paul: I (*have*) the grilled steak, please.
 Tom: And I (*have*) roast duck. (He gives his orders to the waiter and then studies the wine list.) Hm. You (*have*) steak and I (*have*) duck. We (*have*) some red wine.
15. Mary: Jack and I (*go*) out tonight. We (*have*) dinner at the Festival Hall and (*go*) to a concert afterwards.
 Ann: And what about the children? I (*come*) and babysit if you like.
 Mary: Oh, my neighbour (*come*) in to sit with them. But thank you for offering, Ann. I (*ask*) you next time.
16. Ann (reading newspaper): It says here that Smiths (*open*) their new department next week, and that they (*have*) a sale to give it a good start. I think I (*look*) in on Monday at lunchtime.
 Mary: Good idea! I (*come*) too.
 Peter (entering room): Where you girls (*have*) lunch today?
 Mary: We (*miss*) lunch. We (*go*) to a sale instead.

Ex. 4. Put the verbs in brackets into the Future Simple or "be going to" forms:

1. "Where are you off to with that ladder?" – "I (*have*) a look at the roof; it's leaking and I think a tile has slipped."
2. "Have you decided on your colour scheme?" – "Oh yes, and I've bought the paint. I (*paint*) this room blue and the sitting room green."
3. "I wonder if Ann knows that the time of the meeting has been changed." – "Probably not. I (*look*) in on my way home and tell her. I'm glad you thought of it."
4. "You (*wear*) that nice dress in a dinghy?" – "Of course not! I (*sit*) on the pier and (*watch*) you all sailing. I (*not get*) all wet and muddy and pretend that I'm enjoying it!"
5. If you leave your keys with the hall porter he (*take*) the car round to the garage.
6. Husband: This bread is absolutely tasteless! I wish we could have home-made bread.
 Wife: All right. I (*start*) making it. I (*get*) a book about home baking today, and from now on I (*bake*) all our bread!
7. Mary: Ann's busy baking. Apparently she (*bake*) all their bread from now on.

Jean: She soon (*get*) tired of that.

8. Tom to Jack, who has just helped him to change a wheel: I (*have*) to leave this at the garage; I don't know how to mend a puncture in a tubeless tyre.

Jack: But it's quite easy. I (*come*) round this evening and show you if you like.

9. Later:

Tom to wife: I (*not take*) the tyre to the garage. I (*mend*) it myself. Jack (*help*) me.

10. Ann: Here's the letter to the landlord. If there's anything I should add, say so and I (*add*) it.

Peter: It's fine, but it's illegible. He (*not be able*) to read it.

Ann: Oh, I (*type*) it! (*She had always intended to type it.*)

Peter: Good, then we (*have*) a copy.

11. Employer: But there are a lot of mistakes in this. Miss Jones.

Miss Jones: Yes, I suppose there are. All right, I (*type*) it again.

12. Mrs Smith: Your cold's worse, Ann. Go back to bed and I (*ring*) the school and tell them you can't come.

13. Mrs Smith was just picking up the receiver when her husband came downstairs. "Ann's not well," she said. "I (*ring*) the school and say that she can't come."

14. Mary, meeting Jack carrying two buckets of water: Hello, Jack!

Jack: I (*wash*) the car, if you want to know. Would you like to help me?

Mary: I'm not dressed for it but I (*come*) and watch.

15. "No, I'm not going away for the weekend. I'm staying at home. I (*start*) building my garage. The bricks have come at last." – "You (*do*) it all by yourself?" – "No, my nephew (*help*) me. I suggested it to him yesterday and he was quite enthusiastic."

16. "He says he's tired of writing books about horrible people who get more and more horrible on every page, and now he (*write*) about perfectly charming people who are happily married." – "I wonder if anyone (*buy*) it." – "Oh yes, people (*buy*) it. He's a famous writer."

Ex. 5. Put the verbs into the **be going to** future or the **shall/will** future. If both tenses are possible, choose the one that is most appropriate for the context. With the verbs **to go** or **to come** use the **present continuous** as future instead of the **be going to** future:

(Two friends, Jack and Dave, are talking.)

J: Have you decided what you (1) **are going to do** (*do*) this weekend?

D: Yes, we (2) ___ (*have*) a quiet day on Saturday and then on Sunday we (3) ___ (*take*) a bus up into the mountains and do some walking. And we

- (4) ___ (*probably book into*) a hotel there for the night. What about you?
 (5) ___ (*You/do*) lots of work as usual?
- J: Well, no. Mark phoned last night about coming down this weekend.
 D: Really?
 J: Yes, he (6) ___ (*come*) on Friday.
 D: Oh, I'd like to see him. I think I (7) ___ (*phone him up*) tonight and arrange something.
 J: Well, we're planning to spend the day on the beach on Saturday. We (8) ___ (*do*) some swimming and sunbathing. I just hope the weather (9) ___ (*be*) warm enough. And then on Saturday night we (10) ___ (*see*) that new film with Tom Cruise.
 D: Well, as I've got nothing planned, I (11) ___ (*join*) you at the beach on Saturday then, if that's O.K.
 J: Of course it is. I (12) ___ (*pick you up*) from your flat some time after breakfast.
 D: Oh thanks. (13) ___ (*I/bring*) a picnic?
 J: Yes. Why not? I tell you what: Mark and I (14) ___ (*make*) some sandwiches and (15) ___ (*you/bring*) some salad and fruit?
 D: Yes, fine. I (16) ___ (*do*) that. Good. That (17) ___ (*save*) us all the cost of eating out. And what about the film? What time (18) ___ (*you/see*) that?
 J: We (19) ___ (*see*) the early showing at 6.00 and then we (20) ___ (*try out*) that new disco in town.
 D: Right. Well, I think I (21) ___ (*spend*) the evening at home with Sarah.
 J: O.K. So I (22) ___ (*see*) you on Saturday morning, probably at around 10 o'clock.
 D: Fine.

Ex. 6. Supply *be going to* or *'ll* in this dialogue:

(Situation: Mr Sims is driving. His wife is sitting beside him.)

- HE: Where (*we spend*) (1) ***are we going to spend*** the night?
 SHE: Cardiff. I've booked us in at the Angel Hotel. Why do you ask?
 HE: That's another thirty miles away. We (2) ___ (*run*) out of petrol before we get there. I (3) ___ (*stop*) at the next filling-station.

(Half an hour later.)

- SHE: This road goes on forever.
 HE: We (4) ___ (*get*) stuck. The car's stopping. We (5) ___ (*have to*) walk.
 SHE: Come on then. Perhaps someone (6) ___ (*give*) us a lift.
 HE: Not a filling-station in sight and look at those black clouds. It (7) ___ (*rain*).

SHE: Look! A car's coming. I (8) ___ (*wave*) to the driver.

HE: Oh good! He's slowing down. He (9) ___ (*stop*).

Ex. 7. Fill in will or be going to:

1. A: Have you decided where to go for your holidays?
B: Yes, I'm **going to** tour Spain.
2. A: We've almost run out of petrol.
B: Don't worry. We ___ get some on the way home.
3. A: Does your tooth really hurt?
B: Yes, I ___ see the dentist tomorrow.
4. A: Did you buy any stamps?
B: I forgot to, but I ___ get some now if you like.
5. A: Have you heard about Sharon?
B: Yes. She ___ have a baby.
6. A: When did you last speak to Susan?
B: Oh weeks ago, but I ___ meet her tonight.
7. A: Your car is very dirty.
B: I know. My son ___ wash it this afternoon.
8. A: Have you found your bracelet yet?
B: No, but I'm sure I ___ find it when I tidy my room.
9. A: Do you know what the weather forecast is for tomorrow?
B: No, but I expect it ___ be warmer than today.
10. A: Shall we go out tonight?
B: Sorry! I ___ eat at the Chinese restaurant with Paul.
11. A: What do you want to eat?
B: I ___ have a hamburger and some chips, please.
12. A: Are you watching TV tonight?
B: Yes, I ___ watch the interview with the Queen.

Ex. 8. Put the verbs in brackets into the will future or the future continuous. Complete any short answers with will or won't:

1. A: Would you like to come over for lunch on Saturday?
B: Well unfortunately, I (1) **'ll be working** (*work*) all day Saturday.
A: Oh, that's a shame. Well, you (2) ___ (*have to come over*) another day.
I (3) ___ (*talk*) to Andy about it and I (4) ___ (*phone*) you on Sunday. (5) ___ (*you/be*) in then?
B: Yes, definitely. I (6) ___ (*recover*) from my week's work.
2. A: (7) ___ (*you/go*) to the meeting tonight? If so, I (8) ___ (*give*) you a lift there.

B: Oh yes please, that would be helpful. I (9) ___ (*play*) tennis until 7 o'clock but I (10) ___ (*be*) back shortly after that.

A: O.K. I (11) ___ (*pick you up*) at about 7.30. (12) ___ (*you/be*) ready by then?

B: Yes. Don't worry. I (13) ___ (*wait*) for you when you get here.

3. A: Do you ever think about what you (14) ___ (*do*) in ten years' time?

B: Oh yes. I sometimes imagine that I (15) ___ (**do**) a very important job and earning lots of money and that I (16) ___ (*live*) in a beautiful big house. But to be honest, I think I (17) ___ (*still work*) here and I (18) ___ (*probably do*) the same job.

A: No, you (19) ____. You (20) ___ (*get*) a better job soon, I'm sure you (21) ____.

B: And so (22) ___ you.

A: And then we (23) ___ (*go*) on wonderful foreign holidays and we (24) ___ (*learn*) to speak different languages.

B: Perhaps.

4. A: Oh dear, I've run out of stamps. I (25) ___ (*not be able to post*) these letters now.

B: Well, I (26) ___ (*go*) to the post office later on. I (27) ___ (*take*) the letters and post them for you.

A: Oh thank you. I (28) ___ (*give*) you the money for the stamps.

5. A: So I (29) ___ (*wait*) for you when you get to the station. I (30) ___ (*not come*) onto the platform but I (31) ___ (*see*) you by the ticket office.

B: O.K., that's fine. I (32) ___ (*carry*) a heavy suitcase so I think we (33) ___ (*have to get*) a taxi from the station.

Ex. 9. Put the verbs in brackets in the **future simple** or the **future continuous** tense:

1. Jack usually gives me a lift home, but we both (*come*) home by train tomorrow as his car is being repaired.

2. He says he (*meet*) us at the bust stop, but I'm sure he (*forget*) to turn up.

3. "Don't ring now; she (*watch*) her favourite TV programme." – "All right. I (*ring*) at 8.30."

4. "I wonder what I (*do*) this time next year." – "I expect you still (*work*) at the same office."

5. "I'd like to double-glaze the bedroom windows." – "All right. I (*get*) the materials at once and we (*do*) it his weekend."

6. Wait a bit. Don't drink your tea without milk. The milkman (*come*) in a minute.

7. “What are you doing next weekend?” – “Oh, I (*work*) as usual. I’m always on duty at weekends.”

8. Air hostess: We (*take*) off in a few minutes. Please fasten your seat belts.

9. He (*come*) if you ask him.

10. “I arranged to play tennis with Tom at nine tonight.” – “But you (*play*) in semi-darkness. You won’t be able to see the ball.”

11. “I (*get*) you some aspirins if you like. The chemist’s still (*be*) open.” – “No, don’t bother. The office boy (*go*) out in a minute to post the letters; I (*ask*) him to buy me some.”

12. It (*be*) very late when she gets home and her parents (*wonder*) what’s happened.

13. “I never (*be*) able to manage on my own.” – “But you won’t be on your own. Tom (*help*) you. Look – his name is bracketed with yours on the list.” – “Oh, that’s all right. But Tom (not help) me: I (*help*) Tom. He always takes charge when we’re on duty together.”

14. I (*write*) postcards every week, I promise, and I (*try*) to make them legible. If necessary I (*type*) them.

15. Typist: Are you in a hurry for this letter, Mr Jones? Because I (*type*) Mr White’s letters at four o’clock and if yours could wait till –

Mr Jones: I’d like it a little earlier than four if possible.

Typist: All right. I (*type*) it for you now.

16. “What happened at last night’s meeting? I hear there was quite a disturbance.” – “Come and see me and I (*tell*) you. I don’t want to talk about it on the phone.”

17. “I’m going to Switzerland next week.” – “You’re lucky. The wild flowers just (*come*) out.”

18. This time next month the snow (*melt*) and skiing will be over.

19. The first day of the term will be horrible, for everybody (*talk*) about their holidays and (*show*) photographs of marvellous foreign beaches, and as I haven’t been anywhere I (*feel*) terribly out of it.

20. I (*tell*) her what you say but she (*not believe*) it.

21. It’s 7 a.m. and here we are on top of the mountain. At home people just (*get*) up now.

22. “But you can’t go to a fancy dress party in a dinner jacket!” – “Why not?” – “Because everyone (*wear*) fancy dress.” – “All right. I (*wrap*) the hearthrug round me and (*go*) as a caveman.”

23. The coming election (*be*) the main topic of conversation for the next fortnight. The party leaders (*speak*) on TV and the local candidates (*address*) meetings in the constituencies.

24. This time tomorrow everyone (*read*) of your success, and all sorts of people (*ring*) up to congratulate you.

25. That oak tree still (*stand*) there fifty years from now.

26. You please (*forward*) my mail to the Grand Hotel? I (*stay*) there as usual for the first fortnight in August.

27. Heavens! Look at the time. Your father (*come*) home in a minute and I haven't even started getting dinner ready!

28. James (*leave*) for Australia quite soon. He has got a job there.

29. "The car (*not start*)." – "If you get in, Tom and I (*give*) it a push."

30. It's nearly Christmas already. Carol singers (*come*) round soon.

31. On the news tonight they mentioned the possibility of a power strike. Everybody (*look*) for candles tomorrow.

32. Hotel receptionist on phone to client: What time you (*arrive*), Mr Jones?

Mr Jones: I (*travel*) on the 4.30 from Victoria. There (*be*) taxis at the station?

Receptionist: Don't bother about taxis, Mr Jones. We (*send*) the hotel car down for you.

33. "You (*use*) your dictionary this afternoon?" – "No. You can borrow it if you like." – "Thanks very much. I (*put*) it back on your desk this evening."

34. Ann: This time next week I (*have*) my first skating lesson.

Tom: And this time next month you (*hobble*) about, covered in bruises!

35. "It's a beautiful drive. I'm sure you (*enjoy*) the scenery." – "I (*not have*) a chance to look at it. I (*map-read*), and Tom gets so furious if I make a mistake that I (*be*) afraid to take my eyes off the map."

36. I (*write*) in code if you insist, but I don't think it's at all necessary.

37. You ask him. It's no good my asking him. He (*not do*) anything I say.

38. "Ann says she (*not come*) if Tom is driving. She says she doesn't want to die yet." – "Well, tell her Tom (*not drive*). He's had his licence suspended."

39. Pupil to teacher: I (*not come*) back next term. My parents want me to get a job.

40. Headmaster: I (*not have*) girls here in slacks. If you come here tomorrow in slacks I'll send you home.

Girl: All right, I (*not come*) tomorrow. I'll get a job.

41. Mother: I'm so grateful for the help you've given Jack; I hope you'll be able to go on helping him.

Teacher: I'm afraid I (*not teach*) him next term because I only teach the fifth form and he'll be in the sixth.

42. Schoolboy (in school dining hall): The last week of our last term! I wonder what we (*do*) this time next year.

Friend: Well, we (*not eat*) school dinners anyway. That's one comfort.

43. They give very good dinners at the school but my daughter (*not eat*) them. She prefers to go out and buy fish and chips.

44. Yes, you can stroke the dog; he (*not bite*) you.

45. "Shall we meet him at the station?" – "Oh, he (*not come*) by train. He never comes by train."

46. "I've fished that river every year for the last fifteen years." – "Well, nobody (*fish*) it next year. The water's been polluted. All the fish are dead."

47. I'll cook any fish you catch, but I (*not clean*) them. You'll have to do that yourself.

48. I (*not show*) any films this time. The projector's broken down.

49. Housewife: This time next week I (*not wash*) up the breakfast things. I (*have*) breakfast in bed in a luxury hotel.

50. I (*not wear*) glasses when you see me next. I'll be wearing contact lenses. You probably (*not recognize*) me.

51. I'll tell him the truth of course. But it (*not be*) any good. He (*not believe*) me.

52. Customer: When you deliver my next order –

Shop assistant: We (*not deliver*) any more orders, I'm afraid. This branch is closing down.

53. "It'll be easy to pick her out in that bright red coat of hers." – "But she (*not wear*) the red coat! She's given it away."

54. No, I (*not tell*) you the end! Go on reading and find out for yourself!

55. "You (*not use*) your car when you're on holiday, will you?" – "No, but don't ask me to lend it to you because I (*not do*) it. Not after what happened last time."

56. I (*have*) to be a bit careful about money when I retire because I'll only be getting half my present salary. But of course I (*not pay*) so much tax.

57. "You can either pay the fine or go to prison for a month." – "I (*not pay*) the fine." – "Then you (*have*) to go to prison."

58. "I wonder how Jack (*get on*) with his new secretary." – "Oh, Jack (*not work*) here after this week. He's being transferred."

59. According to the brochures this hotel prides itself on its service, but the staff not even (*show*) a guest to his room unless he insists. I (*not come*) here again.

Section 3: The Future Perfect and the Future Perfect Continuous Tense

Ex. 1. Put the verbs in brackets into the future perfect tense:

1. I hope they (*repair*) this road by the time we come back next summer.
2. By the end of next week my wife (*do*) her spring cleaning and we'll all be able to relax again.
3. Yes, I make jam every week. I (*make*) about 200 kilos by the end of the summer.
4. In two months' time he (*finish*) his preliminary training and will be starting work.
5. He spends all his spare time planting trees. He says that by the end of next year he (*plant*) 2,000.
6. "I'll be back again at the end of next month." – "I hope I (*pass*) my driving test by then. If I have, I'll meet your train."
7. Come back in an hour. I (*do*) my packing by then and we'll be able to have a talk.
8. When he reaches Land's End he (*walk*) 1,500 miles.
9. He's only 35 but he's started losing his hair already. He (*lose*) it all by the time he's 50.
10. His father left him £400,000, but he lives so extravagantly that he (*spend*) it all before he's 30.
11. By the end of next year I (*work*) for him for 45 years.
12. Everywhere you go in central London you see blocks of flats being pulled down and huge hotels being erected. In ten years' time all the private residents (*be driven*) out and there'll be nothing but one vast hotel after another.
13. Our committee is trying to raise money to buy a new lifeboat. By the end of the year we (*send*) out 5,000 letters asking for contributions.
14. By the end of my tour I (*give*) exactly the same lecture 53 times.
15. A hundred people have died of starvation already. By the end of the week two hundred (*die*). When are you going to send help?
16. Since he began driving, Tom has driven an average of 5,000 miles a year, and had an average of 2 ½ accidents a year. So by the time he's 60 he (*drive*) 200,000 miles and had 50 accidents. Let's try to persuade him to go back to cycling.
17. "Did you say you wanted help picking apples? I could come on 1 October." – "We (*pick*) them all by then. But come all the same."

18. Apparently Venice is slowly sinking into the sea. Scientists are trying to save it but by the time they've found the answer the city probably (*sink*).

Ex. 2. Supply the future perfect simple or continuous. Note where both are possible:

1. They **will have completed** the new bridge by the end of the year. (*complete*)
2. By the end of this week, I ___ seventeen weeks for my phone to be repaired. (*wait*)
3. Do you realize that on August 15, we ___ in this house for fifty years? (*live*)
4. I hope I ___ this report by the end of the day. (*finish*)
5. She ___ for work before the children get home from school. (*leave*)
6. We ___ non-stop for fourteen hours before we get to Calcutta. (*fly*)
7. They ___ work on the great dam by the end of this decade. (*complete*)
8. Radio waves from earth ___ for light years before anyone picks them up. (*travel*)

Ex. 3. Put the verbs in brackets into the **present simple**, **future simple**, **future perfect simple** or **future perfect continuous**:

1. I think she **will have heard** (*hear*) all about it by the time I *see* (*see*) her.
2. I reckon I ___ (*finish*) this book by the weekend and then I ___ (*give*) it to you.
3. The children ___ (*be*) hungry when they ___ (*get in*) because they ___ (*run around*) all afternoon.
4. This government ___ (*be*) in power for eight years soon but I don't think they ___ (*win*) the next election.
5. ___ (*you/eat*) when you ___ (*get*) here? If not, I ___ (*make*) you something.
6. Don't phone them now. They ___ (*not get*) home yet. They ___ (*probably get back*) at about half-past eight.
7. I think they ___ (*finish*) building the house by the time the winter ___ (*come*) and then we ___ (*move in*) in the New Year.
8. I expect they ___ (*be*) tired when you ___ (*see*) them because they ___ (*work*) all day.
9. If I ___ (*come*) and see the film with you on Saturday, I ___ (*see*) it six times. But it is my favourite film of all time: I think you ___ (*love*) it.
10. Why don't you come round at 9 o'clock? The children ___ (*go*) to bed then so it ___ (*be*) nice and peaceful.

Section 4: Other Ways of Referring to the Future

Ex. 1. Supply the correct forms of the verb phrases in brackets.

1. The conference delegates **are to** meet again later today. (*to be to*)
2. You ___ take these new tablets four times a day. (*to be to*)
3. They ___ open their instructions until midnight. (*not to be to*)
4. You'll have to hurry. The train ___ leave. (*to be (just) about to*)
5. I can't talk now. I ___ go out. (*to be (just) about to*)
6. There's not much longer to wait. Their plane ___ land in ten minutes. (*to be due to*)
7. Don't be so impatient. She is ___ arrive until teatime. (*not to be due to*)

Ex. 2. Rewrite the sentences using **be (not) to, due to, about to, on the point of, plan/intend/propose/hope/agree/promise (not) to**. You may use a verb or expression more than once:

1. I'm sorry I can't talk to you now. I'm going to work in a minute. – *I'm sorry I can't talk to you now. I'm about to go to work.*
2. The Council have decided what they would like to do one day. They are going to close the old swimming pool. – *The Council intend to close the old swimming pool.*
3. They are making plans now. They are going to have a big wedding in the summer.
4. The train will depart at 8.25.
5. The Condor Freight Company have had discussions with staff representatives and they have reached an agreement on work clothes. They are going to provide free work clothes to all employees.
6. You must not enter the building without signing your name in the register.
7. The Government have made a promise. They will not increase taxes during the next year.
8. The economy will collapse in the very near future; it will happen at any time now.
9. The Department of Social Security has made a proposal. It is probably going to cut unemployment benefit.
10. My grandfather is going to die soon.
11. I hope I'll find a new job before the end of the year.
12. Do you promise that you won't tell anyone about this?
13. What are the two leaders' intentions? When are they going to meet?
14. They are making plans. They are going to move abroad.
15. You will arrive at the hotel at 7.30 in the evening.

Section 5: Revision

Ex. 1. Identify the tenses, then match them with the correct description.

- | | |
|---|--|
| 1. I think I'll go home now. | a. action which may (not happen in the future) |
| 2. The bus for Brighton <i>departs</i> in an hour. | b. action in progress at a stated future time |
| 3. We'll be sailing around the islands this time next month. | c. fixed arrangement in the near future |
| 4. By May he <i>will have been living</i> abroad for six years. | d. action which will be finished before a stated future time |
| 5. The men <i>are delivering</i> the furniture tomorrow. | e. timetable/programme |
| 6. Look at the baby! He's <i>going to eat</i> that worm! | f. decision taken at the moment of speaking |
| 7. Perhaps we'll see Nicky at school today. | g. action which is the result of a routine |
| 8. He's <i>going to</i> take a few days off next week. | h. duration of an action up to a certain time in the future |
| 9. I'm sure you'll have a wonderful holiday. | i. prediction about the future |
| 10. <i>Will</i> Jo be staying with you this Easter? | j. action intended to be performed in the near future |
| 11. I'll be having lunch with Sam tomorrow as usual. | k. asking politely about people's arrangements |
| 12. They <i>will have made</i> a decision by Friday. | l. evidence that sth will definitely happen |

Ex. 2. Comment on the use of tenses:

1. She is coming to lunch on Thursday.
2. I'll help you.
3. Look at that wall. It's going to fall down one of these days.
4. His suggestion will interest you enormously.
5. He'll never sell his little cottage.

6. I'm going to paint my room this summer. I've already chosen the colors I want.
7. I'm seeing him at 10 o'clock tomorrow.
8. The meeting starts at six sharp.
9. At seven o'clock tomorrow I'll be having my breakfast.
10. By 1992, he will have worked here for twelve years.
11. I'm sure he'll enjoy it.
12. If he comes, I'll let you know.
13. It's my birthday next month.
14. Will you be passing the post office when you go out?
15. Ann, we haven't got any salt. – Oh, I'll get some from the shop then.
16. I feel terrible. I think I'm going to be sick.
17. We'll probably go to Scotland in June.
18. Tom is playing tennis on Monday.
19. Did you phone Ann? – Oh, no. I forgot. I'll do it now.
20. Thank you for lending me the money. I'll pay you back on Friday.
21. We shall all die some day.

Ex. 3. Fill in the correct **present** or **future** forms:

We (1) ___ (go) on holiday next Friday. The plane (2) ___ (leave) at 5.00 a.m., so we (3) ___ (sunbathe) in Bermuda by lunchtime! We've got a lot of luggage and neither of us wants to drive so we (4) ___ (get) a taxi to the airport. My sister has never flown before so she (5) ___ (probably/be) quite nervous. I (6) ___ (have to) sit by her and hold her hand all the time. By the time we get there, we (7) ___ (fly) for quite a long time and so we (8) ___ (be) quite tired. However, I hope we (9) ___ (recover) by 8 o'clock, in time to go to the welcoming party!

Ex. 4 A. Fill in the gaps with an appropriate tense form :

Next month, Maggie (1) **is going** (go) to Australia to visit her sister, who she hasn't seen for fifteen years. The plane (2) ___ (leave) early in the morning and (3) ___ (stop off) at Singapore before flying on to Sydney. It (4) ___ (be) a very long, tiring journey, but Maggie is very excited because this time next month, she (5) ___ (begin) her adventure on the other side of the world. She (6) ___ (stay) in Australia for one month. She has booked her flight, so she (7) ___ (fly) back to Britain on 31st May. She hopes that she (8) ___ (visit) lots of fascinating places and seen many interesting things by the time her holidays are over.

B. Which of the tense forms in the text above are used to express:

1. timetables/programmes
2. actions which will have finished before a stated future time
3. plans or intentions
4. fixed arrangements in the near future
5. actions which will be in progress at a stated future time
6. predictions based on what we know.

Ex. 5. This exercise covers the tenses and forms used for future time, namely the **simple or continuous future, future perfect and present** tenses, and the **going to-form**. For each verb in brackets use one of these:

I hope Brenda (1) ___ (*still/work*) for me when I retire in six years' time. She (2) ___ (*retire*) herself a few years afterwards, because she (3) ___ (*then/be*) sixty. She (4) ___ (*work*) for the firm for twenty years by then and (5) ___ (*qualify*) for the firm's full pension. She says that when she retires she (6) ___ (*work*) as a business consultant. Perhaps she (7) ___ (*earn*) a lot more money doing that than she does now. At the moment she is in London on a special assignment, but she (8) ___ (*come*) back tomorrow, so if you look in then I (9) ___ (*introduce*) you to her. (10) ___ (*tell*) her you may come?

I (11) ___ (*see*) Willie tomorrow at our weekly Japanese class, so (12) ___ (*tell*) him what you have just told me. He (13) ___ (*be*) very pleased to know that you have passed your music exam. What (14) ___ (*do/you*) next? (15) ___ (*prepare/you*) for the higher grade?

According to this timetable for my business trip to Brazil for the firm, I (16) ___ (*be*) due in Rio on the fourteenth and (17) ___ (*leave*) for Sao Paulo on the seventeenth. That (18) ___ (*not/give*) me enough time to visit the three factories that are listed: they (19) ___ (*need*) at least a day each. Incidentally, when (20) ___ (*meet*) our representative in Sao Paulo? There's no mention of that here. And I see that I (21) ___ (*be*) due back in Britain on the twenty-second, which (22) ___ (*mean*) only forty-eight hours in Brasilia, which in my opinion (23) ___ (*not/be*) enough. (24) ___ (*be/you*) free any time this afternoon? Three-thirty? Good. So (25) ___ (*be*). Could I discuss my Brazilian programme with you then?

– I hear that Marilyn (26) ___ (*go*) to the States shortly. What (27) ___ (*do/she*) there?

– She (28) ___ (*promote*) her firm's products.

– How (29) ___ (*do/she*) that?

– She (30) ___ (*demonstrate*) them to selected retail outlets. I am sure she (31) ___ (*do*) extremely well.

Sir James and Lady Blenkinsop (32) ___ (*be*) married for thirty years next March. They (33) ___ (*celebrate*) their wedding anniversary with a dinner party at Blenkinsop Hall on the seventeenth. I don't think it (34) ___ (*be*) a particularly stylish affair, but I am sure a lot of good food (35) ___ (*be*) served. Sheila, Ken and Willie have been invited and (36) ___ (*go*). Marilyn was invited too, but can't go because she (37) ___ (*leave*) for the States by then. Helen and Denis say they (38) ___ (*go*) if they're invited! I haven't been invited yet, but I can't go anyway, as I (39) ___ (*work*) on a job in Glasgow at the time. (40) ___ (*go/you*)?

Ex. 6. Translate the following from Russian into English:

1. Что ты будешь делать завтра в 7 часов вечера? – Ничего особенного. Буду смотреть телевизор. – А я пойду на футбольный матч. Пойдешь со мной?

2. Вы опоздаете на поезд, если не возьмете такси.

3. Я не уйду, пока не получу ее адрес.

4. Генри сейчас в больнице, но завтра он уезжает на конференцию врачей в Лондон.

5. Когда мне исполнится 23 года, я женюсь на ней.

6. Они начнут строительство в ближайшие дни и закончат его к концу года.

7. Я еще буду работать, когда вы вернетесь.

8. Доктор, я жду Вас завтра в 4 часа.

9. Они, возможно, получат удовлетворение от нашей ссоры.

10. Я надеюсь, что мы будем вас видеть, пока вы будете жить в Лондоне.

11. Я полагаю, что к началу собрания мы уже решим, кого мы собираемся избрать.

12. Я подожду в соседней комнате и вернусь, когда она уйдет.

13. Конечно, наше путешествие будет занимательным.

14. Я скажу ему все, что я о нем думаю.

15. Он думает, что скандал уничтожит его хорошую репутацию.

16. Я увижу его на следующей неделе, так что я могу напомнить ему о его обещании.

17. Я еще не выучил эти слова, но к следующему уроку я их выучу.

18. У него будет скандал. У него будет самый большой скандал за последние двадцать лет.

19. Завтра воскресенье. Мы пойдем на прогулку. Если мы возьмем что-нибудь поесть, это будет пикник.

20. Сначала мы пойдем через лес к озеру. Мы искупаемся в озере. Элис будет нести карту и компас. Джон будет нести рюкзак, поэтому он не сможет нести палатку. Ее понесу я.

21. Вас кто-нибудь завтра встретит на станции?

22. Через неделю она уезжает за границу.

23. Через 20 минут мы будем ужинать, так что, пожалуйста, никуда не уходи.

24. Я уверен, что я его узнаю, когда встречу.

25. Если у тебя будет время, ты зайдешь к нам сегодня днем, не так ли?

26. Где ты с ним встретишься? – Мы встретимся в полночь посреди леса.

27. Когда у вас следующий урок географии? – Следующий урок географии у нас будет во вторник.

28. Здесь так жарко. – Пойду принесу тебе что-нибудь попить.

29. Боюсь, он не станет с тобой разговаривать.

30. Протестуйте, как хотите, м-р Пайк. Это не изменит моего решения.

31. Что с нами станет?

32. Сейчас я скажу тебе что-то ужасное, Дороти.

33. Когда бы он не пришел, мы поговорим об этом.

34. Рано или поздно она выйдет замуж.

35. Если мы не поторопимся, концерт закончится до того, как мы туда доберемся.

36. Я буду приходить так часто, как смогу.

37. Куда мы пойдем сейчас?

38. Он такой ленивый. Он ни за что не хочет работать.

39. Не беспокойтесь. Я все сделаю сам.

40. Как только мы попьем чаю, Фред, мы пойдем и осмотрим твой дом.

41. Это прогноз погоды на сегодня. Пояс высокого давления распространится дальше на север, дожди будут идти в южных регионах.

Ex. 7. Oral activity. *Make up dialogues about your plans for the next weekend. Use as many grammatical forms denoting future actions as possible.*

Ex 8. Written activity. *Write about what your life will be like in ten years' time, what you will be doing, what you will have done by that time, what will you do if ... etc.*

Part C. Test on Future Tenses

I. Underline the correct item:

1. "I really need a drink." – "OK, *I'll buy/'m buying* you one. What would you like?"
2. "You look dreadful." – "I know, I'm *seeing/'ll see* the doctor tomorrow at 4 o'clock."
3. "Did you remember to water the plants today?" – "Oh no, I forgot; I'll *water/water* them now."
4. I've already told you why I can't see you tonight. I'm *having/'ll have* guests.
5. I'm sorry. I promise I'll *stay/'ll be staying* out of trouble in the future.
6. I'm sure he'll *understand/'s going to understand* if you explain it to him clearly.
7. I *will have finished/will finish* my exams by the end of August.
8. "I've burnt the dinner." – "Never mind, I'll *go/'m going* to the restaurant and get a takeaway pizza."
9. I'll *have been working/'ll work* here for forty years by the time I retire next week.
10. "I forgot to invite Fergus to the party." – "That's OK. I *see/will be seeing* him this afternoon."
11. If I *have/will have* enough money, I'll buy a new bicycle.
12. I don't think I'll *have finished/'ll finish* these exercises by 3 o'clock.
13. Excuse me, Colin. *Will you be going/Will you go* to the library this morning?
14. I'm not sure when I *go/'ll go* on holiday this year.
15. If we *go/will go* to Greece in the summer, we will visit the islands.
16. We can't get into the office until Jane *arrives/will arrive* with the key.
17. I doubt if they *are/will be* on time.

II. Form statements or questions using the following words: to meet/her/tonight at eight (or other suitable adverbs) to make:

- a) a request;
- b) a question about intentions;
- c) a statement about a definite agreement;
- d) a statement about a completed action in the future;
- e) a statement which is a part of a timetable;
- f) a prohibition.

III. State whether the tense is used correctly or not. Put T or F accordingly. Correct the mistakes:

F.e.: You're never ill. I'm envying you. – F – I envy you.

1. You're knowing what I mean.
2. Look at the baby! He'll eat that worm!
3. I hope you will be able to come to my party this weekend, Emma.
4. She is weighing herself again.
5. There goes my bus.
6. The bus for Brighton departs in an hour.
7. Where am I going now?

IV. Write the following sentences in the correct form (present continuous, present simple, going to, future simple, future continuous, future perfect simple, or future perfect continuous). In more than one answer is possible, write the most likely one:

1. "We've run out of milk." – "Oh, have we? I ___ and get some." (*go*)
2. "So you've bought your new house – Congratulations!" – "Thank you – we ___ a party when we ___ in." (*have/move*)
3. I'm afraid I can't come to dinner on Saturday – I ___ Tim. (*meet*)
4. Ronald ___ five next Tuesday. (*be*)
5. It's raining, so we ___ take an umbrella. (*have to*)
6. Next November we ___ married for fifteen years. (*be*)
7. I ___ you know when Mary ___. (*let/phone*).
8. Just think! This time next week we ___ on the beach! (*lie*)
9. I ___ at the airport when your plane ___ (*wait/land*).
10. In two weeks' time she ___ her exams. (*finish*)
11. "___ Brian at the meeting?" (you see) – "No – he ___ on holiday next week." (*be*)
12. We ___ when Jane ___ here. (*go/get*)
13. At ten o'clock I ___ for sixteen hours. (*drive*)

V. Fill in the correct present or future forms:

Dear Mum,

By the time you receive this letter I (1) ___ (*finish*) my final exams and, whether they want or not, I (2) ___ (*celebrate*). I (3) ___ (*start*) looking for a job at the end of the summer because I (4) ___ (*go*) on holiday around Europe for a month, starting next week. Sue (5) ___ (*probably/come*) with me, although she's not sure yet. If she does, I'm sure we (6) ___ (*have*) a great time. I (7) ___ (*see*) her this evening, as usual, so I expect she (8) ___ (*tell*) me her decision then.

Anyway, my first exam (9) ___ (*start*) at 9 o'clock tomorrow so I (10) ___ (*drive*) down to the library to do some last-minute revision. Even though I (11) ___ (*study*) Russian for four years by the time these exams are over, I feel I've still got a lot to learn about the language. Give my love to Sam and Rover.

Yours,
Jason.

VI. Put in the simple future, the future continuous or the future perfect simple:

FLYING JUNK

By the middle of the 21st century we (1) ___ (*build*) space stations which (2) ___ (*circle*) the earth and (3) ___ (*probably circle*) the moon, too. We (4) ___ (*establish*) bases on planets like Mars. At present, we use radars to 'watch' nearly 8,000 objects in space. In addition, there are at least 30,000 bits of rubbish from the size of marbles to the size of basket balls flying round the earth. These (5) ___ (*increase*) in number by the year 2050 and (6) ___ (*orbit*) the earth. All these bits and pieces are watched by NORAD (North American Radar Defence Command). NORAD (7) ___ (*have*) more and more rubbish to watch as the years go by. Some bits fall back to earth, like the Russian satellite C954, which crashed in the northern Territories of Canada in 1978. Crashing junk could give us a bad headache. Most of the stuff (8) ___ (*stay*) up there (we hope). The sad fact is that we who are alive today (9) ___ (*not clear up*) our own junk tomorrow. Perhaps we (10) ___ (*just watch*) from some other (safe) place as it goes round and round the earth!

VII. Complete each sentence with two to five words, including the word in bold:

1. The Queen will open the new sports centre next week.
is The Queen **is to open** the new sports centre next week.
2. We are planning to go to Spain next summer.
intend We ___ Spain next summer
3. The guests should have arrived at nine, but they were late.
due The guests ___ at nine, but they were late.
4. Jane was thinking of looking for a new job, but she changed her mind.
going Jane ___ a new job, but she changed her mind.
5. The manager will be angry when he hears the news.
bound The manager ___ angry when he hears the news.
6. Hurry up! The bus is going to leave!
about Hurry up! The bus ___ leave!
7. Helen will love this present.
sure Helen ___ this present.

UNIT 4. TALKING ABOUT THE PAST

The following items will be examined:

- the past simple and past continuous tense to talk about actions which have no connection to the present;
- sentence patterns with the past simple and past continuous tense;
- special means of expressing repeated or permanent actions in the past;
- the present perfect tense to talk about completed actions which are related to the present;
- the present perfect and present perfect continuous tense to describe actions which start in the past and continue up to the present and possibly into the future;
- contrast in usage between the past simple and the present perfect tense;
- the past perfect tense to describe actions completed before a certain moment in the past;
- the past perfect and the past simple tense in adverbial clauses of time;
- the past perfect and the past perfect continuous for actions which began before a given moment in the past and continued up to or into it;
- the past perfect continuous tense as the equivalent of the present perfect continuous tense in past context situations;
- means of expressing future actions viewed from the past.

You must use the following terms: *a temporary action; a single completed action; a succession of actions; an accomplished action; an action of some duration; a permanent action; a simultaneous action; a future action viewed from the past; an adverbial modifier of frequency; a time phrase; a conjunction.*

You must know:

1. All types of past actions.
2. How to correctly form and use different tense aspect forms denoting past actions to achieve the communicative purpose.

The Unit consists of Part A – references and reading material; Part B – practical exercises; Part C – test.

Part A. Read and learn:

1. Конева, Т. А., Удалова, Н. В. Методические указания по практической грамматике английского языка для студентов 1-го курса специальностей П.02.07.00. Часть 1 / Т. А. Конева, Н. В. Удалова. – С. 19 – 33.

2. Кобрина, Н. А., Корнеева, Е. А. и др. Грамматика английского языка. Морфология / Н. А. Кобрина, Е. А. Корнеева и др. – § 47 – 48, P. 23 – 24; § 52 – 53, P. 26; § 38 – 39, P. 21; § 42 – 43, P. 22 – 23; § 56 – 57, P. 27 – 282; § 60, 62, P. 29; § 77 – 79, P. 33.

Study other than the past simple means of expressing regular, repeated and habitual actions in the past.

Used is the past tense of a defective verb which has no present tense.

Affirmative: *used* for all persons.

Negative: *used not/usedn't* for all persons.

Interrogative: *used you/he/they?* etc.

Negative interrogative: *used you not/usedn't you?* etc.

Negative and interrogative can also be formed with **did**: *didn't use to; did you use to?; didn't you use to?*

This is a more informal form, common in conversation.

Used is followed by the full infinitive, and to remind students of this it is often referred to as *used to* (just as *have used* for obligation is referred to as *have to*).

We use **used to + infinitive** to refer to past habits or states. In such cases, *used to* can be replaced by the past simple with no difference in meaning.

*They used to travel/travelled a lot when they were younger.
(They don't any more).*

We use the past simple, and not **used to**, in the following cases:

a) to refer to an action which happened at a definite time in the past.

I drove to work yesterday.

b) To say how many times an action happened at a definite time in the past.

I went to the cinema four times last month.

We use **would** and **used to** to talk about past habits.

When we were children, my brother and I used to fight all the time.

When we were children, my brother and I would fight all the time.

When we use **would** to talk about a past habit, it is necessary to use a past time reference. **Used to** can be used with or without a past time reference.

I used to go out a lot.

Before I got this job, I used to/would go out a lot.

When we talk about past situations (not actions), we can use **used to** but we can't use **would**.

*We **used to** live in a flat in the town centre.*
*She **used to** have long hair but now she wears it short.*

We can't replace **used to** by **would** for a discontinued habit.

*He **used to** get up early but he doesn't have to now.*

NOTE *He **would** get up early but he doesn't have to now.*(wrong)

Be used to + **noun/pronoun/-ing form** = be accustomed to, be in the habit of

*They **are used to** the cold.* (present)
*I don't mind walking. I'm **used to** it.* (present)
*She **wasn't used to** living in the country.* (past)

Get used to + **noun/pronoun/-ing form** = become accustomed to

*I **am getting used to** the weather.* (present)
*He **didn't like** using the computer at first, but he **got used to** it.* (past)
*She **will soon get used to** wearing contact lenses.* (future)

Study the usage of the past perfect and past simple tense in clauses of time.

The past perfect is often used with conjunctions of time:

1. The past perfect is used in **when-clauses**:

a) when we need to make it clear that the event in the when clause was completed before the event in the past simple started.

When I had read the letter I started to cry
(I finished reading the letter before I started to cry.)

Compare with:

When I read the letter I started to cry.
(I started to cry after I started reading the letter.)

b) The past simple can often be used instead of the past perfect if the earlier action was a shorter one.

When I had washed the cat, it ran off into the bushes in disgust.
When I put the cat out, it ran off into the bushes in disgust.

However, the past perfect is usual when the subjects of the two clauses are the same.

When I had put the cat out, it ran off into the bushes.

Even when the subjects are the same, the past simple is usually used when we are talking about people's *immediate reactions*.

When she saw the mouse she screamed.

c) The past perfect is used when the action of the principal clause closely follows that of the *when-clause* if we want to emphasize the completion of the action in the subordinate clause.

When they had shown him round, they demanded news.

However, the past simple is normally used in both clauses.

d) When the action of the principal clause precedes that of the subordinate clause, the past perfect tense is used in the principal clause.

When he spoke next, his tone had changed.

e) In a pattern which contains the past simple tense in the subordinate clause and the negative form of the past perfect tense and some indication of measure in the principal clause.

I hadn't been in the pub two minutes when somebody brought Tom in for a drink.

Sentences of the kind are generally rendered in Russian as: "Не пробыл я там и двух минут, как ..."

2. The past perfect tense can be used in *after-clauses* to emphasize the fact that the event in the after-clause precedes the other event.

After we had passed our exams, we went out to celebrate.

However, it is correct to use either the past perfect or the past simple in after-clauses.

3. The past perfect is used in *before-clauses*:

a) When it can refer to a later action which was not completed or which was not done in time.

He died before I had had a chance to speak to him.

b) When the principal clause precedes that of the before-clause the past perfect tense is used in the principal clause.

He had heard the news before he ran up my stairs.

However, the past simple is more common in the principal clause.

c) To denote that the action in one of the clauses is not fully accomplished before the action of the other clause takes place.

If the unaccomplished action is expressed in the principal clause, its verb is always negative in form.

They hadn't gone 4 miles before he understood that it was going to rain.

If the unaccomplished action is expressed in the subordinate clause, its predicative verb is affirmative in form but negative in meaning.

I discovered the news before I had been in the house for an hour.

4. Occasionally, the past perfect tense may be found in the subordinate clause after the conjunction **as soon as** to emphasize the completion of the action.

As soon as he had gone, I spoke to Hanna.

5. Past perfect tense is used in adverbial clauses of time introduced by the conjunctions when, before, after, as soon as, till/until to express a future action viewed from the past. It shows that the action of the subordinate clause will be completed before the action of the principal clause, which is usually expressed by the future in the past.

He decided that he wouldn't look at his watch till he had read thirty pages.

Part B. Practical Exercises:

Section 1: The Past Simple and the Past Continuous Tense.

Other Ways of Expressing Repeated Habitual Actions in the Past

Ex. 1. Explain the difference in usage of the past simple and the past continuous tense in the following pairs of sentences:

1. a) He *was cooking* the dinner when I arrived.
b) He *cooked* the dinner when I arrived.
2. a) I *was reading* a book about astrology last night.
b) I *read* a book about astrology last night.
3. a) It *was raining* all night.
b) It *rained* all night.
4. a) While I *was making* the dinner, the children *were watching* television.
b) While I *made* the dinner, the children *watched* television.

5. a) I *was having* a bath at 8 o'clock.
b) I *had* a bath at 8 o'clock.

Ex. 2. Put the verbs in brackets into the *past simple* or *past continuous*:

Here he (1) *was* (*be*), Davey Stark, the big rock star. It (2) ___ (*be*) the end of an exhausting two-hour concert. The fans (3) ___ (*scream*) and (4) ___ (*shout*). They (5) ___ (*want*) Davey, their hero. His face (6) ___ (*pour*) with sweat, his hair (7) ___ (*drip*) and his heart (8) ___ (*thump*) violently. But he (9) ___ (*love*) these moments at the end of a concert. He always (10) ___ (*feel*) powerful and in control. He (11) ___ (*decide*) to do one more song for the crowd: one of his most popular. When he (12) ___ (*start*) singing, the crowd (13) ___ (*go*) wild. By the end of the song, they (14) ___ (*all/dance*) and (15) ___ (*clap*) their hands. When Davey (16) ___ (*leave*) the stage, he (17) ___ (*be*) exhausted but exhilarated. But when he (18) ___ (*get back*) to the dressing room, he (19) ___ (*open*) the door and (20) ___ (*see*) that two men (21) ___ (*wait*) for him. They (22) ___ (*lock*) the door behind Davey. He (23) ___ (*shout*) for his bodyguard Bernard, but no-one (24) ___ (*come*). The two men (25) ___ (*tie*) his hands behind his back, (26) ___ (*blindfold*) and (27) ___ (*gag*) him. Davey (28) ___ (*can hear*) Bernard in the next room. Bernard (29) ___ (*talk*) to someone and he (30) ___ (*say*) terrible things about Davey. He (31) ___ (*say*) that Davey (32) ___ (*deserve*) it. (33) ___ (*Deserve*) what? What (34) ___ (*he/mean*)? What (35) ___ (*go on*)? Why (36) ___ (*not someone tell*) him what (37) ___ (*happen*)?

Ex. 3. Put the verbs in brackets into the *past simple* or *past continuous*:

1. It (1) *happened* (*happen*) in June 1985. It (2) ___ (*be*) summer and we (3) ___ (*all/lie out*) in the garden. My mother (4) ___ (*read*) and my uncle (5) ___ (*just/doze*) in the sun. We children (6) ___ (*look for*) worms and insects. And then he (7) ___ (*arrive*). He (8) ___ (*be*) a tall, handsome man with piercing blue eyes and he (9) ___ (*look*) straight at my mother. Her face (10) ___ (*go*) pale and her eyes (11) ___ (*open*) wide with shock. 'Arthur, I (12) ___ (*think*) you (13) ___ (*be*) dead,' she (14) ___ (*say*) in a kind of whisper.

2. A: I (15) ___ (*phone*) you at about 9 o'clock this morning but you (16) ___ (*not answer*). What (17) ___ (*you/do*)?

B: Well, I (18) ___ (*hear*) the phone but I (19) ___ (*have*) a shower and I (20) ___ (*can not*) get out in time to answer it. Anyway, what (21) ___ (*you/want*)?

A: Well, last night I (22) ___ (*clear out*) that old desk you (23) ___ (*give*) me when I (24) ___ (*come across*) a pile of old letters with a red ribbon round them.

B: My letter?

A: Yes, they (25) ___ (*be addressed*) to you. And they (26) ___ (*all/smell*) of perfume, a man's perfume.

3. Last night Jake (27) ___ (*wake up*) at about 3 a.m. As soon as he (28) ___ (*wake up*), he (29) ___ (*listen out*) for strange noises but he (30) ___ (*not hear*) any. His father (31) ___ (*snore*) in the next room, some central heating pipes (32) ___ (*make*) a bit of a noise and a tap (33) ___ (*drip*) in the bathroom. It was all as usual. Jake (34) ___ (*open*) the window and (35) ___ (*look*) outside. The moon (36) ___ (*be*) full and it (37) ___ (*shine*) brightly. Jake (38) ___ (*think*) he (39) ___ (*see*) an owl in one of the trees. He (40) ___ (*can certainly hear*) one. But then he (41) ___ (*see*) something different. A man – no, it (42) ___ (*be*) a woman. She (43) ___ (*wear*) white and she (44) ___ (*hide*) behind a tree. Suddenly she (45) ___ (*run*) towards the house.

Ex. 4. Put the verbs in brackets into the correct tense: simple past or past continuous:

1. He ___ (*sit*) on the bank fishing when he ___ (*see*) a man's hat floating down the river. It ___ (*seem*) strangely familiar.

2. It ___ (*snow*) heavily when he ___ (*wake*) up. He ___ (*remember*) that Jack ___ (*come*) for lunch and ___ (*decide*) to go down to the station to meet him in case he ___ (*lose*) his way in the snowy lanes.

3. When I ___ (*reach*) the street I ___ (*realize*) that I ___ (*not know*) the number of Tom's house. I ___ (*wonder*) what to do about it when Tom himself ___ (*tap*) me on the shoulder.

4. As the goalkeeper ___ (*run*) forward to seize the ball a bottle ___ (*strike*) him on the shoulder.

5. I ___ (*look*) through the classroom window. A geometry lesson ___ (*go*) on. The teacher ___ (*draw*) diagrams on the blackboard.

6. Most of the boys ___ (*listen*) to the teacher but a few ___ (*whisper*) to each other, and Tom ___ (*read*) a history book. Tom ___ (*hate*) mathematics; he always ___ (*read*) history during his mathematics lesson.

7. Everyone ___ (*read*) quietly when suddenly the door ___ (*burst*) open and a complete stranger ___ (*rush*) in.

8. I ___ (*go*) to Jack's house but ___ (*not find*) him in. His mother ___ (*say*) that she ___ (*not know*) what he ___ (*do*) but ___ (*think*) he probably ___ (*play*) football.

9. This used to be a station and all the London trains ___ (*stop*) here. But two years ago they ___ (*close*) the station and ___ (*give*) us a bus service instead.

10. She ___ (*promise*) not to report me to the police but ten minutes later I ___ (*see*) her talking with a policeman and from the expression on his face I am sure she ___ (*tell*) him all about it.

11. I ___ (*pick*) up the receiver and ___ (*dial*) a number. To my surprise I ___ (*find*) myself listening to an extraordinary conversation. Two men ___ (*plan*) to kidnap the Prime Minister.

12. I ___ (*meet*) Paul 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 practising the flute.

13. The train just ___ (*start*) when the door ___ (*open*) and two panting passengers ___ (*leap*) in.

14. "What you ___ (*do*) between 9.00 and 10.00 yesterday?" ___ (*say*) the detective. – "I ___ (*clean*) my house," said Mrs Jones. "I always clean my house on Saturday mornings."

15. My neighbour ___ (*look*) in last night and ___ (*say*) that he ___ (*leave*) the district and ___ (*go*) to Yorkshire, to a new job. I ___ (*say*) that I ___ (*be*) very sorry that he ___ (*go*) and ___ (*tell*) him to write to me from Yorkshire and tell me how he ___ (*get*) on.

16. They ___ (*build*) that bridge when I ___ (*be*) here last year. They haven't finished it yet.

17. The dentist's waiting room was full of people. Some ___ (*read*) magazines, others just ___ (*turn*) over the pages. A woman ___ (*knit*); a child ___ (*play*) with a toy car. Suddenly the door ___ (*open*) and the nurse ___ (*say*), "Next, please."

18. "The house next to yours ___ (*be*) full of policemen and police dogs yesterday." – "What they ___ (*do*)?" – "I ___ (*hear*) that they ___ (*look*) for drugs." – "They ___ (*find*) any?" – "Yes, I believe one of the dogs ___ (*discover*) some cannabis."

19. "Peter ___ (*tell*) me yesterday that he ___ (*make*) his own £5 notes." – "Don't believe him. He just ___ (*pull*) your leg."

20. A traffic warden just ___ (*strick*) a parking ticket to my windscreen when I ___ (*come*) back to the car. I ___ (*try*) to persuade him to tear it up but he ___ (*refuse*).

21. "Ann works in the branch where the big robbery ___ (*take*) place." – "She actually ___ (*work*) there at the time of the raid?"

22. When Ann ___ (*say*) that she ___ (*come*) to see the next day, I ___ (*wonder*) what flowers she would bring. She always brings flowers.

23. While I ___ (*wonder*) whether to buy the dress or not, someone else ___ (*come*) and ___ (*buy*) it.

24. He always ___ (*borrow*) from me (he borrowed more often than was reasonable) but when I once ___ (*ask*) him to lend me something, he ___ (*say*) he ___ (*not have*) got it before he even ___ (*know*) what I ___ (*want*) to borrow.

25. I ___ (*go*) home on foot and all the time I ___ (*have*) the impression that I ___ (*be*) followed (*passive*). But though I ___ (*turn*) round several times, I never ___ (*see*) anybody.

26. I ___ (*bump*) into Tom yesterday. I ___ (*ask*) him to join us for lunch tomorrow but he ___ (*say*) he ___ (*have*) (had arranged to have) lunch with Ann.

27. My dog ___ (*attack*) the postman as he ___ (*put*) the letters into the letter box. The man ___ (*thrust*) a large envelope into the dog's mouth and of course he ___ (*tear*) it. Unfortunately the letter ___ (*contain*) my diploma. I ___ (*patch*) the diploma up with Sellotape but it still looks a bit odd.

28. "How you ___ (*break*) your leg?" – "I ___ (*fall*) off a ladder when I ___ (*put*) up curtains. The worst of it ___ (*be*) that it ___ (*be*) just before the holidays and I ___ (*go*) away. (had planned to go away)"

29. "So you ___ (*not go*) away?" – "No, of course not. I ___ (*cancel*) my bookings and ___ (*spend*) the holiday hobbling about at home."

30. The curtain just ___ (*rise*) when somebody at the back of the theatre ___ (*shout*) "Fire!" The audience ___ (*look*) round nervously.

31. As it ___ (*rain*) the children ___ (*play*) in the sitting room. Tom was there too. He ___ (*try*) to write a letter but he ___ (*not get on*) very well because the children ___ (*keep*) asking him questions.

32. "What you ___ (*do*) when the doorbell ___ (*ring*)?" – "I ___ (*make*) a cake." – "And what you ___ (*do*) when you ___ (*hear*) the bell?" – "I ___ (*go*) to answer it of course. But when I ___ (*open*) the door there ___ (*be*) nobody there."

33. A few minutes later the bell ___ (*ring*) again and this time I ___ (*find*) a man in a peaked cap who ___ (*say*) he ___ (*make*) a survey.

34. I ___ (*say*), "___ (*be*) it you who ___ (*ring*) this bell a minute ago?" – "No," he ___ (*answer*), "but when I ___ (*talk*) to your neighbour I ___ (*see*) a man standing at your door. I think he ___ (*go*) round to the back of your house."

35. We ___ (*not get*) much sleep last night because the people next door ___ (*have*) a noisy party. I ___ (*ring*) up the landlord and ___ (*say*) that his tenants ___ (*make*) too much noise. He ___ (*point out*) that it ___ (*be*) Saturday and that people often ___ (*have*) parties on Saturday nights. I ___ (*say*) that the people in his house always ___ (*have*) parties. (had too many parties)

36. “What you ___ (*do*) before you ___ (*get*) this job?” – “I ___ (*work*) for Brown and Company.” – “And how long you ___ (*stay*) with them?” – “I ___ (*stay*) for about six months. I ___ (*leave*) because they always ___ (*go*) on strike. It ___ (*become*) quite monotonous.”

Ex. 5. Put the verbs in brackets into the correct tense: simple past or past continuous:

1. Peter and Ann ___ (*decide*) to redecorate their sitting-room themselves. 2. They ___ (*choose*) cream paint for the woodwork and apricot for the walls. 3. When John ___ (*look*) in to see how they ___ (*get*) on, Ann ___ (*mix*) the paint, and Peter ___ (*wash*) down the walls. 4. They ___ (*be*) glad to see John and ___ (*ask*) if he ___ (*do*) anything special that day. 5. He hastily ___ (*reply*) he ___ (*go*) to the theatre and ___ (*go*) away at once, because he ___ (*know*) they ___ (*look*) for someone to help them.

6. They ___ (*begin*) painting, but ___ (*find*) the walls ___ (*be*) too wet. 7. While they ___ (*wait*) for the walls to dry, Ann ___ (*remember*) she ___ (*have*) a phone call to make. 8. Peter ___ (*start*) painting while she ___ (*telephone*), and ___ (*do*) a whole wall before Ann ___ (*come*) back. 9. He ___ (*grumble*) that she always ___ (*telephone*). 10. Ann ___ (*retort*) that Peter always ___ (*complain*).

11. They ___ (*work*) in silence for some time. 12. Just as they ___ (*start*) the third wall, the doorbell ___ (*ring*) 13. It ___ (*be*) a friend of Peter's who ___ (*want*) to know if Peter ___ (*play*) golf the following weekend. 14. he ___ (*stay*) talking to Peter in the hall while Ann ___ (*go*) on painting. 15. At last he ___ (*leave*). 16. Peter ___ (*return*), expecting Ann to say something about friends who ___ (*come*) and ___ (*waste*) valuable time talking about golf. 17. But Ann nobly ___ (*say*) nothing.

18. Then Peter ___ (*think*) he would do the ceiling. 19. He just ___ (*climb*) the step ladder when the doorbell ___ (*ring*) again. 20. Ann ___ (*say*) she ___ (*get*) tired of interruptions but ___ (*go*) and ___ (*open*) the door. 21. It ___ (*be*) the postman with a letter from her aunt Mary, saying she ___ (*come*) to spend the weekend with them and ___ (*arrive*) that evening at 6.30.

Ex. 6. Put the verbs in brackets into the simple past or past continuous:

1. I ___ (*walk*) along Piccadilly when I ___ (*realize*) that a man with a ginger beard, whom I had seen three times already that afternoon, ___ (*follow*) me. 2. To make quite sure, I ___ (*walk*) on quickly, ___ (*turn*) right, then left and ___ (*stop*) suddenly at a shop window. 3. In a few minutes the man with the beard ___ (*appear*) and ___ (*stop*) at another shop window. 4. I ___ (*go*) on.

5. Whenever I ___ (*stop*) he ___ (*stop*), and whenever I ___ (*look*) round he ___ (*be*) still there. 6. He ___ (*look*) a very respectable type and ___ (*wear*) very conventional clothes and I ___ (*wonder*) if he was a policeman or a private detective. 7. I ___ (*decide*) to try and shake him off. 8. A 74 bus ___ (*stand*) at the bus stop just beside me. 9. Then the conductor ___ (*come*) downstairs and ___ (*ring*) the bell; just as the bus ___ (*move*) off, I ___ (*jump*) on it. 10. The man with the beard ___ (*miss*) the bus but ___ (*get*) into another 74, which ___ (*follow*) the first. 11. Both buses ___ (*crawl*) very slowly along Knightsbridge. 12. Every time the buses ___ (*pull*) up at a stop, the man ___ (*look*) out anxiously to see if I ___ (*get*) off. 13. Finally, at some traffic lights, he ___ (*change*) buses and ___ (*get*) into mine. 14. At Gloucester Road Underground, I ___ (*leave*) the bus and ___ (*buy*) a ticket at a ticket machine. 15. As I ___ (*stand*) on the platform waiting for a Circle Line train, my pursuer ___ (*come*) down the stairs. 16. He ___ (*carry*) a newspaper and when we ___ (*get*) into the same compartment, he ___ (*sit*) in one corner reading it, and I ___ (*read*) the advertisements. 17. He ___ (*look*) over the top of the newspaper at every station to see if I ___ (*get*) out. 18. I ___ (*become*) rather tired of being shadowed like this, so finally I ___ (*go*) and ___ (*sit*) beside the man and ___ (*ask*) him why he ___ (*follow*) me. 19. At first he ___ (*say*) he ___ (*not follow*) me at all but when I ___ (*threaten*) to knock him down, he ___ (*admit*) that he was. 20. Then he ___ (*tell*) me he ___ (*be*) a writer of detective stories and ___ (*try*) to see if it was difficult to follow someone unseen. 21. I ___ (*tell*) him he hadn't been unseen because I had noticed him in Piccadilly and I ___ (*advise*) him to shave off his ginger beard if he ___ (*not want*) his victim to know he ___ (*be*) followed.

Ex. 7. Supply the missing forms in the following:

1. She used to be a singer, **didn't** she?
2. He never used to have grey hair, ___ he?
3. We ___ enjoy physics, did we (*not/used to*)
4. ___ smoke when you were young? (*you/used to*)
5. Did you use to smoke? – Yes, I ___.
6. He used to work here and so ___ I.
7. Where ___ live? (*you/used to*)
8. You ___ (*not/used to*) eat so much.

Ex. 8. Fill in the blanks with forms of **used to** or the **past continuous**:

1. We **used to go** for long walks in the country when my father was alive. (*go*)
2. I ___ getting up early when I was very young. In fact, I still don't like it. (*like*)
3. ___ you ___ eating vegetables when you were young? (*like*)
4. I ___ drive to get to work, but I don't any longer. (*have to*)
5. I never ___ Sundays, but I do now. (*enjoy*)
6. I ___ a bath when you phoned me. (*have*)
7. She ___ an employee at the post office before she started her own business. (*be*)
8. There ___ open fields all round our town when I was a boy. (*be*)
9. John and I ___ abroad last year. (*work*)
10. ___ it ___ here yesterday? (*rain*)

Ex. 9. Underline instances where we could use **would** in place of the simple past or **used to**:

From the time he was very young, Gerald used to spend all his spare time collecting birds, animals and insects of all kinds. Every morning he used to get up early and go first to the beach. There he caught small crabs and sometimes small fishes, which he put into a large jar and took home with him. On the way, he always used to go to a ruined fisherman's cottage where he was often lucky enough to find some unusual insect that he had never seen before.

Ex. 10. Complete the sentences with **would** or **used to**. Where either form is possible, write them both. Where there is a word in brackets, put it in the correct position:

1. I ___ have lots of free time before I started working here. – **I used to have lots of free time before I started working here.**
2. In the long summer holidays, we ___ go out somewhere with a picnic every day. – **In the long summer holidays, we used to/would go out somewhere with a picnic every day.**
3. When I was a newly-trained teacher, I ___ work till late every night preparing lessons.
4. They ___ be happy together but they're not now.
5. When they came to London, they ___ (*never*) travel anywhere on the tube.
6. When I had a car, I ___ drive everywhere, but now I'm much fitter because I always walk or cycle.
7. During my last year at university, I ___ go to the library to start work at 9 o'clock every morning.

8. When we shared a flat together, we ___ (*often*) stay up talking late into the night.

9. When Amy was a baby, people ___ (*often*) come up to me and tell me how beautiful she was.

10. He ___ be very overweight but he's much slimmer now.

11. When I was at school, I ___ (*never*) do my weekend homework until Sunday evening.

12. I ___ work in the same department as your sister.

13. When I was a teenager, I ___ (*often*) spend the whole evening just listening to music.

14. She ___ have a lot of boyfriends when she was younger.

15. He ___ go for a run every day.

Ex. 12. Choose the correct answer:

1. "Sharon looks different now, doesn't she?" – "Yes. She _ to have long dark hair, didn't she?"

- A. is used B. used C. would

2. "I have never driven an automatic car before." – "You will soon ___ to it."

- A. get used B. be used C. used

3. "How is Sarah?" – "She's fine. She ___ to life in the countryside."

- A. got used B. used C. is getting used

4. "Have you always worked as a nurse?" – "No. I ___ a childminder."

- A. was used to being B. used to be C. am used to being

5. "Do you remember when we were little?" – "Yes. Dad ___ always read us a bedtime story."

- A. was used to B. would C. got used to

6. "Aren't you tired?" – "No. I ___ to walking long distance."

- A. am used B. got used C. used

7. "Jane had trouble with her job at first." – "Yes. She ___ to working on her own."

- A. used B. got used C. wasn't used

8. "Did you find your degree course difficult?" – "Yes, but I soon ___ to it."

- A. used B. got used C. was used

9. "Do you remember Uncle Danny?" – "Yes. He ___ always bring us presents."

- A. would B. was used C. used

10. "Have you ever lived in a flat before?" – "No, but I will ___ to it."

- A. be used B. get used C. used

11. "Why are you so tired?" – "Because I ___ to getting up early in the morning."

- A. am used B. used C. am not used

12. "Do you know that man?" – "Yes. He ___ to work for me."

- A. was used B. used C. is used

Ex. 13. Put in appropriate forms of the past, used to, will or would. Alternatives are possible:

WATER, WATER, EVERYWHERE!

The thing I remember most about my childhood was my visits to my aunt Charlotte in her country house. She (1) **was** (*be*) a remarkable woman by any standards. She (2) ___ (*be*) really skilled at water-divining and she (3) ___ (*find*) water on the most unpromising bits of land. The farmers (4) ___ (*love*) her, especially as she (5) ___ (*never accept*) money for water-divining. 'Water (6) ___ (*always find*) its own level,' she (7) ___ (*say*) "and I know exactly where that level is. Water-divining is a gift from God and you don't accept payment for that." She had a gift for noticing changes in the weather, too. "It's going to rain soon," she (8) ___ (*say*), "I can feel it in my bones," and she (9) ___ (*always be*) right! In her later years, she developed a bad back and (10) ___ (*often visit*) her osteopath. She (11) ___ (*never tire*) of telling us that her osteopath (12) ___ (*say*), as he massaged her painful back, "It's going to rain, Charlotte. I can feel it in your bones!"

Section 2: The Present Perfect and the Present Perfect Continuous Tense

Ex. 1. Explain the difference in usage between the past simple and the present perfect tense in the following pairs of sentences:

1. I've been to Spain and Italy.

I went to Spain a couple of years ago and I visited Italy a few times as a child.

2. Have you been busy this morning?

Were you busy this morning?

3. Have you had a good holiday?

Did you have a good holiday?

4. She's starred in a lot of major films.

She starred in a lot of major films.

5. He's *been* in the army for fifteen years.
He *was* in the army for fifteen years.

Ex. 2. Put the verbs in brackets into the **present perfect** or the **simple past** tense. In some sentences the **present perfect continuous** is also possible:

1. "I ___ (*fly*) over Loch Ness last week." – "You ___ (*see*) the Loch Ness monster?"
2. The actors ___ (*arrive*) yesterday and ___ (*start*) rehearsals early this morning.
3. Mr Pound is the bank manager. He ___ (*be*) here for five years.
4. Mr Count ___ (*work*) as a cashier for twenty-five years. Then he ___ (*retire*) and ___ (*go*) to live in the country.
5. "Where is Tom?" – "I ___ (*not see*) him today, but he ___ (*tell*) Mary that he'd be in for dinner."
6. "I ___ (*buy*) this in Bond Street." – "How much you ___ (*pay*) for it?" – "I ___ (*pay*) £100."
7. "Where you ___ (*find*) this knife?" – "I ___ (*find*) it in the garden." – "Why you ___ (*not leave*) it there?"
8. "Do you know that lady who just ___ (*leave*) the shop?" – "Yes, that is Miss Thrift. Is she a customer of yours?" – "Not exactly. She ___ (*be*) in here several times but she never ___ (*buy*) anything."
9. "You ___ (*like*) your last job?" – "I ___ (*like*) it at first but then I ___ (*quarrel*) with my employer and he ___ (*dismiss*) me." – "How long you ___ (*be*) there?" – "I ___ (*be*) there for two weeks."
10. "I ___ (*not know*) that you ___ (*know*) Mrs Pitt. How long you ___ (*know*) her?" – "I ___ (*know*) her for ten years."
11. That is Mr Minus, who teaches me mathematics, but he ___ (*not have*) time to teach me much. I only ___ (*be*) in his class for a week.
12. "You ___ (*see*) today's paper?" – "No, anything interesting ___ (*happen*)?" – "Yes, two convicted murderers ___ (*escape*) from the prison down the road."
13. "I ___ (*not see*) your aunt recently." – "No. She ___ (*not be*) out of her house since she ___ (*buy*) her colour TV."
14. "Where you ___ (*be*)?" – "I ___ (*be*) out in a yacht." – "You ___ (*enjoy*) it?" – "Yes, very much. We ___ (*take*) part in a race." – "You ___ (*win*)?" – "No, we ___ (*come*) in last."
15. "Where you ___ (*be*)?" – "I ___ (*be*) to the dentist." – "He ___ (*take*) out your bad tooth?" – "Yes, he ...". – "It ___ (*hurt*)?" – "Yes, horribly."

16. She ___ (*say*) that she'd phone me this morning, but it is now 12.30 and she ___ (*not phone*) yet.

17. "How long you ___ (*be*) out of work?" – "I'm not out of work now. I just ___ (*start*) a new job." – "How you ___ (*find*) the job?" – "I ___ (*answer*) an advertisement in the paper."

18. "I ___ (*cut*) my hand rather badly. Have you a bandage?" – "I'll get you one. How it ___ (*happen*)?" – "I was chopping some wood and the axe ___ (*slip*)."

19. "How you ___ (*get*) that scar?" – "I ___ (*get*) it in a car accident a year ago."

20. "What are all those people looking at?" – "There ___ (*be*) an accident." – "You ___ (*see*) what ___ (*happen*)?" – "Yes, a motor cycle ___ (*run*) into a lorry."

21. That house ___ (*be*) empty for a year. But they just ___ (*take*) down the "For Sale" sign, so I suppose someone ___ (*buy*) it.

22. Paul: I ___ (*play*) football since I was five years old.

Tom: You ___ (*play*) since you ___ (*come*) to England?

Paul: Oh yes. I ___ (*play*) quite a lot. I ___ (*join*) a club the day after I ___ (*arrive*).

23. Tom: You ___ (*play*) any matches?

Paul: We ___ (*play*) about ten. We have two more to play. We ___ (*have*) a very good season, we ___ (*win*) all our matches so far, though we ___ (*not really deserve*) to win the last one.

24. Tom: I ___ (*play*) football when I ___ (*be*) at school but when I ___ (*leave*) school I ___ (*drop*) it and ___ (*take*) up golf.

25. Ann: Hello, Jack! I ___ (*not see*) you for ages! Where you ___ (*be*)?

Jack: I ___ (*be*) in Switzerland. I ___ (*mean*) to send you a postcard but I ___ (*not have*) your address with me.

Ann: Never mind. You ___ (*have*) a good time in Switzerland? How long you ___ (*be*) there?

Jack: I ___ (*be*) there for a month. I only just ___ (*get*) back. Yes, I ___ (*enjoy*) it thoroughly. I ___ (*ski*) all day and ___ (*dance*) all night.

26. Ann: I ___ (*ski*) when I ___ (*be*) at the university, but I ___ (*break*) a leg five years ago and since then I ___ (*not do*) any.

27. "My son ___ (*not start*) work yet. He's still at the High School." – "How long he ___ (*be*) at school?" – "He ___ (*be*) at the High School for six years; before that he ___ (*spend*) five years at the Primary School in Windmill Street."

28. "I just ___ (*hear*) that Peter is in Australia." – "Oh, you ___ (*not know*)? He ___ (*fly*) out at the beginning of the month." – "You ___ (*hear*) from him? Does he like the life?" – "Yes, I ___ (*get*) a letter last week. He ___ (*tell*) me about his job. But he ___ (*not say*) whether he ___ (*like*) the life or not. Perhaps it's too soon to say. He only ___ (*be*) there three weeks."

29. "I ___ (*not know*) you ___ (*be*) left-handed." – "I'm not left-handed; but my oil-heater ___ (*explode*) yesterday and I ___ (*burn*) my right hand, so I have to use my left."

30. "You ___ (*book*) your hotel room yet?" – "Well, I ___ (*write*) to the hotel last week but they ___ (*not answer*) yet."

31. Peter (meeting Paul unexpectedly in London: Hello, Paul! I ___ (*not know*) you ___ (*be*) here.

Paul: Oh, I ___ (*be*) here nearly two months. I ___ (*arrive*) on the 6th of January.

32. Ann (to Yvonne, who is going to English classes): How long you ___ (*learn*) English?

Yvonne: I ___ (*learn*) off and on for about five and a half years.

33. I ___ (*begin*) English at secondary school and ___ (*do*) it for three years. Then I ___ (*drop*) it for a year and ___ (*forget*) most of it. Then I ___ (*spend*) two years at a secretarial college, where I ___ (*study*) commercial English, and for the last six months I ___ (*study*) in London.

34. At 4 p.m. my neighbour ___ (*ring*) up and ___ (*say*), "Is Tom with you?" Tom, her son, ___ (*spend*) most of his time in my garden playing with my children, so whenever she ___ (*not be able*) to find him she ___ (*ring*) me. "I'm afraid I ___ (*not see*) him today," I ___ (*say*). "But my children ___ (*go*) to the beach this morning and ___ (*not come*) back yet. Perhaps he ___ (*go*) with them."

35. "I just ___ (*have*) my first driving lesson." – "How it ___ (*go*)? You ___ (*enjoy*) it." – "Well, I not actually ___ (*hit*) anything but I ___ (*make*) every other possible mistake."

36. Old Ben ___ (*sell*) newspapers just inside the station entrance, and my father always ___ (*buy*) his evening paper from him as he ___ (*leave*) the station on his way home. But one day my father ___ (*arrive*) home without his paper. "Ben ___ (*not be*) there this evening," he ___ (*say*). "I hope he ___ (*not be taken*) ill."

37. On Saturday afternoon I ___ (*see*) Frederick sitting in his garden. "I ___ (*think*) you ___ (*work*) on Saturdays," I ___ (*say*). "I ___ (*work*) this morning," ___ (*explain*) Frederick, "but at lunch time the boss ___ (*go*) off to

play golf and ___ (*tell*) us all to go home. It's about time he ___ (*give*) us a whole Saturday off actually. I ___ (*work*) practically every Saturday since the beginning of the year."

38. Ann: You ___ (*be*) to Hampton Court?

Jane: Yes, I ___ (*go*) there last week. The tulips ___ (*be*) wonderful.

Ann: You ___ (*go*) by car?

Jane: No, I ___ (*go*) with my English class. We ___ (*hire*) a coach.

39. Peter: You ___ (*see*) any good films lately?

Ann: Yes, I ___ (*go*) to the National Film Theatre last week and ___ (*see*) a Japanese film.

Peter: You ___ (*like*) it?

Ann: Yes, I ___ (*love*) it, but of course I ___ (*not understand*) a word.

40. Tom: I hear that Mr Benson just ___ (*die*). You ___ (*know*) him quite well, didn't you?

Jack: yes. We ___ (*work*) for the same company for ten years. I ___ (*not see*) so much of him after he ___ (*leave*) the company but we ___ (*keep*) in touch.

41. Paul: That's a live wire. It just ___ (*give*) me a shock!

Ann: Nonsense! I just ___ (*touch*) it and I ___ (*not feel*) anything!

42. When Paul ___ (*come*) into the room, Ann was sitting in an armchair just behind the door. Paul, not noticing Ann, ___ (*go*) to the window and ___ (*look*) out. Ann ___ (*cough*) and Paul ___ (*spin*) round. 'Hello, Ann!' he ___ (*exclaim*), "I ___ (*not see*) you!"

43. Jack: You just ___ (*agree*) to go, so why aren't you getting ready?

Peter: But I ___ (*not realize*) that you ___ (*want*) me to start at once!

Ex. 3. Put the verbs in brackets into the correct tense: *present perfect* or *simple past*:

1. I ___ (*buy*) a new house last year, but I ___ (*not sell*) my old house yet, so at the moment I have two houses.

2. When Ann ___ (*be*) on her way to the station it ___ (*begin*) to rain. Ann ___ (*run*) back to her flat for her umbrella, but this ___ (*make*) her late for her train.

3. She ___ (*catch*) the next train but it ___ (*not get*) in till 9.00, so she ___ (*arrive*) at her office ten minutes late.

4. Her boss ___ (*look*) up as she ___ (*come*) in. "You ___ (*be*) late every morning this week," he ___ (*growl*).

5. Tom ___ (*meet*) Paul at lunch time and ___ (*say*), "I ___ (*not see*) you at the bus stop this morning. You ___ (*miss*) the bus?" – "I ___ (*not miss*) it,"

___ (*reply*) Paul. "I ___ (*not miss*) a bus for years. But this morning George ___ (*give*) me a lift."

6. Just as Ann ___ (*arrive*) at the airfield a plane ___ (*land*) and a girl ___ (*climb*) out. To her surprise Ann ___ (*recognize*) her cousin, Lucy. "Hello, Lucy," she ___ (*exclaim*). "I ___ (*not know*) that you ___ (*know*) how to fly a plane." "I only just ___ (*learn*)," ___ (*say*) Lucy. "I ___ (*go*) solo for the first time last week."

7. Peter ___ (*try*) to come in quietly but his mother ___ (*hear*) him and ___ (*call*) out. "Where you ___ (*be*)? Your supper ___ (*be*) in the oven for an hour."

8. "You ___ (*see*) Philip lately? I ___ (*ring*) his flat several times last week but ___ (*get*) no answer." – "Oh, he ___ (*be*) in America for the last month. He ___ (*fly*) out on the first for a conference and then ___ (*decide*) to stay for six weeks." – "You ___ (*hear*) from him?" – "Yes, I ___ (*get*) a letter shortly after he ___ (*arrive*)."

9. "How long you ___ (*be*) in your present job?" – "I ___ (*be*) there for six months." – "And what you ___ (*do*) before that?" – "Before that I ___ (*work*) for Jones and Company."

10. "How long you ___ (*work*) for Jones and Company?" – "I ___ (*work*) for them for two years." – "You ___ (*like*) working for them?" – "No, I ___ (*not like*) it at all." – "Then why you ___ (*stay*) so long?"

11. "There ___ (*be*) a very good programme on TV last night. You ___ (*see*) it?" – "No, I ___ (*take*) my set back to the shop last week because there ___ (*be*) so much distortion; and they ___ (*say*) it ___ (*need*) a new part. They ___ (*not be able*) to get the new part so far, so I ___ (*not watch*) television for about ten days."

12. The postman usually comes between 8.00 and 9.00 in the morning. At 8.45 a.m. yesterday Ann ___ (*say*), "Are there any letters for me?" – "I don't know," ___ (*say*) Mary. "The postman ___ (*not come*) yet." At 11 a.m. Jack, Mary's husband, ___ (*ring*) from his office to ask if there ___ (*be*) any letters for him. "No," ___ (*say*) Mary. "Nobody ___ (*get*) letters today. The postman ___ (*not come*)."

13. Tom and Jack work in different offices but go to work in the same train. One evening Tom's wife ___ (*say*), "Jack ___ (*move*) into his new house yet?" – "I don't know," ___ (*say*) Tom, "I ___ (*not see*) Jack today. He ___ (*not be*) on the train."

14. "Where you ___ (*be*)?" – "I ___ (*be*) shopping in Oxford Street." – "So I suppose you ___ (*buy*) shoes?" – "Yes. I ___ (*find*) a shop where they were having a sale and I ___ (*get*) three pairs."

15. In the evenings I often play chess with my next door neighbour. I ___ (play) chess with him ever since I ___ (come) to live here ten years ago. He ___ (be) here all his life; he ___ (inherit) the house from his father, another great chess player. "You ever ___ (play) chess with the father?" – "We ___ (play) once or twice but he ___ (die) a year after I ___ (arrive)."

16. Tom: Don't you think it's time we ___ (have) something different for Sunday dinner?

Ann: But we ___ (have) roast beef for Sunday dinner ever since we ___ (get) married. Your mother ___ (tell) me that you ___ (be) particularly fond of roast beef.

Tom: But my mother ___ (be) dead for five years and in those five years my tastes ___ (change).

Ex. 4. Put the verbs in brackets into the *past simple* or the *present perfect*:

A. A: I (1) *'ve seen* (see) this film before.

B: Me too, but I love this actor. He (2) ___ (play) a lot of good roles.

A: Tom Cruise? I (3) ___ (meet) him, you know.

B: Really? When?

A: When I (4) ___ (be) in Los Angeles on holiday.

B. A: Who is that man?

B: He's an artist. He (1) ___ (paint) a lot of beautiful pictures.

A: I think Van Gogh (2) ___ (paint) the most beautiful pictures ever. But his life (3) ___ (be) miserable.

C. A: I (1) ___ (just/hear from) an old friend of mine.

B: Oh, really?

A: Yes. Jim (2) ___ (write) to me. I (3) ___ (get) the letter this morning.

B: That's nice. When (4) ___ (you/just/meet) him?

A: He (5) ___ (live) next door to me for three years, but he (6) ___ (move) away last June and I (7) ___ (not/see) him since.

Ex. 5. Put the verbs into the *present perfect simple* or *past simple*:

News (1) *has just come in* (just come in) that there (2) ___ (be) an air crash somewhere off the south coast of England. There (3) ___ (be) 120 passengers and crew on the plane and it is understood that no survivors (4) ___ (be found). Apparently the plane (5) ___ (go) mysteriously out of control and (6) ___ (plunge) into the sea. Relatives of most of the passengers and crew (7) ___ (now be informed) and many of them (8) ___ (set off) for the sea rescue base,

but they (9) ___ (*not be given*) much hope. Most of the passengers (10) ___ (*be*) on business.

Despite the problems that the government (11) ___ (*have*) in the last two years, it (12) ___ (*somehow manage*) to stay in power. There (13) ___ (*be*) a number of scandals involving government ministers, including one rumour about the Prime Minister himself. It is said that he (14) ___ (*promise*) gifts to certain Members of Parliament in exchange for their vote before he (15) ___ (*be elected*) leader. In spite of all this, the government (16) ___ (*maintain*) its position in Parliament and (17) ___ (*claim*) that this (18) ___ (*be*) the most successful term of office that a government (19) ___ (*ever have*). This is rather surprising as they (20) ___ (*come*) to power with only a small majority

Ex. 6. *Underline the correct word in bold:*

1. I **always**/*already* do the housework on Saturdays.
2. We haven't booked our summer holiday *just*/**yet**.
3. My brother has *just*/**ever** joined the football club.
4. Linda has *already*/**ever** bought a new dress for the party.
5. Have you *so far*/**ever** tasted Japanese food?
6. Joe has been in Paris *since*/**for** two weeks.
7. I have *never*/**just** seen this film before.
8. The secretary has typed twenty letters *yet*/**so far** this morning.
9. I have been working here *since*/**still** July.
10. The Taylors have moved house *recently*/**so far**.
11. They *still*/**already** haven't employed a new supervisor.

Ex. 7. *Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You can use between two and five words. Don't change the word given:*

1. The last time I went to Brussels was two years ago.
been I **haven't been to Brussels** for two years.
2. I've never heard such a silly story.
silliest It's ___ ever heard.
3. He hasn't been to work for a week.
since It's a ___ to work.
4. How long ago did they move into their house?
moved How long ___ into their house?
5. She's the cleverest person I've ever met.
never I've ___ person.

6. It's a month since I saw him.
for I ___ a month.
7. When did you buy that suit?
bought How long ___ that suit?
8. I haven't written to them for a month.
is It ___ I wrote to them.
9. How long is it since you tidied your room?
ago How long ___ your room?
10. When did you last go to London?
time When ___ went to London?
11. I haven't finished my homework yet.
still I ___ homework.

Ex. 8. Explain the difference in usage between the present perfect and the present perfect continuous in the following pairs of sentences:

1. I've been reading that book. – I've read that book.
2. She's been running. – She's run three miles.
3. He's written a book about windsurfing. – He's been writing a book about windsurfing.
4. They've been studying English for three years. – They've studied English for three years.
5. I've been working really hard lately. – I've done a lot of work lately.
6. I've been phoning you all day long. – I've phoned you several times today.

Ex. 9. Put the verbs in brackets into the **present perfect** or the **present perfect continuous tense**. (In some cases either could be used.)

1. We ___ (walk) ten kilometres.
2. We ___ (walk) for three hours.
3. You ___ (walk) too fast. That's why you are tired.
4. He ___ (not stop) eating since he arrived.
5. The driver ___ (drink). I think someone else ought to drive.
6. "What you ___ (do)?" – "We ___ (pick) apples."
7. "How many you ___ (pick)?" – "We ___ (pick) ten basketfuls."
8. I ___ (sleep) on every bed in this house and I don't like any of them.
9. He ___ (ride); that's why he is wearing breeches.
10. I ___ (ride) all the horses in this stable.
11. "What a lovely smell!" – "Mary ___ (make) jam."
12. I only ___ (hear) from him twice since he went away.
13. I ___ (hear) from her regularly. She is a very good correspondent.

14. I ___ (*teach*) hundreds of students but I never ___ (*meet*) such a hopeless class as this.

15. "Why you ___ (*be*) so long in the garage?" – "The tyres were flat; I ___ (*pump*) them up."

16. I ___ (*pump*) up three tyres. Would you like to do the fourth?

17. He ___ (*hope*) for a rise in salary for six months but he ___ (*not dare*) to ask for it yet.

18. Peter: You ___ (*telephone*) for ages. You not nearly ___ (*fninsh*)?

Jack: I ___ (*not get*) through yet. I ___ (*try*) to get our Paris office but the line ___ (*be*) engaged all morning.

19. Tom: I often ___ (*wonder*) why Bill left the country so suddenly.

Peter: Actually, I just ___ (*find*) out.

20. Tom (looking up absent-mindedly as Mary comes in): You ___ (*sunbathe*)?

Mary (crossly): Don't be ridiculous! It ___ (*rain*) all day!

21. The police ___ (*not find*) the murderer yet, but the dead man's brother ___ (*be*) in the station all day. The police say that he ___ (*help*) them with their enquiries.

22. "What you ___ (*do*) with the corkscrew? The point is broken off." – "I'm afraid I ___ (*use*) it to make holes in this tin."

23. "They are throwing crockery at each other in the next flat." – "This ___ (*happen*) before?" – "Well, they ___ (*have*) a good many rows but this is the first time they ___ (*throw*) crockery."

24. "What you ___ (*do*) with my typewriter? I can't find it anywhere." – "Tom just ___ (*go*) off with it. He says he'll bring it back when he ___ (*finish*)."

25. It was lovely at eleven o'clock, but since then the sky ___ (*get*) steadily darker and the wind ___ (*rise*). I'm afraid the fine spell ___ (*come*) to an end.

26. Secretary: Customers ___ (*ring*) up all morning complaining about getting incorrect bills.

Manager: I know; something ___ (*go*) wrong with our computer. The mechanic ___ (*work*) on it. I hope he ___ (*find*) out what's wrong.

27. "Someone ___ (*use*) my umbrella! It's all wet! And it was wet yesterday and the day before!" – "Well, it wasn't me. I ___ (*not be*) out of the house for a week!"

28. I ___ (*stand*) in this queue for ages. It ___ (*not move*) at all in the last five minutes. I think the man in the ticket office just ___ (*shut*) his wondow and ___ (*go*) off for lunch.

29. “You look exhausted!” – “Yes, I ___ (*play*) tennis and I ___ (*not play*) for years, so I’m not used to it.”

30. I wonder if anything ___ (*happen*) to Tom. I ___ (*wait*) an hour now. He often ___ (*keep*) me waiting but he never ___ (*be*) quite so late as this.

31. Mrs Brown ___ (*live*) next door for quite a long time now but she never ___ (*say*) more than ‘Good morning’ to me.

32. “I just ___ (*remember*) that I ___ (*not pay*) the rent yet. I am surprised that the landlord ___ (*not ring*) me up to remind me.” – “It is the first time you ___ (*be*) late with the rent in 25 years. He probably thinks that you ___ (*pay*) and he ___ (*lose*) the cheque.”

33. Shop assistant: Could you give me some proof of your identity, madam?

Customer: But I ___ (*shop*) here for fifteen years!

Shop assistant: I know, madam, but apparently the company ___ (*lose*) a lot of money lately through dud cheques and they ___ (*make*) new regulations which we ___ (*be told*) to apply to all customers no matter how long we ___ (*know*) them.

34. “What you ___ (*do*)? I ___ (*look*) for you for ages.” – “I ___ (*build*) a barbecue in the garden.”

Ex. 10. Put the verbs in brackets into the **present perfect simple** or **present perfect continuous**:

Tim Bryant, a magazine journalist, is interviewing Margaret Rodwell, the founder of a successful company.

TB: So why do you think your company (1) **has been** (*be*) so successful?

MR: Well, our products (2) ___ (*fill*) a large gap in the market and I think one of the most important things is that we (3) ___ (*always listen*) to our clients and we (4) ___ (*act*) on their comments and suggestions.

TB: And what’s a typical day for you?

MR: Well, take today for example. I (5) ___ (*interview*) candidates for a marketing executive post.

TB: And how many (6) ___ (*you/interview*)?

MR: Er, I (7) ___ (*interview*) four so far. And I (8) ___ (*talk*) to clients on the phone on and off all day. I seem to spend a lot of time on the phone. I (9) ___ (*discuss*) some new ideas with them for the transportation and delivery of our products.

TB: Mm, it sounds like a very busy day.

MR: Oh, that's only part of it. I (10) ___ (*have*) two meetings, one with Union representatives and one with departmental heads. And I (11) ___ (*also work*) on a proposal for a new marketing strategy.

TB: And it's not two o'clock yet!

MR: No, but of course I (12) ___ (*be*) here since seven o'clock this morning.

TB: Gosh. And, I hope you don't mind my mentioning this Ms Rodwell, but some rumours (13) ___ (*circulate*) about your possible engagement to Mr Grimaldi, the banker.

MR: No, there will be no engagement, though it's true that Mr Grimaldi and I (14) ___ (*see*) each other. That's no secret.

TB: When you get the time, I suppose. And is it also true that you (15) ___ (*learn*) Russian with a view to introducing your products there?

MR: Yes, I have, but I (16) ___ (*not learn*) much yet; there's still a long way for me to go.

Ex. 11. Put the verbs in brackets into the *present perfect simple* or *present perfect continuous*:

1. A: You look hot. What (1) ***have you been doing?*** (*you/do*)
 B: I (2) ___ (*run*).
 A: Running! In this heat? How far (3) ___ (*you/run*)?
 B: About four miles.
2. A: What's the problem? You look a bit preoccupied.
 B: Yes, I (4) ___ (*think*) about Helen.
 A: Why? Is there something wrong with her?
 B: Well, she (5) ___ (*act*) so strangely lately.
 A: In what way?
 B: Well, some days when she arrives at work, I know that she (6) ___ (*cry*). And she (7) ___ (*make*) private calls when we're all out at lunch. I just think that something's going on.
 A: (8) ___ (*you/talk*) to her about it yet?
 B: Yes, a few times, and each time she (9) ___ (*say*) that there's nothing wrong, but I'm not so sure.
3. A: Where (10) ___ (*you/be*), Simon?
 B: I (11) ___ (*talk*) to Mark on the phone. He says he (12) ___ (*try*) to phone us all day.

A: Well I (13) ___ (*be*) in most of the day but I (14) ___ (*not hear*) the phone.

B: That's strange. But anyway, he (15) ___ (*have*) a phone call from Jackie's mother and Jackie (16) ___ (*be*) in some kind of accident. It's nothing very serious but she's got to stay in hospital overnight.

A: Oh dear. (17) ___ (*she/break*) any bones?

B: I'm not quite sure how badly she (18) ___ (*be hurt*) but I think we should go and see her tonight.

Section 3: The Past Perfect and Past Perfect Continuous Tense

Ex. 1. Put the verbs in brackets into the *past simple* or *past perfect simple*:

1. A: I'm sorry we're late. We (1) *missed* (*miss*) the train.

B: How (2) ___ (*that/happen*)?

A: Well, I (3) ___ (*get*) the times wrong and when we (4) ___ (*arrive*) at the station, the train (5) ___ (*just leave*).

2. A: (6) ___ (*you/have*) a good at Hilary's?

B: Well no, it (7) ___ (*be*) very embarrassing. When we (8) ___ (*arrive*), we (9) ___ (*know*) immediately that she (10) ___ (*forget*) about the whole thing.

A: So what (11) ___ (*she/do*)?

B: Well, she (12) ___ (*pretend*) that she (13) ___ (*not forget*) and (14) ___ (*say*) that the meal (15) ___ (*not be*) ready because she (16) ___ (*get*) home from work very late.

A: Oh no, how awful!

3. It (17) ___ (*be*) a beautiful morning It (18) ___ (*rain*) in the night and so the ground (19) ___ (*be*) fresh and clean and it (20) ___ (*smell*) wonderful.

None of the Taylor family (21) ___ (*be*) awake) though. They (22) ___ (*all go*) to be very late the night before. Their Australian cousin (23) ___ (*arrive*) unexpectedly that evening and they (24) ___ (*sit up*) talking most of the night. Although it (25) ___ (*be*) now 8 o'clock in the morning, they (26) ___ (*only be*) in bed for about two hours.

Ex. 2. Supply the *simple past* or the *simple past perfect*. Show when **both** are possible:

1. They *locked/had locked* the gates before I *got* there. (*lock, get*)

2. By the time we ____, the party ____. (*arrive, finish*)

3. I ____ the shop as soon as I ____ the contents of the box. (*ring, check*)

4. After we ___ it on the phone, I ___ him a letter about it. (*discuss, write*)
5. We ___ a good rest when our guests ____. (*have, all leave*)
6. When she ___ the office this morning, Jim ____. (*ring, already go out*)
7. Before we ___ Tim to the theatre, he ___ a stage play before. (*take, never see*)
8. I ___ the carpet when the dog ___ in and ___ himself. (*just clean, come, shake*)
9. He ___ to do the job in an hour, but he still ___ by 20 o'clock. (*promise, not finish*)

Ex. 3. Put the verbs in brackets into the **past simple** or **past perfect**:

James (1) *sat* (*sit*) outside the office waiting for the interview. He (2) ___ (*feel*) so nervous that he (3) ___ (*not know*) what to do with himself. The person who (4) ___ (*go in*) before him (5) ___ (*be*) in there for nearly an hour. And she (6) ___ (*look*) so confident when she (7) ___ (*go*) in. Not like James. He (8) ___ (*feel*) sure that she (9) ___ (*already get*) the job. The problem (10) ___ (*be*) that he (11) ___ (*want*) this job so much. It (12) ___ (*mean*) everything to him. He (13) ___ (*think*) about it such a lot before the day of the interview. He (14) ___ (*imagine*) himself performing brilliantly at the interview and being offered the job immediately. But now here he (15) ___ (*be*) feeling terrible. He (16) ___ (*cannot remember*) all those things he (17) ___ (*plan*) to say. At that moment, he (18) ___ (*almost decide*) to get up and leave. But no – he (19) ___ (*have to do*) this. He (20) ___ (*spend*) so much time thinking about it that he (21) ___ (*cannot give up*) like that. His hands (22) ___ (*be*) hot and sticky and his mouth (23) ___ (*feel*) dry. Finally the door of the office (24) ___ (*open*). The woman who (25) ___ (*go in*) an hour earlier (26) ___ (*come out*) looking very pleased with herself. She (27) ___ (*smile*) sympathetically at James. At that moment James (28) ___ (*hate*) her. The managing director then (29) ___ (*appear*) at the office door. “Would you like to come in now, Mr Davis? I’m sorry to have kept you waiting.” James (30) ___ (*suddenly wish*) that he (31) ___ (*go*) home after all. He (32) ___ (*get up*), legs shaking and forehead sweating and (33) ___ (*wonder*) whether he (34) ___ (*look*) as terrified as he (35) ___ (*feel*).

Ex. 4. Supply the **present perfect continuous** or the **past perfect continuous** tenses. Show where **both** are possible:

1. I was tired. I **had been digging** all day. (*dig*)
2. We ___ for your call all evening. (*wait*)
3. How long ___ there? (*you wait*)
4. I ___ there since 6 o'clock. (*stand*)
5. She ___ English for five years before she visited Canada. (*study*)

6. It started raining last Monday and it ___ ever since. (*rain*)
7. I ___ to the firm regularly for a month before, but they still hadn't answered. (*write*)
8. They ___ me about it every day for the past week. (*ring*)
9. I knew you ____. – How did you know? – Your hair was covered with paint! (*paint*)
10. You were out of breath when you came in this morning. ___? (*you run*)

Ex. 5. Supply the simple past perfect or the past perfect continuous:

1. We **had been cooking** all day for the party that evening and by 8 o'clock we still weren't ready. (*cook*)
2. John ___ a beautiful meal for his guests and they all enjoyed it. (*prepare*)
3. I knew she ___ the washing because the machine was still working when I got in. (*do*)
4. I knew she ___ the washing because when I got in she was ready to go out. (*do*)
5. By 10 o'clock the children ___ their homework and were ready to go to bed. (*do*)
6. The children ___ their homework and by 10 o'clock they still hadn't finished. (*do*)

Ex. 6. Put the verbs in brackets into the correct tense:

1. He ___ (*give*) me back the book, ___ (*thank*) me for lending it to him and ___ (*say*) that he ___ (*enjoy*) it very much; but I ___ (*know*) that he ___ (*not read*) it because most of the pages ___ (*be*) still uncut.
2. When he ___ (*see*) his wife off at the station, he ___ (*return*) home as he ___ (*not have*) to be at the airport till 9.30.
3. He ___ (*not have*) to pack, for his wife already ___ (*do*) that for him and his case ___ (*be*) ready in the hall.
4. He ___ (*not have*) to check the doors and windows either, for his wife always ___ (*do*) that before she ___ (*leave*) the house.
5. All he ___ (*have*) to do ___ (*be*) to decide whether or not to take his overcoat with him. In the end he ___ (*decide*) not to.
6. At 8.30 he ___ (*pick*) up his case, ___ (*go*) out of the house and ___ (*slam*) the door behind him.
7. Then he ___ (*feel*) in his pockets for the key, for his wife ___ (*remind*) him to double-lock the front door.
8. When he ___ (*search*) all his pockets and ___ (*find*) no key he ___ (*remember*) where it ___ (*be*).
9. He ___ (*leave*) it in his overcoat pocket.
10. Then he ___

(remember) something else; his passport and tickets ___ (be) in his overcoat pocket as well.

11. I ___ (arrive) in England in the middle of July. I ___ (be told) that England ___ (be) shrouded in fog all year round, so I ___ (be) quite surprised to find that it was merely raining. 12. I ___ (ask) another passenger, an Englishman, about the fog and he ___ (say) that there ___ (not be) any since the previous February. 13. If I ___ (want) fog, he said, I ___ (come) at quite the wrong time. 14. However, he ___ (tell) me that I could buy tinned fog at a shop in Shaftesbury Avenue. 15. He ___ (admit) that he never ___ (buy) fog there himself but ___ (assure) me that they ___ (sell) good quality fog and that it ___ (not be) expensive. I suppose he was joking.

16. When the old lady ___ (return) to her flat she ___ (see) at once that burglars ___ (break) in during her absence, because the front door ___ (be) open and everything in the flat ___ (be) upside down. 17. The burglars themselves ___ (be) no longer there, but they probably only just ___ (leave) because a cigarette was still burning on an ornamental table. 18. Probably they ___ (hear) the lift coming up and ___ (run) down the fire escape. 19. They ___ (help) themselves to her whisky too but there ___ (be) a little left, so she ___ (pour) herself out a drink. 20. She ___ (wonder) if they ___ (find) her jewellery and rather ___ (hope) that they had. 21. The jewellery ___ (be given) her by her husband, who ___ (die) some years before. 22. Since his death she ___ (not have) the heart to wear it, yet she ___ (not like) to sell it.

23. Now it ___ (seem) that fate ___ (take) the matter out of her hands; and certainly the insurance money would come in handy.

24. I ___ (put) the £5 note into one of my books; but next day it ___ (take) me ages to find it because I ___ (forget) which book I ___ (put) it into.

25. A woman ___ (come) in with a baby, who she ___ (say) just ___ (swallow) a safety pin.

26. I ___ (think) my train ___ (leave) at 14.33, and ___ (be) very disappointed when I ___ (arrive) at 14.30 and ___ (learn) that it just ___ (leave). 27. I ___ (find) later that I ___ (use) an out-of-date timetable.

28. He ___ (park) his car under a No Parking sign and ___ (rush) into the shop. When he ___ (come) out of the shop ten minutes later the car ___ (be) no longer there. 29. He ___ (wonder) if someone ___ (steal) it or if the police ___ (drive) it away.

30. It ___ (*be*) now 6 p.m.; and Jack ___ (*be*) tired because he ___ (*work*) hard all day. 31. He ___ (*be*) also hungry because he ___ (*have*) nothing to eat since breakfast. 32. His wife usually ___ (*bring*) him sandwiches at lunch time, but today for some reason she ___ (*not come*).

33. He ___ (*keep*) looking at her, wondering where he ___ (*see*) her before.

34. I ___ (*look*) out before I ___ (*go*) to bed and ___ (*see*) a man standing on the opposite pavement watching the house. 35. When I ___ (*get up*) the following morning he ___ (*be*) still there, and I ___ (*wonder*) whether he ___ (*stay*) there all night or if he ___ (*go*) away and ___ (*come*) back.

36. When I ___ (*open*) the door I ___ (*see*) a man on his knees. 37. He clearly ___ (*listen*) to our conversation and I ___ (*wonder*) how much he ___ (*hear*). 38. When I ___ (*ask*) him what he ___ (*do*), he ___ (*say*) that he ___ (*drop*) a 50p piece outside the door and ___ (*look*) for it. 39. I ___ (*not see*) any sign of the money, but I ___ (*find*) a small notebook and pencil which he probably ___ (*drop*) when the door ___ (*open*) suddenly. 40. So he ___ (*take*) notes of our conversation! 41. The notes ___ (*be*) written in a foreign language, so I ___ (*turn*) to the stranger and ___ (*ask*) him to translate. 42. But he ___ (*pull*) my hat over my eyes and ___ (*run*) off down the corridor. 43. By the time I ___ (*recover*) from the shock he ___ (*disappear*) round the corner. 44. Curiously enough, when I ___ (*move*) my foot I ___ (*find*) that I ___ (*stand*) on a 50p piece. 45. Perhaps he ___ (*tell*) the truth after all!

Ex. 7. Put in the *past perfect simple* or *continuous* or the *simple past*. Give alternative where possible:

COOKING THE BOOKS?

Old Mr Williams was very concerned. He and his wife were pensioners and he (1) *had spent* (*spend*) the whole morning looking for their pension books. He (2) ___ (*look*) everywhere, but he (3) ___ (*not be able*) to find them. Meanwhile, his wife (4) ___ (*be*) busy. She (5) ___ (*cook*) all morning. She (6) ___ (*prepare*) a delicious meal. She (7) ___ (*make*) soup, followed by a lovely pie, which she (8) ___ (*bake*) in the oven. Mr Williams (9) ___ (*always enjoy*) his food, but he clearly wasn't enjoying his lunch. "What's the matter, Tom?" his wife asked. Mr Williams (10) ___ (*have to*) confess that he (11) ___ (*lost*) their pension books. "I know, Mrs Williams (12) ___ (*say*), with a twinkle in her eye". "I've got them". "You've got them?" "Yes – and guess where I (13) ___ (*find*) them!" Mr Williams suddenly remembered. "In the oven! I (14) ___ (*put*)

them there for safe-keeping.” He (15) ___ (*smile*) with relief as she (16) ___ (*fish*) them out of he apron pocket!

Section 4: Means of Expressing Future Actions Viewed from the Past

*Ex. 1. The first column describes what Jan planned to do; the second describes what actually happened. Write how he describes his life, using one sentence for each number. Add the conjunctions **and**, **so**, **but**, where necessary:*

Plans	Reality
1. Go to university.	1. Failed exams. Left school at sixteen.
2. Find a job in Madrid.	2. No jobs. Decided to go to England to study English.
3. Study English in London.	3. Didn't like London. Went to Cambridge instead.
4. Stay with an English family.	4. Changed my mind. Stayed in a student hostel.
5. Study English for two years.	5. Didn't have enough money. Finished after eighteen months.
6. Work in England when I finish school.	6. Couldn't find a job. Came back to Madrid.
7. Not going to work in my parents' restaurant.	7. Needed the money. I did.

1. I was going to go to university, but I failed my exams, so I left school at sixteen.

Ex. 2. Supply suitable “future-in-the-past” forms:

1. I **was to** meet them at the station at 4, but I was held up in the traffic.
2. She ___ phone after, but she must have completely forgotten.
3. She was still young. She didn't realize she ___ be world famous before she was 20.
4. He thought his life's work was finished. He didn't know he ___ win the Nobel Prize.
5. The plane ___ take off at 4.25, but it was delayed.

Section 5: Revision

Ex. 1. Comment on the usage of the tense forms in the following sentences:

1. At noon of Sunday, July 6th, the fiesta exploded.
2. Down the street came dancers. They were all dancing in time behind their own pipers and drummers.
3. Two hours later Cohn appeared. 'I have been sleeping,' he said.
4. I woke about nine o'clock, had a bath, dressed and went downstairs.
5. So far, in the cases which I have recorded, Poirot's investigations have started from the central fact, whether murder or robbery, and have proceeded by a process of logical deduction to the final unravelling.
6. I have come to consult you upon a matter of the most vital urgency. The Prime Minister has disappeared.
7. After I had been doing this for about an hour, I began to think that God didn't intend me to ride a bicycle.
8. All the slate roofs of the Bottoms shone black with wet.
9. At 2.30 on the afternoon of Friday, July 13, 1973 his elderly secretary watched him get into a taxi.
10. The taxi went up the hill, passed the lighted square, went smoothly down the asphalt, passed the trees and the standing bus, then turned on to the cobbles of the Rue Mouffetard.
11. The woman who had been serving drinks came out wiping her hands on her apron and talked to somebody in the bus.
12. The road left the green valley at once, and we were up in the hills again. Bill and the wine-bottle Basque were having a conversation.
13. It was cool outside in the early morning and the sun had not yet dried the dew that had come when the wind died down.
14. On Sundays he used to come to church in a lustrous topper and a frock coat.
15. I came to the conclusion that what Mary-Ann had told me was a pack of lies.
16. She used to take me to Sunday school. She used to have a rare job keeping me quiet.
17. Oh, but I understand she isn't really English. I've always heard her real name is Mademoiselle de la Ramee.
18. Last night even though you weren't really thinking about what you were doing every now and then the words you were saying wrote themselves on your face.

19. When Michael joined the company Julia had been playing in Middlepool for a year.

20. She tried to find out whether he had had any adventures while he was playing with Benson's company.

Ex. 2. Identify the tenses, then match them with the correct description:

- | | |
|---|--|
| 1. Oh no!. Someone's <i>been reading</i> my diary again. | a. actions which happened at an unstated past time and are connected to the present |
| 2. You feel dizzy because you've <i>been lying</i> in the sun <i>for</i> too long! | b. changing or developing situations |
| 3. He <i>has just cleared out</i> the garage. | c. expressing anger, irritation, annoyance or criticism |
| 4. He's such a boring man, who's <i>always making</i> a fuss about nothing. | d. recently completed actions |
| 5. With the help of a good teacher, Gary's <i>becoming</i> a very good pianist. | e. repeated/habitual actions |
| 6. We've been out <i>four times</i> this week. | f. past actions of certain duration having visible results/effects in the present |
| 7. He <i>has</i> lunch at the Plaza Hotel <i>every day</i> . | g. exclamatory sentences |
| 8. They <i>have sold</i> their house and <i>gone</i> on a tour of the world. | h. emphasis on number; frequency |
| 9. Here <i>comes</i> the train! | i. frequently repeated actions with "always" expressing the speaker's annoyance or criticism |
| 10. She <i>opened</i> the cupboard, <i>took out</i> a dress and <i>put it on</i> . | j. past action in progress interrupted by another past action |
| 11. They <i>received</i> the telegram <i>at 10 o'clock that evening</i> . | k. past action which occurred before another action or before a stated past time |
| 12. She was upset because she <i>had been waiting</i> to hear from her son <i>for</i> days. | l. two or more simultaneous past actions |
| 13. They <i>were still discussing</i> the plan at midnight. | m. action continuing over a period up to a specific time in the past |

- | | |
|--|---|
| 14. They <i>were flying</i> over the Andes when the plane crashed. | n. complete past action which had visible results in the past |
| 15. James Dean <i>made</i> one film with Natalie Wood. | o. past actions which happened immediately one after the other |
| 16. Tom <i>was reading out</i> the data <i>while</i> Sara <i>was writing</i> it down. | p. past action of certain duration which had visible results in the past |
| 17. She <i>had finished</i> most of the work <i>by the time</i> her boss arrived. | q. past habit or state |
| 18. She missed the end of the film because she <i>had fallen</i> asleep. | r. past perfect as the past equivalent of the present perfect |
| 19. He <i>always went</i> to work by train. | s. action in the middle of happening at a stated past time |
| 20. She was pleased because she <i>had been given</i> the job. | t. past perfect continuous as the past equivalent of the present perfect continuous |
| 21. We <i>had been living</i> in the same house <i>for twelve years before</i> we decided to move. | u. action not connected to the present which happened at a definite past time not mentioned |
| 22. He left his job because <i>he had been feeling</i> dissatisfied <i>for</i> months. | v. complete action or event which happened at a stated past time |

Ex. 3. Open the brackets. Use *past indefinite, past continuous, past perfect or past perfect continuous, present perfect, present perfect continuous*:

1. Since the beginning of the play Van ___ (*watch*) a dark girl sitting in front of him. He ___ (*notice*) her at once.
2. I ___ (*write*) the letter, I ___ (*try*) to write it for weeks.
3. He ___ (*wonder*) if she ___ (*change*) much since he ___ (*see*) her last.
4. I ___ (*see*) her at once. She ___ (*stand*) there on the platform, holding a bunch of flowers. She never ___ (*look*) so helpless.
5. He ___ (*know*) the girl since she ___ (*be*) a small child and ___ (*manage*) her affairs since she ___ (*come*) of age.
6. Looking out of the taxi window he ___ (*be*) confused to notice that some familiar buildings ___ (*disappear*) and new ones ___ (*take*) their place.
7. Campton who ___ (*watch*) the young widow ___ (*decide*) that he ___ (*be*) entirely mistaken. She ___ (*be*) much prettier and younger than he ___ (*think*). In fact, it ___ (*be*) hard to believe that she ___ (*be*) married. She ___ (*look*) such a child.

8. Luke ___ (*say*) nothing till they ___ (*be*) in the sitting-room where they ___ (*leave*) their coats.

9. He ___ (*be*) quite sure he ___ (*see*) that face somewhere.

10. She ___ (*ask*) me to help her because she ___ (*know*) that I still ___ (*work*) for you. She ___ (*know*) I ___ (*help*) you to solve that missing luggage case, ___ (*help*) you for years.

11. By the time they ___ (*reach*) the station he ___ (*make up*) his mind.

12. The uneaten breakfast ___ (*be*) still on the table in the litchen. She ___ (*be*) called away in a hurry.

13. By midnight she ___ (*lose*) hope to ever see me again and ___ (*start*) phoning the hospitals.

14. The cheerful girl who ___ (*come*) in with Eve ___ (*be*) introduced at last.

15. I ___ (*learn*) that nothing whatever ___ (*be*) done though I ___ (*leave*) detailed instructions.

16. They ___ (*walk*) much too fast and I ___ (*be*) out of breath.

Ex. 4. For each verb in brackets, choose one of the following tenses: **the present, present perfect, past or past perfect**, in either the **simple or continuous** form:

Brenda Pearl (1) ___ (*join*) our firm ten years ago. She (2) ___ (*work*) for the previous five years with an advertising company and (3) ___ (*acquire*) much useful experience. For the first eight years with us she (4) ___ (*work*) in the Sales Department, and (5) ___ (*work*) there when I (6) ___ (*become*) Managing Director. Since then she (7) ___ (*work*) as my personal assistant, and (8) ___ (*prove*) herself to be outstanding capable on many occasions. She (9) ___ (*work*) on the top floor, in an office next to mine, but at the moment (10) ___ (*work*) in London on a special assignment.

When the North and South finally (11) ___ (*lay*) down their arms in 1865 at the end of the American Civil War they (12) ___ (*fight*) for over four years and the South, which (13) ___ (*win*) several battles but (14) ___ (*lose*) the war, (15) ___ (*be*) economically exhausted. It (16) ___ (*be*) a tragedy that Abraham Lincoln, who (17) ___ (*lead*) the North to victory and (18) ___ (*be*) now ready to be generous to the South, (19) ___ (*not/survive*) to make the peace. Five days after General Lee (20) ___ (*surrender*) at Appomattox, Lincoln (21) ___ (*be*) assassinated.

Denis (22) ___ (*always/ring*) me up when I am in the shower or washing my hair. The last time the phone (23) ___ (*ring*) with me in the shower. I (24) ___ (*not/answer*) it. I (25) ___ (*learn*) later that someone (26) ___ (*ring*) me up to offer me a job which they (27) ___ (*then/offer*) to someone else. I (28) ___

(*just I tell*) Denis that he (29) ___ (*be*) to blame for the fact that I (30) ___ (*miss*) a golden opportunity.

– What (31) ___ (*do/you*) with yourself lately? I (32) ___ (*not/see*) you for over a month.

– I (33) ___ (*be*) in Stockholm since I last (34) ___ (*see*) you.

– Really? How long (35) ___ (*be/you*) there and what (36) ___ (*do/you*)?

– Nearly three weeks. I (37) ___ (*do*) some research at the Royal Library. I think I (38) ___ (*already/tell*) you that I (39) ___ (*work*) on a book about Scandinavia.

– Yes. How (40) ___ (*go/it*)?

– Not so bad. I (41) ___ (*hope*) to have it in the hands of the publisher by the end of the year.

Peter (42) ___ (*live*) in Nodnol, the capital of Mercia. At least, that's where he (43) ___ (*live*) when he last (44) ___ (*write*). In his letter he (45) ___ (*invite*) me to visit him, but as I (46) ___ (*have*) no answer to my last two letters I (47) ___ (*wonder*) whether I should go or not. I (48) ___ (*also/have*) no reply from the consulate about the Mercian visa I (49) ___ (*apply*) for two weeks ago. Although I (50) ___ (*be*) born in Mercia, I no longer (51) ___ (*have*) a Mercian passport.

(On the telephone): Yes, I'm at Georgina's house this evening. What (52) ___ (*do*) here? I (53) ___ (*babysit*) for four children. She and her husband (54) ___ (*go*) to a party.. They (55) ___ (*be*) usually rather wild. I (56) ___ (*babysit*) here once when they all (57) ___ (*start*) screaming. But they (58) ___ (*be*) very good at the moment. I can see the youngest now in the room next: she (59) ___ (*eat*) a huge box of chocolates that Georgina (60) ___ (*give*) me before she (61) ___ (*leave*). The others (62) ___ (*find*) a tin of paint and (63) ___ (*happily/paint*) the walls of the kitchen. They (64) ___ (*assure*) me that they (65) ___ (*do*) this before and that their mother and father (66) ___ (*have*) no objection then. I only (67) ___ (*hope*) they (68) ___ (*tell*) me the truth. One of them (69) ___ (*get*) himself in a bit of a mess. I (70) ___ (*try*) to clean him up with paint remover, but so far without much success.

Ex. 5. Choose a suitable tense for each verb in brackets:

Ken (1) ___ (*drive*) along yesterday when a stone (2) ___ (*go*) clean through the windscreen. As he (3) ___ (*pass*) another car at the time it (4) ___ (*be*) lucky he (5) ___ (*not I have*) a nasty accident. He says that lorries from the quarry (6) ___ (*still use*) that road and that stones (7) ___ (*often/fall*) off them. I (8) ___ (*not drive*) that way into town in future if I can possibly avoid it.

Next month I (9) ___ (*be*) married for ten years. We (10) ___ (*live*) in this house for ten years too. We (11) ___ (*celebrate*) the two anniversaries with a party to which we (12) ___ (*invite*) some friends and neighbours. Most of our neighbours (13) ___ (*be*) also our friends, and (14) ___ (*already/say*) they (15) ___ (*come*). The family next door, however, (16) ___ (*not be*) very friendly at the moment and (17) ___ (*decline*) the invitation, presumably because of a dispute about the fence between their garden and ours. We (18) ___ (*have*) the fence repaired last week, since it (19) ___ (*be*) broken for several months, with the result that dogs (20) ___ (*get*) in on several occasions and (21) ___ (*do*) quite a lot of damage. It is our neighbours who (22) ___ (*be*) responsible for the maintenance of this particular fence, and so we naturally (23) ___ (*send*) them the bill, which they (24) ___ (*not pay*) yet.

“It (25) ___ (*not be*) so very long ago that man first (26) ___ (*land*) on the moon. What an astonishing achievement that (27) ___ (*be*)! I remember how one evening at nine o’clock Armstrong and Aldrin (28) ___ (*walk*) about and (29) ___ (*chat*) 400,000 kilometres away, and you and I (30) ___ (*watch*) and (31) ___ (*listen*) to them. Nothing like it (32) ___ (*happen*) before and I sometimes (33) ___ (*think*) that nothing like it (34) ___ (*happen*) again.”

“Why (35) ___ (*say*) you that nothing like it (36) ___ (*happen*) before? Astronauts from other planets (37) ___ (*visit*) our solar system ever since it (38) ___ (*begin*). At this very moment spaceships (39) ___ (*hover*) overhead and (40) ___ (*watch*) what you and I (41) ___ (*do*). As I (42) ___ (*walk*) home the other evening I (43) ___ (*see*) something in the sky which definitely (44) ___ (*not come*) from anywhere on this planet. And if you (45) ___ (*think*) I (46) ___ (*drink*) you are wrong. That (47) ___ (*not be*) the only time I (48) ___ (*see*) strange objects in the sky. I (49) ___ (*see*) quite a few over the years and (50) ___ (*report*) them all to the UFO club. One day I (51) ___ (*write*) a book about them. Tomorrow, though, I (52) ___ (*go*) to Manchester to buy the latest UFO literature.”

– I (53) ___ (*think*) about our plans for next week. What (54) ___ (*do you*) next Thursday evening? (55) ___ (*be you*) on duty at the hospital?

– I (56) ___ (*be*) on duty, but I (57) ___ (*change*) with a friend who (58) ___ (*want*) Friday off. What (59) ___ (*have you*) in mind?

– How about going to see ‘Macbeth’? It (60) ___ (*be*) on for the whole of next week. (61) ___ (*see you*) the play?

– I (62) ___ (*see*) a film of it once. But I (63) ___ (*not see*) the play itself. Yes, that’s a good idea: we (64) ___ (*go*) and see ‘Macbeth’, I (65) ___ (*book*) the seats. I (66) ___ (*ask*) Willie to come too?

– He (67) ___ (work), I bet. He (68) ___ (always work). He (69) ___ (work) too much. He (70) ___ (have) a nervous breakdown if he’s not careful.

Ex. 6. Oral Activity.

Look at the four prisoners below. Work in pairs and make up each prisoner's story. Say what they usually do in prison, what they're doing now, what they had been doing before going to prison, why they're in prison, what they were doing when the police caught them, how many years they will stay in prison, and what they will do when they come out of prison.



Eg. *Bob is a thief. He is reading a book at the moment. Before he went to prison he...*



Ex. 7. Writing Activity.

It's 10 o'clock on Sunday night. The Miltons are at home making a statement to the police. Look at the pictures and write their statement about the burglary. Use a variety of tenses. Eg. *“Well, my wife and I had been to the cinema...”*

Part C. Test.

I. In the following sentences sometimes only one and sometimes both of the tenses in brackets are correct. Underline the correct one(s):

1. Jane ___ with her aunt since the age of three. a. lived
b. had lived
2. They ___ their notes when the teacher came in. a. studied
b. were studying

3. She ran out into the sunshine as soon as she ___ her work. a. finished
b. had finished
4. ___ French at Durham University? a. did you study
b. were you studying
5. He did not stop running until he ___ home. a. reached
b. had reached
6. He ___ all morning without understanding one word. a. had read
b. had been reading
7. They ___ breakfast when I came downstairs. a. were having
b. had had
8. How many pints of beer ___ when he passed out? a. had he drunk
b. had he been drinking
9. Although she ___ church regularly as a child, she rarely went there as an adult. a. attended
b. had attended
10. I ___ him before he left for Athens. a. didn't see
b. hadn't seen

II. Fill in the blanks with the best tense forms of the verbs, given in the margins:

- Betty: Why weren't you at the German class last night, Joan? Have you given up?
- Joan: Well, no... I (1) ___ late yesterday and (2) ___ Simon asleep in the chair. He (3) ___ reports all day long and he was too worn out to go out again, so we (4) ___ a lesson.
- Betty: You (5) ___ quite a lot of lessons lately. (6) ___ you? Are you losing your enthusiasm?
- Joan: Yes, I'm afraid so. Neither Simon nor I (7) ___ a gift for languages. People just laugh at us when we attempt to speak German. How did you and Erik pick up so quickly and easily? You (8) ___ in Germany a month.
- Betty: It was neither quick nor easy, I assure you. We (9) ___ the language before we came and we only (10) ___ to brush it up a bit.
- Joan: Anyway, all our friends here (11) ___ English fluently so we don't really need to learn German.

Betty: Well, Eric and I (12) ___ and (13) ___ 12. to learn language for years and we enjoy it 13. to teach immensely.

Joan: Well, keep it up. I'm all for teaching foreigners English, if it saves me the trouble of learning foreign languages myself.

III. Translate into English:

1. Я очень устала. Я убирала квартиру весь день.
2. Она была очень расстроена, так как потеряла деньги и документы.
3. Он выглядел очень плохо, так как не спал двое суток.
4. Мы гуляли в парке, когда вдруг начался сильный дождь.
5. Когда Боб вошел, я еще ел.
6. Я не был голоден в 2 часа, так как я уже поел.
7. Как только он увидел ее, он сразу повернул в другую сторону.
8. Она сказала, что не была на родине с 1982 года.
9. Она ничего не делала с тех пор, как приехала сюда.
10. Когда ты узнал, что она развелась с мужем?

CONSOLIDATION TEST ON USE OF TENSES

I. Put the verbs in correct tense and insert "since" or "for":

1. ___ the last two years clothes ___ (be) very dear.
2. Poor old Henry ___ (not have) a holiday ___ the year before last.
3. She ___ (practice) the piano ___ six o'clock; I hope she'll soon finish.
4. I ___ (not have) a good night's sleep ___ last week.
5. That boy ___ (not wash) his face ___ some time.
6. He ___ (study) garden design ___ two years and ___ last month he ___ (prepare) for his final examination.

II. Pick out the correct time expression:

1. I *still/yet/just* hadn't done my homework when Mum came home.
2. Meg was lying in the sun *before/while/as soon as* the children were playing in the pool.
3. *How long ago/How long/While* did you pass your driving test?
4. He continued his journey *before/after/ago* he had changed the tyre.
5. I was walking down the street *when/as soon as/while* a car stopped next to me.

6. She had been singing for years *since/for/before* she finally became a star.
7. Our team had scored three goals *by the time/until/while* we got to the match.
8. The professor didn't start speaking *how long/until/yet* everyone was quiet.
9. Do you know *how long/when/while* he had lived in Portugal before he moved to Turkey?
10. She took off her coat *just/as soon as/already* she entered the house.

III. Supply "was/were" or "have/has been":

1. Poker ___ often of considerable interest to people who are good thinkers.
2. Poker ___ of considerable interest to von Neumann when he developed his games theory.
3. I ___ self-employed for over a year, but I'm glad to be employed again.
4. It ___ very cold for the past few days, but I expect the weather will improve.
5. What ___ the weather like when you were in Paris last week?
6. You ___ a teacher so you should have more understanding of children with problems.
7. When I ___ a teacher I enjoyed working with children who had learnt difficulties.

IV. Supply simple or continuous forms of the verbs in brackets, using appropriate tenses:

1. I don't need a fill-up just yet. My petrol tank ___ (*contain*) at least 50 litres.
2. The property ___ (*belong*) to our family for over a hundred years.
3. Any photograph from outer space immediately ___ (*prove*) that the earth is round.
4. John died of a heart-attack while he ___ (*prove*) that he could run the Marathon.
5. You ate a sea cucumber when you were in China. What it ___ (*taste*) like?
6. I scalded my mouth while I ___ (*taste*) the soup.
7. Politics is a rough trade and politicians ___ (*not normally deserve*) much sympathy.
8. What've you been up to? For a month now, I ___ (*hear*) strange reports about you.
9. He expresses surprise if you tell him you ___ (*never hear*) of something he knows.
10. They ___ (*weigh*) the parcel and told me it would coast a fortune to send.

11. She looks down on everybody just because she ___ (*have*) a house in the country.

12. We ___ (*have*) a house built on this site and it will take years to finish.

V. Fill in: “used to”, “be used to”, “would” or “was going to”:

Although my friend Tom has lived in the city for three years he still not (1) ___ it. He (2) ___ live in the country so he (3) ___ living in a more peaceful environment. His first few days in the city were so unpleasant that he (4) ___ move straight back home, but he found a job and decided to stay. That’s when I met him. He (5) ___ come into my office with the coffee every morning and he (6) ___ often stop and talk for a while about what his life (7) ___ be like in the country. His family (8) ___ have their own vegetable garden and his mother (9) ___ prepare wonderful meals. In autumn they (10) ___ go for long walks and they (11) ___ collect wild mushrooms and fruit. Tom made it sound so wonderful that, at one point last year, I (12) ___ quit my job and leave town forever. But I didn’t. I (13) ___ too ___ the noise and excitement of the city to ever feel at home in the country.

VI. A. Fill in with an appropriate past form:

In 1894 a steamship (1) ___ (*sail*) across the Atlantic Ocean from England to America. The sun (2) ___ (*shine*) and a gentle breeze (3) ___ (*blow*). The ship (4) ___ (*sail*) for three weeks and was halfway to its destination – New York. The passengers (5) ___ (*relax*) on deck when suddenly they (6) ___ (*hear*) a loud bang. They all (7) ___ (*jump*) up, (8) ___ (*run*) to the edge of the boat and (9) ___ (*look*) over the side. To their horror they saw that they (10) ___ (*hit*) some hard object which (11) ___ (*tear*) a hole in the side of the ship. Water (12) ___ (*pour*) into the steamship at an alarming speed. Fortunately another ship arrived half an hour later, just in time to save everyone on board.

B. Which of the past forms in the text above are used to express:

- 1) past action of certain duration continuing up to a specific past time;
- 2) background description of events or longer actions in the story;
- 3) shorter actions which interrupt longer actions;
- 4) longer actions which are interrupted by shorter actions
- 5) past action which occurred before another past action;
- 6) past actions which happened one immediately after the other.

VII. Complete the sentences using any appropriate past forms:

e.g. She went to the market and bought some vegetables.

1. What ___ when the fire started?
2. I could tell she ___ because her eyes were red.
3. My arm ___ for two weeks, before I went to the doctor.
4. She got on the motorbike and ___ away.
5. While Sally ___ dinner Steve was laying the table.
6. The patient ___ in hospital for five weeks before he fully recovered.
7. He was upset because he ___ the exam.
8. Nobody knew where Jane ___ the front door key.
9. Tom ___ tennis every day for months before entering his first tournament.

VIII. Choose for the following sentences the best suited means of denoting past actions and future actions viewed from the past:

1. I asked Smith if it ___ (*take*) him long to make a double of this key.
2. The grand wedding ball ___ (*begin*) at eight o'clock that evening.
3. He saw to it that she ___ (*get*) everything she needed.
4. On top of my linen I ___ (*put*) some books in the suit-case as I ___ (*know*) that I ___ (*start*) reading as soon as the train ___ (*pull out*).
5. She ___ (*begin*) her story hesitatingly but I ___ (*know*) that she ___ (*tell*) me everything no matter how difficult it ___ (*be*) for her.
6. Mary informed her landlady that she soon ___ (*leave*).

IX. Supply the correct tense:

HOLIDAY PLANS

Mary: You (1) ___ (*have*) your holiday for this year yet, Jane?

Jane: Not yet. I (2) ___ (*take*) it at the end of September.

Mary: Where you (3) ___ (*go*)? You (4) ___ (*make up*) your mind?

Jane: Not really. I (5) ___ (*think*) of going to Spain again, but I (6) ___ (*be*) there twice and I'd like to try something new.

Mary: My brother (7) ___ (*go*) just to Mexico for two weeks. I (8) ___ (*have*) a card from him yesterday and he (9) ___ (*seem*) to be having a good time. Why (10) ___ (*not go*) there?

Jane: That's OK for well-off people, but I couldn't possibly afford it. I'm much hard up at the moment.

Mary: The air-fare is quite expensive, I admit, but you needn't spend a lot when you (11) ___ (*get*) there.

Jane: I (12) ___ (*spend*) a lot of money this year. My flat (13) ___ (*be done*) up last month, so I haven't got much to spare for expensive holidays abroad.

Mary: Oh, I (14) ___ (*see*).

Jane: Perhaps, I just (15) ___ (*go*) to Scotland or Ireland in the end. I (16) ___ (*hear*) they are both very beautiful and I (17) ___ (*not be*) to either of them.

Mary: We (18) ___ (*go*) to Ireland two years ago to pay Jill and her husband a visit. They (19) ___ (*be*) in Dublin now. If you decide on Ireland you can call in on them. Jill willingly (20) ___ (*put*) you up for a few days, I'm sure.

Jane: That's good idea! I (21) ___ (*not see*) Jill for more than three years now and I'd like to know how she (22) ___ (*get*) on.

UNIT 5. THE RULES OF THE SEQUENCE OF TENSES

The following items will be examined:

- relative use of tenses;
- use of tenses in object clauses if the main verb is in one of the past tenses including the future in the past;
- use of tenses in object clauses if the main verb is in one of the present tenses including the present perfect and present perfect continuous;
- use of tenses in object clauses if the main verb is in one of the future tenses;
- types of clauses where the rules of the sequence of tenses are observed;
- cases of violating the rules of the sequence of tenses.

You must learn and use the following terms: *sequence of tenses; a principal clause; a subordinate clause; an object clause; a subject clause; a predicative clause; an oppositive clause; a clause of purpose; inner speech; relative use of tenses; actual present (past, future) time; a clause of the second (third, etc.) subordination.*

You must know:

1. How to differentiate between relative and absolute use of tenses.
2. What tense forms are used in certain subordinate clauses to express simultaneous preceding and posterior actions, depending on the tense of the verb in the principal (main) clause.
3. How to identify types of subordinate clauses where the rules of the sequence of tenses are observed.
4. How to identify actual present, past and future time situations.

The Unit consists of Part A – references and reading material; Part B – practical exercises; Part C – SAQs.

Part A. Read:

1. Конева, Т. А., Удалова, Н. В. Методические указания по практической грамматике английского языка для студентов 1-го курса специальностей П.02.07.00. Часть 1 / Т. А. Конева, Н. В. Удалова. – С. 34 – 37.

Part B. Practical Exercises.

All practical exercises concerning the rules of the sequence of tenses you will find in the textbook by I. P. Krylova (Крылова И. П. Грамматика современного английского языка / Сб. упражнений. – М. : Высшая школа, 1986): ex. 79 – 84, P. 48 – 49.

Part C. SAQs.

Complete the following statements:

1. If tenses are used relatively it means that the action of the subordinate clause is ...
2. The relative use of tense is mainly observed in ...
3. After one of the past forms in the principal clause we find only... in the subordinate clause.
4. If the action of the subordinate clause is simultaneous with that of the principal clause expressed by one of the past forms we find ... in the subordinate clause.
5. If the action of the subordinate clause follows that of the principal clause expressed by one of the past forms we find ... in the subordinate clause.
6. If the action of the subordinate clause precedes that of the principal clause expressed by one of the past forms we find ... in the principal clause.
7. If the action of the subordinate clause is simultaneous with that of the principal clause expressed by one of the present forms we find ... in the subordinate clause.
8. If the action of the subordinate clause follows that of the principal clause expressed by one of the present forms we find ... in the subordinate clause.
9. If the action of the subordinate clause precedes that of the principal clause expressed by one of the future forms we find ... in the principal clause.
10. If the action of the subordinate clause is simultaneous with that of the principal clause expressed by one of the future forms we find ... in the subordinate clause.
11. If the action of the subordinate clause follows that of the principal clause expressed by one of the present forms we find ... in the subordinate clause.
12. If the action of the subordinate clause precedes that of the principal clause expressed by one of the future forms we find ... in the principal clause.
13. The rules of the sequence of tenses may be violated in ... time contexts when the reference is made to the ... present time, ...,
14. When the past simple is used in a ... clause it
15. The rules of the sequence of tenses may not be observed when we deal with facts, statements or opinions which are kind of
16. The rules of the sequence of tenses are strictly observed in complex sentences with the following subordinate clauses:
17. The rules of the sequence of tenses are also observed in clauses of the second,

UNIT 6. REPORTING WHAT PEOPLE SAY OR THINK

The following items will be examined:

- types of reporting structures;
- reporting verbs;
- rules of reporting statements, questions, imperative structures, advice, suggestions, offers, etc.;
- rules of reporting modal verbs and non-fact tenses;
- rules of punctuation in reporting.

You must learn and use the following terms: *a report (-ing) structure; indirect speech; direct speech; a statement; a that-clause; a reporting clause; an if-clause; a whether-clause; a to-infinitive clause; non-fact (unreal) tenses.*

You must know:

1. How to report what people say or think using appropriate reporting structures after certain reporting verbs.
2. How to observe the rules of the sequence of tenses in reporting structures.
3. How to report structures with modal verbs and non-fact tenses.
4. The changes of pronouns and adverbs that take place in reporting structures if the main verb is in one of the past tenses.
5. The rules of punctuation.

The Unit consists of Part A – references and reading material; Part B – practical exercises; Part C – Test.

Part A. Read and learn:

1. Конева, Т. А., Удалова, Н. В. Методические указания по практической грамматике английского языка для студентов 1-го курса специальностей П.02.07.00. Часть 1. – С. 38 – 41.

NB!

1. Study and learn the rules of reporting structures with non-fact tenses and modal verbs.

Non-fact tenses (subjunctive) in indirect speech

A. Non-fact tenses after **wish, would rather/sooner** and **it is time** do not change:

*“We wish we didn’t have to take exams”, said the children =
The children said they wished they didn’t have to take exams.*

“Bill wants to go alone,” said Ann, “but I’d rather he went with a group” = Ann said that Bill wanted to go alone but that she’d rather he went with a group.

“It’s time we began planning our holiday,” he said = He said that it was time they began planning their holidays.

B. I/he/she/we/they had better remains unchanged. **You had better** can remain unchanged or be reported by **advise** + object + infinitive:

“The children had better go to bed early,” said Tom = Tom said that the children had better go to bed early.

“You’d better not drink the water,” she said = She advised/warned us not to drink the water.

C. Conditional sentences types 2 and 3 remain unchanged:

“If my children were older I would emigrate,” he said = He said that if his children were older he would emigrate.

Might, ought to, should, would, used to in indirect statements

A. might remains unchanged except when used as a request form:

He said, “Ann might ring today” = He said that Ann might ring (that day).

BUT *“You might post these for me,” he said = He asked me to post them for him.*

B. ought to/should for obligation or assumption remains unchanged:

“They ought to/should widen this road,” I said = I said that they ought to/should widen the road.

I said, “I should be back by six” (I assume I will be) = I said I should be back by six.

C. But you ought to/you should, if used to express advice rather than obligation, can be reported by **advise** + object + infinitive. **You must** can also express advice and be reported similarly:

“You ought to/should/must read the instructions,” said Ann = Ann advised/urged/warned me to read the instructions.

D. The advice form “If I were you I should/would ...” is normally reported by **advise** + object + infinitive:

“If I were you I’d wait,” I said = I advised him to wait.

E. The request form “**I should/would be (very) grateful if you would ...**” is normally reported by **ask** + object + infinitive:

“I’d be very grateful if you’d keep me informed,” he said = He asked me to keep him informed.

F. **would** in statements doesn’t change.

G. **used to** doesn’t change:

“I know the place well because I used to live here,” he explained = He explained that he knew the place well because he used to live there.

Could in indirect statements

A. **could** for ability:

1. **could** for present ability does not change:

“I can’t/couldn’t stand on my head,” he said = He said he couldn’t stand on his head.

2. **could** for future ability can remain unchanged or be reported by **would be able**:

He said, “I could do it tomorrow” = He said he could do it/would be able to do it the next day.

3. **could** in type 2 conditional sentences is reported similarly:

“If I had the tools I could mend it,” he said = He said that if he had the tools he could/would be able to mend it.

Would be able here implies that the supposition may be fulfilled. (Perhaps he’ll be able to borrow tools.)

4. **could** in type 3 conditional sentences is reported unchanged.

5. **could** for past ability can remain unchanged or be reported by **had been able**:

“I could read when I was three!” she boasted = She boasted that she could/had been able to read when she was three.

B. **could** for permission:

1. In type 2 conditional sentences **could** can remain unchanged or be reported by **would be allowed to**:

“If I paid my fine I could walk out of prison today,” he said = He said that if he paid his fine he could/would be allowed to walk etc.

2. **could** in the past can remain unchanged or be reported by **was/were allowed to** or **had been allowed to**:

He said, "When I was a boy I could stay up as long as I liked"
= *He said that when he was a boy he could/was allowed to stay up or*
He said that as a boy he was/had been allowed etc.

Must and needn't

A. must used for deductions, permanent commands/prohibitions and to express intention remains unchanged.

1. Deductions:

She said, "I'm always running into him; he must live near here!" = *She said that ... he must live in the area.*

2. **must** used casually to express intention:

He said, "We must have a party to celebrate this" = *He said that they must have a party to celebrate it.*

B. must used for obligation can remain unchanged. Alternatively it can be reported by **would have to** or **had to**:

"If the floods get worse we must (will have to) leave the house,"
he said = *He said that if the floods got worse they would have to leave the house.*

C. needn't can remain unchanged and usually does. Alternatively it can change to **didn't have to/wouldn't have to**:

He said, "You needn't wait" = *He said that I needn't wait.*
I said, "If you can lend me the money I needn't go to the bank" =
I said that if he could lend me the money I needn't/wouldn't have to go to the bank.

He said, "I needn't be in the office till ten tomorrow morning" =
He said that he needn't/didn't have to be in the office till ten the next morning.

Need I/you/he? Normally becomes **had to**:

"Need I finish my pudding?" asked the small boy = The small boy asked if he had to finish his pudding.

2. Study and learn the ways of reporting exclamations, “yes” and “no” structures.

A. Exclamations usually become statements in indirect speech. The exclamation mark disappears.

1. Exclamations beginning **What (a) ...** or **How ...** can be reported (a) by **exclaim/say that**:

*He said, “What a dreadful idea!” or “How dreadful!” =
He exclaimed that it was a dreadful idea/was dreadful!*

or (b) by **give an exclamation of** delight/disgust/horror/relief/surprise etc.

Alternatively, if the exclamation is followed by an action we can use the construction (c) **with an exclamation** of delight/disgust etc. + **he/she** etc. + verb.

2. Other types of exclamation, such as **Good! Marvellous! Splendid! Heavens! Oh! Ugh!** Etc. can be reported as in (b) or (c) above:

“Good! He exclaimed” = He gave an exclamation, and turned the programme off = With an exclamation of disgust she turned the programme off.

3. Note also:

He said, “Thank you!” = He thanked me.

He said, “Curse this fog!” = He cursed the fog.

He said, “Good luck!” = He wished me luck.

He said, “Happy Christmas!” = He wished me a happy Christmas.

He said, “Congratulations!” = He congratulated me.

He said, “Liar!” = He called me a liar.

He said, “Damn!” etc. = He swore.

The notice said: WELCOME TO WALES! = The notice welcomed visitors to Wales.

B. **yes** and **no** are expressed in indirect speech by subject + appropriate auxiliary verb:

He said, “Can you swim?” and I said “No” = He asked (me) if I could swim and I said I couldn’t.

He said, “Will you have time to do it?” and I said “Yes” = He asked if I would have time to do it and I said that I would.

3. Study and learn the ways of reporting mixed types.

Direct speech may consist of statement + question, question + command, command + statement, or all three together.

A. Normally each requires its own introductory verb:

“I don’t know the way. Do you?” he asked = He said he didn’t know the way and asked her if she did/if she knew it.

“Someone’s coming,” he said. “Get behind the screen” = He said that someone was coming and told me to get behind the screen.

“I’m going shopping. Can I get you anything?” she said = She said she was going shopping and asked if she could get me anything.

“I can hardly hear the radio,” he said. “Could you turn it up?” = He said he could hardly hear the radio and asked her to turn it up.

B. But sometimes, when the last clause is a statement which helps to explain the first, we can use **as** instead of a second introductory verb:

“You’d better wear a coat. It’s very cold out,” he said = He advised me to wear a coat as it was very cold out.

“You’d better not walk across the park alone. People have been mugged there,” he said = He warned her not to walk across the park alone as people had been mugged there.

C. Sometimes the second introductory verb can be a participle:

“Please, please, don’t drink too much! Remember that you’ll have to drive home,” she said = She begged him not to drink too much, reminding him that he’d have to drive home.

“Let’s shop on Friday. The supermarket will be very crowded on Saturday,” she said = She suggested shopping on Friday, pointing out that the supermarket would be very crowded on Saturday.

(**as** could be used in both these examples.)

4. Study and learn verbs used in reporting.

Advise someone; agree; decide; encourage s.o.; invite s.o.; offer; promise; refuse; warn s.o. (not to ...); remind s.o.; persuade s.o.	+ INFINITIVE
Accuse s.o. of; agree on/about; apologize for; complain about; insist on; recommend; suggest warn against; advise s.o. against; dissuade s.o. from; persuade s.o. against	+ GERUND

Agree; complain; decide; insist;
recommend; suggest (+should);
announce; boast; claim; concede

+ *that* clause

5. Study and learn the rules of punctuation in direct speech.

We **capitalize** the first word of the quoted sentence. The **full stop**, the **question mark**, the **exclamation mark** and the **comma** come inside the inverted commas. The **comma** comes outside the inverted commas only when “he said/asked” precedes the quoted sentence:

“*She is on holiday,*” he said. He said, “*She is on holiday.*”
“*She,*” he said, “*is on holiday.*”

We do not use a comma after the question mark:

“*Shall we go out?*” he asked. But: He asked, “*Shall we go out?*”

The subject pronoun comes before the reporting verb (said, asked etc.) whereas the noun subject often comes after “said”, “asked” etc. at the end or in the middle of the quoted sentence:

“*She failed the test,*” he said. “*She failed the test,*” said Tom.
“*She,*” said Tom, “*failed the test.*” But: He/Tom said, “*She failed the test.*” (NOT: Said Tom, “*She failed the test.*”)

Part B. Practical Exercises

Ex. 1. Rewrite the sentences in reported speech:

1. “I’ll come and see you on Friday if that;s all right.” (*She said*) – ***She said (that) she would come and see us on Friday if that was all right.***
2. “The Conference will be spending a considerable time discussing the world debt crisis.” (*The statement said*)
3. “The shop’s closing in about half an hour.” (*She explained*)
4. “You’re planning to set up your own business.” (*Gareth tells me*)
5. “We’re going to have to make quite a few cutbacks.” (*The managing director said*)
6. “The police have been investigating new allegations of fraud.” (*A spokesperson said*)
7. “When the project first started, there was a lot of interest in it.” (*She explained*)
8. “It’s pouring with rain down here.” (*She told me*).
9. “I’ll have finished writing the report by the time you get here.” (*She promised me*)
10. “My new computer has made a lot of difference to me.” (*She says*)

11. "The 8.45 train from Waterloo will be arriving in approximately five minutes." (*The station announcer has just said*)

12. "When we were setting up the organization, we had very little money." (*They told me*)

13. "The club lost quite a lot of money last month." (*The treasurer told the meeting*)

14. "It will be a very difficult time for all of us." (*He agreed*)

15. "You work too hard. You should take more time off." (*He told me*)

Ex. 2. Put the following statements into *indirect speech*:

1. "I'm going out now, but I'll be in by nine," he said. (*Omit now*)

2. "I'm working in a restaurant, and don't much care for it," she said.

3. "I can't live on my basic salary," said Peter. "I'll have to offer to do overtime."

4. "My young brother wants to be a tax inspector," said Mary. "I can't think why. None of my family has ever been a tax inspector."

5. "We're waiting for the school bus," said the children. "It's late again."

6. "I've made a terrible mistake!" said Peter.

"You're always making terrible mistakes," I said. "You should be used to it by now."

7. "We make £450 a week," said one of the men, "and send most of it home to our wives."

8. "It's lonely being away from our families," said another, "but we earn three times as much in this factory as we would in our own country."

9. "We've been here for two and a half years," said the man who had spoken first, "and we're going to stay another six months."

10. "I've got a job on an oil-rig," said Paul.

"That'll be very hard work," I said.

"I know it'll be hard," he replied, "but I don't mind hard work, and it'll be a good experience."

Ex. 3. Put the following questions into *reported speech*:

1. "Where do you think we should advertise?" (*He asked me*) – ***He asked me where we should we should advertise.***

2. "Are you going to audition for the play?" (*Jean asked me*)

3. "Give me a ring if you need any help." (*She told me*)

4. "How is Eileen getting on?" (*She often asks me ... you ...*)

5. "Shall I ask her out for a meal?" (*He's been wondering*)

6. "Why did Trevor look so embarrassed when he saw Carole?" (*He asked*)

7. "Must we stay here all evening?" (*He asked*)

8. "What are they doing about publicity for the event?" (*She wondered*)
9. "Will you send me the report when it's finished?" (*He asked me*)
10. "What have you done with the students' records?" (*She asked me*)
11. "Do you think you could keep your voices down a bit?" (*She asked us*)
12. "Where did you buy that hat?" (*He wanted to know*)
13. "Have you been eating properly?" (*The doctor asked me*)
14. "Don't make any noise during the performance." (*They asked us*)
15. "Were you still teaching music when you met Adrian?" (*Mike asked me*)

Ex. 4. Put the following questions into indirect speech:

1. "Who has been using my typewriter?" said my mother.
2. "Do you want to see the cathedral?" said the guide.
3. "Do you mind working on the night shifts?" he asked.
4. "Would you like to come with us?" they said.
5. "Who did you give the money to?" asked Ann.
6. "How long does it take to get to Edinburgh by coach?" asked the tourist.
7. "How much do you think it will coast?" he said.
8. "What did you miss most when you were in prison?" Mary asked the ex-convict.
9. Another passenger came in and said, "Is this seat taken?"
10. "How do you get on with your mother-in-law?" said Paul.

Ex. 5. Make sentences using the constructions given. Put the verbs into the **past simple tense**:

1. (accuse of + gerund) They ___ *me/take* the money.
2. (advise + **to**-infinitive) She ___ *me/wait*.
(advise + gerund) She ___ *wait/for* a while.
(advise + that-indirect speech). She ___ */they/wait*.
3. (agree + **to**-infinitive; agree on/about + gerund; agree + **that**-indirect speech) We ___ *leave* early.
4. (apologize for + gerund) I ___ */be* late.
5. (ask + **to**-infinitive; ask + **if**-indirect speech) Peter ___ */speak* to Janice.
6. (complain about + gerund; complain + **that**-indirect speech) They ___ */be* hungry.
7. (decide + **to**-infinitive; decide + **that**-indirect speech; decide on + gerund) We all ___ */have* a picnic.
8. (encourage + **to**-infinitive) They ___ *me/practise* every day.
9. (forget + **to**-infinitive; forget about + gerund; forget + **that**-indirect speech) I ___ */phone* my mother.

10. (remind + **to**-infinitive) She ___ *us/take* our passports.
11. (warn + **to**-infinitive; warn against + gerund) They ___ *us/walk* late at night.
12. (dissuade from + gerund) She ___ */apply* for this job.
13. (suggest + gerund; suggest + **that**-indirect speech) Our friends ___ */go* to France for Christmas.

Ex. 6. *Decide if the following sentences can be finished correctly by A, B, and/or C. Sometimes all three are possible:*

1. (insist) *They insist*
 A. to see the manager. B. on seeing the manager.
 C. that they should see the manager.
2. (intend) *I intend*
 A. to stay here for some time. B. staying here for some time.
 C. that I should stay here for some time.
3. (invite) *We invited them*
 A. to come to the party. B. for coming to the party.
 C. that they should come to the party.
4. (offer) *They offered*
 A. to pay for the damage. B. paying for the damage.
 C. that they would pay for the damage.
5. (order) *He ordered*
 A. them to stay there. B. them staying there.
 C. that they should stay there.
6. (promise) *They promised*
 A. to visit her. B. about visiting her.
 C. that they would visit her.
7. (recommend) *I would recommend*
 A. you to have the seafood. B. having the seafood.
 C. that you have the seafood.
8. (refuse) *They refused*
 A. to leave. B. leaving.
 C. that they would leave.
9. (suggest) *She suggested*
 A. to go to a different school. B. going to a different school.
 C. that we should go to a different school.

10. (think) *I thought*
 A. to go abroad. B. of/about going abroad.
 C. that I would go abroad.
11. (tell) *They told me*
 A. to leave early. B. about leaving early.
 C. that I should leave early.
12. (want) *Do you want*
 A. to go home? B. going home?
 C. that you should go home?
13. (warn) *I warned him*
 A. to be careful. B. against driving too fast
 C. that he shouldn't drive too fast.

Ex. 7. Change the following direct commands into indirect commands using construction "object + infinitive":

1. "Lend me your pen for a moment," I said to Mary.
2. "Don't watch late-night horror movies," I warned them.
3. "Don't believe everything you hear," he warned me.
4. "Please fill up this form," the secretary said.
5. "Don't touch that switch, Mary," I said.
6. "Open the safe!" the raiders ordered the bank clerk.
7. "Please do as I say," he begged me.
8. "Read it before you sign it," he said to his client.
9. "Do sing it again," he said.
10. "Buy a new car," I advised him.
11. "Don't lean your bicycles against my windows, boy," said the shopkeeper.
12. "Don't lend her anything," he advised us.
13. "Don't go alone," I warned her.
14. "Remember to write to your mother," I said to them.

Ex. 8. Put the following into indirect speech, joining the sentences together with as, and, but or for:

1. "Make good use of your time. You won't get such an opportunity again," he said to us.
2. "Don't wait till tomorrow," said the advertisement, "post the coupon at once."
3. "I can't open it. You have a try, Peter," he said.
4. "Someone's coming. Get into the cupboard," she said.

5. "Don't forget to thank Mrs Jones when you are saying goodbye to her," said his mother.

6. "Don't shelter under a tree in a thunderstorm," he said. "The tree might be struck by lightning."

7. "Do make the coffee a bit stronger," I begged. "It was terribly weak last night."

8. "Beware of pickpockets," said a huge notice.

9. "Smell this. Do you think it has gone bad?" she said.

10. "Don't take your coat off. We are going out again in a moment," she told him.

11. "Don't touch it. You will only make it worse," he told me.

12. "Be careful; the steps are very slippery," I warned him.

13. "Ask your boss to ring me back," I said. "My number is 1234567." – "Could you repeat that, please?" said the girl.

14. "Don't work too fast," said the foreman. "If we finish before six we shan't get any overtime."

Ex. 9. Part 1. Write the following in indirect speech, in ordinary narrative form:

Ann suggested having a party on the next Saturday. Mary agreed and asked who they should invite.

Report "Why don't we ...?" as a suggestion and 'Why don't you ...?' as suggestion or advice. Report 'Why not?' in no. 9 as agreed.

1. Ann: What about having a party on Saturday?

2. Mary: Yes, let's. Who shall we invite?

3. Ann: Yes, let's not make a list. Let's just invite everybody.

4. Mary: We don't want to do too much cooking, so what about making it a wine and cheese party?

5. Ann: Suppose we ask everybody to bring a bottle?

6. Mary: Shall we hire glasses from our local wine shop? We haven't many left.

7. Ann: If it's warm, how about having the party in the garden?

8. Mary: Why not have a barbecue?

9. Ann: Why not? We could ask Paul to do the cooking.

10. Mary: Last time we had a barbecue the neighbours complained about the noise. Shall we ask everyone to speak in whispers?

11. Ann: Suppose we go round to the neighbours and apologize in advance this time?

12. Mary: Why not invite the neighbours? Then the noise won't matter.

13. Ann: What a clever idea! Shall we start ringing everyone up tonight?

14. Mary: What about working out how much it will cost first?

Part 2. *Put the following into indirect speech:*

15. "What about a round-the-world cruise?" suggested Mrs Smith. – "What about renting a caravan? It's all we can afford," said her husband.

16. "Suppose you complain, Ann?" I said. "The boss is more likely to listen to you than to any of us."

17. "You used to be a good tennis player," she reminded him. "Why don't you take it up again?"

18. "Shall we talk there? It's not far," he said. "Yes, let's," I said.

19. "What about joining a weaving class?" Ann said to me. "There's one starting soon."

20. "Let's organize a sponsored cycle race," said the children. – "What about a sponsored silence?" said the teacher with a grin.

21. "Where shall we meet?" I said. – "What about the hotel?" said Bill.

22. "Suppose you ring him, Ann, and ask him what he thinks of the idea?" I said.

23. "I'm doing most of the work," I pointed out. "What about giving me a hand?"

24. "Let's leave the washing-up till tomorrow," he suggested. "I hate washing up last thing at night."

25. "Suppose the children go on an adventure holiday this summer?" suggested the father.

26. "Why don't you ask them what they'd like to do?" I said.

27. "Shall we begin training for the next London Marathon?" said Bill. – "I've no intention of running in marathons," I said. "Why don't you ask Paul?"

28. "Why don't you put an advertisement in the local paper?" they suggested to me.

Ex. 10. *Put the following into indirect speech:*

1. "Shall we have dinner somewhere after the theatre?" said Peter. – "Yes, let's," said Ann. "What about going to that place Jack is always talking about?" (For Yes, let's put Ann agreed.)

2. "Jack's parents have asked me to supper tomorrow night," said Ann. "What shall I wear?" – "You should wear something warm, dear," said her mother. "It's a terribly cold house."

3. "I'm broke," said Jack. – "Shall I lend you some money?" said Peter.
4. "It will take a little time to look up your file," said the clerk. – "Is it worth waiting," said Ann, "or shall I go away and come back later?"
5. "Shall I have to do the whole exam again if I fail in one paper?" said the student. – "Yes," said the teacher.
6. "Where will you be tomorrow," I said, "in case I have to ring you?" – "I shall be in my office till six," said the old man, "and after that at my flat. I shan't be going to the club."
7. "What shall I do with this cracked cup?" Mary asked. – "You'd better throw it away," said her mother.
8. "Shall I ever see him again?" she wondered.
9. "Would you mind getting out of the car?" said the driver. "I have to change a wheel."
10. "I've run out of petrol," said the man. "Could you possibly give me a lift to the next village?"

Ex. 11. Put the following into indirect speech, avoiding as far as possible the verbs *say, ask and tell* and choosing instead from the following: **accept, accuse, admit, advise, agree, apologize, assure, beg, call (=summon), call (+noun/pronoun+noun), complain, congratulate, deny, exclaim, explain, give, hope, insist, introduce, invite, offer, point out, promise, protest, refuse, remark, remind, suggest, thank, threaten, warn, wish.**

1. He said, "Don't walk on the ice; it isn't safe."
2. "Miss Brown, this is Miss White. Miss White, Miss Brown," he said.
3. "Here are the car keys. You'd better wait in the car," he said to her.
4. "Please, please, don't tell anyone," she said. – "I won't, I promise," I said.
5. "Would you like my torch?" I said, holding it out. – "No, thanks," he said. "I have one of my own." (*Omit thanks*)
6. Tom: I'll pay.
Ann: Oh no, you mustn't!
Tom: I insist on paying!
7. "Come in and look round. There's no obligation to buy," said the shopkeeper.
8. "If you don't pay the ransom, we'll kill the boy," said the kidnappers.
9. "I won't answer any questions," said the arrested man.
10. "He expects a lot of work for very little money," complained one of the typists. – "Yes, he does," agreed the other.
11. "I wish it would rain," she said.

12. "You pressed the wrong button," said the mechanic. "Don't do it again. You might have a nasty accident."

13. "Your weight's gone up a lot!" I exclaimed. – "I'm afraid it has," she said sadly.

14. "I hope you'll have a good journey," he said. "Don't forget to send a card when you arrive."

15. "Hurrah! I've passed the first exam!" he exclaimed. – "Congratulations!" I said, "and good luck with the second."

16. "All right, I'll wait a week," she said. (*Omit* all right)

17. "Many happy returns of your birthday!" we said. – "Thanks," said the boy.

18. "Your door is the shabbiest in the street," said the neighbour. – "It is," I said.

19. "Cigarette?" – "Thakns," I said.

20. "I'll sell the TV set if you keep quarrelling about the programme," said their mother. – "No, don't do that! We won't quarrel any more," said the children.

21. "I'll give you £500 to keep your mouth shut," he said to me.

22. "I'll wait for you, I promise," he said to me.

23. "I'm sorry I'm late," she said. "The bus broke down."

24. "You've been leaking information to the Press!" said his colleagues. – "No, I haven't," he said. "Liar!" said Tom.

25. "I'll drop you from the team if you don't train harder," said the captain.

26. "If the boys do anything clever, you call them your sons," complained his wife. "But if they do anything stupid, you call them mine."

27. "Let's have a rest," said Tom. – "Yes, let's," said Ann.

28. "Ugh! There's a slug in my lettuce. Waiter!" he cried.

Ex. 11. Put the following into indirect speech:

1. He said, "If what you say is true I must go to the police."

2. He said, "I must be at the docks at six a.m. tomorrow."

3. "Must you make such a noise?" he asked.

4. "You mustn't come in without knocking," he told us.

5. "Your ticket will cost £5," I said. – "In that case," said my nephew, "I must go to the bank tomorrow."

6. Park notice: Dogs must be kept on a lead.

7. His father said, "Tom must work harder next term."

8. "You needn't come in tomorrow," said my employer. "Take the day off."

9. "I must go to the dentist tomorrow," he said. "I have an appointment."

10. Notice: Passengers must not lean out of the window.

11. He said, "There must be someone in the house; there's smoke coming from the chimney."

12. She said, "When you are a big boy you'll have to tie your own shoes."

13. "Port wine must never be shaken," my wine-merchant said.

14. "He hasn't had anything to eat since breakfast; he must be starving," she said.

15. The official said, "This passport photo isn't like you at all. You must have another one taken."

16. "You mustn't play with knives, children," said their mother.

17. "I needn't get up till nine tomorrow," I said.

18. Railway regulations: Passengers must be in possession of a valid ticket before travelling.

19. "How did you get your bulldog up the escalator?" I said. – "I carried him," said Tom. – "You must be very strong," I said admiringly.

20. "You mustn't tell anyone what I've just told you," she said to me.

21. "Need I eat it all, mummy?" said the child. – "Yes, dear, you must," she said.

22. "I had to drive your pigs out of my garden," she said.

23. "Sticks and umbrellas must be left at the desk," said the notice in the museum.

24. "Must you do it all tonight? Couldn't you leave some for tomorrow?" I asked her.

25. "When you go through Bayeux you must see the tapestry," he told me.

26. He said, "You must walk faster; you are far too slow."

27. "You mustn't forget to put the stamp on or your friend will have to pay double postage," he told me.

28. "I needn't tell you how grateful I am," he said.

Ex. 12. Put the following into indirect speech:

1. "There's been an accident, and the road is blocked," said the policeman. "It won't be clear for some time. You'd better go round the other way."

2. "Let's light a fire and cook our sausages over it," said the children.

3. "I was thinking of going by bus," said Paul. – "I shouldn't go by bus (if I were you)," said his aunt. "It's an awfully bad service."

4. "You'd better take sleeping bags; you may have to sleep out," he warned us.

5. "I've left some books on your table," said Peter. "I think you'll find them useful. You can keep them as long as you need them but I'd like them back

when you've finished with them." – "Thank you very much," I said. "I'll take great care of them."

6. "If children can learn a complicated language like Japanese by the time they are five," said the Japanese professor, "they should be able to learn the language of music. At the moment I'm teaching a class of forty three-year-olds to play the violin," he added.

7. "The puppy can sleep on our bed," said Tom. – "I'd rather he slept in a basket," said his wife. "That puppy will soon be a very big dog and then there won't be room for all three of us."

8. "I'll try by myself first," said Ann, "and if I find that I can't manage I'll ask Tom to help me."

9. "Let's camp by this stream," said Mary. "If we go on, it may be dark before we find another good place."

10. "I wish we'd brought out guitars," said the students. "Then we could have offered to play in the restaurant and perhaps they'd have given us a free meal."

11. "I booked a double room on the first floor," said Mr Jones. – "I'm afraid we didn't get your letter," said the receptionist, "and all the first and second floor rooms have been taken. But we could give you two single rooms on the third floor." – "That wouldn't do me at all," said Mr Jones.

12. "I've had gypsies on my land for two years," said the farmer, "and they've given nobody any trouble; but now the Council have asked me to tell them to move on. I don't see why they should be asked to move and I'm writing to my MP about it."

13. "This letter is full of mistakes!" snorted Mr Jones. – "I did it in rather a hurry," admitted the typist. "I suppose I'd better type it again."

14. "If you'd like to go on any of these tours," said the receptionist, "the hotel will arrange it." – "We'd like to go on them all," said the American couple.

15. "We'll try to find your passport," said the policeman, "but it'll be very difficult and any one of them might have robbed you."

16. "Let's go to the races!" said Ann. "We might make our fortunes. I've been given a very good tip for the 2.30." – "I've had "good tips" from you before," said Paul. "And they were disastrous."

17. "I don't know why you waste so much time polishing the car," said Mr Jones. – "The neighbours all polish their cars," said Mrs Jones, "and I don't want our Mini to look like a poor relation. If you were any good you'd help me instead of standing there criticizing," she added.

18. "I'm sorry for not having a tie on," said Peter. "I didn't know it was going to be a formal party."

19. "I'd have enjoyed the journey more if the man next to me hadn't snored all the time," said Paul.

20. "I was thinking of going alone," I said. – "You'd better take someone with you," said the old man. "It's safer with two. One can keep watch while the other sleeps."

21. (Paul is speaking to Mary on the phone, and Mary is repeating his words to Ann, who is standing beside her.)

Paul: The plans have been changed. We're going tomorrow now, not on the next day. I want you to meet me at Victoria tonight.

Mary: Paul says ...

22. "If I want a hot bath I have to put ten pence in the meter," said Tom, "and even then it's not very hot." – "That's ridiculous," I said; "It's high time you left that place."

23. "I know the umbrella belongs to you, but I thought it would be all right if I borrowed it," said my nephew, "because you aren't going out tomorrow and I am."

24. "Let's put your tape-recorder under the table," said Tom, "and make a recording of their conversation. It would be very useful to know what they are planning." – "But my recorder makes a distinct hum," I said. "They'd be sure to hear it and look under the table; and then they'd find the recorder and ask all sorts of embarrassing questions."

25. "Whenever my father was unhappy," said the girl, "he would go out and buy something, usually something large and useless. That's why our rooms are full of things we can't use." – "I'm sorry for your father," said Tom, looking round. "He must have been a very unhappy man."

26. "You can leave your motorcycle in my garage if you like," he said. – "I'll keep an eye on it while you're away."

27. "If you want a job you should read advertisements and write letters and ring people up" he said to Ann. "It's no use sitting at home, expecting employers to form a queue outside your door."

28. "This used to be a lovely quiet street," he said, "but now it is impossible. When summer comes you'll have to keep the windows shut all the time because of the noise."

29. "You must leave a note for your mother," said Peter, "otherwise she'll be terribly worried when you're not in at your usual time."

30. "A letter marked "Urgent" has just arrived for Albert," said Mary, "and he's on holiday. I wonder if I should ring him up and tell him about it or wait till he comes back."

Ex. 13. Rewrite the following conversations in Reported Speech:

1. "How can I lose weight?" Alan said.

"You mustn't eat sweets or oily food. You can eat potatoes, though. You should also get plenty of exercise," said the doctor.

"Shall I join a gym?" said Alan.

"You needn't join a gym. You can go jogging every day," said the doctor.

...Alan asked the doctor how he could lose weight ____

2. "How can I get a job?" Jane said.

"You can look through the newspapers at the job advertisements. You can also go to the Job Centre. I'm sure they could find you a job," said Julie.

"Shall I go to a private employment agency?" said Jane

"You could, but it will cost you a lot of money and you don't have much," said Julie.

...Jane asked Julie how she could get a job. ____

Ex. 14. Turn the following into Reported Speech:

1. "You did steal the money, didn't you?" he said. – He insisted that I had stolen the money. ____

2. "Will you leave the keys?" she asked. – "Of course!" he said. – ____

3. "Wonderful!" he said, when the bank manager agreed to lend him the money. – ____

4. "Ouch!" he said, as the nurse gave him the injection. – ____

5. "Would you like to come out with me?" he asked. – "Not really," she replied. – ____

6. "I don't suppose you could lend me any money, could you?" he asked me. – ____

7. "Wow!" he said when he first saw the Pyramids. – ____

8. "Would you like another piece of cake?" she asked. – "Yes, please," he replied. – ____

9. "You'll try not to be late, won't you?" he said to her. – ____

10. "Ugh!" she said, as she stepped into the muddy puddle. – ____

Ex. 15. Rewrite the conversation in reported Speech:

"Oh, Roger! What a surprise!" Lisa said at the sight of her husband.

"Hello, Lisa. Happy Birthday!" Roger said, giving her some flowers.

"Wow – they're lovely!" Lisa said. "Thank you."

"Would you like me to put them in water for you?" Roger asked.

“Yes, please,” Lisa said.

“Let’s go out tonight, shall we?” Roger said. “I’ve found a new restaurant which I think you’ll like.”

...Lisa gave an exclamation of surprise at the sight of her husband. ____

Ex. 16. Rewrite the following conversations in Reported Speech:

A “Sally, would you like to go out tonight for a change?” Daniel asked.

“What a lovely idea! Why don’t we go for a meal?” Sally said.

“Well ... mm ... possibly, but I’ve already bought two tickets for the opera,” Daniel said.

“Even better. But I’ll walk out if you fall asleep like the last time!” Sally threatened.

“All right then, I’ll go, but you should keep your mouth closed if you’re going to snore,” Sally said.

...Daniel asked Sally if she would like to ____.

B “John’s late,” said Mr Brown.

“He must have got stuck in traffic,” said Sandra. “Shall I phone him?”

“No, you needn’t phone him, but you’d better tell his secretary to check today’s diary. He may have an appointment this morning,” said Mr Brown.

...Mr Brown said that John was late. ____

Ex. 17. Report the following conversation:

“Oh, I’m sorry to be early, Susan,” said Jane. “Am I the first to arrive?”

“Yes, you are,” Susan replied, “but it really doesn’t matter.”

“No, I am terribly sorry. The babysitter arrived early,” said Jane.

“Well, why don’t you help me in the kitchen?” said Susan.

“Of course. What would you like me to do?” replied Jane.

“Oh, no! I can smell the sausages burning,” Susan cried, “I’ve forgotten all about them. I hope they’re not burnt.”

“You must let me see to them,” Jane said. “Go ahead and greet your guests. I think I can hear the first ones arriving.”

...Jane apologised to Susan for being early. ____

Ex. 18. Punctuate the following making any other necessary changes:

1. Shall we play tennis on Saturday she asked.
2. Colin his mother said is not here.
3. He said stop it.
4. Why are you late the teacher asked.
5. Red is my favourite colour Tom said.
6. Danny said I play the piano.
7. Do you prefer basketball or football Peter asked.
8. Barbara said I wasn’t even there.

Ex. 19. Turn the following into a conversation. Mind the punctuation:

The policeman ordered the driver to step out of his car. The driver agreed, but he wondered what the matter was. The policeman inquired if the driver had been speeding, but the driver denied it. The policeman explained that it was illegal to drive at more than 50 km an hour on this stretch of road. The driver protested that he hadn't been speeding but the policeman insisted that he had. The policeman explained that he was obliged to give the driver a ticket for speeding.

“Step out of your car!” said the policeman.

Ex. 20. Oral Activity:

Students are given one minute to look at the first of the pictures below. Use the picture as a stimulus to get students to prepare a short talk or story based on it. A student is then invited to the front of the class to tell his/her story while the rest of the class take notes. Then the students, using their notes, report what the speaker said. Continue in the same way with the other pictures.



A politician's speech



They were ready to go on a week's holiday.



A strange dream I had

In pairs, students use the first picture below as a stimulus to make up a short dialogue according to the situation given. Next, a pair of students act out the dialogue while the rest of the class take notes. Then, students report the conversation. Continue in the same way with the other two situations.



Yesterday Ann and Paul were talking in front of a shop window about some clothes they wanted to buy. What could they have been saying?



Last Monday Jim and Kristi had been waiting at the bus stop for a long time. What could they have been saying?



Kate and Bob went to a restaurant last Sunday. What could they have been saying?

Ex. 21. Writing Activity:

Imagine that you are a newspaper reporter who has been asked to write a short article about a recent campaign to improve literacy in your country. Remember to use verbs like *add, warn, promise, explain* etc.

Notes: literacy must be improved – standards of education need to be raised – we can improve things – this campaign can be a success – more money for schools – the literacy rate is unacceptably low – the country needs a change

A literacy campaign at this present time is essential to ...

Part C. Test.

I. Use one of the words given in brackets to complete each of the sentences below:

1. I ___ to him that he would have to wait. (*explained/told*)
2. She ___ to them that they should reconsider their decision. (*suggested/persuaded*)
3. We were ___ that you would pay the bill. (*told/said*)
4. He ___ that the office was not 'businesslike'. (*informed/complained*)
5. Some people ___ that nuclear weapons have helped to keep the peace. (*assure/argue*)
6. It was ___ that there would be another meeting the following week. (*informed/announced*)
7. He ___ that they would have to buy a return ticket. (*instructed/explained*)
8. I ___ to Tom that I was thinking of going back to work. (*mentioned/reminded*)

II. Put the following into reported speech with the reporting verb in the past tense:

1. Did you remember to take your medicine before dinner? If not, you'd better take it now. (*wife/husband*)
2. Do you want to speak to Norah? I'm afraid she's out at the moment. (*Norah's sister/Jack*)
3. Will you come here, Miss Jones? I want you to take down a letter for me. (*boss/his secretary*)
4. What a forgetful creature I am! I've forgotten to post your letter. (*Jane/Ted*)
5. Do as I tell you or you will be punished. I'll teach who is master in this house. (*Mr brick/Thomas*)

6. When you have cleaned the sitting-room, will you please light a fire there? It's rather chilly today. (Mrs Brown/her maid)

7. Listen! Can you hear someone coming? (Emily/her friend)

8. Please excuse me. I'm too tired to go out tonight. (my friend/me)

9. I'm going to the library this morning. Shall I change your book for you? (I/my brother)

10. How many pieces of watermelon can you eat? What! Only five? What a tiny appetite you have! (Harriet/Claire)

III. Make these questions into indirect questions:

1. What time will Helen be home?

He'll want to know ____

He wanted to know ____

2. Does Joe still live in Liverpool?

She would like to know ____

She asked me ____

3. Have you mended the roof?

They are asking ____

They have already asked ____

4. When will Harry be moving to Manchester?

He'll be wondering ____

He wanted to know ____

IV. Say it in English:

1. Прошлым летом мой брат побывал в Киеве. Он пробыл там больше месяца. Когда я его спросила, почему он был там так долго, он ответил, что погода была чудесная, и он великолепно провел там время на пляжах Днепра.

2. Когда приезжаешь в Петербург, поражает его необыкновенная красота. И вы сами задаете себе вопрос, сколько надо времени, чтобы осмотреть все достопримечательности этого великолепного города.

3. Когда туристы высадились на остров, был тихий солнечный день. Всех интересовало, долго ли простоят такая прекрасная погода.

4. Когда я спросила Нину, взять ли мне с собой фрукты и овощи, она ответила, что не надо, так как она взяла все необходимое.

V. Imagine that you are Frank (or Ellen) and report the following conversation to your friend:

Frank: Hello?

Ellen: Hi! This is Ellen. I heard you'd been in an accident, so I thought I'd call and see how you're doing.

Frank: I'm not feeling too hot. I got a broken ankle, two broken ribs. I'm stiff and sore and bruised all over, and my head still aches like hell. Aside from that I'm doing real well! Just been lying around in bed all day feeling sorry for myself! The doc says I might as well forget about the World Cup next weekend.

Ellen: Well, at least you still got your sense of humour!

Frank: That's about all I got.

Ellen: You want me to come over?

Frank: Sure. I need some cheering up.

Ellen: Okay, I'll be over this afternoon.

VI. Translate from Russian into English:

1. Я пожаловалась ему, что не могу достать достаточно денег.
2. Моя сестра сказала мне, что я не должна кричать на нее.
3. Он предложил ей пойти в кино.
4. Мистер Вэйн предупредил Майкла, что его сестра уже все знает о помолвке.
5. Я обещала прийти пораньше.
6. Он признался мне, что давно любит Мару.
7. Джейн настояла на том, чтобы дом был продан.
8. Президент объявил народу, что хочет подать в отставку.
9. Джек упомянул о том, что документы необходимо сдать завтра.
10. Он уверил меня, что все будет в порядке.

VII. Choose the correct alternative from the central column:

A *She*: 1. admitted

2. convinced

3. reminded a) -

4. denied b) *me*

5. mentioned c) *to me*

6. claimed

7. agreed

8. answered

9. persuaded

B *He* 1. accepted

2. feared

- | | |
|-------------|----------------------------|
| 3. forgot | <i>a) to do</i> |
| 4. guessed | <i>b) that he had done</i> |
| 5. imagined | |
| 6. expected | |
| 7. advised | |
| 8. warned | |

VIII. Read some famous statements and report them:

1. If you want to eat well in England, eat three breakfasts. That's what I always do and I have had no cause to regret it. (Somerset Maugham.)

2. A banker is a man who lends you an umbrella when the weather is fine and takes it away from you when it is raining. (Anon.)

3. I am happy to say that someone has stolen my wife's credit card. He will probably spend a lot less than she does. (Anon.)

4. I don't like baths. I do not enjoy them in the slightest and if I could I would prefer to go round dirty. (J.B. Priestly)

UNIT 7. PASSIVE VOICE. CAUSATIVE

The following items will be examined:

- forms of the passive voice;
- meaning of the passive voice;
- cases when passive constructions are preferable;
- peculiarities of English passive constructions;
- passive structures with verbs of saying and believing;
- agents and objects with the passive voice;
- prepositions with the passive voice;
- cases of not using the passive voice;
- ergative verbs;
- causative (structures with *get, have, make*).

You must use the following terms: *the passive voice, the active voice, a passive structure, the past participle, the agent, a transitive verb, an intransitive verb, a ditransitive verb, a phrasal verb, an ergative verb, the causative.*

You must know:

1. How to build different tense forms in the passive voice.
2. What tense forms can't be used in the passive.
3. The reasons why we prefer passive to active constructions.
4. Cases when active constructions can't be turned into passive.
5. Passive constructions with *it* and *there* after verbs of saying and believing.
6. Subject + passive + to –infinitive construction.
7. Cases when the agent of a passive construction must be mentioned.
8. Prepositions which are used with the agent.
9. Phrasal verbs which most currently occur in the passive voice.
10. Rules of turning active structures with ditransitive verbs into the passive voice.
11. Usage of *get* and *have* structures meaning “arrange for somebody else to do something”.
12. Usage of *have + object + past participle* to describe things that happen to us.
13. What verbs in the active voice can have passive meanings (ergative verbs).
14. How English passive constructions are rendered into Russian and vice versa.

The Unit consists of Part A – references and reading material; Part B – practical exercises; Part C – Test.

Part A. Read and learn:

1. Кобрина, Н. А., Корнеева, Е. А. и др. Грамматика английского языка. Морфология / Н. А. Кобрина, Е. А. Корнеева и др. – §§ 95 – 99, Р. 39 – 44.

2. Конева, Т. А., Удалова, Н. В. Методические указания по практической грамматике английского языка для студентов 1-го курса специальностей П.02.07.00. Часть 1 / Т. А. Конева, Н. В. Удалова. – С. 41 – 47.

Part B. Practical Exercises

Section 1: Passive Voice

Ex. 1. Write sentences in the passive as in the example:

1. (The floor/not clean/yet) – *The floor hasn't been cleaned yet.*
2. (The politician/interview/now).
3. (The Mona Lisa/paint/Leonardo da Vinci).
4. (My flat/burgle/last night).
5. (All tickets/sell/before we got there).
6. (The dog/not feed/yet).
7. (The presents/wrap/now).
8. (The prizes/award/President?tomorrow).
9. (Tea/grow/India).
10. (The prisoners/take/to prison/now).

*Ex. 2. Put the following into the passive, mentioning the agent where necessary. The gerund after certain verbs is replaced in the passive by **should be + past participle**:*

1. They feed the seals at the zoo twice a day.
2. Who wrote it?
3. Compare clothes which we have washed with clothes which any other laundry has washed.
4. He expected us to offer him the job.
5. They showed her the easiest way to do it.
6. Lightning struck the old oak.
7. Titian couldn't have painted it as people didn't wear that style of dress till after his death.
8. A jellyfish stung her.
9. The author has written a special edition for children.
10. Judges used to carry sweet herbs as a protection against jail-fever.
11. "What did he write it with?" – "He wrote it with a matchstick dipped in blood."

12. An uneasy silence succeeded the shot.
13. Did the idea interest you?
14. The laweyr gave him the details of his uncle's will.
15. Beavers make these dams.
16. They used to start these engines by hand. Now they start them by electricity.
17. Most people opposed this.
18. Students are doing a lot of the work.
19. The Prime Minister was to have opened the dry dock.
20. They recommended opening new factories in the depressed area.
(Use *should*.)
21. The closure of the workshops will make a lot of men redundant.
22. Anyone with the smallest intelligence could understand these instructions.
23. We will not admit children under sixteen.
24. Boys of sixteen to eighteen are to man this training ship.
25. A rainstorm flooded the gypsies' camp.
26. The howling of wolves kept him awake all night.
27. They suggested making the tests easier. (Use *should*).
28. Children couldn't have done all this damage.

Ex. 3. In this exercise most of the sentences contain a verb + preposition/adverb combination. The preposition or adverb must be retained when the combination is put into the passive. In most of the sentences it is not necessary to mention the agent:

1. The government has called out troops.
2. Fog held up the trains. (*agent required*)
3. You are to leave this here. Someone will call for it later on.
4. We called in the police.
5. They didn't look after the children properly.
6. They are flying in reinforcements.
7. Then they called up men of 28.
8. Everyone looked up to him. (*agent required*)
9. All the ministers will see him off at the airport. (*agent required*)
10. He hasn't slept in his bed.
11. We can build on more rooms.
12. They threw him out.
13. They will have to adopt a different attitude.
14. He's a dangerous maniac. They ought to lock him up.

15. Her story didn't take them in. (*agent required*)
16. Burglars broke into the house.
17. The manufacturers are giving away small plastic toys with each packet of cereal.
18. They took down the notice.
19. They frown on smoking here.
20. After the government had spent a million pounds on the scheme they decided that it was impractical and gave it up. (*Make only the first and last verbs passive.*)
21. When I returned I found that they had towed my car away. I asked why they had done this and they told me that it was because I had parked it under a No Parking sign. (*four passives*)
22. People must hand in their weapons.
23. The crowd shouted him down.
24. People often take him for his brother.
25. No one has taken out the cork.
26. The film company were to have used the pool for aquatic displays, but now they have changed their minds about it and are filling it in. (*Make the first and last verbs passive.*)
27. This college is already full. We are turning away students the whole time.
28. You will have to pull down this skyscraper as you have not complied with the town planning regulations.

Ex. 4. Put the following sentences into the passive, using an infinitive construction where possible:

1. We added up the money and found that it was correct.
2. I'm employing a man to tile the bathroom.
3. Someone seems to have made a terrible mistake.
4. It is your duty to make tea at eleven o'clock. (*Use suppose*)
5. People know that he is armed.
6. Someone saw him pick up the gun.
7. We know that you were in town on the night of the crime.
8. We believe that he has special knowledge which may be useful to the police. (*one passive*)
9. You needn't have done this.
10. It's a little too loose; you had better ask your tailor to take it in. (*one passive*)
11. He likes people to call him "sir".
12. Don't touch this switch.

13. You will have to get someone to see to it.
14. It is impossible to do this. (*Use can't*)
15. Someone is following us.
16. They used to make little boys climb the chimneys to clean them.
(*one passive*)
17. You have to see it to believe it. (*two passives*)
18. You order me about and I am tired of it. (*I am tired of ...*)
19. He doesn't like people laughing at him.
20. You don't need to wind this watch.
21. They shouldn't have told him.
22. They decided to divide the money between the widows of the lifeboatmen. (*They decided that the money ...*)
23. People believe that he was killed by terrorists.
24. They are to send letters to the leaders of charitable organizations.
25. We consider that she was the best singer that Australia has ever produced. (*one passive*)
26. We don't allow smoking.
27. We know that the expedition reached the South Pole in May.
28. Before they invented printing people had to write everything by hand.
29. They urged the government to create more jobs. (*two ways*)
30. They suggested banning the sale of alcohol at football matches.

Ex. 5. Rewrite the sentences, putting the underlined verbs into the passive. Make any other changes necessary:

1. They should have given us this information ages ago.
This information should have been given to us ages ago.
2. Do you want someone to wake you up in the morning?
Do you want to be woken up in the morning?
3. I don't like someone telling me what to do.
4. The windows are really dirty: no-one's cleaned them for weeks.
5. After the company made him redundant, he became very depressed.
6. I would like them to have given me the chance to explain my point of view, but they weren't interested.
7. I'm hoping they will choose me for the college football team.
8. People believe that many more people will die of skin cancer over the next ten years.
9. If it hadn't rained so much, we would have finished the job on time.
10. We can't take the car: the people at the garage are repairing it.

Ex. 6. Rewrite the texts putting the underlined verbs into the **passive** and making any other changes that are necessary. Use **by** + **agent** where appropriate:

1. Fire almost completely destroyed the Royal Hotel last night. By the time someone called the Fire Brigade, the hotel was already blazing. Ambulances took fifteen people to hospital suffering from severe burns. They say that seven of them are in serious condition. People think that a discarded cigarette started the fire.

The Royal Hotel was almost completely destroyed by fire last night. By the time the Fire Brigade was/were called, ...

2. The company is sorry to announce that the situation has forced it to introduce a range of cost-cutting as from the beginning of the new year. Unfortunately, we can no longer provide free tea and coffee. Someone is going to install new coin-operated drinks machines in every department and you can purchase a wide range of drinks from these. We will also stop overtime payments after the end of this month and we will expect all members of staff to complete their duties within their contract hours. You must no longer make personal calls from office phones and we request you to use the payphone in the basement for this purpose.

3. Jane is talking to her friend Greg about her holiday.

G: So, how was the holiday?

J: Oh, it was fantastic. They organized everything so well. As soon as we arrived at the airport, our courier met us and took us to the hotel. Someone had cleaned all the rooms beautifully and put fresh flowers on the tables.

G: Oh, how lovely. And what about the food?

J: It was excellent. They freshly prepared it all in the hotel and they even made the bread in the hotel kitchen. They served the bread rolls hot every morning with breakfast.

G: Mm, it does sound good. I must say, I'd like someone to cook my meals for me for a couple of weeks. And what about the surrounding area? Was that nice?

J: Oh, beautiful. There were trips every day and they showed us all the local sights. There was so much history to see. You'd love it there, honestly.

4. Last month the Council put forward a plan to make the seafront traffic free. Many of the shop and restaurant owners support the plan as they believe that a more pleasant environment will improve their trade. However, the hotel owners are less enthusiastic and say that the traffic restriction will make access to their car parks very difficult. There have also been protests from some local residents who complain that the closure of the seafront road will make their journeys around the town much longer.

Ex. 7. Put the verbs in brackets into the correct passive form :

Something should (1) **be done** (do) to protect holidaymakers from awful experiences. So many articles (2) ___ (write) so far in newspapers and magazines warning tourists to guard against being victims of tricksters. The brochure advertisements ought to (3) ___ (approve) by ABTA before (4) ___ (publish) to ensure that the details which (5) ___ (give) aren't misleading or inaccurate. Mr and Mrs Brown had a typical bad holiday experience. They arrived at the old hotel which was situated in the middle of nowhere. The brochure claimed that it (6) ___ (build) recently, but it was obvious that it was old. It (7) ___ (not/decorate) for years and the paint was peeling off the walls. The previous owners had sold the hotel, which (8) ___ (buy) by an elderly couple. They (9) ___ (advise) by their children to employ staff to manage it but, unfortunately, people (10) ___ (still/interview) at the time when Mr and Mrs Brown arrived. Food (11) ___ (not/serve) in the restaurant and guests (12) ___ (expect) to make their own arrangements. As if that wasn't enough, when they went to their rooms, they found the bed linen (13) ___ (not/change) after the previous occupants. As far as Mr and Mrs Brown were concerned the hotel should (14) ___ (close) until adequate staff (15) ___ (employ). It is certainly nothing like the hotel which (16) ___ (describe) in the brochure.

Ex. 8. Put the verbs in brackets into the correct passive form:

Last week a new leisure centre (1) **was opened** (open) in the town of Halden. The centre (2) ___ (believe) to be the largest in Europe and it (3) ___ (hope) that it (4) ___ (visit) by over 40,000 people a month. The centre (5) ___ (plan) for over ten years, but it (6) ___ (only/make) possible by a large government grant. Unfortunately, it (7) ___ (not/finish) yet, but it (8) ___ (think) that it (9) ___ (complete) by next month. The centre includes an Olympic-size swimming pool and fifty tennis courts which (10) ___ (can/book) by phone. The gym (11) ___ (claim) to be the most modern in the country. The equipment (12) ___ (buy) in Germany and training (13) ___ (provide) by five top instructors. Entrance fees are cheap because half the cost (14) ___ (pay) by the local council, so many local people will be able to afford them.

Ex. 9. Fill in “by” or “with”:

1. Most children are strongly influenced **by** their parents.
2. The jam sandwiches were made ___ white bread.
3. Jake was dismissed ___ his boss.
4. The show was presented ___ Mr Jones.
5. The parcels were tied ___ string.
6. The meal was eaten ___ chopsticks.
7. The song was performed ___ Madonna.
8. This awful mess was made ___ Carol’s dog.
9. The football fans were observed ___ the police.
10. My hair was cut ___ a top stylist.
11. The goal was scored ___ Liverpool’s youngest player.
12. The beds were made up ___ clean sheets.
13. The supermarket trolley was filled ___ cat food.
14. My camera was loaded ___ a black and white film.

Ex. 10. Turn the following into the passive as in an example:

1. The policeman gave me a ticket.
I was given a ticket by the policeman.
A ticket was given to me by the policeman.
2. The waiter is serving them dinner now.
They ___
Dinner ___
3. The teacher won’t show him his marks.
He ___
His marks
4. Ken offered Janet a ride.
Janet ___
A ride ___
5. Miss Price has taught Arnie a new dance step.
Arnie ___
A new dance step ___
6. They should have ordered you a taxi.
You ___
A taxi ___

Ex. 11. Use the active or the passive in any appropriate form of the verbs in brackets:

1. Although the cheetah is the fastest animal in the world, it is in danger of becoming extinct if it continues **to be killed** (*kill*) for its skin.

2. The children ___ (**frighten**) by the story. It was about ghosts, witches and evil spirits.

3. Derek crashed his mother's car, and now they can't go on holiday. It ___ (*cannot/repair*) quickly, because the front end ___ (*knock*) into the wheel, making it unmoveable.

4. Yesterday we had a surprise party for Albert's birthday. While Mary ___ (*take*) him to a show, we ___ (*gather*) at his apartment. When they ___ (*return*) home, Albert was surprised to see us all there.

5. The scandal is certain ___ (*report*) in all the newspapers. The president ___ (*have*) a difficult year.

6. Joan is an example of someone who can beat the odds. In 1980, she ___ (*tell*) she had six months to live because she had cancer. After exercise, dieting and positive thinking she ___ (*recently/inform*) that she ___ (*beat*) the disease.

7. This newspaper ___ (*publish*) by an Italian company. It ___ (*always/have*) interesting stories.

8. Rice ___ (*grow*) in this area for hundreds of years, but now the government ___ (*try*) to find an alternative crop because rice ___ (*not/make*) much profit last year.

9. My shoes ___ (*make*) in Italy, but I ___ (*buy*) them in France last May.

10. The Queen ___ (*not/see*) since last July. The newspapers ___ (*say*) that she is sick, but most people ___ (*not/believe*) it.

Ex. 12. Rewrite the following sentences as in the example:

1. They say that the Loch Ness monster exists.

It is said that the Loch Ness monster exists.

The Loch Ness monster is said to exist.

2. They hope that a cure for the disease is imminent.

3. They believe that the hostage had died.

4. They expect that Jim will be offered a promotion.

5. They say that he was a dishonest man.

6. They believe that Elvis Presley is alive.

7. Everyone expects Rangers to win the cup.

8. People think that man is related to apes.

Ex. 13. Make passive sentences using the words in brackets:

1. A: Were there many people invited to the party?

B: Yes, **about 50 people were invited.** (*about 50/people/invite*)

2. A: Where is the accounts department?

B: Oh, it ___ (*move/to the fifth floor*).

3. A: What happened to that old woman?
B: She ___ (*attack/and/rob*).
4. A: Why does she look so happy?
B: She ___ (*promote/to manageress*).
5. A: What will happen to the old farmhouse?
B: It ___ (*pull down*).
6. A: Where are James and Simon?
B: They ___ (*send/to the London office/last month*).

Section 2: Causitive

Ex. 1.

Part 1. *Fill in the spaces by inserting the correct form of **have**. Use **am/is/are having** as a future form. (**get** can be used instead of **have**, but is more colloquial):*

1. I ___ my house painted. That is why there is all this mess.
2. My hair looks dreadful; I think I ___ it set tomorrow.
3. The attic was dark so last year we ___ skylight put in.
4. That dead tree is dangerous. I ___ it cut down tomorrow.
5. WE ___ just ___ central heating installed. The house is warm!
6. I can't read Greek so I ___ the documents translated. My nephew is helping with the translation.
7. ___ you ___ the film developed or did you develop it yourself?
8. He has to ___ his shoes made because his feet are different sizes.
9. ___ you ___ your milk delivered or do you go to the shop for it?
10. If you hate cleaning fish why ___ you ___ them cleaned at the fishmonger's (*negative*)
11. How often ___ you ___ your brakes tested?
12. I'm afraid it's rather draughty here but I ___ that broken pane replaced tomorrow.

Part 2. *Fill in the spaces by inserting the correct form of **have**, the past participle of the verb in brackets and, where necessary, a pronoun:*

13. Your ankle is very swollen. You'd better ___ it ___ (*x-ray*)
14. Your roof is leaking, you should ___ it ___ (*repair*)
15. The trousers are too long; I must ___ (*shorten*)
16. "No one will be able to read your notes." – "I know; I ___ them ___ (*type*)"
17. That's a good piano but you should ___ it ___ (*tune*)
18. Why don't you ___ the document ___? (*photocopy*)
19. He didn't like the colour of the curtains so he ___ (*dye*)

20. He went to a garage to ___ the puncture ___ (*mend*)
21. His arm was broken so he had to go to hospital to ___ (*set*)
22. The battery is all right now. I ___ just ___ it ___ (*recharge*)
23. It's a beautiful photo. I'm going to ___ (*enlarge*)
24. Be careful of those knives. I ___ just ___ (*sharpen*)

Part 3. Rewrite the sentences using a **have** + object + past [articipple construction and omitting the words in bold type.

I **employed a plumber** to examine my boiler.

I had my boiler examined.

25. **I pay a garage** to service my car.
26. The tap keeps dripping so I must **send for a plumber** to see to it.
27. **I paid a watchmaker** to clean my watch.
28. **An artist** is painting her portrait. She ...
29. They **arranged for the police** to arrest the man.
30. He **paid a lorry driver** to tow the car to a garage.
31. They are **employing builders** to build a garage.
32. I **pay a window cleaner** to clean my windows every month.
33. **I went to an oculist and** he tested my eyes for me.
34. **The old gypsy** is telling Tom's fortune. Tom ...
35. **I asked the fishmonger** to open the oysters **for me**.
36. **I went to a jeweller and he** pierced my ears .

Ex. 2. Kate Gilmore is a poor young actress. Lily Showbourne is a rich star. Kate does everything herself while Lily pays other people to do it. Write what Lily says:

Kate Gilmore

Lily Showbourne

- | | |
|---|---------|
| 1. I dyed my hair yesterday. | 1. ___ |
| 2. I make all my costumes. | 2. ___ |
| 3. I enjoy entertaining people. | 3. ___ |
| 4. I'm going to cook dinner tonight. | 4. ___ |
| 5. I like doing my make-up. | 5. ___ |
| 6. I'll send some flowers to my mother. | 6. ___ |
| 7. I had painted my flat before I moved in. | 7. ___ |
| 8. I'll manicure my nails. | 8. ___ |
| 9. I write letters to my fans. | 9. ___ |
| 10. I make my bed every morning. | 10. ___ |

Ex. 3. Complete the sentences with the verbs in brackets in the appropriate form:

1. Eating too much chocolate makes me **feel** (*feel*) sick.
2. Mr Smith had his English lessons ___ (*pay*) for by his company.
3. My mother had her skirts ___ (*shorten*).
4. My mother had a dressmaker ___ (*shorten*) her skirts.
5. Tom made Julie ___ (*help*) him wash up.
6. I had an old dress ___ (*alter*).
7. Emily got her friend ___ (*help*) her move the sofa.
8. I had the optician ___ (*mend*) my glasses.
9. I had my glasses ___ (*mend*).
10. Tracy made George ___ (*wear*) his glasses.
11. Nicky had Maria ___ (*tell*) her the secret.
12. Joanne had the maid ___ (*make*) her bed.

Ex. 4. Complete the following conversation using the causative form:

- A: We (1) **are having the furniture rearranged** (*furniture/rearrange*).
We got tired of having it in the same place for so long.
- B: That's a good idea. We (2) ___ (*our furniture/replace*) next week.
I'm sick of it altogether!
- A: We (3) ___ (*new curtains/put up*) tomorrow and we (4) ___
(*the windows/clean*) on Monday.
- B: Oh, we (5) ___ (*ours/do*) last week.
- A: Last week we (6) ___ (*our new carpets/deliver*), but I (7) ___
(*not/the windows/clean*).

Ex. 5. Write sentences in the causative form as in the example:

1. John will have someone bring him the post. – *John will have the post brought to him.*
2. Did Sheila ask the dressmaker to make her a dress?
3. When will his photographs be developed?
4. The decorators are decorating Tim's house at the moment.
5. Your car needs to be serviced.
6. The gardener was pruning Bob's bushes.
7. The manager had asked the secretary to book a room for him.
8. I paid someone to fix the roof of my house.
9. Let's ask the porter to carry the luggage to the taxi.
10. Larry has got the plastic surgeon to remove his tattoo.
11. A nurse took her temperature.

12. The make-up artist was applying the model's lipstick.
13. Ask the cook to prepare the vegetables.
14. Have you told the accountant to check the figures?
15. Jim hates the teacher correcting his mistakes.
16. Did the beautician paint Joanne's nails?
17. He told the maid to serve breakfast in his room.
18. Dad was late because the garage had been servicing his car.
19. Pam is going to tell someone to repair the pipes.
20. My parents' house was burgled last Monday.
21. He used to employ a chef who cooked his meals.
22. Does your mother ask for her shopping to be delivered to her house?
23. Did you pay an artist to paint a portrait of your family?
24. Do you employ someone to clean your house?
25. Did you tell the tailor to make a suit for you?

Ex. 6. *Rephrase the following using **have**, **make** or **get** as in the example:*

1. He insisted that John should finish the report. – *He made John finish the report.*
2. She asked him to fix the tap.
3. She persuaded her husband to cut the grass.
4. My teeth were polished yesterday.
5. He asked her to make his bed.
6. He insisted that the gardener should water the flowers.
7. The teacher asked them to rewrite the exercise.
8. The boss insisted that the secretary should type the letters.
9. Their new carpets were fitted yesterday.
10. She persuaded John to help her tidy the room.
11. He finally found a plumber to mend his toilet.
12. He persuaded his assistant to work late.

Ex. 7. *Rewrite these sentences using **have** + object + past participle, changing some words if necessary:*

1. Someone delivers the newspapers. (*We*) – *We have the newspapers delivered.*
2. Someone cleaned the carpets every year. (*I*) – *I had the carpets cleaned every year.*
3. Their house needs painting. (*They're going to*)
4. We ask someone to check the accounts every month. (*We*)
5. Someone sends the money to my bank account in London. (*I*)
6. My stereo isn't working properly. It needs cleaning. (*I'm going to*)

7. My camera's being repaired at the moment. (*I'm*)
8. He spilt coffee on my jacket so he took it away for cleaning. (*He spilt coffee on my jacket so he*)
9. I think it's time to service the car. (*It's time to*)
10. I don't like the office curtains. It's time to change them. (*I think I'll*)
11. There's something wrong with the typewriter. It needs repairing. (*I think I'll*)
12. We couldn't go to Jack's flat: it was being painted. (*We couldn't go to Jack's flat: he*)
13. The computer's no good: we're changing it. (*We*)
14. I send the films to England: they are processed there. (*I*)
15. I didn't want to eat in the hotel dining-room, so I asked them to send a meal up to my room. (*I didn't want to eat in the hotel dining-room, so I*)

Part C.

Consolidation Test on Passive Voice and Causative

1. Rewrite the sentences using have or get + object + past participle:

1. There's a photographer over there. Why don't we ask her to take our picture? – *Why don't we have/get our picture taken?*
2. I've finally decided to arrange for someone to pierce my ears. – *I've finally decided to have/get my ears pierced.*
3. I think there's a leak in the roof. We should arrange for someone to repair it.
4. Do you know what time it is? I'm afraid someone hasn't repaired my watch yet.
5. Someone is going to redecorate the kitchen for us next month.
6. If I were you, I'd ask someone to cut that tree down. It shuts out all the light.
7. I'm having a bit of trouble with my eyes at the moment so someone's going to test them next week.
8. I love someone massaging my shoulders.
9. The dentist hasn't checked my teeth this year.
10. The baby was crying when I arrived because someone was washing her hair.
11. I didn't recognize her at first because someone had cut her hair.
12. He looks much younger. I think someone's dyed his hair.
13. I don't know if I've passed the course because the tutors haven't marked all my work yet.

14. The dentist took two of my teeth out. After that, I decided to stop eating sweets. (*After ...*)

15. That wasps' nest in the garden is dangerous. You must ask someone to remove it.

II. Rewrite the sentences using have something done:

1. Her hair was cut by her best friend. – *She had her hair cut by her best friend.*

2. Tony's car will be taken to the garage tomorrow.

3. Jane's bag was stolen last night.

4. Paul's jaw was broken in a boxing match.

5. The new lock will be fitted on Monday.

6. His passport has just been stolen.

7. Their house is decorated every year.

8. Our rooms were cleaned by our mother this morning.

9. Sally's wedding dress is going to be made next month.

10. My salary is deposited in my bank account every month.

11. Our grass is cut by the gardener.

12. My window was broken during the storm.

13. His photograph will be taken by his friend.

14. His case was carried to the car by the chauffeur.

15. Their windows are cleaned once a month.

16. How often is your eyesight checked by the optician?

III. Respond to these statements beginning with yes and using the passive:

1. Do you deal with the problem?

2. Has anyone paid for these goods?

3. Did anyone turn off all the lights?

4. Did someone give out the exercise books?

5. Is anyone seeing to my supper?

6. Have they approved of the plan?

IV. Supply the right form of the verb:

1. As he never returned from Vietnam, he ___ (*presume*) to be dead.

2. She ___ (*consider*) to be an expert on animal behaviour and often appears on television.

3. We hardly know him, but he ___ (*suppose*) to have been a spy in World War II.

4. According to the radio, many of the passengers ___ (*believe*) to be still alive.

5. After his death, his fortune ___ (*estimate*) to be in excess of 5,000,000 pound.

6. No one ___ (*can find*) to be guilty without a proper trial.
7. The expensive picture ___ (*declare*) to be a fake.

V. Rewrite these sentences in the active; supply the agent where necessary:

1. Why don't you have your eyes tested?
2. I'm driven crazy by loud music.
3. The door was held open.
4. The room was kept cool by an electric fan.
5. It was found difficult to explain how the accident had happened.
6. Your plate has been wiped clean.
7. Get a lift put in and then you won't have to climb all those stairs.
8. This copy hasn't been read. The pages haven't been cut.
9. She is believed to be over 40.
10. This speed limit ought to be introduced gradually.

VI. Rephrase the sentences using the words underlined. The word mustn't be altered in any way:

1. Now that I wear contact lenses, the optician tests my eyes every three months. – have
2. Someone stole Mary's brief case from her office while she was out. – had
3. The headmaster insisted that all the pupils wear school uniform. – made
4. The dentist extracted two of Steve's teeth yesterday. – got
5. It is said that this diet is rich in vitamins. – be
6. Flooding has damaged many major roads in the city. – have
7. He persuaded his brother to lend him the car. – got
8. You put in melodrama instead of drama, don't you? – replaces
9. Why don't you open the second act with the actual cleaning? – doesn't
10. You step up the tension in the third scene. – increases

VII. Choose the correct variant:

1. Reggae music is ___ at Jamaica's Sunsplash Festival.
a. perform b. performing c. performed d. performs
2. This wonderful festival ___ be missed.
a. isn't b. wasn't c. shouldn't d. hasn't
3. Music lovers from all over the world can ___ found at the festival.
a. be b. have c. been d. were
4. Swimmers and drivers ___ Jamaica's beautiful beaches.
a. are enjoyed b. enjoy c. enjoys d. are enjoyed by

5. Go deep-sea fishing, and get your picture ____ with your catch.
a. taken b. taking c. took d. be taken
6. Jamaica ____ avoided in the fall because of dangerous storms.
a. ought to b. should c. should have d. ought to be
7. Tickets ____ from any travel agent or directly from the airline.
a. may be purchased b. may purchase c. purchase d. purchased
8. The last time, I ____ my ticket sent directly to my office.
a. have b. get c. was d. had

VIII. Each sentence has one mistake. Find and correct the error:

1. The reports arrived late, so I had them send to you this morning.
2. Some mistakes were made in the brochure, but they might corrected before you get back.
3. You'll see a copy before they're printed by the printer.
4. A funny thing happened when your office was painted yesterday.
5. Your office almost got painted pink, but we made the painters used white instead.
6. Has your stay been extended, or will you be returned next week?

IX. Put the verbs in brackets into the correct tense and form. Some of the verbs should be in the passive and some in the active:

ANIMALS ON THE ROADS

More cars and lorries (1) *are being driven* (drive) on our roads every year and, sadly, as a result of this, more and more wild animals (2) ____ (kill) by vehicles.

Roads often (3) ____ (cross) the routes that (4) ____ (take) by animals when they are migrating, breeding or feeding.

Every spring, many thousands of roads (5) ____ (kill) as they (6) ____ (make) their way to the traditional breeding ponds. All over the world, animals are victims of the road and their dead remains can (7) ____ (often see) lying on the roadside. Many badgers and hedgehogs (8) ____ (hit) by cars at night as they (9) ____ (move around) in search of food. Rabbits sometimes seem to (10) ____ (hyponotize) by the headlights of cars and (11) ____ (not move) quickly out of the way. Birds (12) ____ (sometimes hit) too as they (13) ____ (fly) low over roads.

(14) ____ (can anything do) to protect these animals from the dangers of the road? Well, in 1969 a road tunnel (15) ____ (build) in Switzerland and was a great success. Since then, other tunnels (16) ____ (construct) elsewhere and salamanders too. In Florida, where the rare Florida panther (17) ____ (live),

panther tunnels (18) ____ (*build*) under the highway and fencing (19) ____ (*put up*) beside the highway to guide the animals safely into these underpasses. Road signs warning drivers to (20) ____ (*look out*) for particular animals (21) ____ (*often see*) in the U.S. and it is to (22) ____ (*hope*) that they (23) ____ (*become*) a more common sight on the roads of Europe.

X. Put the following sentences into the passive voice:

1. You must account for every penny.
2. They tell me somebody has shot your uncle.
3. Naturally one expects you to interest yourself in the job they have offered you. (*Three passives*)
4. Someone had already promised me a watch for my birthday when they presented me with one as a prize. (*Two passives*)
5. It surprised me to hear someone had robbed you. (*Two passives*)
6. We haven't moved anything since they sent you away to cure you. (*Three passives*)
7. You must clear up all these books and papers and put them away in the cupboards you usually keep them in. (*Three passives*)
8. We ought to be told how much they expect of us. (*Two passives*)
9. People no longer say that anyone inhabits the moon. (*Two passives*)
10. I've only used this pen once since the day I had it mended. (*Two passives*)

UNIT 8. TAG QUESTIONS. ECHO TAGS. RESPONSES. ADDITIONS

The following items will be examined:

- formation of tag questions;
- intonation patterns with tag questions to express different attitudes;
- positive and negative responses to tag questions;
- echo tags and their structure;
- intonation patterns with echo tags;
- positive and negative responses to echo tags;
- additions to express agreement and disagreement.

You must use the following terms: *positive tag, negative tag, falling intonation, rising intonation, positive statement, negative statement, echo tags, addition.*

You must know:

1. How to form echo tags.
2. Different intonation patterns to express the speaker's attitude.
3. How to respond to tag questions.
4. How to form echo tags.
5. Different intonation patterns to express the speaker's attitude.
6. How to respond to echo tags.
7. How to express agreement and disagreement to negative and positive statements.

The Unit consists of Part A – references and reading material; Part B – practical exercises; Part C – Consolidation test.

Part A. Read and learn:

1. Конева, Т. А., Удалова, Н. В. Методические указания по практической грамматике английского языка для студентов 1-го курса специальностей П.02.07.00. Часть 1 / Т. А. Конева, Н. В. Удалова. – С. 47 – 50.

Part B. Practical Exercises

Section 1: Tag Questions. Echo Tags. Responses

Ex. 1. Study the following question tags:

- | | |
|--------------------------------------|---|
| 1. "I am"/ "aren't I?" | <i>I am shorter than her, aren't I?</i> |
| 2. "She used to"/ "didn't she?" | <i>She used to like it here, didn't she?</i> |
| 3. Imperative/ "will you/won't you?" | <i>Please leave the door open, will you/won't you/can you/could you?</i> |
| 4. "Let's"/ "shall we?" | <i>Let's consult a specialist, shall we?</i> |

5. "Let me/him" etc/ "will you/won't you?" *Let the children decide, **will you/won't you?***
6. "Don't"/ "will you?" *Don't bother to call me again, **will you?***
7. "I have got" (= possess)/ "haven't I?" *He has got a yacht, **hasn't he?***
8. "I have" (used idiomatically)/ "don't I?" *They had a party last night, **didn't they?***
9. "There is/are"/ "isn't/aren't there?" *There is some coffee for me, **isn't there?***
10. "This/That is"/ "isn't it?" *This coat is Peter's, **isn't it?***
11. "I must"/ "mustn't I?" *I must help them, **mustn't I?***
12. "Everybody is"/ "aren't they?" *Everybody is coming tonight, **aren't they?***

Ex. 2. Add question tags to the following statements:

1. You take sugar in tea.
2. But you don't take it in coffee.
3. The lift isn't working today.
4. It never works very well.
5. There was no panic.
6. Though everybody realized the danger.
7. There was a lot of noise.
8. But nobody complained.
9. Mary hardly ever cooks.
10. He ought to have made a note of it.
11. Neither of them offered to help you.
12. He hardly ever leaves the house.
13. That isn't Bill driving.
14. Nothing went wrong.
15. It is a pity Ann didn't come with us.
16. They should have planned the expedition more carefully.
17. She warned him not to ride the stallion.
18. But he never takes advice.
19. There used to be trees here.
20. There isn't any point in waiting.
21. He'll hardly come now.
22. I'm cleverer than him.
23. Nobody has ever visited him.

Ex. 3. Fill in the blanks with the correct question tags:

Mark: Excuse me. You're Jack Trap the famous singer, (1) **aren't you?**

Jack: Why do you ask? You're not an autograph hunter, (2) ___?

Mark: Yes, I am actually. There's nothing wrong with that, (3) ___?

Jack: I don't suppose you can understand just how tired we stars get of signing autographs, (4) ___?

Mark: No, I suppose not. But I bet you didn't complain about it when you weren't famous, (5) ___?

Jack: Look. Let's get this straight, (6) ___? I don't feel like signing autographs today, OK?

Mark: Oh, come on. One little signature isn't much to ask for, (7) ___?

Jack: You don't give up easily, (8) ___?

Mark: No.

Jack: OK. Here you are. Now leave me in peace, (9) ___?

Mark: You're a pretty rude person, (10) ___?

Ex. 4. Add question tags and short answers to the statements below:

1. "You like Chinese food, don't you?" – "Yes, I do."

2. "You've seen Peter recently, ___?" – "No, ___."

3. "He isn't leaving, ___?" – "No, ___."

4. "She won't marry him, ___?" – "Yes, ___."

5. "He wants to go out tomorrow, ___" – "Yes, ___."

6. "You've travelled around Australia, ___?" – "No, ___."

7. "She thinks I was right, ___?" – "Yes, ___."

8. "I am a bit taller than you, ___?" – "Yes, ___."

9. "They set up their business last year, ___?" – "No, ___."

10. "They'll probably be late, ___?" – "Yes, ___."

Ex. 5. You want the listener to agree with you. Do the exercise orally, then in writing:

1. She's late, isn't she?

10. She isn't late, ___?

2. They're on holiday, ___?

11. They aren't on holiday, ___?

3. I'm early, ___?

12. I'm not early, ___?

4. Carla was at home, ___?

13. Carla wasn't at home, ___?

5. We were all ill, ___?

14. We weren't all ill, ___?

6. You've finished, ___?

15. You haven't finished, ___?

7. Marc has gone out, ___?

16. Marc hasn't gone out, ___?

8. I always do the wrong thing, ___?

17. I don't often do the right thing, ___?

9. Tessa works hard, ___?

18. Tessa doesn't work hard, ___?

Ex. 6. Tracey and Dominic used to be girlfriend and boyfriend. They meet again at a party. Rewrite the conversation, adding **tag questions** where appropriate:

- D: Hello. Nice to see you here. It's a great party.
T: Yes, it's really good. There are so many people here that I haven't seen for ages.
D: Yes, there are a lot of our old school crowd here. Have you spoken to many of them?
T: Yes, quite a few. I bumped into Adrian a few minutes ago and we had a brief chat. Well no, he chatted and I listened.
D: Yes, he's still the same. He just loves talking about himself and he doesn't seem to be interested in what anyone else has to say.
T: That's right. Oh look, that's Melanie over there.
D: Yes, you're right, it is. Who's that she's with?
T: It's Matthew.
D: But he's going out with her sister Emma.
T: Well yes, I thought so. But look, he's holding Melanie's hand.
D: Oh yes. Well, I suppose our information must be out of date then. Anyway, what about you? I've missed you, you know.
T: Yes, I've missed you too.
D: But I expect you've got a new boyfriend now.
T: Not now. I did for a little while after you went away but not now.
D: It was hard saying goodbye. I was going to write to you but I thought it wouldn't help.
T: No maybe not. Well anyway, we're here together now. Why don't we just enjoy ourselves.
D: Good idea. Let's dance.
T: Yes, I'd like to, but not now. The music's terrible.
D: Well, it's no good for dancing, that's for sure. We'll go and ask them if we can change it.
T: OK. Well, you go. And put on one of our favourites.
D: Yes, I will. And you will be waiting for me when I get back?
T: Yes, of course I will.
D: *Hello. Nice to see you here. It's a great party, isn't it?*

Ex. 7. Complete the gaps with a **tag question** or **echo tag**:

- A: It's been a wonderful day, (1) **hasn't it?**
B: Yes, fantastic. And we've had no problems with anything, (2) **___?**
Everything's been perfect.

A: That's right. It'll certainly be a lovely day to remember, (3) ___?

A: I had a letter from Paul yesterday.

B: Oh, (4) ___?

A: Yes, he says he's coming to stay this weekend.

B: Really? That'll be nice, (5) ___?

A: I don't know what to do today. Just look at the rain outside.

B: Well, I don't want to stay in all day. Let's go and see a film, (6) ___?

A: Why not? Good idea. There's nothing much on at the local cinema though, (7) ___?

B: All right. We'll take the train into town then, (8) ___?

A: Mary and Tony are coming round for dinner tonight.

B: (9) ___? Oh, that'll be nice.

A: Yes. I thought you might like to come too.

B: Well yes, but you haven't seen them for a long time. I expect you'd like to talk to them on your own, (10) ___?

A: How did you get in here?

B: I came in through the back door.

A: Nobody saw you coming in, (11) ___?

B: No, I don't think so.

A: You shouldn't come and see me like this. It's dangerous. Please don't come here again, (12) ___?

A: That's a beautiful table, (13) ___?

B: Yes, it is, (14) ___?

A: It would be lovely in our kitchen, (15) ___? Why don't we get it?

B: Don't be ridiculous. Look at the price. We can't afford it, (16) ___?

A: You couldn't hold this door open for me (17) ___? I can't get the pram through it.

B: Of course. It's terrible how they design these doors, (18) ____? It makes it so difficult for people in wheelchairs or with young children.

A: Yes, it does, (19) ____?

A: I've just been talking to Roger.

B: (20) ____, Dad?

A: Yes, and I didn't like what he told me. So you went to that nightclub on Friday, (21) ____? The one I told you not to go to.

B: I'm sorry Dad. I thought you wouldn't really mind.

A: Oh you did, (22) ____? Well, I do mind.

Ex. 8. Say the sentences under A aloud and match them with a statement under B:

A

1. You painted it yourself, did you? *e*
2. You couldn't give me a hand, could you?
3. Someone broke that vase, did they?
4. You'll give me a call, will you?
5. So they're selling their house, are they?
6. You didn't leave the garage open, did you?
7. He says he's innocent, does he?

B

- a) I don't believe it.
- b) Tell me more.
- c) I hope you can.
- d) I hope you didn't.
- e) I'm impressed.
- f) I hope you will.
- g) I'm sorry to hear that.

Ex. 9. Supply different echo tags in response to these statements. Say the echo tags aloud with different intonation and describe what they express:

- | | |
|----------------------------------|------------------------------------|
| 1. John's paying. | 6. They don't eat much. |
| 2. They aren't very happy. | 7. You shouldn't be here. |
| 3. Suzy was 30 yesterday. | 8. I can afford a new car now. |
| 4. I wasn't very well last week. | 9. There'll be trouble about this. |

Ex. 10. Put in appropriate question tags and echo tags:

YOU COULD HAVE KNOCKED ME DOWN WITH A FEATHER!

I asked for my favourite perfume at the perfume counter of a large department store. "We don't have that, (1) *do we?*" the snooty assistant asked her colleague, as if I had just tried to buy a bag of onions. I was about to leave the counter when I saw a girl of about twelve slip away from her mother, seize a huge bottle of perfume from the counter and out it into her carrier bag. I gasped! "Excuse me," I said. "Your daughter has just stolen a large bottle of perfume!"

The mother looked at me in amazement. “She (2) ___?” “That’s right,” I said. She turned to her daughter. “You didn’t steal that big bottle that was on display, (3) ___?” The girl nodded. “You did, (4) ___?” “Yes, mum,” the girl confessed. “I’ve told you hundreds of times, (5) ___, that the big one on display is a dummy.” She angrily took the bottle from her daughter and put it back on display. “You should always take one of the boxed ones at the back, (6) ___? You do understand that, (7) ___?” She helped herself to a boxed one and both she and her daughter disappeared into the crowd quick as a flash.

Section 2: Additions

Ex. 1.

Part A. Add to the following remarks using (and) so + the noun/pronoun in brackets + the auxiliary. If there is an auxiliary in the first remarks repeat this; if not use do/does/did:

1. I have read it. (*John*)
2. He is a writer. (*she*)
3. Tom can speak Welsh. (*his wife*)
4. She ought to get up. (*you*)
5. I should be wearing a seat belt. (*you*)
6. John will be there. (*Tom*)
7. The first bus was full. (*the second*)
8. I bought a ticket. (*my brother*)
9. You must come. (*your son*)
10. This bus goes to Piccadilly. (*that*)
11. I’m getting out at the next stop. (*my friend*)
12. He used to work in a restaurant. (*I*)

Part B. Add to the following remarks using (and) neither/nor + the auxiliary + the noun/pronoun in brackets:

13. I haven’t seen it. (*Tom*)
14. You shouldn’t be watching TV. (*Tom*)
15. You mustn’t be late. (*I*)
16. He can’t come. (*his sister*)
17. I don’t believe it. (*Ann*)
18. Alice couldn’t understand. (*Andrew*)
19. I’m not going. (*you*)
20. This telephone doesn’t work. (*that*)
21. Tom’s car won’t start. (*mine*)

22. I hadn't any change. (*the taxi driver*)
 23. He didn't know the way. (*anyone else*)
 24. My father wouldn't mind. (*my mother*)

Ex. 2. Write sentences with *so* or *neither* as in the example:

	Tom	Beth	Ray	Pam
like dancing		√	√	
travel abroad	√			√
work in town	√		√	
keep a pet		√	√	

1. Beth likes dancing. So does Ray, but Tom and Pam don't.
2. Pam travels abroad.
3. Tom works in town.
4. Ray keeps a pet.
5. Pam doesn't work in town.
6. Ray doesn't travel abroad.
7. Pam doesn't keep a pet.
8. Tom doesn't like dancing.

Ex. 3. Work in pairs. Look at these two restaurant ads. What do the two restaurants have in common? In what ways are they different? Discuss these questions and agree upon the restaurant you want to go to:

Luigi's	Antonio's
<u>Italian Restaurant</u>	<u>Ristorante Italiano</u>
Family-style eating since 1990	<u>Established in 1990</u>
Open Tuesday – Sunday, 12:00 – 9:00	<i>Relaxed dining in a romantic atmosphere</i>
Early-Bird Special (full dinner for \$10.95 if ordered before 6:00)	open seven days a week—dinner only <u>reservations suggested</u>
<i>No reservations necessary</i> <i>No credit cards</i>	<u>all credit cards accepted</u>
<u>875 Orange St.</u>	1273 Orange treet 453-3285 <i>one free beverage with this ad</i>

Example: A: Luigi's serves Italian food.
 B: So does Antonio's.

Ex. 4. *Work in pairs. Look at the chart. Do you think that the man and woman are a good ‘match’? Discuss your reasons. How important is it for couples to have a lot in common?*

	Man	Woman		Man	Woman
1. loves Italian food	V	V	6. enjoys fiction	V	V
2. cooks	X	V	7. plays sports	V	V
3. eats out a lot	V	X	8. watches sports on TV	V	X
4. enjoys old movies	V	V	9. watches news programs	V	V
5. reads biographies	V	X	10. wants to see the documentary	V	X

Example: *The man and woman have a lot in common. He loves Italian food, and so does she.*

Ex. 5. *Complete these statements. (For 11 and 12, add your own statements). Then read your statements to a classmate. He or she will give you a short response. Check the items the two of you have in common:*

Example: A: *I like to walk in the rain.*

B: *So do I. or Oh, I don't I like to stay home and watch TV.*

I have these things in common with:

(Classmate 1) (Classmate 2)

1. I like to ...
2. I never ...
3. I get angry when ...
4. I love ... (name of food)
5. I can't ...
6. I would like to ...
7. I have never ...
8. When I was younger, I didn't ...
9. I will never ...
10. I have to ...
- 11.
- 12.

Now work with another classmate. Count the number of checks for each of the two classmates. Which classmate do you have more in common with?

Part C. Consolidation test on tag questions, echo tags, responses and additions

I. Open the brackets and translate into English short replies with So ... or Neither/Nor

Example: He knows English. – (Она тоже). – *So does she.*

She is not going there. – (Они тоже). – *Neither/Nor are they.*

1. I am dead with hunger. – (Мы тоже).
2. We are very grateful to him. – (Я тоже).
3. My brother can't draw. – (Мой тоже).
4. We'll be meeting in the hall. – (Они тоже).
5. My father always gives me good advice. – (Мой тоже).
6. She did not go to the country because the weather was awful. – (Он тоже).
7. My sister's son has made much progress in English lately. – (Наш тоже).
8. We'll soon join them. – (Мы тоже).
9. I am not at all upset. – (Я тоже).
10. They enjoyed themselves at Ann's party. – (Мы тоже).
11. I never watch TV. – (Я тоже).
12. She has to get up early. – (Они тоже).
13. He hasn't got a car. – (Она тоже).
14. He is on the phone now. – (Мы тоже).
15. Nick can afford to buy a new house. – (Анна тоже).

II. Correct the mistakes if any.

1. Don't forget to bring the book, will you?
2. There aren't any apples left, are they?
3. He is sure to come, doesn't he?
4. Let's come a bit earlier to have better seats, don't we?
5. It isn't raining now, is it?
6. You and I talked to him last week, didn't you?
7. He won't be leaving tomorrow, will he?
8. She has never been afraid of anything, hasn't she?
9. They have got two children, do they?
10. The boys don't have classes today, do they?
11. I am to blame, aren't I?
12. We like to swim in the swimming pool, do we?
13. Nobody has come yet, haven't they?
14. Please turn off the light, don't you?
15. He has never come back, hasn't he?

III. Show your disagreement (see the example).

Example: I did not like the film. – *Didn't you? I did.*

He wants to go to the country. – *Does he? I don't.*

1. I feel tired.
2. He is eager to go to Great Britain.
3. She has never been to the Netherlands.
4. I don't like chemistry.
5. I am fond of the last book by this writer.
6. He is shocked with the news.
7. I like jogging in the morning.
8. He hasn't done the work yet.
9. We can play tennis well.
10. We can't stay here any longer.

UNIT 9. THE NOUN. THE AGREEMENT OF THE SUBJECT AND THE PREDICATE

The following items will be examined:

- semantic characteristics of the noun;
- morphological characteristics of the noun: the grammatical categories of number and case;
- the category of gender;
- the agreement of the subject and the predicate.

You must use the following terms: *proper, common, countable, uncountable, collective, material, concrete noun,; nouns of multitude, invariable nouns, variable nouns, singularia tantum, pluralia tantum, irregular plurals, mutation, zero plural, foreign plurals, common case, genitive case, group genitive, dependent genitive, specifying and classifying genitive, independent genitive, double genitive, gender distinction, masculine, feminine, neuter.*

You must know:

- nouns that build their plural forms in a regular way;
- nouns that build the plural forms in an irregular way;
- original plural suffixes of foreign nouns;
- peculiarities of collective nouns in terms of the category of number;
- classification of nouns according to different principles;
- nouns that take verbs either in the plural or in the singular only;
- rules of the agreement of the subject and the predicate;
- means of expressing possession;
- classification of the genitive case;
- spelling and pronunciation rules of the forms with ‘s’;
- nouns that can be used in the genitive case;
- difference in usage of the genitive case, of-phrase and noun modifiers;
- principles of gender distinctions in English and their ways of expressions.

The Unit consists of Part A – references and reading material; Part B – practical exercises; Part C – consolidation test on the noun and the agreement of the subject and the predicate.

Part A.

1. Кобрина, Н. А. , Корнеева, Е. А. и др. Грамматика английского языка. Морфология / Н. А. Кобрина, Е. А. Корнеева и др. – Москва : Просвещение, 1985. – С. 180 – 191.

2. Read about the category of number and learn the rules of building plural forms:

The English number system comprises **singular**, which denotes ‘one’ and **plural**, which denotes “more than one”. The singular category includes common non-count nouns and proper nouns. Count nouns are **variable**, occurring with both singular or plural numbers (boy – boys). **Invariable** nouns occur only in the singular or only in the plural.

INVARIABLE NOUNS

Singular Invariables

These nouns have only one form and are used only in the singular. They are not used with numbers and determiners **a** and **an**. A singular form of the verb is used with them. The Latin term “**singularia tantum**” is applied to them.

Here belong:

1) uncount nouns: concrete and abstract:

- a) all names of materials (*iron, copper*);
- b) human qualities (*generosity, curiosity*);
- c) feelings (*anger, excitement*);
- d) activities (*aid, help, sleep, travel, work*);
- e) abstract ideas (*beauty, death, freedom, luck*);

2) some uncountable nouns end in –s: *news*

3) nouns ending in –ics denoting subjects of study and activities: *physics, phonetics, statistics, mathematics, gymnastics, ethics, classics, aerobics, economics, athletics*. Some of these nouns are occasionally used with a plural verb when you are talking about a particular person’s work or activities: *His politics are clearly right-wing*;

4) games: *cards, darts, billiards, bowls, dominoes, draughts, checkers, skittles*;

5) illnesses: *measles, mumps, rickets, shingles, diabetes, rabies*;

6) some proper nouns: *Algiers, Athens, Brussels, Flanders, Naples, Wales, the United States, the United Nations* .

NB! Many uncountable nouns can be made countable by adding a partitive:

a piece of paper/cake/information/advice/furniture; a glass/bottle of water; a jar of jam; a rasher of bacon; a box/sheet of paper; a packet of tea; a slice/loaf of bread; a pot of yoghurt; a pot/cup of tea; a kilo/pound of meat; a

tube of toothpaste; a *bar* of chocolate/soap; a *bit/piece* of chalk; an ice *cube*; a *lump* of sugar; a *bag* of flour; a *pair* of trousers; a *game* of soccer; a(n) *item/piece* of news; a *drop/can* of oil; a *can* of Coke; a *carton* of milk; a *block* of wood; a *flash/bolt* of lightning; a *clap/peal* of thunder etc.

There are certain things in the world that are unique. There are other things which you almost always want to talk about one at a time. This means that there are some nouns, or more often some meanings of nouns, for which only a singular form is used. When a noun is used with such a meaning, it is called “**a singular noun**”. Singular nouns are always used with a determiner, because they behave like the singular form of a count noun.

<i>air</i>	<i>country</i>	<i>daytime</i>	<i>moon</i>	<i>sky</i>
<i>dark</i>	<i>countryside</i>	<i>end</i>	<i>past</i>	<i>sun</i>
<i>future</i>	<i>ground</i>	<i>sea</i>	<i>world</i>	<i>wind</i>

The sun was shining.

There were huge cracks in the ground.

He’s always thinking about the past and worrying about the future.

Other singular nouns are normally used with “**a**” because they refer to things that we usually talk about one at a time:

<i>bath</i>	<i>go</i>	<i>ride</i>	<i>snooze</i>
<i>chance</i>	<i>jog</i>	<i>run</i>	<i>start</i>
<i>drink</i>	<i>move</i>	<i>shower</i>	<i>walk</i>
<i>fight</i>	<i>rest</i>	<i>smoke</i>	<i>wash</i>

I went and had a wash.

Bruno gave it a try.

Plural Invariables

There are a number of nouns in English which are used only in the plural. The Latin term “**pluralia tantum**” is applied to them.

Here belong:

1) Summation plurals – plural nouns which refer to single items that have two linking parts:

<i>glasses</i>	<i>pyjamas</i>	<i>leggings</i>	<i>binoculars</i>	<i>scissors</i>
<i>jeans</i>	<i>shorts</i>	<i>slacs</i>	<i>pincers</i>	<i>shears</i>
<i>knickers</i>	<i>tights</i>	<i>overalls</i>	<i>pliers</i>	
<i>pants</i>	<i>trousers</i>	<i>spectacles</i>	<i>scales</i>	

Countability can be imposed by means of “**a pair of**”: *a pair of scissors*. When you use “**a pair of**” with a noun in the plural form the verb is singular if it is in the same clause. If the verb is in the following relative clause, it is usually plural. You use a plural pronoun after “a pair of”.

I always wear a pair of long pants underneath, or a pair of pyjamas is just as good.

He put on a pair of brown shoes, which were waiting there for him.

2) Miscellaneous nouns: *annals, antics, arms, ashes, the Commons, contents, customs, earnings, goods, greens, holidays, manners, minutes, outskirts, stairs, suds, surroundings, thanks, troops, wages, whereabouts, the Middle Ages.*

3) unmarked plurals: *cattle, police, clergy, gentry, people, vermin, poultry.*

NB! When people is used in the sense of nation, the plural is peoples.

4) Some proper nouns, mostly geographical names: *the East Indies, the Hebrides, the Highlands, the Lowlands, the Midlands, the Netherlands.*

5) Substantivised adjectives denoting people: *the helpless, the needy, the disabled, the poor, the sick, the weary, the rich.*

Variable Nouns

Countable nouns have two forms: singular and plural. They can be used with numbers. Singular countable nouns cannot be used alone, but always take a determiner such as a, another, every or the. Plural countable nouns can be used with or without a determiner. To form the plural form you add:

1) **-es** to the words ending in **s, sh, ch, x, z, o** preceded by a consonant: *a fox – foxes, a tomato – tomatoes, echo – echoes, veto – vetoes.*

If a noun ending in **-o** is of foreign origin, a proper name or abbreviation you add **-s**: *a photo- photos, radio – radios, piano – pianos, kilo – kilos, Romeo – Romeos, Eskimo – Eskimos, Filipino – Filipinos, zoos, bamboos, folios, dynamos, solos, tangos, tobaccos, embryos.* Some nouns of this kind can have plurals both in **-os** and in **-oes**: *archipelago, banjo, buffalo, cargo, commando, flamingo, halo, motto, tornado, volcano, fresco, manifesto, mosquito, torpedo, ghetto, innuendo, mango, memento, stilletto.*

2) If a noun ending in **-quy**, or **-y** is preceded by a consonant it is changed into **-i**: *a fly- flies, a soliloque – soliloquies, but a boy – boys, a key – keys.*

With proper names, and in compounds such as *stand-bys* only **-s** is added: *the Kennedys, the two Germanys, the Gatsbys, lay-bys.*

3) Nouns of unusual form sometimes pluralize in ‘s:

letter names: *dot your i's*

numerals: *in the 1890's (or increasingly, 1890s)*

abbreviations: *two MP's (or increasingly, MPs).*

NB! The plural of abbreviations is sometimes formed in spelling by doubling a letter: *p. (page) – pp., Mr – Messrs.*

4) Compounds form the plural in different ways:

a) the final component is usually made plural: *bookcase – bookcases, boy friends, breakdowns, take-offs, forget-me-nots, grown-ups, sit-ins, stand-bys, assistant directors, cover-ups;*

b) components which consist of two nouns linked by prepositions “of” or “in” or a noun followed by “to – be” have a plural form in which the first noun in the components is plural: *mother-in-law – mothers-in-law, passers-by, attorneys general, men-of-war, mouthsfull, spoonsfull (but also as in a), summings-up;*

c) when the first component is man or woman the plural is expressed twice: *gentlemen farmers, women doctors, menservatnts.*

This ending is pronounced as [z] – after vowels and voiced consonants; [s] – after voiceless consonants; [ɹz] – after sibilants and in the word houses.

5) Nouns in **–th**:

with a consonants before the **–th**, the plural is regular: *lengths, birth;*

with a vowel before the **–th** it is regular in words *cloth, death, faith, moth*, but in a few cases when **–th** is preceded by a long vowel or a diphthong the plural is voiced in: *mouth, path*, and in several cases there are both regular and voiced plurals: *bath, oath, sheath, truth, wreath, youth.*

IRREGULAR PLURALS

1) **voicing + -s plurals:**

Some nouns which in the singular end in **–f** have the ending **–ves** in the plural: *calf, elf, half, knife, leaf, life, loaf, self, sheaf, shelf, thief, wife, wolf.*

The following nouns have both regular and irregular plural forms: *dwarf, handkerchief, hoof, scarf, wharf.*

Regular plurals only: *belief, chief, cliff, proof, roof, safe, gulf, reef, grief.*

2) **mutation** involves the change of vowel in the following nouns: *foot – feet, tooth – teeth, goose – geese, man men, louse – lice, mouse – mice, woman – women.*

3) the **-en plural** occurs in three nouns: *brother – brethren, child – children, ox – oxen.*

4) **zero plural**: *sheep, swine, deer, fish, craft, counsel* (=legal adviser, barrister) have the same form for singular and plural: *a sheep – nine sheep, a deer – two deer.* There are some other nouns of the kind:

<i>bison</i>	<i>trout</i>	<i>series</i>
<i>deer</i>	<i>whitebait</i>	<i>species</i>
<i>greenfly</i>	<i>goldfish</i>	<i>works</i>
<i>grouse</i>	<i>swine</i>	<i>means</i>
<i>moose</i>	<i>counsel</i>	<i>headquarters</i>
<i>reindeer</i>	<i>crossroads</i>	<i>dice</i>
<i>sheep</i>	<i>grapefruit</i>	<i>fruit</i>
<i>cod</i>	<i>offspring</i>	<i>gallows</i>
<i>fish</i>	<i>aircraft</i>	<i>mews</i>
<i>salmon</i>	<i>spacecraft</i>	

5) Animal names often have both plurals (zero and regular). **Zero** plurals tend to be used partly by people who are especially concerned with animals partly when the animals are referred to as game. **Regular** plurals are used to denote different individuals or species:

We caught only a few fish.

The fishes of the Mediterranean.

They hunted gazelle.

Zebra are a more difficult prey.

The following nouns have:

- **both** plurals: *antelope, reindeer, fish, flounder, herring;*
- usually **zero** plural: *pike, trout, carp, deer, moose.*

With other nouns such as *a means – means, a (gas) works, barracks, headquarters*, usage varies; they are sometimes treated as variable nouns with **zero plurals**, sometimes as “**pluralia tantum**”.

6) **foreign plurals** often occur along with regular plurals. They are commoner in technical usage, whereas the **-s** plural is more natural in everyday language: *curriculum – curriculums/curricula, formula – formulas/formulae, memorandum – memorandums/memoranda.*

Noun in **-us** (Latin) – **-i**: *stimulus – stimuli, alumnus – alumni, locus – loci.*

Both plurals: *cactus, focus, fungus, nucleus, radius, terminus, syllabus.*

Only regular plurals: *bonus, campus, chorus, circus, virus.*

However, *corpus – corpora, genus – genera*.

Nouns in **-a** (Latin) – **-ae**: *alumna – alumnae, larva – larvae*.

Both plurals: *antenna, formula, nebula, vetebra*.

Only regular plurals: *area, arena, dilemma, diploma, drama*.

Nouns in **-um** (Latin) – **-a**: *curriculum – curricula, addendum, bacterium, corrigendum, erratum, ovum, stratum*.

Both plurals: *aquarium, medium, memorandum, symposium*.

Only regular plural: *album, chrysanthemum, museum, forum, stadium, ultimatum*.

Nouns in **-ex, -ix** (Latin) – **-ices**: *index-indices, codex – codices*.

Both plurals: *apex, yortex, appendix, matrix*.

Nouns in **-is** (Greek) – **-es**: *basis – bases, analysis, axis, crisis, diagnosis, ellipsis, hypothesis, oasis, parenthesis, synopsis, thesis*.

Only regular plurals: *metropolis – metropolises*.

Nouns in **-on** (Greek) – **-a**: *criterion – criteria, phenomenon, automaton*.

Only regular plurals: *demon, electron, neutron, proton*.

French nouns in **-e(a)u** retain the French **-x** as the spelling of the plural, beside the commoner **-s**, but the plurals are almost always pronounced as regular, [z]: *adieu, bureau, tableau, plateau*.

Some French nouns in **-s, -x** are pronounced with the final vowel in the singular and with a regular [z] in the plural, with no spelling change: *chamois, chassis, corps, faux pas, patois, bourgeois, precis, rendezvous*.

Nouns in **-o** (Italian) – **-i**: *tempo – tempi*.

Only regular: *soprano*.

Usually regular plural: *virtuoso, libretto, solo, tempo*.

COLLECTIVE NOUNS

Collective nouns denote groups of people or things. The same form can be used with singular or plural verbs, because you can think of the group as a unit or as individuals.

<i>army</i>	<i>enemy</i>	<i>group</i>	<i>staff</i>
<i>audience</i>	<i>community</i>	<i>jury</i>	<i>proletariat</i>
<i>brood</i>	<i>council</i>	<i>nobility</i>	<i>opposition</i>
<i>cast</i>	<i>family</i>	<i>herd</i>	<i>team</i>
<i>committee</i>	<i>flock</i>	<i>navy</i>	<i>data</i>
<i>company</i>	<i>gang</i>	<i>press</i>	<i>media</i>
<i>crew</i>	<i>government</i>	<i>public</i>	

Such collective nouns as the proletariat, the bourgeoisie, the aristocracy, the peasantry always have a singular form and take a singular verb:

Our little group is complete again.
A second group are those who want ...

The names of many organisations are collective nouns:

The BBC is sending him to Tuscany for the summer.
The BBC are planning to use the new satellite next month.

If you want to refer back to a collective noun, you usually use a singular pronoun or determiner if you have used a singular verb, You use a plural pronoun or determiner if you use a plural verb:

The government has said it would wish to do this only if ...
The government have made up their minds that they are going to win.

3. Каушанская, В. Л. и др. A Grammar of the English Language / В. Л. Каушанская и др. – М. : Просвещение, 1973. – С. 239 – 246.

4. Кобрина, Н. А., Корнеева, Е. А. и др. Грамматика английского языка. Морфология / Н. А. Кобрина, Е. А. Корнеева и др. – М. : Просвещение, 1985. – С. 191 – 194.

5. Read about the means of expressing possession in English and difference in their usage:

There are six basic ways to show that one person or thing belongs to another or is connected with another:

- using a possessive pronoun in front of the main noun: *his car, her home*;
- adding apostrophe s ('s) to the end of a noun and putting it in front of the main noun (Genitive or Possessive Case): *Hogan's car, my sister's home*;
- using the preposition **of** after the main noun: *the son of the chairman of Prudential Insurance*;
- using a noun modifier in front of the main noun: *a football player, a surprise announcement*;
- using an adjective in front of the main noun: *an Australian film, Swiss climbers*;
- using the preposition other than **of** after the main noun: *a magazine for children*.

Genitive case and **of-phrase** are the most common ways to say who or what something belongs to or is connected with.

The Group Genetive

The group genetive can be added to a whole group of words:

- 1) two co-ordinated nouns if they refer to a single idea: *Jack and Ann's children*;
- 2) to a noun group which may even contain a clause: *the and of Denmark's tragedy*;
- 3) to a noun (pronoun) + a pronoun group: *somebody else's umbrella*;
- 4) to a group ending in a numeral: *an hour and a half's discussion*.

The genetive with Ellipsis (or Independent)

The noun modified by the –s genetive may be omitted if the context makes its identity clear: *My car is nicer than John's*.

The independent genetive is used with nouns denoting trade and relationship or with proper names. It serves to denote a building or a shop and is mainly found in prepositional phrases:

At the grocer's, to the doctor's.
They were married at St. Paul's.
She liked living at her daughter's.

With large businesses, the genetive is sometimes interpreted as plural. The result is that there may be more than one possible form:

Woolworths.
We shop at Woolworth's.
Woolworth.

Double Genetive

Sometimes we find the use of –'s and of together if there is an attribute before the noun modified by the **of-phrase**:

He was an old client of grandfather's (=one of ...)
That wife of mine.
That opera of Britten's.

The noun with the –'s genetive must be both definite and personal. Double genetive usually implies non-unique meaning(one of many).

The Dependent Genetive

The dependent genetive can be specifying or classifying.

Specifying genetive indicates the owner of a thing
the doer of an action
the bearer of a state and can be replaced
by an of-phrase. With proper names the genetive case is the rule.

Classifying genitive is used when a noun in the genitive case refers to a whole class of similar objects:

She looked at him with her sheep's eyes.
He got his doctor's degree ten years ago.

In classifying genitive expressions, articles and other determiners refer to the whole expression, not just to the first word:

that man's house (=the house belonging to that man – “that” only refers to “man”).
that bird's nest (=the bird's nest over there – “that” refers to the whole expression “bird's nest”).

Sometimes an expression can be understood in two ways: *this lady's bicycle* can refer to a bicycle that belongs to a particular lady, or simply to a particular bicycle of a certain kind.

Classifying genitive can't be replaced by an of-phrase.

The Use of the Genitive and Other Means of Expressing Possession

Both genitive case and of-phrase can be used to say who or what something belongs to or is connected with and in many instances a noun in the genitive case is similar in function to the same noun as head of a noun of-phrase:

What's the ship's name?
What's the name of the ship?

Usually, either the **'s-genitive** or the **of-phrase** is preferred in a given case: with people and things respectively. In many contexts only one construction is grammatically acceptable: eg *we can say the leg of a table* **but not** * *a table's leg*; *John's car* **but not** * *the car of John*.

A noun modifier is used to say who or what something or somebody is related to.

In general the genitive is preferred for human nouns, animal nouns and human group nouns. The genitive is preferred for the subject-verb relation, and **of** for the verb-object relation:

Livingstone's discovery (= “Livingstone discovered something”)
the discovery of Livingstone (=usually “Somebody discovered Livingstone”)

The **of-phrase** is also preferred (especially in formal English) to the genitive when the modifying noun phrase is long.

When we use the noun modifier the second word is more like a subject and the first is like an object:

a book case (a case that holds books)
an oil well (a well that produces oil).

We can use the genitive structure when the first noun is a particular individual: *the dog's food* is *the food that a particular dog is going to eat*. But when we use a noun modifier the first noun usually refers to a whole class: *Dog food* is *food for dogs in general*.

The 's genitive is usually used

a) for products from living animals: cow's milk, a bird's egg, ship's wool;
b) to talk about parts of animal bodies, whether the animal is living or dead: a sheep's heart, a frog's leg.

But a noun modifier is usually used when the animal is killed to provide something: *calf skin, a lamb chop, chicken soup*.

The 's genitive very often connects together a "user" and a "thing" that is used: *a girl's blouse, boy's socks*.

The 's genitive can be sometimes used to talk about parts of things, but only when we are talking about a particular example:

A car engine usually lasts for about 80,000 miles.
That car's engine is making a funny noise.

If you want to indicate what place a particular person or thing comes from or is associated with you can either

a) add 's to general nouns like "city", "country": *the country's roads, the city's population*;

b) or use the name of a country or town as a noun modifier: *a London hotel, a Yorkshire chemist*.

The -'s genitive is very common in expression where the first word refers to a point or period of time:

yesterday's paper *an hour's delay*
two days' journey *a night's sleep.*

In expressions of time beginning with a number a noun modifier can also be used though genitive is more common:

a ten-minute rest *ten minutes' rest*
a three-day journey *three days' journey.*

The noun modifier is preferred when the expression of time has a “general meaning”:

nine o'clock news (a news broadcast that is on at 9 o'clock every night)

Sunday paper (a paper that comes out on Sundays).

The –‘s genitive is used when we are talking about particular moments, times, days:

What did you think of last Sunday's match?

Some grammars say that it is preferable to use genitive in front of uncount nouns and a noun modifier in front of count nouns. For measuring other things besides time, the structure with a noun modifier is the usual one:

a three-mile walk

a five-pound chicken.

The apostrophe is used in similar plural expressions: *five hours' flight, three months' absence.*

Part B. Practical Exercises

Section 1. Classification of Nouns

Ex. 1. Do Ex. 1, p. 7 in the textbook by Y. A. Krutikov.

Ex. 2. Do Ex. 2, p. 7 in the textbook by Y. A. Krutikov.

Ex. 3. Do Ex. 3, p.87 in the textbook by Y. A. Krutikov.

Section 2. The Category of Number

Ex. 1. Do Ex. 1, p. 140 in the textbook by I. Krylova.

Ex. 2. Do exercises 1.2, 1.3, 1.5, pp. 506 in Cassel's textbook.

Ex. 3. Do exercises 4-7, pp. 8-10 in the textbook by Y. A. Krutikov.

Ex. 4. Do exercise 2, p.6 in the textbook by V. A. Simkhovich.

Ex. 5. Do exercise 3, p.6 in the textbook by V. A. Simkhovich.

Ex. 6. Do exercise 8, p.8 in the textbook by V. A. Simkhovich.

Ex. 7. Do exercise 9, p.8 in the textbook by V. A. Simkhovich.

Ex. 8. Do exercise 12, p.9 in the textbook by V. A. Simkhovich.

Section 3. Agreement of the Subject with the Predicate

Ex. 1. Fill in: is or are:

1. Your jeans **are** 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. His 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? I want to weight some flour.
17. Chess ___ a popular game.
18. Her work ___ very tiring.
19. People ___ starving in many countries.
20. Happiness ___ the key to her success.

Ex. 2. Write the correct form of the verbs in brackets. Use only the Present Simple:

1. Wild geese **fly** (*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 to feed 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. 3.

A. Supply *is, are, has* or *have*. Give two forms where possible:

1. The government ***is/are*** bringing in a new bill.
2. The company ___ going to employ six staff.
3. All governments ___ trying to control crime.
4. The jury ___ trying to decide now.
5. The youth of today ___ many advantages.
6. There ___ vermin in this restaurant.
7. The military ___ occupied the house.
8. The police ___ interested in this case.
9. The public ___ concerned about it.
10. How many people ___ coming tonight?
11. The committee ___ meeting now.
12. A lot of people ___ signed the petition.

B. Supply *is, are, has* or *have*:

1. The acoustics in this room ***are*** very good.
2. This crossroads ___ dangerous.
3. There ___ four crossroads in our village.
4. Acoustics ___ a subject I know little about.
5. Our company headquarters ___ in London.
6. There ___ many series of books on birds.
7. ___ there any kennels in this area?
8. The statistics in this report ___ inaccurate.
9. ___ there any statistics for road accidents?
10. Many species of moth ___ disappeared.
11. This species ___ green and white spots.
12. Our works ___ a good canteen.
13. My maths ___ got worse and worse!
14. There ___ crossroads every mile.

Ex. 4. Supply the missing words:

1. The goods you ordered ***have*** arrived.
2. Where ___ the scissors? – ___ are in the first drawer on the left.
3. How much ___ a good pair of trousers cost these days?
4. How much did you pay for ___ trousers? – ___ were very expensive!

5. I know he's clever, but ___ aren't the only thing in life.
6. I'm so pleased you got into university! ___ on your success!
7. If your clothes ___ dirty, please put them in the laundry basket.
8. My jeans (not) ___ faded much even though I keep washing ___.
9. I'm looking for the pliers. – You'll find ___ on that shelf.
10. All their belongings ___ been destroyed in a fire.
11. My earnings (not) ___ high, but at least they ___ regular.
12. These shorts ___ fit me at all.

Ex. 5. Choose the correct form of the verb in parentheses in the following sentences:

1. John, along with twenty friends, (*is/are*) planing a party.
2. The picture of the soldiers (*bring/brings*) back many memories.
3. The quality of these recordings (*is/are*) not very good.
4. If the duties of these officers (*isn't/aren't*) reduced, there will not be enough time to finish the project.
5. The effects of cigarette smoking (*have/has*) been proven to be extremely harmful.
6. The use of credit cards in place of cash (*have/has*) increased rapidly in recent years.
7. Advertisements on television (*is/are*) becoming more competitive than ever before.
8. Living expenses in this country, as well as in many others, (*is/are*) at an all-time high.
9. Mr Jones, accompanied by several members of the committee, (*have/has*) proposed some changes of the ruls.
10. The levels of intoxication (*vary/varies*) from subject to subject.

Ex. 6. Choose the correct form of the verb in the following sentences:

1. Neither Bill nor Mary (*is/are*) going to the play tonight.
2. Anything (*is/are*) better than going to another movie tonight.
3. Skating (*is/are*) becoming more popular every day.
4. A number of reporters (*was/were*) at the conference yesterday.
5. Everybody who (*has/have*) a fever must go home immediately.
6. Your glasses (*was/were*) on the bureau last night.
7. There (*was/were*) some people at the meeting last night.
8. The committee (*has/have*) already reached a decision.
9. A pair of jeans (*was/were*) in the washing machine this morning.
10. Each students (*has/have*) answered the first three questions.

11. Either John or his wife (*make/makes*) breakfast each morning.
12. After she had persued the material, the secretary decided that everything (*was/were*) in order.
13. The crowd at the basketball game (*was/were*) wild with excitement.
14. A pack of wild dogs (*has/have*) frightened all the ducks away.
15. The jury (*is/are*) trying to reach a decision.
16. The army (*has/have*) eliminated this section of the training test.
17. The number of students who have withdraw from class this quarter (*is/are*) appalling.
18. There (*has/have*) been too many interruptions in this class.
19. Every elementary school teacher (*has/have*) to take this examination.
20. Neither Jill nor her parents (*has/have*) seen this movie before.

Ex. 7. Fill in the blanks with the appropriate form of the verb **to be**:

1. The crew ___ rescued by our boat.
2. Her clothes ___ very fashionable.
3. Your advice ___ always welcome.
4. The information he gave us ___ very useful.
5. A little money ___ better than nothing.
6. That species of spiders ___ commonly seen in deserts of North Africa.
7. I think her hair ___ dyed.
8. No news ___ good news.
9. I don't want to work here. The equipment ___ too complicated.
10. There ___ a lot of sheep in the field.
11. I think this ___ detailed research.
12. Where ___ my spectacles?
13. The phenomena ___ unusual.
14. Mathematics ___ difficult, but physics ___ more difficult to my mind.
15. The cattle ___ up the hill.

Ex. 8. Open the brackets and write the correct form of the verb:

1. The driver as well as the passenger (*be*) hurt in the accident.
2. The salt and the pepper (*be*) put on the table.
3. Not only she, but also everybody (*be*) embarrassed by his rude manner.
4. Two hour's study (*be*) enough for him to prepare for a quiz.
5. Not only the teacher, but also the students themselves (*be*) tired.
6. He was at his wit's end. His last sixpence (*be*) spent.
7. She as well as we (*be*) highly satisfied with their work.
8. Not only the earth but also the planets (*move*) round the sun.
9. Two thousand dollars (*be*) wasted by him in the casino.

10. (*Be*) either of them ready to go there?
11. 'Three Comrades' (*be*) a novel by Remark.
12. Bread and butter (*be*) his usual breakfast.
13. If either of them (*take*) a leave now, we won't be able to finish the project.
14. My aim and objective (*be*) to make English grammar clear to everyone.
15. I can wait, four weeks (*be*) not so long.
16. The grey and blue blanket (*be*) washed today.
17. A variety of questions (*be*) put to the lecturer.
18. The number of books which we have to read for the exams (*be*) considerable.
19. A great number of students (*be*) present at the conference.
20. The great majority of writers, painters, and architects (*be*) talented people.
21. The pair (Annd and Nick) (*be*) so absorbed in their own conversation that their surroundings were of little importance to them.
22. The majority (*believe*) that we are in danger of becoming extinct because of our destructive policy.
23. The majority of people (*believe*) that he is guilty.
24. The number of young people entering higher institutions (*be*) increasing.
25. A great number of books (*be*) in bad condition because the building of the library needs repairing.

Ex. 9. *Open the brackets and choose the proper form:*

1. I feel that the jury already (*have/has*) thought that you are innocent.
2. The government (*was/were*) not able to pursue the policy which had been promised before the elections.
3. The police (*is/are*) investigating the case now.
4. The crew of the plane (*consist/consists*) of four people.
5. His company (*was/were*) founded in 1996.
6. The party (*was/were*) in full swing. The music was playing, the company (*was/were*) eating and drinking.
7. My family (*is/are*) early risers, so at 11 o'clock p.m. the family (*is/are*) always in bed.
8. The cattle (*is/are*) in the field next to it.
9. The committee (*is/are*) full of enthusiasm.
10. Such an organization as the board of directors (*is/are*) elected by stockholdres.

11. The ship turned out to be a good ship, the crew (*was/were*) skilled seamen.

12. The government usually (*consist/consists*) of the prime minister and several ministers.

13. The average American family (*have/has*) three children.

14. The jury (*is/are*) represented by twelve people.

15. The crops (*is/are*) good this summer.

Ex. 10. Do Ex. 2, p. 140 in the textbook by I. Krylova.

Section 4. The Category of Case

Ex. 1. Do Ex. 3, p. 141 in the textbook by I. Krylova.

Ex. 2. Do Ex. 8, p. 10 in the textbook by Y. A. Krutikov.

Ex. 3. Only where possible, use an appropriate apostrophe to show possession in these sentences:

1. That's *the voice of a man.* – ***That's a man's voice.***

2. I can't see *the bottom of the box.*

3. That's *the decision of the committee.*

4. It's *the fault of no one.*

5. This is a copy of *the poetry of Keats.*

6. That's *the leg of the table.*

7. Where's *the key of the car?*

8. That's *the bell of the village church* that you can hear.

9. These are *the stables of the horses*

Ex. 4. Use 's or s' only where possible with these:

1. a delay of an hour – *an hour's delay*

6. the price of success

2. a journey of two days

7. work of seven years

3. the shade of the tree

8. the surface of the earth

4. the book of the film

9. at the door of death

5. the inside of the box

10. an absence of a year

Ex. 5. Do Ex. 9, p. 11 in the textbook by Y. A. Krutikov.

Ex. 6. Do Ex. 10, p. 11 in the textbook by Y. A. Krutikov.

Ex. 7. Do Ex. 11, p. 12 in the textbook by Y. A. Krutikov.

Ex. 8. Do Ex. 129, p. 12 in the textbook by Y. A. Krutikov.

Ex. 9. Do Ex. 13-15, p. 13-14 in the textbook by Y. A. Krutikov.

Part C. Consolidation Test on the Noun and Agreement of the Subject and the Predicate

I. Form the plural where possible:

Cry, torpedo, hoof, codex, podium, window-cleaner, lay-by, spoonful, elf, ellipsis, domino, food-delivery, criterion, attorney general, stand-by, innuendo, book review, eagle, wharf, cigar smoker, salmon, corps, push-up, dozen, society, bacillus, listener-in, cuckoo, breakdown, passer-by, terminus, thief, thesis, billiards, index, belief, bureau, death, corrigendum, formula.

II. Which is correct?

1. Five pounds *don't/doesn't* buy as much as it/they used to.
2. One of my ear-rings *have/has* fallen off.
3. The average family *is/are* a great deal smaller than it used to be.
4. Cattle *is/are* selling for record prices this year.
5. The youth of today *have/has* a highly developed social conscience.
6. Draughts *is/are* an easy game.
7. Lecturing *is/are* a very insufficient means of communication.
8. The US *have/has* a very violent history.
9. The fastest means of transport *is/are* not always the most comfortable.
10. Politics *is/are* a complicated business.
11. It's a goal! The crowd *is/are* wild.
12. The police *has/have* searched the house thoroughly.
13. The majority of the public *is/are* not interested in what the government do/does.
14. A group of teenagers in the town *has/have* organised a scheme to help old people with their shopping.
15. A number of people *has/have* complained about the noise.
16. Hamburger and chips *is/are* not a very healthy lunch.
17. Our teenage son thinks there *is/are* a number of good reasons for staying up late and having a good time.
18. More than one house in our street *has/have* been broken into recently.
19. A couple of dangerous-looking men *is/are* waiting for you outside.
20. The Philippines *has/have* signed the new human rights agreement.
21. Tom and Rosie were late, but the rest of us *was/were* on time.
22. We've just learned that a couple of our club members *has/have* been chosen for the national team.

III. Make sentences or short dialogues from the following groups of words. Use the present tense:

1. economics – interesting subject – study? Think – statistics – sound – more interesting.
2. where – the Robertson family – go – holiday? Usually – Italy.
3. stairs – new flats – too steep – dangerous – old people.
4. half – pupils – our school – come – bus or train.

IV. Write the sentences putting in the apostrophe where necessary:

1. My brothers name is Jack.
2. A fools tongue runs before his wit.
3. A mans hands are stronger than a womans.
4. The wolfs howl was heard in the forest.
5. Goats milk is good to drink.
6. I had done two hours work.
7. Can you show me the way to the boys school?
8. How many of Dickens novels have you read?
9. She followed her mothers advice.
10. The last straw breaks the camels back.

V. Paraphrase the sentences so that to use the possessive case where possible:

1. I spent Christmas at the house of my aunt Emily.
2. He was still thinking of the papers to come next morning.
3. “Honestly and truly, it’s awful to search the room where somebody lives like that,” said Julian.
4. The newspaper of the party was a daily one.
5. Do you remember the name of the street?
6. When the break which lasted 10 minutes came and Mr Ronald went out of the room, Julian spoke to George.
7. The dream of mankind to fly into space came true.
8. I forgot the name of the man I saw you with yesterday.
9. It’s not my bag. It belongs to somebody else.
10. The chemist’s is on the ground floor of the building.
11. The only cinema in town has been closed down.
12. The oil riches in certain Arab states are known to all.

VI. Using the information given, make sentences with nouns denoting periods of time and distance:

1. The delegation arrived in Stockholm on the 5th and left on the 8th. (*visit*)
2. We started travelling round the region six days ago. Today we are coming back home. (*trip*)
3. They delayed in the house for an instant and then they went at once to the river's edge to go aboard a steamer. (*delay*)
4. Rex decided to walk to Offenden which was two miles far from the village. (*walk*)
5. That morning he had already done good work. It had taken him three hours. (*work*)

VII. Translate into English:

A. 1. Сын моего друга. 2. Сыновья моего друга. 3. Сын моих друзей. 4. Сыновья моих друзей. 5. Один из сыновей моего друга. 6. Книги нашего преподавателя. 7. Книга нашего преподавателя. 8. Книги наших преподавателей. 9. Книга наших преподавателей. 10. Семья Феликса. 11. Имя врача. 12. Ручка этого студента.

B. 1. Это новая программа правительства. 2. Лунный свет красивый. 3. Улицы этого города широкие. 4. Доход фирмы растет. 5. Двухнедельное пребывание в Ярмуте доставило Дэвиду большое удовольствие. 6. Дядя Хэма и Эмили усыновил их, когда они были детьми.

UNIT 10. THE PRONOUN

The following items will be examined:

- peculiarities of pronouns as a part of speech;
- semantic characteristics of pronouns as the basis for their division into subclasses;
- morphological characteristics of the pronoun;
- morphological characteristics and usage of each subclass (personal, possessive, reflexive, reciprocal, demonstrative, indefinite, relative, interrogative) of pronouns.

You must use the following terms: *a subject pronoun, an object pronoun, the nominative case, the objective case, comparative constructions, an indefinite-personal word, a possessive determiner, a truly reflexive verb, an emphatic pronoun, a substitute-word, a determiner, a defining (non-defining) relative clause.*

You must know:

- difference between pronouns and determiners;
- rules of substitution of nouns by personal pronouns;
- difference in usage between subject and object personal pronouns;
- usage of *they, you, we* as indefinite-personal words;
- difference in usage between possessive pronouns and possessive determiners;
- cases when you use either a possessive determiner or the definite article with reference to parts of the body, personal belongings and some other things;
- optional and obligatory usage of reflexive pronouns;
- emphatic usage of self-pronouns;
- difference in usage between *this (these)* and *that (those)*;
- semantic and morphological characteristics of the reciprocal pronouns;
- difference between *some* and *any*-series;
- difference between *one* and *body*-series;
- difference between *all* and *every*-series;
- difference between *no one, none, neither, nothing*;
- substitution of indefinite pronouns by personal pronouns in the plural;
- agreement of pronouns functioning as the subject with the predicate;
- relative pronouns that introduce defining relative clauses;
- relative pronouns that introduce non-defining relative clause;
- rules of punctuation in complex sentences with relative clauses;
- difference between *which* and *what* as clauses connections
- pronominal usage of *another*, and *(the) other(s)*.

The Unit consists of Part A – references and reading material; Part B – practical exercises; Part C – consolidation test on pronouns.

Part A.

1. Кобрина, Н. А., Корнеева, Е. А. и др. Грамматика английского языка. Морфология / Н. А. Кобрина, Е. А. Корнеева и др. – М. : Просвещение, 1985. – С. 225 – 246, 257 – 260.

2. Read about the meaning and usage of reflexive pronouns.

Reflexive Pronouns

Meaning and form. We use a reflexive pronoun when we want to show that the object of a verb is the same person or thing as the subject of a verb. Here is a table of reflexive pronouns:

	Singular	Plural
1 st pers.	myself	ourselves
2 nd pers.	yourself	yourselves
3 rd pers.	himself	themselves
	herself	
	itself	

There aren't many truly reflexive verbs in English. They are: **absent oneself (from), avail oneself (of), pride oneself (on), content oneself (with), busy oneself (with).**

Another small group of verbs can only take an object which refers to a person, when the object is a reflexive pronoun. E.g. you can *express an idea (opinion)* and you can *express yourself* but you can't *express your brother*. Here is a list of verbs which take a reflexive pronoun as their object when you refer to a person:

apply	distance	excel	express
compose	enjoy	exert	strain

We sometimes add reflexive pronoun after verbs that do not normally have objects for emphasis or to show that something has been done with effort. Here is a list of such verbs:

acclimatize	dress	readjust
adapt	hide	shave
behave	move	undress
		wash

Use. We can use reflexive pronouns:

1. after a preposition if the clause doesn't have a direct object:

Look at yourself! I was thoroughly ashamed of myself.

2. in fixed expressions: *strictly between ourselves; just among ourselves; in itself; by yourself* (without help or done), *find oneself somewhere, pull oneself together, help yourself to, behave yourself, keep to oneself.*

However we use object pronouns when we refer to:

place: *Have you got any money on you?*

after **with:** *I brought the children with me.*

3. We sometimes use reflexive pronouns after nouns and pronouns for emphasis to mean **that** person/thing and **only that** person/thing:

The film itself is very good. You yourself saw it.

When used in this way the pronoun is never essential and can be omitted without changing the sense. It usually emphasizes the subject of the sentence and is placed after it:

Ann herself opened the door.

It can be placed after the object if there is one:

Ann opened the door herself.

When it emphasizes another noun it is placed immediately after it:

I saw Tom himself.

3. Read about the demonstrative pronouns.

Demonstrative Pronouns

This, that, these, those can be used as determiners and pronouns. As pronouns they can be used as the subject or the object of a clause, or the object of a preposition. Demonstrative pronouns are rarely used as the indirect object of a clause, because the indirect object is usually a person and demonstrative pronouns normally refer to things.

This and **that** are usually used as pronouns only when they refer to things. You use them instead of singular countable nouns or uncountable nouns. They can be used to refer to persons when you're identifying somebody, asking who they are or introducing people:

Who's this?

Was that Patric on the phone?

These and **those** are most often used to refer to things, although they can be used to refer to people:

*Those are easy questions to answer.
These are no ordinary students.*

This is used for people and things which are physically close to the speaker, and for the situations that one is in at the moment of speaking. **That** – which are more distant. **That** is used to talk about finished actions, situations. **This** is used to talk about things that are just going to happen:

*That was nice.
This will be nice.*

When used with words denoting periods of time **this** implies either that these periods include the moment of speaking, or that the moment of speaking belongs to a longer period of time, the one mentioned being just part of it.

When used with words *town, country, government* **this** implies *the town ... or the country in which the speaker lives or is staying at the moment of speaking.*

In an informal style, **this** and **that** are often used with adjectives and adverbs in the same way as **so**:

I didn't realize it was going to be that hot.

The pronoun **that (those)** may be used instead of a noun already mentioned:

*These poems are not so good as those written by you.
The butter we import is less expensive than that we produce ourselves.*

In this case **that (those)** is followed by a prepositional phrase, a participle, an –ing-form, or a clause. **That** always has non-personal reference. **Those** followed by a who-clause refers to persons:

*It may be impossible for them to pay essential bills, such as those for heating.
He admires those who succeed.*

Same is always used with *the*. Normally, **as** is used before a following noun or pronoun:

I like the same music as you.

When **the same** is used with a noun, **that** can be used before a following clause:

That's the same man that asked me for money yesterday.

That is often dropped after way:

I went out the same way I'd got in.

Such is normally used in modern English for emphasis. It's most often used before **adj + noun**:

It's such a nice day!

Such can be used before a noun with no adjective but only when a noun has "a gradable meaning" that can be emphasized (like excitement, fun, fool, mess...). In these cases **such** means: **such (a) great, such (a) big, such (a) good, such (a) terrible**:

We had such fun!

They're such fools!

When we want to compare things, we can use like **this/that, this/that sort of**:

Would you like to have a car like that?

Before adjective without nouns **so** is used:

You are so patient!

Such is not used when the noun has a definite article, demonstrative or possessives.

Special structures: **so + adjective + a(an) + noun**:

I'd never before met so gentle a person.

so + adjective + that-clause

such + a(an) + noun + that-clause:

It was so cold that we had to stop.

so + adjective + as + to-infinitive:

Would you be so kind as to wake me up?

4. Read about the indefinite pronouns.

Indefinite Pronouns (with associated determiners)

some	somebody	anybody	everybody	nobody
any	someone	anyone	everyone	no one
no	something	anything	everything	nothing one

*He saw something/ some material.
Did he see anything/ any material?
He saw nothing/ no material.*

The pronouns **some**, **any** indicate indefinite qualities and quantities. The idea of quality or quantity which they indicate is actualized depending on the class and grammatical form of the nouns with which they are used either as their attributes, or as their substitutes.

The idea of **quantity** is actualized when they combine with:

a) count nouns in the plural:

They did give us some nice things to eat, didn't they?

b) nouns of material:

May I give you some more tea?

c) abstract nouns:

The visitor asked me to describe some of the work we do in the laboratory.

d) when used before noun groups with numbers **some** denotes approximate quantity:

He'll be back in some ten days.

The idea of **quality** is actualized where **some**, **any** combine with count nouns in the singular to denote "a particular but unidentified person or thing":

*Then they've bought some old house in the country.
Mary went off to Australia with some man or other.
We must think of some plan.*

Some has assertive force, it presupposes the presence of some indefinite quality or quantity. **Any** has a non-assertive force.

The context which requires the **any**-series or **non-assertive** forms chiefly involve:

a) the negatives **not**, **never**, **no**, **neither**, **nor**:

He never had any luck.

b) the incomplete negatives **hardly**, **little**, **few**, **least**, **seldom**:

The Dutchman spoke French with hardly any accent.

c) the implied negatives **before, against, fail, prevent, deny, forget, reluctant, hard, difficult, without** and comparisons with **too**:

He went away without saying good-bye to any of us.

d) questions (affirmative and negative):

Does anybody agree with me?

Won't anyone help me?

e) conditional clauses after **if/whether** and in expressions of doubt:

Let me know if you hear any news.

I don't think there's any petrol in the tank.

f) comparative phrases:

He did more than any of you.

You do not use them as the subject of a negative statement!

You use **some**-series in:

a) affirmative clauses:

Something must be wrong.

Somebody shouted.

b) imperative sentences:

Have some biscuits.

Give him some water.

c) questions expecting the answer "yes":

Would you like some more coffee?

Can you get someone to do it?

It is the basic meaning of the whole sentence which determines the choice of the **some**- or **any**-series:

He contributed more than anyone to the organisation of the tourist bureau.

Some is often used in negative, interrogative or conditional sentences when the basic meaning is assertive. The speaker suggests that a certain state of affairs exists:

Did anybody/somebody telephone last night?

<*Somebody* suggests that the speakers expected a call, whereas *anybody* does not.>

*Why don't you do something else?
Will somebody please open the door?*

In making an invitation or an offer it is polite to use **some** as it presupposes an acceptance.

The **any**-series is used with stress in assertive sentences with the special meaning of “**no matter who, no matter what**”. With this meaning **any** is common in affirmative sentences:

*He will eat anything.
You must marry someone – and you mustn't marry just anyone.
Come any time you like.*

The difference between the compounds in **–body** and those in **–one** is that the latter are, as a rule, more individualising, i.e. the compounds in **–body** refer to persons collectively, whereas those in **–one** refer to individuals:

*Somebody is sure to get interested in the job.
(=some people)
This is a letter from someone interested in the job.
(=some person)*

As a result, the compounds in **–body** are never followed by an **of-phrase**, while the compounds in **–one** sometimes are:

Does anyone of you correspond with her family?

When an indefinite pronoun is the subject of the sentence, it always takes a singular verb, even when it refers to more than one person or thing:

*Everyone knows that.
Someone wants to speak to you on the phone.
Nobody has ever given me a free ticket for anything.*

When you refer back to indefinite pronouns, you use plural pronouns or possessives, and a plural verb:

*Ask anyone. They will tell you.
You can't tell somebody why they've failed.
No one saw Tom go out, did they?*

With **something, anything, nothing** we still use **it**:

Something went wrong, didn't it?

You can add 's to indefinite pronouns that refer to people:

That was nobody's business but mine.

Was anyone else's luggage opened?

No one, no, none, nobody, nothing are used in the beginning of a sentence or alone. In the middle or at the end of a sentence we more often use **not...any/anyone/anybody, anything/anywhere**:

None of us knows where he is going to work.

Nobody can help him.

No one was in a hurry.

No, none are more emphatic.

We use **no** with a noun: **no = not a/not any, none** alone. **None of** + a plural word: *none of these shops, none of us.*

The difference between **none** and the negatives **no one, nobody, nothing** is easily brought out with the help of questions.

No one (nobody) is used in answer to a **who**-question:

Who are you speaking to? – No one. (Nobody)

Nothing is used in answer to a **what**-question:

What are you doing? – Nothing.

None is used in answer to a **how much-** or **how many**-question:

How many fish did you catch? – None.

How much progress did he make? – None.

You can use **any/no** with comparatives: any better, no bigger.

Do you feel any better today?

All the compound indefinite pronouns may be modified by adjectives which are generally placed after pronouns:

You should do something sensible about it at last.

Somebody important has arrived, I'm sure.

I want someone reliable to do this work.

You can also give more additional information by using a qualifier, for example a prepositional phrase or a relative clause:

I made the talks open for everyone over twelve.

He would rather have somebody who had a background in humanities.

5. Read about the relative pronouns.

Relative Pronouns

When a sentence consists of a main clause followed by a relative clause introduced by **who**, **whom**, **whose**, **which** or **that** these words are known as **relative pronouns**. Relative clauses give further information about something or somebody mentioned in the main clause. The main clause doesn't make proper sense without the relative clause. The relative clause follows the word it defines. Relative pronouns act as the subject, or object of the verb in the relative clause:

He is the only person who might be able to help.

Most of the mothers have a job, which they take both for money and the company.

Are you the person who telephoned here an hour ago?

They are the workers whose jobs have been cut.

Is this the book you were reading last time?

This is the beach I was telling you about.

There are two types of relative clause: **defining** (or **restrictive**) and **non-defining** (**non-restrictive**).

Defining relative clauses explain which person or thing you are talking about. They are a kind of qualifier:

I met the woman who lives next door.

Non-defining relative clauses give further information which is not needed to identify the person or thing you are talking about. They are used mainly in writing. They are separated from the main clause by commas:

I met John Brown, who lives next door.

Mind the difference:

The boy who lives next door is having a party tonight.

Darren, who lives next door, is ...

That book about the War, which I finished last week, was really interest.

Marjorie Campbell, who we have all depended on so much, has just announce her retirement.

Defining Relative Clauses

a) The relative pronoun is the subject:

who

Have you met anybody – has been to China?

that

which

There's still one thing – is not explained.

that

b) The relative pronoun is the object:

we met?

Do you know the boy – that we met?

who *we met?* <informal>

whom *we met?* <formal>

I've bought

That's the house - that I've bought

which *I've bought*

c) the relative pronoun is the object of a preposition:

you daughter writes to?

that *your daughter writes to?* <informal>

Do you know the boy – who your daughter writes to?

to whom *your daughter writes?* <formal>

we wrote to you about.

This is the house – that we wrote to you about.

which *we wrote to you about.*

about which *we wrote to you.* <formal>

Object relative pronouns are usually omitted in defining relative clauses. We use the pronoun **whom** if a preposition is placed in front of it and **who** if it is placed at the end of the relative clause.

Non-Defining Relative Clauses

Then he met Mary, – who invited him to a party.

Here is John Smith – , who(m) I mentioned the other day.

Sentence Relative Clauses

In a sentence relative clause, **which** refers back to a whole relative clause not to a single word.

*He admires Mrs Brown, – **which** surprises me.
which I find strange.*

the relative pronoun **whose** can be found in defining and non-defining clauses:

*The woman whose daughter you met is Mrs Brown.
According to Cook, whose book is published on Thursday,
most disasters are avoidable.
Amanda Lovelay, whose husband died last year, has now lost
her job.*

If there is a preposition it can come at the beginning or at the end of the clause:

*The governments in whose territories they operate ...
... some strange fragment of thought whose origin I have no
idea of ...
We are hoping for a visit from Henry Webster, (on) whose
support we have so much depended (on).*

In written English there is a tendency to avoid the use of **whose** by using **of which**, when the reference is non-personal:

*I travelled in a lorry the back of which the owner had loaded
with boxes.
The house **whose roof/the roof of which** was damaged has
now been repaired.*

Some other words and expressions can be used as relative pronouns: **when, where** in non-defining clauses or in defining after certain words, **when** after the word **time** or names of a period of time (**day, year, week**), **where** after the word **place** or names of a kind of place (**room, street, situation, stage**):

*This is the year when the profits should start.
1990 was (the year) when we moved here.
I know the place where they work.
We reached a stage where we have more free time.
That's where we stayed for our honeymoon.*

Why can be used after the word **reason**:

That is the reason why they were so poor.

Relative clauses with **when, where** and **why** are usually defining but can be non-defining. Relative clauses with **where** are more often non-defining than relative clauses starting with **why** or **when**:

The village of Bayton, where I lived as a child, has now become part of the town.

After a superlative, you do not usually use a pronoun in defining relative clauses. After **much, all, anyone, anything, everyone, everything, the only thing, a few** you use **that** or **who** for people and only **that** for things

He is the best boy we ever had.

There was not much that the military men could do.

Happiness is all that matters.

A few, several, some, many, much, most, all, none, either/neither, half, a number + of whom/which are used in non-defining relative clauses

Her old letters, some of which have now been lost, make very interesting reading.

My two cousins, neither of whom I have seen for ten years, are coming to visit next week.

You cannot use **what** instead of **that** – what = the thing(s) that:

Everything (that) he said was true.

And you hear what I said?

I won't tell anyone what happened.

You can not use **what** instead of **which** in sentence relative clauses though both are translated as **что** into Russian.

She doesn't pay much attention to her studies, which upsets her parents very much.

She will never know what I have done.

Help yourself to coffee. (= You're welcome to take some coffee if you want some.)

Make yourself heard. (= Speak loudly enough to be heard by others.)

Make yourself understood. (= Make your meaning clear.)

Part B.

Section 1. Personal and Possessive Pronouns

Ex. 1. Do Ex. 1, p. 45 in the text-book by Krutikov.

Ex. 2. Supply suitable pronouns in the following. Alternatives are possible:

1. What do you call your dog? – **She**'s called Flossie.

2. There's a dog in our neighbourhood that barks all night. ___'s getting on my nerves.
3. They're launching a new ship in Portsmouth and I've been invited to see ___ launched.
4. The "Titanic" may be at the bottom of the sea, but ___'s never forgotten.
5. I run a car in London, but I really don't need ___.
6. This old car of mine may be falling to pieces, but ___'s all I've got.
7. Did you see that frog? ___ jumped right in front of us!
8. I saw a frog in our garden. – Where did you see ___?
9. You can't see America in a week, you know. ___'s a big country!
10. In the 19th century America welcomed the European poor. ___ opened her arms to them.
11. "___'s a cunning fox," the monkey said to the hen. "Be careful!"
12. They've just found an old wreck off the coast of Florida. ___'s probably Spanish.

Ex. 3. Supply pronouns and underline the words they replace:

1. Your parcel has arrived. **It** was delivered this morning.
2. Jane and I have already eaten. ___ had a meal before we left home.
3. Who's that? – ___'s my mother. Would you like to meet her?
4. Who's Jane Wilson? – ___'s the woman who's just started working for our company.
5. So you've had a baby! Is ___ a boy or a girl?
6. Whose cat is that? ___'s always in our garden.
7. When John comes in, please tell ___ I phoned.
8. If you see Catherine, please give ___ my regards.

Ex. 4. Supply suitable pronouns in the following. Alternatives are possible:

1. Who's that? – It's **me/him/her/us/them**!
2. Who wants to know what we're having for dinner tonight? – ___!
3. Who wants to help me in the garden? – Not ___!
4. You can invite him to your place. – ___! You must be joking!
5. It was ___ who told you, not my brother.
6. She's taller than ___, but not as strong as ___ am.
7. He's more intelligent than ___ am, but not as good at sports as ___.

Ex. 5. Do Ex. 1, p. 180 in the text-book by I. Krylova.

Ex. 6. Do Ex. 2, p. 45 in the text-book by Y. A. Krutikov.

Ex. 7. Do Ex. 5, p. 46 in the text-book by Y. A. Krutikov.

Ex. 8. Do Ex. 3, p. 180 in the text-book by I. Krylova.

Ex. 9. Do Ex. 6, p. 46 in the text-book by Y. A. Krutikov.

Ex. 10. Do Ex. 2, p. 180 in the text-book by I. Krylova.

*Ex. 11. Fill in a **possessive adjective** or **the**:*

1. We always wash **our** hands before eating anything.
2. Wipe ___ feet before you come in.
3. She looked him in ___ eye and told him the truth.
4. I trapped ___ finger in the door.
5. He lost ___ jacket at the party.
6. Julia says that Mike pulled ___ hair.
7. He hit ___ knee on the table.
8. She felt something tap her on ___ shoulder.
9. The branch snapped back and hit him in ___ face.

*Ex. 12. Insert **a, an, the, or my, his, her, our, your, their** if necessary:*

1. He took off ___ coat and set to work.
2. Why are you standing there with ___ hands in ___ pockets?
3. At most meetings ___ people vote by raising ___ right hands.
4. The bullet struck him in ___ foot.
5. They tied ___ hands behind ___ back and locked him in a cellar.
6. He took ___ shoes off and entered on ___ tiptoe.
7. Someone threw ___ egg which struck the speaker on ___ shoulder.
8. I have ___ headache.
9. I have ___ pain in ___ shoulder.
10. The windscreen was smashed and the driver was cut in ___ face by broken glass.
11. He was ___ very tall man with ___ dark hair and ___ small beard, but I couldn't see ___ eyes because he was wearing ___ dark glasses.
12. He tore ___ trousers getting over a barbed wire fence.
13. Brother and sister were quite unlike each other. He had ___ fair wavy hair; ___ hair was dark and straight.
14. She pulled ___ sleeve to attract his attention.
15. She pulled him by ___ sleeve.
16. "Hands up!" said the masked man, and we all put ___ hands up.
17. Ask ___ woman in front of you to take off ___ hat.
18. He stroked ___ chin thoughtfully.

19. If you're too hot why don't you take off ___ coat?
20. I saw him raise ___ right hand and take ___ oath.
21. The lioness bit him in ___ leg.
22. You should change ___ wet shoes, or you'll catch another cold.
23. There was a shot and a policeman came out with ___ blood running down ___ face.
24. We shook ___ hands with ___ host.
25. He fell off his horse and injured ___ back.
26. The barman seized the drunk by ___ collar.
27. Leave ___ coats in ___ cloakroom; don't bring them into ___ theatre.
28. He fell down a flight of stairs and broke ___ rib.
29. He pointed to a woman in ___ green dress.
30. He is ___ thoroughly selfish man; he wouldn't lift ___ finger to help anyone.
31. You'll strain ___ eyes if you read in ___ bad light.
32. She was on ___ knees, scrubbing ___ kitchen floor.
33. He has ___ horrible job; I wouldn't like to be in ___ shoes.
34. You've got ___ shirt on inside out.
35. "Pull up ___ socks," said his mother.
36. I hit ___ thumb with a hammer when I was hanging the picture.

Ex. 13. Do Ex. 5.9 p. 36 in Cassel's textbook

*Ex. 14. Put in the missing pronouns (including **who**):*

TOO MUCH TO BEAR!

If you're on holiday in the Western Islands of Scotland and (1) you see a bear, avoid (2) ___! It might turn out to be Hercules, the famous star (3) ___ has appeared in TV ads, films and cabaret. Hercules disappeared when his owner, Andy Robbins, took (4) ___ for a swim. Police and troops have joined in the search, but (5) ___ haven't had any success. After all, Hercules is unlikely to appear suddenly, shouting, "It's (6) ___! Here (7) ___ am!" The search party are carrying yoghurt and bananas to offer the bear because that's what (8) ___ likes best. "(9) ___ isn't dangerous, but (10) ___'s very hungry," a searcher said. So if you see a ten-foot bear in the Western Islands, make sure (11) ___ are carrying some bananas. (12) ___ may be just what a hungry bear is waiting for and if (13) ___ don't find (14) ___, you can always eat (15) ___ yourself!

Section 2. Reflexive and Reciprocal Pronouns

Ex. 1. Do Ex. 8, p. 47 in the text-book by Y. A. Krutikov.

Ex. 2. Do Ex. 9, p. 48 in the text-book by Y. A. Krutikov.

Ex. 3. Complete the sentences using word As from the list below and a – self pronoun:

draw, bake, make, fix, prepare, cut, organise, decorate

1. Sue didn't buy a cake for her birthday. She ***baked one herself***.
2. My brother's a mechanic, so he doesn't have to pay somebody to repair his car. He ____.
3. Her cousins are excellent dressmakers. They ____.
4. Do you like the salad? I ____.
5. John didn't go to the hairdress's. He ____.
6. We didn't go to a travel agent's to organise our holiday. We ____.
7. What do you think of my aunt's new house? She ____.
8. Do you like this picture? I ____.

Ex. 4. Put the verbs in brackets in the correct form with or without a reflexive pronoun:

James: You don't look well this morning Julie.

Julie: I know. When I (1) ***saw myself*** (*see*) in the mirror this morning, I got a shock.

James: How (2) ____ (*you/feel*)?

Julie: Pretty bad. I (3) ____ (*give*) a treat last night and went to a restaurant for a meal.

James: And (4) ____ (*you/enjoy*) it?

Julie: At the time, yes. But now I'm (5) ____ (*ask*) if the food was really fresh.

Ex. 5. Do Ex. 4, p. 181 in the text-book by I. Krylova.

Ex. 6. Do Ex. 10, p. 48 in the text-book by Y. A. Krutikov.

Ex. 7. Do Ex. 5.10, p.36 in Cassel's text-book.

Ex. 8. Do Ex.5.11, p. 37 in Cassel's textbook.

Ex. 9. Fill in the blanks with the appropriate reflexive pronouns and translate the sentences into Russian:

1. I opened the door and found ____ facing a stranger.
2. Go and see it for ____ if you like.

3. The newcomers built the houses ____.
4. Would you mind keeping your words to ____?
5. He has injured ____.
6. During the breaks they amused ____ in the bar.
7. We protect ____ from the cold with warm things.
8. She settled ____ in the armchair as comfortably as she could.
9. You can trust him. He is honesty ____.
10. He cut ____ shaving this morning.
11. She burnt ____ ironing a dress.
12. Don't blame _____. It is not your fault.
13. Did you cut your hair ____ or did you go to the hairdresser's?
14. Aren't you hungry? Help ____ to the meat. It's delicious.
15. How did you enjoy ____?
16. We must discuss everything to find the way out. Pull ____ together.
17. She dried ____ with a blue towel.
18. He felt ____ getting angry.
19. They had to excuse ____ for their strange behaviour.
20. I want to insure ____ against any losses.

Ex. 10. Fill in the blanks with the appropriate reflexive pronouns where necessary:

1. Have a good time. Try to relax ____ and enjoy ____.
2. She decided to excuse ____ his bad behaviour.
3. Why don't you want to concentrate ____? Pull ____ together and start work.
4. She did not know where to hide ____.
5. Though it was rather cold in the room he felt ____ hot.
6. Have you shaved ____ today?
7. She found ____ in an awkward situation.
8. Did the children behave ____?
9. We protected ____ against damage.
10. She stopped crying, washed ____ and decided to go downstairs.

Ex. 11. Fill in an appropriate reflexive, emphatic or reciprocal pronoun:

1. Lucy and Frank do not like **each other** at all. They're always arguing.
2. She told her guests to help ____ to food and drink.
3. The police carried guns to protect ____ in case they were shot at.
4. The boys told their mother that they'd clean up their room ____.
5. He kept ____ warm in the mountains by wearing lots of heavy clothing.
6. They talk to ____ on the phone at least once a week.

7. They took a taxi to town to save ___ some time.
8. They waved to ___ as the train pulled out of the station.
9. Cats clean ___ by licking their fur.
10. Bob and Terry are always arguing with ___.
11. We haven't seen ___ for days – not since the argument.
12. She taught ___ basic French in six weeks.
13. To save money we decorated the house ___.
14. The children were told off for being so rude to ___.
15. You look dreadful! You should look after ___ a little better.
16. The two children shared the bag of sweets with ___.
17. I hope my parents enjoy ___ at their surprise party tonight.
18. After her bad dream the child didn't want to sleep by ___.

Ex. 12. Do Ex. 11, p. 48 in the text-book by Y. A. Krutikov.

Ex. 13. Use reflexive pronouns or object pronouns in the following.

1. Hargreaves knows how to take care of _____
2. Have you got any money on _____.
3. Come and sit beside _____.
4. Strictly between _____, she is wrong.
5. She is very certain of _____.
6. There is a big truck in front of _____.
7. Granddad doesn't like living by _____.
8. Jimmy tied his shoelaces all by _____.

Section 3. Demonstrative Pronouns

Ex. 1. Do Ex. 19, p. 49 in the text-book by Y. A. Krutikov.

*Ex. 2. Fill in **this**, **that**, **these** or **those**:*

1. "Hi Bery! **This** is my sister Sue." – "Pleased to meet you, Sue."
2. "I won the competition!" – "___'s great!"
3. "Can you see ___ aeroplane in the sky? It's a Boeing."
4. "My friend is getting married ___ year on Valentine's Day."
5. "___ are my new shoes. Do you like them?"
6. "Can you pass me ___ book on the shelf behind you please?"
7. "Granddad, do you remember 1914?" – "Yes, ___ was the year I married your grandmother."
8. "___ people over there must be waiting for the train."
9. "Good evening. ___ is the Prime Minister speaking to the nation."

10. "I bought ___ socks today." – "What a lovely shade of green!"
11. "Are you going away ___ weekend?" – "Yes, we're going camping."
12. "I hear she's getting married." – "___'s right. She's getting married next month."
13. "___ jeans are so tight I can hardly move." – "Why don't you buy some bigger ones?"
14. "I'm fed up. I've had enough of ___ terrible weather." – "So have I, but it'll soon be summer!"
15. "What's wrong, Sally?" – "Well, you won't like ___, but I've got to tell you."
16. "Are ___ children over there Mrs Brown's?" – "Yes. They're very well-behaved, aren't they?"
17. "Their wedding is a fortnight today but I won't be able to go. I'm going away ___ weekend."
18. "We are moving to a bigger house." – "Really? ___'s fantastic!"
19. "___ boots hurt my feet." – "Maybe you should get another pair."
20. "I told him that no one trusts him." – "There was no reason to say ___!"
21. "What do you think of this pair of sunglasses?" – "I prefer ___ ones over there."

Ex. 3. Do Ex. 5, p. 181 in the text-book by I. Krylova.

Ex. 4. Do Ex. 13, p. 49 in the text-book by Y. A. Krutikov.

Section 4. Indefinite Pronouns and Associated Determiners

*Ex. 1. Insert **some** or **any**, making the appropriate compounds if necessary:*

1. There's ___ milk in that jug.
2. She wanted ___ stamps but there weren't ___ in the machine.
3. I'm afraid there isn't ___ coffee left; will you grind ___?
4. Is there ___ one here who speaks Italian?
5. I'd like to buy ___ new clothes but I haven't ___ money.
6. There's ___ gin in the cupboard but there aren't ___ glasses.
7. They can have ___ more strawberries; I want ___ to make jam.
8. ___ one I know told me ___ of the details.
9. Have you ___ idea who could have borrowed your bicycle?
10. I saw hardly ___ one I knew at the party, and I didn't get ___ thing to drink.
11. When would you like to come? – ___ day would suit me.
12. Are there ___ letters for me?
13. Don't let ___ one in. I'm too busy to see ___ body.

14. ___ thing tells me you've got ___ bad news for me.
15. I can't see my glasses ___ where.
16. We didn't think he'd succeed but he managed ___ how.
17. You're looking very miserable; has ___ thing upset you?
18. If you had ___ sense you wouldn't leave your car unlocked.
19. Scarcely ___ one was wearing a dinner jacket.
20. ___ one who believes what Jack says is a fool.
21. She put her handbag down ___ where and now she can't find it.
22. Will you have ___ pudding or ___ fruit?
23. Haven't you got ___ friends in Rome? I feel sure you mentioned them once.
24. Haven't you got ___ friends here? You should join a club and get to know people.
25. I see you haven't ___ maps. Would you like to borrow ___ of mine?
26. ___ one can tell you how to get there. (Everyone knows the way.)
27. Come and have supper with us if you aren't doing ___ thing tonight.
28. I ___ how imagined the house would be much larger.
29. All the salaries are being paid much later now; it's ___ thing to do with the computer.
30. He lives ___ where in France now.
31. You can't expect just ___ student to solve the problem. It requires a mathematician.
32. He's not very well known here but he's ___ one (an important person) in his own country.
33. Where shall we sit? – Oh, ___ where will do.
34. Is there ___ one moving about downstairs? I heard ___ thing falling.
35. Is there ___ one living in that house? It looks deserted.
36. Would you like ___ thing to drink? There's ___ very good beer in the fridge.

Ex. 2. Do Ex. 18, pp. 50 – 51 in the text-book by Y. A. Krutikov.

Ex. 3. Fill in *some*, *any* or *their* compounds:

1. "Have we got **any** milk?" – "Oh no, I meant to get ___ yesterday." – "Shall I go and buy ___?"
2. "Does ___ else want a lift?" – "I'd like one if you've got ___ space in the car."
3. "Shall we buy Jenny ___ flowers?" – "I don't know, ___ practical might be better."

4. "Can ___ give me a hand with these boxes?" – "I can help if there are ___ light ones."
5. "Does ___ want to go to the cinema tonight? I've got ___ free tickets." – "Is there ___ in particular on?" – "Yes, a James Bond film."
6. "Do you want ___ vegetables with your steak?" – "Well, I wouldn't mind ___ chips if you've got ___."
7. "Has Jasmine got ___ exams this year?" – "I think she's got ___ in June." – "Is there ___ I can do to help her?"
8. "I've put ___ blankets at the end of the bed but if you need more, or ___ else, just ask." – "Actually, there is ___. Could I have ___ towels, too?"
9. "Do you want to invite ___ special to your birthday tea?" – "Could I ask ___ friends from the art college?" – "Yes, of course."
10. "Shall I put ___ music on?" – "Yes, have you got ___ relaxing?"
11. "I wish I had ___ interesting to do." – "I could give you ___ ideas, but you never like ___ I suggest."
12. "Did you go ___ during the holidays?" – "I wanted to go ___ but unfortunately I didn't have ___ money."

Ex. 4. Do Ex. 6, p. 181 in the text-book by I. Krylova.

Ex. 5. Do Ex. 20, p. 51 in the text-book by Y. A. Krutikov.

Ex. 6. Do Ex. 21, p. 51 in the text-book by Y. A. Krutikov.

Ex. 7. Underline the correct item:

1. There is no one/anyone at home.
2. There are some/any books on my desk.
3. There is any/no ice-cream left.
4. Did she tell you nothing/anything?
5. There is hardly no/any milk left.
6. She won't lend you no/any money.
7. I need any/some time alone.
8. I get up at 8.00 any/every morning.
9. If anybody/nobody wants to leave, say so.
10. Nobody/Anybody phoned this morning.
11. I haven't seen nothing/anything yet.
12. There is anything/nothing good on TV tonight.
13. Some/Every day he will be famous.
14. No one/Anyone was at home this morning.
15. Somebody/Everybody who went camping had a good time.
16. Nobody/Anybody told me that it was Ann's birthday.

17. Is there *everything/anything* I can do to help?
18. There is *something/everything* wrong with the drinks machine.
19. Are you going *nowhere/anywhere* this weekend?
20. This has *nothing/anything* to do with you.
21. I can't find my keys *anywhere/nowhere*.

Ex. 8. *Underline the correct item:*

As soon as we arrived home we knew that (1) *something/anything* was wrong. We soon discovered that (2) *someone/anyone* had broken into our home. Many things had been stolen, (3) *everyone/each* had lost (4) *something/anything*. (5) *Every/Some* money had also been taken. Before we phoned the police, we went to ask our neighbour if she had seen (6) *anyone/no one* or (7) *anything/nothing* suspicious, but she hadn't. We went back home to phone the police. As we sat waiting for them to arrive, we surveyed the damage that was (8) *everywhere/anywhere* around us. (9) *No/Some* of our most personal possessions lay smashed and broken before us, (10) *no one/someone* spoke. Eventually, the police arrived and asked us to make a list of (11) *everything/something* that had been stolen, as they started to check for fingerprints. They warned us that it was unusual to find (12) *any/some*, because most burglars wore gloves. When the police had finished checking for prints, they took our list of (13) *everything/something* that was missing, and they told us that (14) *someone/anyone* would visit us over the next few days to advise us on new security measures.

Ex. 9. *Do Ex. 3.5, p. 19 in Cassel's text-book.*

Ex. 10. *Do Ex. 22, p. 52 in the text-book by Y. A. Krutikov.*

Section 5. Relative and Interrogative Pronouns

Ex. 1. *Identify the ten **defining relative clauses** in the dialogue. Is the relative pronoun in each clause a subject or object pronoun?*

(Holt and Watkins, private detectives, are discussing a murder)

W: So who was the one *who killed Mr Makepeace*?

H: Can't you guess?

W: Well, I think it was probably the woman who was staying in the room next door to him.

H: No, Watkins, of course it wasn't. She only wanted the money he owed her. She won't get that now that he's dead.

W: Oh yes, I hadn't thought about that. So was it Mr Grant, the man who always shared their table in the evenings?

- H: No, Watkins. It's true that he loved Mrs Makepeace but he knew that she didn't love him. And he probably believed that she could never fall in love with a man who had murdered her husband.
- W: I suppose that's true. So who was it then? The son? Do you think he wanted to have the money that would be due to him from his father's life insurance policy?
- H: Well no, because he knew that the insurance policy would be invalid if his father died suspiciously. And apart from that, I think that in a way he loved his father. The one he hates is Mr Bottomley, the man his mother is in love with.
- W: So who did kill Mr Makepeace?
- H: Well, I fell quite sure now that it was Mrs Makepeace.
- W: Mrs Makepeace!
- H: Yes. She had never loved the man she had married. What she loved was all the money he had. Then Mr Bottomley came along. He had money too and she loved him. But she had to get Mr Makpeace out of the way.

Ex. 2. Join the two sentences together, making the second sentence a defining relative clause. Use the relative pronoun that is most commonly used or no pronoun at all where this is possible:

1. She's the one. I told you about her. – ***She's the one I told you about.***
2. I don't like the people. They are staying with the Browns.
3. I like books. They make you think about things.
4. I'm looking for the person. I've just hit their car.
5. Most of the books are still popular today. I read them as a child.
6. You can buy the pasta from that Italian shop. It has just opened in the High street.
7. The woman is coming back to work soon. I'm doing her job.
8. Is she the new television presenter? Everyone's talking about her.
9. People often have very little money to spend on leisure. They have a lot of leisure time.
10. Is Technico the company? Sarah works for them.
11. This is the job. I've always wanted it.
12. The swimming pool is only open to the public in the mornings. I use it.
13. We've just bought a computer package. It teaches you how to play the piano.
14. My favourite holiday was that one. We spent it in a cottage in the mountains.
15. We haven't seen the friends for ten years. They are coming to visit us this weekend.

Ex. 3. Rewrite the sentences, making the second sentence into a **non-defining relative clause** and putting it into the **correct place**:

1. When I was in town, I met your sister. She was shopping for some clothes. – ***When I was in town, I met your sister, who was shopping for some clothes.***

2. Their house needs a lot of work doing to it. It is near the beach.

3. Sandra's just got a new job with Capital insurers. It's a much better company than the last one she worked for.

4. The new manager seems to be a very capable woman. I met her last week.

5. This case is full of books. I carried it all the way from the station.

6. The Games International Company has just gone bankrupt. We have done business with them for many years.

7. The hospital has handed out redundancy notices to all its staff. It is due to close down next year.

8. The prisoners are requesting more time out of their cells. Their families are campaigning on their behalf.

9. The new government is now facing major problems. It came to power with a lot of public support.

10. Her latest novel is really good. I read it on holiday.

11. The Home Affairs Minister is suspected of being involved in a financial scandal. The Opposition have accused the minister of lying.

12. The Education Department is changing its policy on single sex schools. Mrs Parkinson is in charge of the department.

13. The Lilley and Swan department store has made reductions on most of its goods. The store has a sale on at the moment.

14. The principal actor could hardly speak last night due to a sore throat. He normally has a wonderful voice.

15. The sales manager is planning a new advertising campaign. I support her ideas.

Ex. 4. Add relatives where needed, put commas where necessary:

1. The lady ___ was here yesterday has gone to London.

2. The magazine ___ you lent me is very interesting.

3. The old man ___ lives next door has just died.

4. The cigarette ___ you are smoking is a Player's.

5. The flowers ___ I cut this morning are still fresh.

6. The dress ___ you are wearing is lovely.

7. The person ___ is sitting next to me is not very clever.

8. The boy ___ threw that stone will be punished.

9. The doctor ___ she visited is very famous.
10. The noise ___ you hear is only our dog fighting.
11. The ring ___ my fiancée gave me has three diamonds.
12. The little boy ___ brings the milk hasn't been for three days.
13. The book ___ I was reading yesterday was a detective story.
14. The people ___ you were living in London with are coming to see you.
15. Buy it back from the man ___ you sold it to.
16. What's the name of that man ___ wife has run away and left him.
17. The man ___ made these shoes doesn't know his trade.
18. The girl ___ mother I was talking to has left the room.
19. The man ___ you see at the desk is the secretary.
20. The man ___ is sitting at the desk is the secretary.
21. Any paper ___ you read will give the same story.
22. A woman ___ mind is made up is more obstinate than a mule.
23. Grammar ___ I dislike is very good for me.
24. My wife's mother ___ I haven't seen for a year talks too much.
25. The man ___ you are talking about left last week.
26. The gardener's wife ___ has been married for ten years has just had her ninth baby.
27. Bernard Shaw ___ had a long beard was a very clever writer.
28. The BBC ___ is world famous spends millions of pounds every year.
29. Tommy and Mary ___ are playing in the garden are very naughty children.
30. Smoking ___ is a bad habit is nevertheless popular.
31. The Pope ___ I had never heard before spoke on the wireless last night.
32. He met my mother from ___ he got the news of my marriage.
33. The teacher in the next class ___ name I can never remember makes a lot of noise.
34. He is a famous scientist about ___ many books have been written.
35. The tower of London about ___ a lecture is to be given tomorrow is a famous historic building.
36. We cannot decide whether tomatoes ___ we are all fond of are a fruit or a vegetable.

*Ex. 5. Combine the following ideas by means of **defining** or **non-defining** relative clauses, omitting relative pronouns whenever possible:*

1. Is that the new station? You pointed it out to me last week.
2. Who would stay away from home as he does? He has such a charming wife.
3. My stepmother is not very kind to me. I'm living with her.

4. Last week I went to see the country town. He used to live in that town.
5. Bring me the cigarettes. I left them on the table. The table stands by the window.
6. My old music teacher has already left the country. You were taken into his house last week.
7. This large map belonged to my uncle. In the middle of it you can see part of the Arctic Circle.
8. He walked along the wall on his hands. It was a difficult thing to do.
9. He has three sons. They all work in the same office.
10. He studied hard in his youth. That contributed to his success in later life.
11. We have two spare rooms upstairs. Neither of them has been used for years.
12. He passed his examination with honours. This made his parents very proud of him.
13. He was dropped when he was a baby. That made him a permanent invalid.
14. I came home drunk the other night. That shocked the whole neighbourhood.
15. My cousin built several houses. None of them are more than five miles from the heart of London.
16. I gave my girl-friend a box of Turkish delight. This pleased her very much.
17. I appreciate the kind words. You have welcomed me with the kind words.
18. O.W. Holmes was one of America's most gifted humorists. He said that the American constitution could never be used to further private interests.
19. The spoon was stolen from a hotel. He was eating the soup with it.
20. My watch doesn't show the time very clearly. It's hands have been missing for some time now.

Ex. 6. *Join the sentences as in the example:*

1. My uncle has a large collection on antiques. Many of them are valuable. – *My uncle has a large collection of antiques, many of which are valuable.*
2. I have ten cousins. None of them are girls.
3. There are some beautiful houses in the town. Some of them are more than two hundred years old.
4. She met lots of new people at the party. A few of them commented on her beautiful dress.
5. Ted planted lots of new rose bushes in his garden. Very few of them survived the cold winter.
6. The supermarket has thirty employees. Most of them work part-time.

Ex. 7. Put the following into one sentence using a *relative clause*:

1. You shouldn't listen to anything. He says it. – ***You shouldn't listen to anything (that) he says.***
2. It was nice to see all his family. I have met most of them before. – ***It was nice to see all his family, most of whom I have met before.***
3. The worst is that we'll miss the train. This can happen.
4. I've read both the reports. I agree with neither of them.
5. The only thing is to get some cash out of the bank. I need to do it.
6. The cleaners have decided to take industrial action. Several of them have complained to me about their low pay.
7. Everything has been a failure. I've done it.
8. I've lost any optimism for the future. I once had optimism.
9. Members of the committee have decided to call for an investigation. Many of them are themselves suspected of corruption.
10. The only thing is to give her the chance to talk about it. I can do that.
11. Everyone said that Peter started it. They saw the argument.
12. Those chocolates were not meant to be for me. I've already eaten half of them.
13. The management team are all saying the same thing. I trust none of them.
14. The cheapest was about £5. I saw it.
15. Her brothers have set up in business together. The youngest one is a friend of mine.

Ex. 8. Complete the sentences with a *sentence relative clause*. Use the sentences in the box to make *relative clauses*:

<p>It will be an interesting new experience for him. That's just what she needs after all her problems. He should have done that a long time ago. It is very worrying. It will be a great help to him. It was a complete surprise. It is a terrible accusation to make. That will give him more time to spend with his girlfriend. That's why I don't go out very much. It's a great shame.</p>

1. She's going to have to sell the business. – ***She's going to have to sell the business, which is a great shame.***
2. The weather's very cold at this time of a year.

3. He's decided to go and teach abroad.
4. They say he's been stealing money from the company.
5. She's going to have a month off work.
6. He's going to give up his evening job.
7. The editor has finally agreed to print an apology.
8. She suddenly appeared on the doorstep last night.
9. A few people have been attacked in this area recently.
10. He's going to have an electric wheelchair soon.

Ex. 9. Replace the underlined words by *what*:

1. Why don't you explain the idea that you have in mind?
2. The teacher tested the students to see if they remembered the things which they had learned.
3. What a pity! That's just the thing which I didn't want to happen.
4. Would this be the thing that you're looking for?
5. Mind the things that you say to him; he's very sensitive.

Ex. 10. Join the beginnings and the ends using *what*:

- | | |
|------------------------------|---------------------------|
| 1. I'll pay for | a) happened to poor Harry |
| 2. Did you read about | b) I broke |
| 3. He just teaches you | c) I don't eat |
| 4. The dog can have | d) I expected |
| 5. The holiday wasn't at all | e) she asked for |
| 6. They hadn't got | f) you already know |

Ex. 11. Match the first clauses with sentence relative clauses :

- | | |
|---|---|
| 1. I had to travel first class, | a) which meant we had to cancel the match next day. |
| 2. It snowed heavily last night, | b) which certainly pleased her mother. |
| 3. The car uses very little petrol, | c) which really annoyed everyone. |
| 4. He didn't get up until eight o'clock, | d) which means it is quite cheap to run. |
| 5. The food in the hotel was not very good, | e) which meant he was almost late for work. |
| 6. He kept complaining about everything, | f) which meant we had to eat out in the evenings. |
| 7. Both the girls were late, | g) which meant we had to leave without them. |
| 8. Michelle always did very well at school, | h) which was very expensive. |

Ex. 12. Put in *which* or *what*:

1. She cycles to work every day, ___ keeps her healthy.
2. I very much liked ___ you said at the meeting.
3. They gave me ___ I asked for.
4. The lights suddenly went out, ___ frightened Granny terribly.
5. This is ___ I need.
6. Everybody arrived late, ___ didn't surprise me in the least.
7. The door was locked, ___ was a nuisance.
8. He wouldn't tell me ___ I wanted to know.
9. She let me borrow one of her dresses, ___ was very kind of her.
10. We're going to have to repair the roof, ___ will cost a fortune.

Ex.13. Fill in the gaps in the following sentences by using either *what* or *which*. Insert commas where necessary:

1. He didn't believe ___ I said ___ annoyed me very much.
2. In detective stories the murderer is always caught ___ doesn't happen in real life.
3. He wasn't surprised at ___ he saw because I told him ___ to expect.
4. In hospitals they wake patients at 6 a.m. ___. It's much too early.
5. There was no directory in the first telephone box ___ meant that I had to go to another one.
6. I did ___ I could ___ wasn't much.
7. The clock struck thirteen ___ made everyone laugh.
8. I'm sure that ___ you say is true.
9. We travelled second class ___ is cheaper than first class but more crowded.
10. He didn't know the language ___ made it difficult for him to get a job.
11. People whose names begin with "A" always get taken first ___ is most unfair.
12. He played the violin all night ___ annoyed the neighbours.
13. When the mechanic opened the bonnet he saw at once ___ was wrong with the car.
14. I didn't buy anything because I didn't see ___ I wanted.
15. They sang as they marched ___ helped them to forget how tired they were.
16. I saw a coat marked down to 10 pound ___ was just ___ I was prepared to pay.
17. Show me ___ you've got in your hand.
18. Tell me ___ you want me to do.
19. The frogs croaked all night ___ kept us awake.

20. All the roads were blocked by snow ___ meant that help could not reach us till the following spring.

21. You needn't think you were unobserved! I saw ___ you did!

22. She expects me to clean the house in half an hour ___ is impossible.

23. He said that ___ frightened him was the appalling silence of the place.

24. You will be punished for ___ you have done.

Ex. 13. Use relatives to combine the following sentences as in the example:

1. I spoke to a gentleman. He was very polite. – *The gentleman (whom/that/who) I spoke to was very polite.* – *The gentleman **to whom** I spoke was very polite.*

2. I'm writing about a film. It was made in 1958.

3. She's the girl. They were talking about her.

4. That's the restaurant. We go there every Saturday.

5. This is the island. We spent our holiday on it.

6. These are the Joneses. We went to the theatre with them.

7. That is the hotel. We used to stay at it every summer.

8. He's Mr Smith. I got all the information from him.

9. This is the knife. He cut the bread with it.

10. Mrs Andrews is the woman. I've received a letter from her.

Ex. 14. Find the mistake and correct it:

1. I saw a TV programme about old people which go parachuting every weekend. – *I saw a TV programme about old people **who** go parachuting every weekend.*

2. There's a door which leading to a secret passage at the end of the hall.

3. She's friendly with the two children whose their mother is the headmistress.

4. Sam works in Switzerland that is not in the European Union.

5. While on holiday I met a lot of people, some of which were really boring.

6. Do you know the name of the film which it won seven Oscars at last year's Academy Awards?

7. When I was in Australia, I visited my uncle which I had never met before.

8. Mr Collins is the man from who I bought my tape recorder.

9. The match about that you were talking ended in disaster.

10. They didn't have that I asked for.

Ex. 15. *Rephrase the following sentences using the words in bold:*

1. The building where I work caught fire yesterday.

in *The building **in which I work/I work in** caught fire yesterday.*

2. It was very kind of Ted to lend me his car.

which Ted lent ___ very kind of him.

3. The person I met was totally ignorant of the situation.

who I met a ___ totally ignorant of the situation.

4. The teacher was very angry because none of the students had done their homework.

which None of the students had done ___ the teacher very angry.

5. The woman drinking tea over there is my mother.

who The woman ___ over there is my mother.

6. The person found guilty of murder was sent to prison.

who The person ___ of murder was sent to prison.

7. Joan came first, not Sally.

who It ___, not Sally.

8. The lady in the pink dress is my aunt.

wearing The ___ pink dress is my aunt.

9. The hotel in which we spent our summer holidays has been closed down.

where The hotel ___ holidays has been closed down.

10. The stolen painting is a fake.

which The painting ___ is a fake.

11. He's learning Spanish, not Portuguese.

that It's ___, not Portuguese.

12. I wonder who owns this car.

whose I wonder ___ is.

Ex. 16. *Rewrite the following as one sentence using relative clauses with **when, where, why**:*

1. The early morning is the time. I work best then.

2. His mid-teens were the time. He first became interested in politics then.

3. His dishonesty is the reason. That's why I left him.

4. Edinburgh is the city. I'd most like to live there.

5. The outdoor swimming pool has now been closed down. We often went there as children.
6. This is a picture of the place. We're going there for our holidays.
7. His refusal to tell her the truth is the reason. That's why she is so angry with him.
8. This is the place. I fell off my bike here.
9. The people I work with are the reason. That's why I stay in the job.
10. That terrible night in December changed my life forever. I found out then what had been going on.

Ex. 17. Fill in *when, where, why, who, which, that* or *whose*:

Jean Crowder, (1) *who* is 65, has a fascinating job. She works at a leisure centre, (2) ___ she teaches aerobics at classes (3) ___ attract women of all ages. Jean, (4) ___ slim figure and fashionable hairstyle make her look younger, first attended a keep-fit class 45 years ago (5) ___ she was a student. Then she heard about a class (6) ___ needed an instructor. That's (7) ___ she started this particular career. Jean's classes (8) ___ last one hour, include dance and step exercises. Jean has some tips for those (9) ___ wish to stay young. "Eat plenty of fruit, (10) ___ is good for you. Try to spend time in places (11) ___ there is fresh air. Talk to young people, (12) ___ ideas can open your eyes." Jean will only stop teaching aerobics (13) ___ she is too old to walk. But, as she says, "I want to delay that day. That's the reason (14) ___ I look after my health."

Ex. 18. Use the sentences in the box to make *non-defining relative clauses*. Insert an appropriate clause into each of the sentences:

He books are read all over the world.
 It was very crowded.
 We love to walk round them.
 He is staying in a nursing home.
 I like her very much.
 He is staying in his holiday home in Scotland at the moment.
 Her parents believed it.
 She came over to apologize to us.
 I always attend her lectures.

1. Her father is said to be dying of cancer.
2. The Prime Minister said that he was very saddened by the news of the air crash.
3. The story she gave was that she had not realized how late it was.
4. Agatha Christie was a very prolific writer.

5. The sub-tropical gardens are open all year.
6. The manager of the restaurant said that she was very sorry about the undercooked fish.
7. Our Professor of psychology has written some very interesting books.
8. We packed a picnic and walked down to the beach.
9. Next Saturday I'm going to visit my Aunty Sheila.

Ex. 21. Do Ex. 15, p. 50 in the text-book by Krutikov.

Ex. 22. Fill in *which* or *what*:

Jim: (1) *What* shall we do this afternoon?

Tim: We could go to an art gallery.

Jim: That's a good idea. (2) ___ one?

Tim: We could go to the Barbican or the Tate. (3) ___ one would you like to go to?

Jim: I don't know. (4) ___ exhibitions have they got on at the moment?

Tim: I'm not sure. I think the Barbican has got Van Gogh's early paintings and the Tate has got a special Picasso exhibition.

Jim: Oh, (5) ___ artist do you prefer?

Tim: I think probably Van Gogh. (6) ___ about you?

Jim: Yes, I agree. I particularly love his early work.

Tim: Great. Well, let's go to the Barbican then. (7) ___ time do you want to go?

Jim: I'm ready any time.

Tim: OK, let's go now. The only problem is, I don't know (8) ___ station to get off at.

Jim: Oh, I've got a guidebook in one of the drawers in my desk.

Tim: (9) ___ drawer, the one on the left or the right?

Jim: On the left, I think.

Tim: (10) ___ does it look like?

Jim: It's red and yellow.

Ex. 23. Use the prepositions in brackets to write questions to match the statements:

1. Fred is very unhappy. What *is he unhappy about?* (about)
2. I went to the cinema last night. Who ___ (with)
3. My grandfather comes from France. Where exactly ___ (from)
4. Craig had an argument. Who ___ (with)
5. My brother's going on holiday tomorrow. Where ___ (to)
6. I bought a book yesterday. What ___ (about)

7. I got a letter today. Who ___ (from)
8. I fixed the shelf today. What ___ (with)
9. I've got to buy a present. Who ___ (for)

Ex. 24. Fill in *who, what* or *which*:

- A: (1) **What** is the best way to get to France from London?
 B: Well, it depends. (2) ___ type of journey do you want?
 A: A cheap one! But I've got a friend who gets seasick.
 B: Don't go on the ferry then! There's a train or a hovercraft – or you could fly of course.
 A: (3) ___ is the cheapest?
 B: The train and the hovercraft cost about the same but I'm not sure (4) ___ is the most comfortable. Of course, the train takes you straight to Paris.
 A: Really? To (5) ___ station?
 B: La Gare du Nord I think, but I don't know (6) ___ the arrival times are.
 A: (7) ___ could give me that information?
 B: Try ringing the tourist office.

Ex. 25. Write questions to which the bold type words are the answers:

One of **Jim's** dogs ran away today. It happened **this morning**. It escaped **by running through the open gate**. **The postman** left it open. He was delivering **a parcel** to Jim's house. **The little white dog** ran out of the gate, but the black one stayed inside. Luckily, it was wearing a **dog-tag**. A young girl phoned Jim **an hour later**. She had found the dog **outside the butcher's**. It was eating **sausages**. **The butcher** was quite angry. The girl arranged to meet Jim **at 5 o'clock**.

- | | |
|-------------------------------------|-----|
| 1. <i>Whose dog ran away today?</i> | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

Part C. Consolidation Test on Pronouns

I. Choose the correct answers:

1. Do pronouns act in much the same way as:
 - a) nouns
 - b) verbs
 - c) adjectives?

2. Do the pronouns *him, her, it* differ in:
- person
 - number
 - case
 - gender?
3. What use of the objective case is illustrated by the italicized pronouns in each of the following sentences? Choose between:
- object of a verb;
 - complement of *be*
 - object of a preposition
- 1) Those shoes look cheap. Don't buy *them*.
 - 2) I just waxed the floor. Don't walk on *it* yet.
 - 3) Do you see that child in the picture? That's *me* when I was five years old.
4. What forms of the personal pronouns do you use after verb *to be* in colloquial style?
- subject
 - object
 - both
5. What forms of the personal pronouns do you use in comparative constructions?
- subject
 - object
 - both
6. What forms of the personal pronouns do you use after *but*?
- subject
 - object
 - both
7. The definite article is used instead of possessives in prepositional phrases
- when not the subject's but other person's body is meant
 - in colloquial style
 - in passive constructions.
8. When we want to talk about people in general (including ourselves) we use:
- we*
 - they*
 - one*.

9. Reflexive pronouns are not used
 - a) to emphasize personal pronouns
 - b) after prepositions of place
 - c) if the subject is the indefinite pronoun *one*.
10. Reflexive pronouns are left out
 - a) if the subject is an indefinite pronoun
 - b) when the action is the one that people normally and often do to themselves.
11. We prefer *each other*
 - a) when only two persons are involved
 - b) when more than two persons are involved
 - c) when we are talking about particular people.

II. Choose the correct form of the pronoun or possessive adjective (sometimes more than one variant is possible):

1. I go to school with he/him every day.
2. I see she/her/herself at the Union every Friday.
3. She speaks to we/us/ourselves every morning.
4. Your/Yours record is scratched and my/mine is too.
5. Isn't she/her a nice person?
6. John bought himself/him a new coat.
7. John he/himself went to the meeting.
8. Mary and I/me would rather go to the movies.
9. Just between you and I/me, I don't like this fool.
10. Who is it? – It's he/him.
11. She's been promoted. – Lucky she/her.
12. Strictly between us/ourselves, do you agree with his decision?
13. There was a bus in front of us/ourselves.
14. You can blame no one but you/yourself.
15. I don't know what's the matter with her. She's not her/herself today.

III. Put in reflexive pronouns where necessary:

1. We pride ___ on our achievements.
2. You can trust him. He is honesty ___.
3. Polly's nearly learnt how to dress ___ now.
4. The soldier absented ___ without leave for three weeks.
5. I cut ___ shaving this morning.
6. I must dress ___ and shave ___. It's time to go to the office.
7. We rally enjoyed ___ at the funfair.

8. I feel ___ great after having a swim.
9. He climbed out of the pool, picked up a towel and dried ___.
10. I tried to study but I couldn't concentrate ___.
11. You're always rushing about. Why don't you relax ___ more?
12. Jack and I first met ___ at a party five years ago.
13. Suddenly the door opened ___ and Jack found ___ in the day light.
14. Most people introduced ___, the others were unknown to him.

IV. Fill in "every", "some", "any" or their compounds:

Dear Grandma,

Last night we arrived at our guest house. For three hours we were on the boat from Wales to Ireland and John felt sick (1) ___ minute of it. The sea was quite rough and (2) ___ was sitting in the bar and having (3) ___ whisky to forget about the weather. I must say (4) ___ in the bar seemed to enjoy the weather. I asked Daddy, "Isn't there (5) ___ whisky for me?" But Daddy said: "If you drink whisky you will be sick." When I went on the desk (6) ___ told me to be careful because little girls often got changed into sea birds in a storm. I haven't talked to (7) ___ yet who does not tell me (8) ___ like that here. But Mother said (9) ___ was just trying to be nice.

V. Give short negative answers to the questions:

E.g. *What are you doing.* – **Nothing.**

1. Which of these two books have you read?
2. Who did you meet in the park last night?
3. Where have you been?
4. How many glasses did you break at the party?
5. Which glove of this pair has a hole?
6. How many letters did you get this morning?
7. Where did you two go last night?
8. Who brings you to your English lessons?

VI. Insert "some", "any" or their compounds where required:

1. If you need ___ more money, you must get ___ from the bank; there's hardly ___ in the house.
2. Did you go ___ last night?
3. You're expecting ___ to call, aren't you?
4. Are you expecting ___ else? If not, we'll go ___ for a drink.
5. What is the use of practising ___ more verbs?
6. Did you have ___ trouble with your car today? I heard you had ___ yesterday.

7. These aren't my books. Did I take ___ of yours by mistake?
8. Wouldn't you like ___ to drink? Have ___ sherry brandy.
9. Have you read ___ good books lately?
10. Didn't I give you ___ money yesterday? I feel certain I did.
11. I've had hardly ___ to eat today.
12. We need one more helper. Can you find ___ else?
13. Is there ___ for me to sit on?
14. It's been years since he has taken her to visit ___ but her children.
15. ___ who wants can come in and buy a car from me.
16. Take a good look and tell me if you see ___ different.
17. No one has control over ___ else's career.

VII. Put "this", "that", "these", "those" in the blanks:

1. Is ___ car over there American? – Yes, it's a Buerk.
2. The exhibition programme is here, under ___ newspaper.
3. I spoke to him ___ morning.
4. Tom, ___ is Mr and Mrs Blake.
5. In ___ days, there was no TV.
6. You're late. ___'s why we're waiting.
7. ___ is my car and ___ is John's.
8. ___ is Tom here. Is ___ you, Margaret?
9. \$500? It costs more than ___.
10. Tom's essays are better than ___ of the other boys.
11. I know you're busy and all ___, but could you help me with the car?
12. ___ boy wants tea and ___ one wants coffee.
13. What's all ___?
14. At ___ time my father was a miner.

VIII. Put in relative pronouns. Leave them out where possible:

1. "All ___ glisters is not gold," said Julia as she looked at the watches on the stand in the market.
2. "Everything ___ shines here is gold and silver," answered the stand owner. "Look! The silver chain ___ is right under your nose is something ___ will make you happy."
3. Sally Smiles, ___ cosmetics company has been in the news a great deal recently has resigned as director.
4. That energetic man ___ we met on holiday works for the EEC.
5. These are the photos ___ show my house.
6. The agency ___ we bought our tickets from is bankrupt.

7. She married Joe, ___ surprised everyone.
8. Bach is the greatest composer ___ has ever lived.
9. That's the reason ___ he dislikes me.
10. I still remember the summer ___ we had the big drought.
11. He wondered ___ Daintry would do now.
12. It was the first bed ___ she had ever slept in.
13. He tried on three jackets, none of ___ fitted him.
14. This is Mr Carter, ___ I was telling you about.
15. Tom has a lot of friends, many of ___ he was at school with.
16. She couldn't come to the party, ___ was a pity.

IX. Fill in "who", "what", "whose" or "which":

1. "___ had the scissors last?" – "John did."
2. "___ kind of shoes do you want to buy?" – "I want to buy boots."
3. "___ did the thief look like?" – "He was tall and thin."
4. "___ trousers are these?" – "They are John's."
5. "___ would you like for Christmas" – "I would like a bicycle."
6. "___ size shirt do you take?" – "I take a size sixteen."
7. "___ colour do you want?" – "I would like the blue one."
8. "___ won the race?" – "I think Nigel Mansel did."
9. "___ pop group do you like best?" – "I like The Dooleys best."
10. "___ is your favourite painting?" – "Guernica."
11. "___ house was broken into last week?" – "Bill's was."
12. "___ did you go to the cinema with last night?" – "I went with Sam."
13. "___ is your favourite book?" – "Jane Eyre."

UNIT 11. DETERMINERS

The following items will be examined:

- specific features of determiners as a lexico-grammatical class of words;
- classification of determiners according to the degree of specification;
- classification of determiners according to the position they occupy relative to one another;
- central determiners as the most important subclass of determiners;
- predeterminers and postdeterminers as quantifiers;
- combination of determiners with different subclasses of nouns;
- agreement of determiner + noun phrases with the verb;
- pronominal usage of determiners;
- set phrases with determiners.

You must use the following terms: *general, specific determiners, central determiners, predeterminers, postdeterminers, quantifiers, possessives, demonstratives.*

You must know:

- position of determiners relevant to one another;
- what determiners combine with what nouns;
- what determiners can be used pronominally;
- usage of determiners with an of-phrase;
- set phrases with determiners and their Russian equivalents.

The Unit consists of Part A – references and reading material; Part B – practical exercises; Part C – consolidation test on determiners.

Part A.

1. Read and learn.

Determiners

Determiners are words which specify the range of reference of a noun in various ways, e.g. by making it definite (*the boy*), indefinite (*a boy*), or by indicating quantity (*many boys*).

You use **specific determiners** when the person you're talking to will know which person or thing you're referring to. The specific determiners are:

- the definite article **the**;
- demonstratives **this, that**, etc.;
- possessives **my, your, his**, etc.

In English you do not use more than one specific determiner before a noun. Therefore you have to decide whether to say *my hat*, *this hat* or *the hat*.

You use **general determiners** when you're mentioning people or things for the first time, or talking about them generally without saying exactly which ones you mean. The general determiners are:

a	another	enough	little	neither
a few	any	every	many	no
a little	both	few	more	other
all	each	fewer	most	several
an	either	less	much	some

Most words used as determiners are also used as pronouns:

This is a very complex issue.

*There is enough for **all** of us.*

To use determiners correctly, we have to consider what determiners and nouns occur together. There are three classes of nouns relevant to the choice of determiners: they are **singular count** nouns (*bottle*), **plural count** nouns (*bottles*), and **mass** nouns (*pork and music*). Proper nouns normally take no determiners.

Determiners always precede the noun they determine, but they have different positions relative to one another. The most important category is that of **central determiners**, including articles. These may be preceded by **predeterminers** and/or followed by **postdeterminers**.

Central determiners

Possessives. There are seven of them and each one is associated with a particular personal pronoun: *my*, *your*, *his*, *her*, *its*, *our*, *their*. Possessives, like other determiners, come after a predeterminer, if there is one, and before any numbers or adjectives:

... all his letters

... their next message

... my little finger

... our two lifeboats.

English uses possessives with reference to parts of the body and personal belongings:

He stood at the door with his hat in his hand.

The definite article is, however, usual in prepositional phrases when not the subject's but other person's body or belongings are meant, or in passive constructions:

She took me by the hand.

The man must have been hit on the head.

The definite article not a possessive is used if the object of the verb is a reflexive pronoun such as *myself*, *yourself*:

Andrew laughed, hitting himself on the knee.

Own can be used after a possessive:

He is his own boss.

He cooks his own dinner.

Own can be used without a following noun:

I don't need your friend. I've got my own.

Note the structure **a ... of one's own**:

I'd like to have a car of my own.

Demonstratives. **This** is used for people and things which are physically close to the speaker, and for the situations tht one is in at the moment of speaking. **That** – which are more distant. **That** is used to talk about finished actions, situations. **This** is used to talk about things that are just going to happen:

That was nice.

This will be nice.

When used with words denoting periods of time **this** implies either that these periods include the moment of speaking, or that the moment of speaking belongs to a longer period of time, the one mentioned being just part of it.

When used with words *town*, *country*, *government* **this** implies *the town ... of the country in which the speaker lives or is staying at the moment of speaking*.

In an informal style, **this** and **that** are often used with adjectives and adverbs in the same way as **so**:

I didn't realize it was going to be that hot.

Some and **any** when they are stressed can be used as determiners with **singular count** nouns, instead of “**a**” or “**an**”. It happens when you want to

emphasize that you do not know the identity of a person or thing, or you think their identity is not important:

*There was some book or other on this topic published last year.
Any pen will do.*

In colloquial style **stressed some** means “**extraordinary**”:

That’s some car you have there.

Every and **each** are used to talk about all the members of a group of people or things. They both take a count singular noun and a singular verb. You use **each** when you’re thinking about the members as individuals, **every** when you’re making a general statement about all of them:

*Each applicant has five choices.
I agree with every word Peter says.*

You can modify **every** but not **each** with words such as *almost, nearly, practically, without*:

*Almost every chair is broken.
Not every chair is broken.*

You can use **every** to show how often something happens:

*There is a train every twenty minutes.
Take three pills every other day (через день).*

Each can be used when talking about two people or things, **every** only for numbers larger than two. They are not used in negative sentences.

Each can be used after the subject. It comes then after auxiliary verbs, and the verb “**to be**”:

*My sisters have each married businessmen.
The witnesses were each perfectly certain of what they said.*

Each can also come after an indirect object:

*She sent them each a present.
I bought the girls each an ice-cream.*

Each can be used pronominally, **every** can’t:

*Each brought a flower.
Every student brought a flower.*

Either is used to say that something is true about each of two people or things. It takes a singular noun and a singular verb:

In either case, Robert will never succeed.

Come on Tuesday or Wednesday. Either day is OK.

Either of + plural noun phrase can be followed by either a singular or a plural verb:

Either of these two dresses suit/suits you.

BUT: *Either dress suits you.*

In front of the words “**side**”, “**end**” it can have the same meaning as each:

There were trees on either side of the road.

You use **neither** to make a negative statement about two people or things:

Neither man spoke or moved.

Structurally it is used in the same way as either. You can use **not ... either (of)** instead of **neither of**. **Either** can also be used at the end of a negative sentence:

My sister can't drive and I can't either.

Both ... and is followed by plural verb. **Neither ... nor/either ... or** take either a singular or plural verb, depending on the subject which follows **or** or **nor**:

Either Mum or Dad is going to pick me up.

Predeterminers

Prederminers when combined with central determiners occur before them. **All, both, half** can occur only before articles, demonstratives or possessives, but they do not occur with the following “*quantitative*” determiners: **every, (n)either, each, some, any, no, enough**.

All, both, half have **of**-constructions, which are optional with nouns and obligatory with personal pronouns:

all (of) the meat

all of it

both (of) the students

both of them

half (of) the time

half of it

With a quantifier following, the **of**-construction is preferred:

... all of the many boys ...

Of is not with **half** when we are talking about measurements and quantities:

*My old home is about half a mile from there.
Half a dozen eggs and half a pound of butter please.*

The expression **one and a half** is followed by a plural noun:

I've been waiting for one and a half hours.

All three determiners can be used pronominally:

All/both/half passed their exams.

All and **both** can go after the subject of the sentence before a simple one-word verb; if there are auxiliaries after the first auxiliary; after the verb “**be**”:

*The students all (both) passed their exams.
The students were all hungry.
They may all have finished.*

All can go after a direct or indirect object if it's a personal pronoun:

*I've eaten them all.
Love to you all.*

In modern English **all** is used as a subject, object or complement of a sentence when followed by a relative clause. The two possible meanings of **all** in this case: “**everything**” and “**the only thing**”:

*All that I own is yours.
I'll give you all you want.
This is all I've got.*

It is not very common to use **all** as the subject of a negative verb. Instead of this, we more often use **not all** or **none (of)** as the subject:

*Not all English people like fish and chips.
None of the people present there supported him.*

None takes mostly a plural verb.

All and **every** have similar meanings, but take different forms of nouns and consequently verbs:

*All Mondays are horrible.
Every Monday is horrible.*

Whole and **all** are often used with the same meaning, but the word order is different: whole comes after determiners:

<i>all the time</i>	<i>the whole time</i>
<i>all my life</i>	<i>my whole life</i>
<i>all this confusion</i>	<i>this whole confusion</i>

We use **the whole** and **a whole** with singular countable nouns:

He ate the whole loaf.
He swallowed a whole banana.
The whole film was boring.

We do not use **the whole** with plurals or uncountables. (**not** “*the whole books/bread*”).

Some nouns combine only with **all**:

He spent all the money.
She’s 90 and she’s still got all her teeth.

Some nouns combine only with **whole**:

You must tell me the whole truth.
I’d like to know the whole history of the world.

Some nouns combine with **all** or **whole**:

I’ve waited all my life/my whole life for such a moment as this.

We also use **all** and **a/the whole** with time references: *all day, a/the whole night*. **Whole** is stronger than **all** and also combines with words like “hour” and “century”: *a/the whole hour, a/the whole century*. (**not** “*all the hour*”, “*all the century*”).

With plural nouns **whole** and **all** have different meanings. **Whole** means “complete, entire”; **all** has a similar meaning to “every”:

All Indian tribes suffered from white settlement in America.
(=Every Indian tribe ...)
Whole Indian tribes were killed off. (=Complete tribes were ...)

You use **such/so** and **what** in exclamations. **Exclamations** are words or sentences used to express admiration, surprise, etc. To form exclamatory sentences we can use **what** (a/an), **how**, **such**, **so** or a **negative question**.

– **so** + **adjective/adverb**:

This cake is so tasty!
He works so hard!

– **such + a/an (+ adjective) + singular countable noun:**

This is such an original design!

– **such (+ adjective) + uncountable/plural noun:**

You gave me such valuable information!

She's wearing such elegant clothes!

– **what + a/an (+ adjective) + singular countable noun:**

What a lovely view!

What an unusual pattern! What a day!

– **what (+ adjective) + uncountable/plural noun:**

What expensive furniture!

What comfortable shoes!

– **how + adjective/adverb:**

How clever he is! How well she behaved!

– **negative question (+ exclamation mark):**

Isn't she a graceful dancer!

Postdeterminers

Postdeterminers when combined with central determiners occur after them.

1) **(An)other** occur after such central determiners as “**a**”, “**the**”, “**every**”, “**some**”, “**no**”.

– **another** = additional, an extra one. It is used with singular countable nouns:

Would you like another cup of tea?

These apples are delicious. Can I have another (one)?

– **another + few/two, three etc. + noun:**

We're going to stay for another few days/another four days.

– **other/another** = different, besides this/these:

Have you got any other blouses in black?

I don't like this tie. Can you show me another one?

– **other/others**. When other is used with a noun, it has no plural form:

Where are the other files? (not “other file”)

BUT: *I've got some files here. Where are the others?*

The other (s) = the rest of the group.

Peter and Mary went for a walk. The others stayed at home.

Others can also be used to mean (the) other people:

Some people enjoy playing golf, others hate it.

– **each other** = one another:

We don't visit each other very often.

– **every other** = every second:

We go to the supermarket every other Friday.

– **the other day** = a few days ago:

Jack called me the other day; he said he was coming home the following week.

2) **Quantifiers** are words “like few”, “little”, “plenty of”. They show how many things or how much of something we are talking about. Some quantifiers combine with countable nouns; some with uncountable and some with both kinds:

A	B	C	D
+ plural countable	+ uncountable	+ plural countable + uncountable	+ singular countable
<i>both books</i>	<i>a bit of bread</i>	<i>some books</i> <i>some ink</i>	<i>each book</i>
<i>both</i>	<i>a (small) amount of</i>	<i>some (of the)</i>	<i>all (of) the</i>
<i>(a) few</i>	<i>A bit of</i>	<i>any (of the)</i>	<i>any/some (of the)</i>
<i>Fewer</i>	<i>A great deal of</i>	<i>enough</i>	<i>each</i>
<i>The fewest</i>	<i>A good deal of</i>	<i>a lot of/lots of</i>	<i>either</i>
<i>a/the majority of</i>	<i>(a) little</i>	<i>hardly any</i>	<i>every</i>
<i>(not) many</i>	<i>less</i>	<i>more/most (of the)</i>	<i>most of the</i>
<i>a minority of</i>	<i>the least</i>	<i>plenty of</i>	<i>neither</i>
<i>a number of/several</i>	<i>(not) much</i>	<i>no, none of the</i>	<i>no, none of the</i>

– **a lot of/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. **Of** is omitted when a lot/lots are not followed by a noun:

There were a lot of/lots of people at the concert.

There is a lot of/lots of yoghurt in the fridge.

Have you got many books? Yes, I've got a lot.

– **much** and **many** are normally used in interrogative and negative sentences. **Much** is used with uncountable nouns and **many** with plural countable nouns:

Is there much sugar in the cupboard?

There isn't much sugar in this cake.

Have you got many CDs? I haven't got many CDs.

– **how much** and **how many** are used in questions and negations:

How much + uncountable noun → amount

How many + countable noun → number:

How much money have you got? – Not much.

How many stamps do you need? – Six.

– **too many** is used with plural countable nouns. It has a negative meaning and shows that there is more of something than is wanted or needed:

You eat too many sweets. Your teeth will rot.

– **too much** is used with uncountable nouns. It has the same negative meaning as too many:

I've got too much work to do. I can't go out.

We use **most/some/any/many/much/(a) few/(a) little/several/one, two,** etc. + **of** when a noun follows, preceded by “this”, “that”, “these”, “those”, “a”, “the” or possessives:

Most of the people at the party were from work.

Most people like parties.

– **a few/few** are used with plural countable nouns (*flowers, letters, etc.*). **A few** means “not many, but enough”:

There are a few hotels in this town. You'll probably find a room to spend the night.

Few means “hardly any”, “almost none” and can be used with **very, so, too** for emphasis:

There are (very) few cupboards in the kitchen.

There's not enough room to store my plates and glasses.

– **a little/little** are used with uncountable nouns (*milk, time, etc.*). **A little** means “not much, but enough”:

There is a little petrol in the tank. It will get us to the next town.

Little means “hardly any”, “almost none” and can be used with **very, so, too** for emphasis:

There’s (very) little coffee left. We need to buy some more.

A few and **a little** are used after “only”, “just”, “quite”.

2. Read in the text-book by Kobrina and Korneyeva about the cardinals and ordinals, pp. 260 – 265, §§ 308 – 315.

Classification of Determiners

Predeterminers		Central determiners		Postdeterminers	
<i>all</i> <i>both</i> <i>half</i>	plural count or mass nouns plural count nouns singular or plural count nouns mass nouns	definite article: <i>the</i> possessives: <i>my, your,</i> etc. Wh- determiners: <i>whose,</i> <i>whoever,</i> <i>which</i> <i>(ever), what</i> <i>(ever)</i> stressed <i>some, any</i> <i>no</i>	singular or plural count nouns mass nouns	cardinal numerals: <i>one, two,</i> <i>three,</i> etc.	plural count nouns
<i>double,</i> <i>twice, three</i> <i>times</i>	singular and plural count nouns and mass nouns denoting amount, degree	zero article unstressed <i>some, any</i> <i>enough</i>	plural count nouns mass nouns	ordinal numerals: <i>first,</i> <i>second,</i> etc. general ordinals: <i>next, last,</i> <i>other,</i> <i>further,</i> <i>another</i>	count nouns singular count
<i>one-third</i> <i>two-fifths</i>		<i>this, that</i>	singular count nouns mass nouns	quantifiers: <i>many, (a)</i> <i>few, fewer,</i> <i>several</i> <i>much, (a)</i> <i>little</i> <i>more</i> <i>less</i>	plural count nouns mass nouns plural and mass nouns mass nouns

<i>what, such</i>	singular count nouns with the indefinite article plural count nouns without an article	indefinite article: <i>a(n)</i> <i>every</i> <i>each</i> <i>either</i> <i>neither</i>	singular count nouns		
		<i>these, those</i>	plural count nouns		
		<i>much</i>	mass nouns		

Part B. Practical Exercises.

Section 1. Central Determiners

*Ex. 1. Fill in the gaps with **each** or **every**:*

1. We have two cars and **each** of them is blue.
2. There were lots of sweets and she ate ___ one of them.
3. ___ of the two boxes has bottles inside.
4. The teacher gave one book to ___ student.
5. She gave ___ of the children an ice cream.
6. He is wearing a different colour sock on ___ foot.
7. I've got ___ book that author's ever written.
8. I have seen almost ___ episode of this programme.
9. Almost ___ t-shirt she owns has a designer label.
10. The Olympic Games are held ___ four years.
11. I eat an apple ___ day.
12. She bought ___ of her friends a souvenir from Paris.

*Ex. 2. Fill in: **every** or **each**:*

A: Four people live in our house. (1) **Each** of us has his own room and we take turns doing the housework and cooking. (2) ___ person has to cook an evening meal and keep the house clean and tidy for a week and (3) ___ Monday we change over.

B: It sounds OK, but does this system really work?

A: Well, most of the time it does OK, except when it's Mike's turn. (4) ___ time it's his turn to do the chores, he always finds an excuse. He gives a different one (5) ___ time but they're never very good.

B: Can't you do anything about it?

A: We've tried, but (6) ___ time we say something to him, he gets annoyed and thinks we're being unfair.

B: But he can't get away with it (7) ___ time. It's not fair on the rest of you. If (8) ___ of you made excuses like Mike, you would all be starving and living in a mess.

Ex. 3. Do Ex. 11, p. 183 in the text-book by I. Krylova.

Ex. 4. Do Ex. 23, p. 52 in the text-book by Y. A. Krutikov.

Ex. 5. Do Ex. 24, 25, pp. 52 – 54 in the text-book by Y. A. Krutikov.

Ex. 6. Do Ex. 26, pp. 52 – 54 in the text-book by Y. A. Krutikov.

Ex. 7. Do Ex. 27, pp. 52 – 54 in the text-book by Y. A. Krutikov.

*Ex. 8. Fill in **all, every, none, both, either** and **neither**:*

Assistant: Can I help you madam?

Customer: Yes, I'd like to try (1) **both** these skirts on please.

Assistant: Of course. This way please. [*A few minutes later*] Is (2) ___ of them any good?

Customer: No. I'm afraid (3) ___ of them are exactly what I'm looking for and they are (4) ___ too big.

Assistant: Would you like to try something else?

Customer: Yes, please. I'd really like something colourful. (5) ___ my clothes are dark and (6) ___ of them are very nice. I'm fed up with them. (7) ___ time I go shopping, I say I'll get something brighter and I never do.

Assistant: Let's have a look. (8) ___ our clothes are on offer at the moment and we have something for (9) ___ age, size and taste. I'm sure we'll find something for you.

*Ex. 9. Use **both ... and, either ... or, neither ... nor, or not only ... but** also to rewrite the sentences:*

1. Tracy and Stella watched the programme. – **Both Tracy and Stella watched the programme.**

2. Christine wants to go to university; so does John.

3. Clare hasn't been to America and her sisters haven't either.

4. The teachers thought the exam results were unfair and so did the students.

5. James will pick up the parcel, or else Paul will.

6. James and David are not conservative.

7. Mother wasn't born in January, neither was Father.
8. Cathy is going to the meeting, or else Andrea is.

Ex. 10. Fill in *all, every, none, both, either, neither*:

Sue: Have you decided where to go on holiday?

Mary: Not yet. I have a brochure but (1) ***all*** the hotels are so expensive. (2) ___ of them provide full-board and I want (3) ___ half-board or self-catering.

Sue: Why don't you rent a room? Two friends of mine did and they (4) ___ said it was cheap and enjoyable. In fact, (5) ___ of them spent much money.

Mary: Alright, let's have a look at some rooms in Spain and Greece. They (6) ___ look nice and I see that (7) ___ room has a sea-view. (8) ___ of the hotel rooms available has any view at all.

Sue: Right – so it's (9) ___ Spain or Greece.

Mary: Yes. (10) ___ of them look perfect.

Ex. 11. Supply *each* or *every* in the following sentences. Sometimes both are possible:

1. Nearly ***every*** home in the country has television.
2. Here is something for ___ of you.
3. Not ___ student is capable of learning English.
4. Our motoring organization will give you ___ assistance if you break down.
5. The admission ticket cost us £5 ___.
6. They seem to be repairing ___ road in the country.
7. ___ road is clearly signposted.
8. There's a fire extinguisher on ___ floor in the building.
9. ___ floor in the building has its own fire extinguisher.
10. They are ___ fortunate to have such a good start in life.
11. They both did well and they will ___ receive prizes.
12. You've been given ___ opportunity to do well in this company.
13. I've phoned him twice, but he's been out on ___ occasion.
14. I've been phoning him all week, but he's been out on ___ occasion.

Section 2. Predeterminers

Ex. 1. Rewrite these sentences using either *all* or *whole*:

1. I'm losing my hair. – ***I'm losing all my hair.***
2. He explained the situation to me.
3. The money was spent.

4. You didn't tell me the truth.
5. I heard the story.
6. It will take a century to clean up the atmosphere.

Ex. 2. Do Ex. 30, p. 54 in the text-book by Y. A. Krutikov.

*Ex. 3. Use **all**, **everyone**, or **everything** in these sentences:*

1. When the famous actress appeared, **everyone** wanted to speak to her.
2. ___ I invited came to my party.
3. I'm not buying anything. ___ is too expensive.
4. ___ those who know me can be sure I'm telling the truth.
5. ___ of us felt that it had been a wonderful experience.
6. ___ stood up when the President came into the room.
7. ___ talked about the elections, but I'm not sure they ___ voted.
8. ___ in the building was destroyed in the fire. Some of the objects were priceless.
9. I wouldn't help you for ___ the tea in China.
10. How much do you want for ___ in the shop?

Ex. 4. Do Ex. 3.9, p. 21 in Cassel's text-book.

*Ex. 5. Put in **each**, **every**, **everyone**, **everything**, **all** or **whole** :*

JIM MEETS JAMES

I've just heard the (1) **whole** story of the Lewis twins from Ohio, who were adopted by different families at birth and who met each other for the first time at the age of 39. (2) ___ wanted to know if they had anything in common. They had! They had (3) ___ married a woman called Linda. (4) ___ of them had been divorced and married another woman called Betty. The couples who adopted them had (5) ___ called them "Jim". Many similar things happened to them (6) ___ their lives. The (7) ___ list is endless. Almost (8) ___ experience they had had was the same: there were exact parallels for (9) ___ they had ever done. As Jim said when he first met James, "It wasn't like meeting a stranger!"

Ex. 6. Choose the correct answer:

1. "How many brothers do you have?" – "Two, and (C) of them are older than me."

- A. either B. all C. both

2. "There were a lot of people at the party." – "I know. But ___ of them were strangers to me."

- A. all B. neither C. either

3. "Mum, did you wash my blue shirt?" – "Well, I washed two shirts, but ___ of them was blue,"

- A. both B. neither C. either

4. "You can't be lonely. You have lots of friends." – "Yes, but ___ of them can come to visit today."

- A. none B. all C. both

5. "Have you seen any *James Bond* films?" – "I've seen two. ___ of them were very good."

- A. Either B. Both C. All

6. "Why didn't you buy anything?" – "Because ___ of those clothes were very nice."

- A. both B. either C. none

7. "Both of those dresses are beautiful." – "Yes, but I don't think ___ of them will fit me."

- A. either B. neither C. all

8. "You have lots of CDs, don't you?" – "Yes, and ___ of them are in my room."

- A. none B. all C. both

9. "Did you read both of those books?" – "Yes, but I didn't enjoy ___ of them."

- A. neither B. all C. either

10. "Did you watch a comedy last night?" – "No. We watched two films, but ___ of them were comedies."

- A. either B. neither C. both

11. "Do you have many pen-friends?" – "Yes, and ___ of them live abroad."

- A. all B. either C. none

Section 3. Postdeterminers. Quantifiers

Ex. 1. Fill in *another*, (*the*) *other(s)*, *each other* or *every other*:

1. Can I have ***another*** cup of coffee, please?
2. This book is mine and ___ are Dave's
3. Frank and Barbara have had an argument. They aren't talking to ___ today.
4. This magazine comes out ___ week.
5. That watch is gold; ___ are silver.
6. You have ___ two days to register for the course.
7. Some people work during the day, ___ work at night.

8. We usually help ___ with our homework.
9. I have my hair cut ___ month.
10. Would you like ___ biscuit?
11. Brothers and sisters look after ___.
12. Jack works the night shift ___ week.
13. I saw Mark ___ day. He looked well.
14. That cake was lovely. Can I have ___ piece?
15. "Where are ___ children?" – "Outside."
16. Are there any ___ questions before we go?

Ex. 2. Supply *another, other, the next, the other, the others and others*:

1. John came to see me *the other* day. It was last Friday, I think.
2. I met two strangers on the way to work. One of them greeted me and ___ didn't.
3. Some people like to have the windows open all the time; ___ don't.
4. I can't see him today. I'll have to see him ___ day.
5. We spent the night in a small village and continued our journey ___ day.
6. Bill and ___ boys are playing in the yard. Jane and girls are in the front room.
7. There must be ___ road that leads to the city centre.
8. There must be ___ roads that lead to the city centre.
9. I can't let you have any of these plants, but you can have all ___.

Ex. 3. Fill in *another, (the) other(s), each other or every other*:

1. My sister has *another* two years to go before she finishes her university course.
2. Mr and Mrs White are arriving this evening but ___ guests won't be here until tomorrow.
3. Now that John is working in Newcastle we don't to see ___ very often.
4. I don't have time to read a newspaper every day, so I buy one ___ day.
5. Two new students started today. One is Jane Lloyd and ___ is Ruth Howard.
6. I've got one of the five books I ordered but ___ haven't arrived yet.
7. In ___ five years I'll be running my own business.
8. Even though Clare and Frances see ___ at school every day, they still spend half an hour talking to ___ on the phone every evening.
9. One of the most environmentally-friendly means of transport is the bicycle; ___ are the train and the tram.
10. Only two students passed the exam. All ___ failed.
11. Some people liked the film while ___ were shocked by it.

Ex. 4. Choose the right word in brackets:

1. We have imported **fewer** videos this year than last year. (*fewer/less*)
2. There has been ___ demand for videos this year than last year. (*fewer/less*)
3. ___ vehicles have just been recalled because of a design fault. (*a lot of/much*)
4. ___ effort has been put into this project. (*a lot of/many*)
5. There isn't ___ hope of finding the wreck. (*much/many*)
6. There aren't ___ dictionaries that can compare with this one. (*much/many*)
7. ___ book was written by someone else. (*most/most of the*)
8. ___ magazines carry advertisements. (*most/most of*)
9. ___ metal is liable to rust. (*most/most of*)
10. I'd like ___ milk in this coffee, please. (*a few/a little*)
11. This room needs ___ pictures to brighten it up. (*a few/a little*)
12. ___ business have gone bankrupt this year. (*a good deal of/several*)
13. There aren't ___ chocolates left! (*any/some*)
14. There isn't ___ time to waste. (*any/some*)
15. We've had ___ trouble with this machine already. (*enough/hardly any*)
16. There have been ___ accidents on this corner this year. (*a good deal of/hardly any*)
17. We can't accept the estimates. ___ estimate is low enough. (*either/neither*)
18. ___ examples prove that I am right. (*both/neither*)
19. There have been ___ changes in the new edition. (*no/any*)
20. There has been ___ change in the new edition. (*no/any*)

Ex. 5. Supply **much**, **many** or **a lot of** in these sentences:

1. I know old Mr Higgins has **a lot of** money.
2. Is there ___ demand for silk stockings?
3. There isn't ___ space in this flat.
4. There aren't ___ portraits of Shakespeare.
5. I must say, you have ___ books.
6. Will there be ___ guests at your party?

Ex. 6. Supply **much** or **many** in these sentences:

1. **Much** depends on the outcome of the inquiry.
2. Don't be discouraged! ___ have failed to run the marathon.

3. You can have as ___ of this material as you like.
4. Take as ___ of these tiles as you want.
5. He has lived here for ___ of his life.
6. We have occupied the same house for ___ years.
7. Not ___ happens around here when the tourists leave.
8. Not ___ doctors are prepared to visit patients in their own homes.

Ex. 7. Supply *few, a few, little or a little* in these sentences:

1. There are very *few* scholarships for students in this university.
2. I'm sorry, but I'm going to have to ask you for ___ more time to pay this bill.
3. If you don't hurry we'll miss our train. There's ___ time to spare.
4. It's a difficult text. I've had to look up quite ___ words in the dictionary.
5. I can't spare any of these catalogues. There are only ___ left.
6. I can't let you use much of this perfume. There's only ___ in the bottle.
7. There are ___ who know about this, so keep it to yourself.
8. If what you say is true, there is ___ we can do about it.

Ex. 8. Complete the sentences with *a few, (very) few, a little or (very) little*:

1. He has **a few** enemies already because he has **little** praise for any of his colleagues.
2. I eat ___ fatty foods these days as I'm trying to lose ___ weight.
3. Desert areas receive ___ rain. That's why ___ animals can live there.
4. He feels ___ depressed because he has had quite ___ problems lately.
5. ___ people realise what a nice person he is as he has ___ to say to anyone.
However, after spending ___ time with him, I got to know him quite well.
6. Henry puts ___ money aside each month so he can buy himself ___ luxuries every now and then.
7. I met ___ friends in town so we went to "Rozzies's" and had ___ cups of coffee and ___ chat.
8. We've experienced ___ storms here over the winter but, fortunately, they caused ___ damage.
9. Mary's had ___ experience in this matter so she should be able to give you ___ hints on what to do.
10. Would you like ___ sugar in your coffee? And, please, have ___ biscuits, too.

Ex. 9. *Underline the correct item:*

1. I have a lot of record, but very few/little/very little CDs.
2. We have *very little/very few/few* spaghetti, so I can't make spaghetti Bolognese.
3. I'm tired. I didn't get *many/much/few* sleep last night.
4. I've made *many/much/a lot of* notes, but I haven't written my essay yet.
5. This coffee is bitter. It needs *a few/a little/little* more sugar.
6. I have invited *a few/a lot of/ much* people to the party. I hope there will be room for them all.
7. I don't have *many/much/few* time at the moment. I'll talk to you later.
8. I have had *a few/very few/very little* success in my search for a job.
9. There are *much/a lot of/ a little* reasons why he should go to university.
10. I'd love to come to the beach. I just need *a few/a little/many* minutes to get ready.
11. There are *much/little/few* people who are as hardworking as James.
12. I have *little/a little/a few* work to do before I can leave.
13. I made *a lot/a little/a few* biscuits this morning. Would you like to try one?
14. There weren't *few/much/many* people in town today. It was very quiet.
15. There is *a little/little/a few* chance of his getting the job. He has no experience.

Ex. 10. *Underline the expressions which can be used:*

1. I have *several, many, a few, a little, too much* homework to do.
2. James did *a couple of, much, no* exercises in the morning.
3. They didn't have *much, several, a lot of, any, many* luck this season.
4. Let's plant *one, a little, a few, lots of, some* trees.
5. Read one, both, each, a couple of, every page.
6. She eats *a number of, a great deal of, most, no, each* meat.
7. You'll need *a few, a couple of, much, many, a little* tomatoes.
8. She has visited *whole, every, a number of, most, a great deal of* countries in Europe.
9. I have got *a few, several, plenty of, no, a little* time.
10. He wants to earn *some, each, a few, lots of, a great deal of* money.
11. They put *a great deal of, a few, many, a lot of* effort into the project.
12. This car uses *many, a large quantity of, much, a lot of* petrol.
13. Much, Many, A large number of, Every people disagree with his decision.

Ex. 11. *Underline the correct item:*

How (1) many/much centuries ago were people walking around on the earth? What would they think about modern life? There must be thousands of things they would find strange. (2) *Much/A lot of* aspects of life have changed greatly. For example, there are (3) *many/much fewer* green areas than in those days and the (4) *numbers/number of* animals is (5) *many/much* smaller too. Also what about the thousands of modern appliances we use? What would they find most confusing, a television or a camera? A refrigerator or a washing machine? There are (6) *plenty of/a large amount of* unusual things! What would people from the past have thought about various means of modern transport, such as cars, trains, ships and aeroplanes? There were (7) *many/much* centuries between the invention of the wheel and the birth of the modern motor engine. Could people have imagined then that man would one day fly? What about space travel? Even within the first half of this century, rockets existed only in the realms of science fiction. Perhaps from the (8) *numbers/number of* our modern inventions there is one which people from the past would have appreciated greatly and would have benefitted from – modern medicine. Of course, (9) *a lot of/a lot* human inventions would probably horrify people from the past. What would they think about nuclear bombs and guns? We have created so (10) *many/much* weapons! And with all the new technology we have, wouldn't they find it (11) *a few/a bit* strange that we still wear animal skins like leather as clothes? If we look at our lives from their point of view, (12) *the most/most* things seem odd. But how would we find life if we went back to the past and had to live without all our modern inventions and technology?

Ex. 12. *Fill in the correct words from the list below to complete the sentences:*

a few, none of, any, half of, all of, each, much, most

1. **Most** teachers have a lot of patience although there are **a few** who are quite intolerant.

2. At the airport they weighed ___ suitcase separately.

3. Can you lend me 10p? I haven't got ___ money.

4. ___ children like ice-cream and chocolate but, strangely enough, ___ the children in our family ever eat either of them.

5. Only ___ the food was eaten; the rest was thrown away.

6. The class was really pleased because ___ them passed the exam; not one of them failed.

7. There isn't ___ work to do today, so we can go home early.

Ex. 13. Fill in the blanks with one of the words from the list below:

any, enough, few (of), hardly anything, many, no, plenty of, some, much, very little

Having been invited to a friend's wedding I decided to buy a new outfit. I had (1) *plenty of* dresses already, but (2) ___ them were suitable for such an occasion. I chose my favourite shop and looked at the selection, but there was (3) ___ to choose from. Fortunately, an assistant approached me and offered to give me (4) ___ help. I told her I had (5) ___ time because the wedding was the next day. She told me I'd come to the right place as very (6) ___ shops offered such a personal service. She showed me a cream suit but it wasn't long (7) ___. Another outfit had too (8) ___ frills for my taste. Finally, she picked out a dress that had (9) ___ style. As I admired my reflection, the assistant told me that very (10) ___ people looked as good in pink as I did. Satisfied, I decided to buy the dress but realised I didn't have (11) ___ money with me. Fortunately, there was (12) ___ problem as they accepted credit cards. I left, only to return five minutes later, when I realised I had (13) ___ matching hat to wear.

Ex. 14. Put in a little, a lot of, a few, few, fewer, many or much:

DON'T CALL US, WE'LL CALL YOU!

Two years ago I moved to a new neighbourhood. There seemed to be very (1) *few* people in this area who are without telephones, so I expected to get a new phone quickly. I applied for one as soon as I moved into my new house. "We aren't supplying (2) ___ new phones in your area," an engineer told me. "(3) ___ people want new phones at the moment and the company is employing (4) ___ engineers than last year so as to save money. A new phone won't cost you (5) ___ money, but it will take (6) ___ time. We can't do anything for you before December." You need (7) ___ patience if you're waiting for a new phone and you need (8) ___ friends whose phones you can use as well. Fortunately, I had both. December came and went, but there was no sign of a phone. I went to the company's local office to protest. "They told me I'd have a phone by December," I protested. "Which year?" the assistant asked.

Part C. Consolidation Test on Determiners.

I. Complete these sentences by putting the determiner in the right place:

1. I'll lend you new bike if you like. (*my*)
2. Children have left school now. (*both*)
3. Could you carry bag for me? (*this*)
4. I'd like to buy brown shoes, please. (*those*)

5. I'm afraid I haven't got money left. (*much*)
6. People enjoy going to the theatre. (*most*)
7. You can buy soap at supermarket. (*any*)
8. I sent them presents. (*all*)
9. We are hungry. (*all*)
10. The men looked French. (*both*)
11. She plays the piano and sings. (*both*)
12. My work is boring. (*half*)
13. You can come with us now or walk home. (*either*)
14. Car is exactly what I want. (*neither*)
15. Have you finished that glass of milk? There's more in the fridge if you'd like. (*another*)

II. Rewrite the following sentences using “all/all of”, “most/most of”, “no/none of”:

1. The children were all fast asleep.
2. The children were nearly all fast asleep.
3. Nearly all the students passed the exam.
4. All my friends came to the party.
5. The clothes were all very expensive.
6. Nearly all the seats were booked.
7. The ice-cream was nearly all finished.
8. We didn't get any letters today.
9. He hasn't any friends.
10. The garden was nearly all full of weeds.
11. I haven't any free time this week.
12. They didn't come to my party.
13. There isn't any milk in the fridge.
14. None of my friends live outside London.
15. They close shops on Sundays.

III. Choose the correct form of the verb in brackets to complete these sentences:

1. Both my brothers ___ (*live/lives*) in London.
2. Neither of his parents ___ (*is/are*) alive.
3. Neither John nor Mary ___ (*was/were*) at home.
4. We both ___ (*likes/like*) football, but neither of us ___ (*likes/like*) tennis.
5. Both Peter and Michael ___ (*comes/come*) here quite often but neither of them ___ (*gives/give*) us much help.

6. Both of us ___ (*has/have*) been to Paris but neither of us ___ (*has/have*) been to Rome.

7. None of the circles ___ (*is/are*) green.

8. Here are two books: either ___ (*is/are*) perfectly suitable.

IV. Complete the sentences about the cities, choosing suitable phrases from the table below:

All		is
Neither	of them	are
Both		
None		

Example: Birmingham and Manchester:

Both of them are in Britain.

Neither of them is in Asia.

1. Valencia and Hiroshima: ___ a capital city.

2. Hong Kong, Singapore and Peking: ___ in Asia. ___ in Europe.

3. San Francisco, Bangkok and Canberra: ___ in Europe.

4. Bangkok, Tokyo and Athens: ___ capital cities. ___ in America.

5. Marseilles and Lyons: ___ in France. ___ the capital of France.

V. Complete these sentences using the determiners given in brackets:

1. She speaks ___ English but she doesn't speak ___ French.

(*a lot of/much/many*)

2. He didn't sell very ___ books. That's why he never made ___ money.

(*many/much/few*)

3. I can't do much I'm afraid. I have ___ time. (*few/little*)

4. He's an expert on languages but he knows ___ about mathematics.

(*very few/very little/many*)

5. Could you give me ___ help? (*a little/a few*)

6. Very ___ people could manage to live on so ___ money.

(*few/little/many*)

7. There weren't ___ trains to Glasgow, but there were ___ buses.

(*plenty of/many/much*)

8. There's ___ work to do, so we haven't ___ time to spare.

(*a lot of/much/many*)

9. If you can spare me ___ time, I'd like to make ___ suggestions.

(*a few/a little*)

10. He spends so ___ time playing football that he has ___ time for anything else. (*little/much/few*)

11. There are ___ cars in the city centre at rush hours, but very ___ late at night. (*few/lots of*)
12. There are ___ of chocolate biscuits. Would you like another one? (*some/a few/plenty*)
13. I have ___ books with me. I've read most of them, but I haven't read ___ one. (*a few/any/plenty; another/any/every*)
14. He gave ___ of the children a small gift. (*any/every/each*)
15. You can ask the doctor if you want ___ advice. (*any/every/another*)
16. I wanted ___ pound of meat but there wasn't ___ left. (*another/other/each; any/other/some*)
17. We hadn't ___ oil left, but ___ people lent us some. (*any/some; another/other*)
18. I'd like to ask you for ___ advice. (*another/any/some*)
19. I see Jack at work almost ___ day. (*any/each/every*)
20. There was a prize for ___ one of the competitors. (*any/every/some*)

VI. Put in "all" or "every":

When Mr White has told the children about their holiday plans, John says, "People say that in Ireland (1) ___ boys are called Paddy. (2) ___ men drink whisky out of tea-cups. (3) ___ fifteen minutes it rains for a quarter of an hour. (4) ___ schoolboys drink a glass of beer a day. (5) ___ girls are called Bridgett. (6) ___ man over twenty wears glasses. (7) ___ women smoke pipes. (8) ___ the time people are telling about ghosts. (9) ___ summer people talk of the bad winter they are expecting. (10) ___ Paddy wants a pony. Mr White only says, "Wait and see, John. Things may be quite different when you get there."

VII. Write an expression with "whole" or "all" for each item. Sometimes both are possible:

Examples: *a football team – a whole football team*
the flowers – all the flowers

- | | | |
|-------------------|------------------------|---------------------|
| 1. a family | 6. the islands | 11. the road system |
| 2. the children | 7. the country | 12. the traffic |
| 3. the vegetables | 8. the political party | 13. Asia |
| 4. the luggage | 9. the meat | 14. a class |
| 5. a century | 10. the money | 15. a week |

VIII. Put in "the", "a/an" or no article:

Do you see (1) ___ man standing near (2) ___ door? He works as (3) ___ assistant in (4) ___ same shop as I do. Well, I saw him the other day, and he was

driving (5) ___ big red Porsche. And do you see (6) ___ expensive cloths he's wearing? Where does he get (7) ___ money to pay for it all? (8) ___ month ago he hadn't get (9) ___ penny. I told you about (10) ___ burglary that we had at (11) ___ shop, didn't I? Do you think I should go to (12) ___ police?

IX. Supply "a/an", "the" where necessary:

1. I'm going to bed. I've got ___ headache.
2. I was awake all night with ___ toothache.
3. I think Gilligan's got ___ flu.
4. The children are in bed with ___ mumps.
5. She works as a cook in ___ prison.
6. When Juliet was studying at ___ school, she broke her leg and had to stay in ___ bed for two weeks.
7. I found chewing gum in ___ bed again.

X. Put in "a/an", "the" or "-":

I travel all over (1) ___ world on business and my neighbour thinks my life is one long holiday. You know what (2) ___ business travel is like: up at (3) ___ dawn to catch (4) ___ plane; (5) ___ breakfast in (6) ___ London, (7) ___ lunch in (8) ___ New York, (9) ___ luggage in (10) ___ Bermudas. When you're in (11) ___ sky, you see only snow in (12) ___ Arctic or (13) ___ Greenland. You have glimpses of (14) ___ Andes or (15) ___ Pacific. You're always exhausted. Your wife or huband complains you're never there to take (16) ___ children to (17) ___ school or put them to (18) ___ bed. When you get home, your neighbour says, "Another nice holiday, eh? Give me Home Sweet any day!"

UNIT 12. THE ARTICLE

The following items will be examined:

- use of **a/an** to talk about things and people in general;
- use of **a/an** to describe people after “be” and “have”;
- use of **a/an** in front of proper names;
- use of **a/an** for price, distance and frequency;
- use of **a/an** with reference to illness;
- difference between **a/an** and **one**;
- use of **the** to talk about something specific;
- use of **the** with proper names;
- use of **the** with nouns denoting time periods, historical events, musical instruments and dances;
- use of **the** with superlatives and ordinals;
- basic usage of the zero article;
- zero article with proper names and titles;
- zero article for parts of the day, meals, languages, days, months, etc.
- zero article with some countable nouns denoting places, when we refer to their normal purpose.

You must use the following terms: *the definite article, the indefinite article, the zero article, countable nouns, uncountable nouns, general reference, specific reference, common noun, proper nouns.*

You must know how:

- to differentiate between general and specific reference;
- to differentiate between **a/an** and **one**;
- to use the definite article;
- to use the indefinite article;
- to use the zero article.

The Unit consists of Part A – references and reading material; Part B – practical exercises; Part C – integrated test.

Part A.

1. Read and learn.

The Indefinite Articles A/An – One/Ones

A/An

We use **a/an**:

- with singular countable nouns when we talk about them in general

*I want to buy **a** dress (any dress)*

- with the verbs **to be** and **have (got)**

*Mary **has (got)** a dog. It's a German Shepherd.*

- before **Mr/Mrs/Miss/Ms** when we refer to an unknown person

***A Mrs Jones** called you this morning.
(A person that we don't know.)*

- to show: a) price in relation to weight (*two pounds **a** kilo*), b) distance in relation to speed (*80 km **an** hour*) and c) frequency (*twice **a** week*).

We do **not** use **a/an**:

- with uncountable nouns or plural countable nouns. We use **some** instead of **a/an**.

*We need **some** milk and **some** flour.
They bought **some** flowers.*

- before an adjective if it is not followed by a noun.

*This ring is **expensive**.*

BUT: *This is **an expensive** ring.*

We can use **a/an** in front of proper nouns (names spelt with a capital letter) for:

- members of a family: *He's **a** Forsyte.* (= a member of the Forsyte family)
- literature and art: *It's **a** Dickens novel. It's **a** Brecht play.* Sometimes we can use the name on its own. We can say *It's **a** Rembrandt painting* or *It's **a** Rembrandt.*

We always use **a/an** with these illnesses: ***a** cold, **a** headache, **a** sore throat.*

We can use or omit **a/an** with these: *catch (**a**) cold, have (**a/an**) backache/earache/stomach-ache/toothache.*

We use **no article at all** with these names of illnesses: *measles, mumps, shingles.*

We use **no article** with these: *(high) blood pressure, flu, gout, hepatitis.*

A(n)/One

We use **a/an** to refer to an unspecified thing with the meaning “any one”. We use **one** when we are counting, to put emphasis on number:

*He bought **a** tie. (We are not talking about a specific tie.)*
*He bought **one** tie. (He didn't buy two ties.)*

We use **one** with the words *day, week, month, year, winter, morning, night*, etc. or with a specific day or month to say when something happened, usually in narration:

***One summer**, the family decided to go to Tahiti.*
***One Tuesday**, Kate was walking home from work.*

We can use *one day* to refer to the future:

***One day**, you will regret this.*

We use **one** or **one of ...** when we mean one person/thing out of many. It usually contrasts with **another/other(s)**:

***One** bus was full, but **the others** were empty.*
***One of** my colleagues is from Italy.*

We use **a/an** or **one** with no difference in meaning when counting or measuring distance, weight, time, etc.:

*I paid **a/one** hundred pounds for this bracelet.*
*We bought **a/one** carton of milk.*
*They spent **a/one** month cruising down the Nile.*

One/Ones

We use **one** in the singular and **ones** in the plural to avoid repeating the noun when it is clear what we mean:

*My house is the **one** with the red front door.*

We use **a/an** with **one** when there is an adjective before **one**:

*I want to buy a jacket. I want **a leather one**.*

BUT: *I want to buy a jacket. I want **one** with a fur collar.*

We use **one/ones** with **this/that**:

*I don't like this pair of shoes, but I like **that one**.*

We use **which one(s)** in questions:

*I like the yellow blouse best. **Which one** do you like?*

The Definite Article *The*

We use **the**:

– with nouns when we are talking about something specific, that is, when the noun is mentioned for a second time or is already known. In other words, when we can answer the question “*Who?*” or “*Which?*”:

*I bought a shirt and a dress. **The** dress is blue and **the** shirt is green.*

– with nouns which are unique:

***the** sun, **the** Eiffel Tower*

– with the names of cinemas (***the** Rex*), hotels (***the** Carlton*), theatres (***the** Globe*), museums (***the** British Museum*), newspapers/magazines (***the** Times* but: *Time magazine*), ships (***the** Mary Rose*), organisations (***the** EU*), galleries (***the** Tate Gallery*), public bodies (***the** Army, **the** Police*), political parties (***the** Tories*).

– with the names of rivers (***the** Nile*), seas (***the** Caspian Sea*), groups of islands (***the** Canary Islands*), mountain ranges (***the** Alps*), deserts (***the** Sahara Desert*), oceans (***the** Atlantic*), canals (***the** Panama Canal*), countries when they include words such as *state, Kingdom, republic*, etc. (***the** United Kingdom*) and names or nouns with “*of*” (***the** Leaning Tower of Pisa*).

NOTE: ***the** equator, **the** North/South Pole, **the** north of England, **the** south/west/north/east.*

– with the names of musical instruments and dances when they are used generically: ***the** piano, **the** tango.*

– with the names of families (***the** Windsors*), and nationalities ending in “*-sh*”, “*-ch*” or “*-ese*” (***the** French, **the** Scottish, **the** Japanese*, etc.). Other plural nationalities are used with or without the (*the Americans, the Greeks*, etc.).

– with titles (***the** King, **the** Prince of Wales, **the** President*). BUT: The is omitted before titles with proper names: *Queen Victoria*.

– with adjectives/adverbs in the superlative form:

*He’s **the most respected** man in the firm.*

BUT: When *most* is followed by a noun, it does not take *the*:

***Most** children like cartoons.*

– with the words *morning, afternoon, evening* and *night* when they are used with preposition **in**:

We eat dinner in the evening.

BUT: at night, at noon, at midnight, by day/night, at 4 o'clock, etc.

– with the words *only, last, first* (used as adjectives):

*He was **the first** person to arrive.*

We can use **a/an** or **the** before singular countable nouns to refer to *a group of people, animals or things*:

***A/The** tiger lives in the jungle. (We mean all tigers.)*

The word **man** is an exception:

*Man is mortal. (not: **the man**).*

We omit **a/an** or **the** before a noun in the plural when it represents a group:

*Tigers are dangerous. (not: **The tigers** are dangerous.)*

We use the **zero article**:

– with uncountable and plural countable nouns when talking about something in general, that is, when we cannot answer the question “Who?” or “Which?”:

***Fish** live in water.*

– with proper nouns:

***Mark** lives in **Brighton**.*

– with the names of sports, games, activities, days, months, celebrations, colours, drinks, meals and languages (when they are not followed by the word “language”):

*I often play **chess**.*

*We speak **German**.*

BUT: ***The German language** is difficult to learn.*

– with the names of countries (*Italy*, BUT: **the Netherlands, the Lebanon, the Sudan, the Vatican City**), cities (*Paris*), streets (**Oxford Street**, BUT: **the High Street, the Strand, the Mall, the London road, the A19, the M6 motorway**), squares (*Trafalgar Square*), bridges (*Tower Bridge* BUT: **the Bridge of Sighs, the Humber Bridge**), parks (*Hyde Park*), railway stations (*Victoria Station*), mountains (*Ben Nevis*), individual islands (*Tahiti*), lakes (*Lake Geneva*), continents (*Africa*).

– with possessive adjectives:

*That is **my** car.*

– with two-word names when the first word is the name of a person or place: *Gatwick Airport, Windsor Castle* BUT: **the** *White House* (because “*White*” is not the name of a person or place).

– with names of pubs, restaurants, shops, banks and hotels named after the people who started them and end in **-s** or **-‘s**: *Lloyds Bank, Harrods, Dave’s Pub* BUT: **the** *Red Lion* (pub) (because ‘Red’ is not the name of a person or place).

– with the words *bed, church, college, court, hospital, prison, school, university* when we refer to the purpose for which they exist:

*Sarah went to **school**. (She is a student.)*

BUT: *Her father went to **the** school to see her teacher yesterday. (He went to the school as a visitor.)*

– with the word **work** (= place of work):

*He is at **work**.*

– with the words *home, Father/Mother* when we talk about our own home/parents:

***Father** is at **home**.*

– with *by + means of transport*: by bus/car/train/plane, etc.:

*She travelled **by bus**.*

BUT: *She left **on the 8 o’clock bus** this morning.*

– with the names of illnesses:

*He’s got **malaria**.*

BUT: *flu/the flu, measles/the measles, mumps/the mumps.*

Part B. Practical Exercises.

Ex. 1. Fill in a, an, one or ones:

1. I’m making **a** sandwich. Would you like ___?
2. There was only ___ sandwich left. All the others had been eaten.
3. We saw ___ giraffe and ___ alligator at the zoo.
4. These biscuits are nicer than the ___ I normally buy.
5. She paid ___ thousand pounds for her car.
6. ___ day, I will buy a house of my own.
7. I’d love ___ car like that ___ over there.
8. ___ of my brothers is ___ policeman.
9. I’m looking for ___ dress. I’d like a blue ___.

10. I heard ___ amusing joke yesterday.
11. I like these three pairs of trousers. Which ___ do you like best?
12. Simon enjoys swimming. He goes to his local pool three times ___ week.
13. I'm tired. I need ___ rest.
14. ___ Mr Green came to see you. He's waiting in your office.
15. We had ___ exciting holiday. It was better than the ___ we had last year.

Ex. 2. Supply *a/an* or *one* in these sentences. Note where you can use either *a/an* or *one*:

1. I need **a** picture-hook to hang this picture.
2. Did you say you wanted ___ picture-hook or two?
3. ___ nail won't be enough for this job. I need several.
4. You should use ___ hammer to drive in those nails.
5. How many orange juices did you say? – Just ___ orange juice, please.
6. You should get out into the fresh air on ___ day like this!
7. ___ day, many years later, I learnt the truth.
8. I was out walking late ___ evening when I saw ___ strange object in the sky.
9. He says he's going to be ___ millionaire ___ day.
10. There were over ___ hundred people at the party.
11. Have you ever seen ___ silent movie?
12. I've only ever seen ___ silent movie.

Ex. 3. Write complete answers to these questions:

1. How much are these apples? (90 p/kilo) – **They're 90 p a kilo.**
2. How often do you take these pills. (once/day)
3. What speed are we doing? (100 km/hour)
4. How many miles a gallon do you do? (45 miles/gallon)
5. How often is the rubbish collected? (twice/week)
6. How much does olive oil cost? (£3/litre)

Ex. 4. Supply *a/an* where necessary. Note where you can use *a/an* or *zero* (–):

1. I'm going to bed. I've got **a** headache.
2. I was awake all night with ___ toothache.
3. I think Gillian's got ___ flu.
4. The children are in bed with ___ mumps.
5. Mind you don't catch ___ cold.
6. ___ measles can be very unpleasant.
7. Don't come near me. I've got ___ sore throat.

8. I think I've got ___ cold!
9. I've had ___ terrible backache.
10. I often suffer from ___ backache.

Ex. 5. Supply *a/an* or *the* in the following text:

During our journey we came to (1) *a bridge*. As we were crossing (2) ___ bridge, we met (3) ___ old man and spoke to him. (4) ___ man refused to answer us at first. He could tell at a glance that we had escaped from (5) ___ prisoner-of-war camp and he was afraid of getting into trouble. We weren't (6) ___ first prisoners of war to have escaped from (7) ___ camp. As soon as Jim produced (8) ___ revolver, (9) ___ man proved very willing to answer our questions. He told us exactly where we were and directed us to (10) ___ farm where we might find food.

Ex. 6. Insert *a/an* or *one* if necessary:

1. ___ of my friends advised to me to take ___ taxi; another said that there was quite ___ good bus service.
2. ___ friend of mine lent me ___ book by Meredith. I've only ___ more chapter to read. Would you like ___ loan of it afterwards? – No, thanks. I read ___ of his books ___ few years ago and didn't like it. Besides I have ___ library book to finish. If I don't take it back tomorrow I'll have to pay ___ fine.
3. ___ man I met on the train told me ___ rather unusual story.
4. Most people like ___ rest after ___ hard day's work, but Tom seemed to have ___ inexhaustible supply of energy.
5. I've told you ___ hundred times not to come into ___ room with ___ hat on.
6. It's unlucky to light three cigarettes with ___ match. – That's only ___ superstition. Only ___ idiot believes in superstitions.
7. He says ___ caravan is no good; he needs ___ cottage.
8. ___ plate is no good; we need ___ dozen.
9. Last time there was ___ fog here ___ plane crash-landed in ___ field near the airport. The crew had ___ lucky escape ___ man broke his leg; the rest were unhurt.
10. You've been ___ great help to me; ___ day I will repay you.
11. My car broke down near ___ bus stop. There was ___ man waiting for ___ bus so I asked him for ___ advice.
12. He took ___ quick look at my car and said, "Buy ___ new ___."
13. There was ___ woman there. The rest were men. – There shouldn't have been even ___ woman. It was meant to be ___ stag party.

14. Don't tell ___ soul! Not even your wife! – Of course not! I'd never tell ___ secret to ___ woman.

15. Most of the staff had been there for only ___ very short time, but ___ man had been there ___ year and ___ half, so he knew ___ little more than the rest.

16. Could you lend me ___ dictionary, please? I'm trying to do ___ crossword puzzle. – I'm afraid I've only got ___ dictionary, and Tom's borrowed it.

17. ___ chop won't be enough for Tom; he'll want two; he's ___ small man but he's got ___ big appetite.

18. "I want ___ volunteers for ___ dangerous job," said the captain. – There was ___ long silence. – "Isn't there even ___ man who will take ___ risk?" he asked. – ___ voice called out from the back, "Will there be ___ reward?"

19. I have ___ flat on the top floor. You get ___ lovely view from there.

20. ___ day a new director arrived. He was ___ ambitious, bad-tempered man, and the staff took ___ instant dislike to him.

21. Suddenly ___ bullet struck ___ street lamp ___ little to Bill's left. He looked up and saw ___ man with ___ gun standing at ___ open window.

22. Bill fired back twice ___ bullet hit the wall, the other broke ___ pane of ___ glass. He heard ___ angry shout.

23. ___ day – it was ___ dry with ___ good visibility – Tom was driving along ___ country road in ___ borrowed car.

24. You're making ___ mistake after another. Have you ___ hangover, or something? – No, but I had ___ very bad night last night. The people next door were having ___ party. – ___ bad night shouldn't have such ___ effect on your work. I often have three bad nights in succession. I live in ___ very noisy street.

Ex. 7 Insert **a** or **an** if necessary:

1. My neighbour is ___ photographer; let's ask him for ___ advice about colour films.

2. We had ___ fish and ___ chips for ___ lunch. – That doesn't sound ___ very interesting lunch.

3. I had ___ very bad night; I didn't sleep ___ wink.

4. He is ___ vegetarian; you won't get ___ meat at his house. He'll give you ___ nut cutlet. – Last time I had ___ nut cutlet I had ___ indigestion.

5. ___ travel agent would give you ___ information about ___ hotels.

6. We'd better go by ___ taxi – if we can get ___ taxi at such ___ hour as 2 a.m.

7. ___ person who suffers from ___ claustrophobia has ___ dread of being confined in ___ small space, and would always prefer ___ stairs to ___ lift.

8. Do you take ___ sugar in ___ coffee? – I used to, but now I'm on ___ diet. I'm trying to lose weight.

9. ___ man suffering from ___ shock should not be given anything to drink.

10. You'll get ___ shock if you touch ___ live with that screwdriver. Why don't you get ___ screwdriver with ___ insulated handle?

11. It costs fifty-five and ___ half pence and I've got ___ fifty pence piece. – You can pay by ___ cheque here. – But can I write ___ cheque for ___ fifty-five and ___ half-pence?

12. ___ Mr Smith is ___ old customer and ___ honest man. – Why do you say that? Has he been accused of ___ dishonesty?

13. I'm not ___ wage-earner; I'm ___ self-employed man. I have ___ business of my own. – Then you're not ___ worker; you're ___ capitalist!

14. When he was charged with ___ murder he said he had ___ alibi.

15. ___ friend of mine is expecting ___ baby. If it's ___ girl she's going to be called Etheldreda. – What ___ name to give ___ girl!

16. I have ___ hour and ___ half for lunch. – I only have ___ half ___ hour – barely ___ time for ___ smoke and ___ cup of coffee.

17. I hope you have ___ lovely time and ___ good weather. – But I'm not going for ___ holiday; I'm going on ___ business.

18. He looked at me with ___ horror when I explained that I was ___ double agent.

19. I wouldn't climb ___ mountain for \$1,000! I have ___ horror of ___ heights.

20. I have ___ headache and ___ sore throat. I think I've got ___ cold. – I think you're getting ___ flu.

21. ___ Mr Jones called while you were out (neither of us knows this man). He wants to make ___ complaint about ___ article in the paper. He was in ___ very bad temper.

22. If you go by ___ train you can have quite ___ comfortable journey, but make sure you get ___ express, not ___ train that stops at all the stations.

23. ___ few people know (hardly anyone knows) that there is ___ secret passage from this house to ___ old smugglers' cave in the cliffs.

24. I'm having ___ few friends in to ___ coffee tomorrow evening. Would you like to come? – I'd love to, but I'm afraid I'm going to ___ concert.

25. It's time you had ___ holiday. You haven't had ___ day off for ___ month.

26. He broke ___ leg in ___ skiing accident. It's still in ___ plaster.
27. I want ___ assistant with ___ knowledge of French and ___ experience of ___ office routine.
28. I see that your house is built of ___ wood. Are you insured against ___ fire?
29. The escaping prisoner camped in ___ wood but he didn't light ___ fire because ___ smoke rising from the wood might attract ___ attention.
30. I had ___ amazing experience last night. I saw ___ dinosaur eating ___ meat pie in ___ London park. – You mean you had ___ nightmare. Anyway, dinosaurs didn't eat ___ meat.
31. I'll pay you ___ hundred ___ week. It's not ___ enormous salary but after all you are ___ completely unskilled man.
32. If you kept ___ graph you could see at ___ glance whether you were making ___ profit or ___ loss.
33. ___ little (hardly anything) is known about the effect of this drug; yet ___ chemist will sell it to you without ___ prescription.
34. I have ___ little money left; let's have dinner in ___ restaurant.
35. Would it be ___ trouble to you to buy me ___ newspaper on your way home?
36. ___ man is ___ reasoning animal.

Ex. 8. Fill in the gaps with one of the words from the list adding **the** where necessary. Use each word twice:

1. The minute we reached the beach, the children ran into **the sea** to swim.
2. My brother is in the navy. He is at ___ for months sometimes.
3. I usually go to ___ at about 11 p.m. to get a good night's sleep.
4. The cat is sitting on ___.
5. The Prime Minister visited ___ yesterday and talked to the prisoners.
6. The men who robbed the bank are in ___ now.
7. The ambulance took the injured to ___.
8. I must go to ___ to visit my aunt. She's had an operation.
9. We saw the children in their classrooms as we walked past ___.
10. I want to go to university when I leave ___.

Bed, hospital, sea, school, prison

Ex. 9. Write **a**, **the**, or **no article** to complete these sentences:

1. She's ___ journalist. – *She is a journalist.*
2. We live in ___ London. – *We live in London.*
3. ___ moon moves slowly round ___ earth. – **The moon moves slowly round the earth.**

4. We went to ___ Venice and then to ___ Rome.
5. ___ sun is shining.
6. I'd like ___ cup of coffee, please.
7. Have you got ___ double room?
8. We went to ___ Paris and saw ___ Palace of Versailles.
9. He gave me a lighter and some cigarettes. ___ lighter didn't work.
10. There was ___ doctor and ___ nurse in the room. ___ nurse was sleeping.
11. She took ___ sandwich and ___ piece of cake, but didn't eat ___ cake.
12. Yes, I work at this school. I'm ___ teacher.
13. A man and two women were sitting in the car. I think ___ man was Italian.
14. Did you see ___ Pope when he came to England?
15. He offered me ___ cigarette, but I refused.
16. Did you send me ___ postcard when you were in ___ Greece?
17. They had six cats and ___ dog. I really liked ___ dog.
18. Have you got ___ match, please?
19. Have you been to ___ USA?
20. She sent me ___ letter and ___ card. ___ letter didn't arrive.
21. He's ___ teacher. He's from ___ Netherlands.
22. I had ___ cup of tea and ___ ice cream. ___ tea was terrible.
23. Have you met Sally? She's ___ friend of mine.

Ex. 10. Write *a*, *the*, or *no article* to complete these sentences:

1. She's a good musician: she plays ___ piano beautifully. – *She's a good musician: she plays **the** piano beautifully.*
2. I don't see him often, only once or twice ___ month. – *I don't see him often, only once or twice **a** month.*
3. Mary's not at ___ office. I think she's gone ___ home. – *Mary's not at **the** office. I think she's gone **home**.*
4. Do you want to see Sarah? She's in ___ garden.
5. I'm studying ___ French and ___ Italian.
6. I like Jayne, she has a lot of ___ warmth.
7. It's time for the children to go to ___ bed.
8. Where's ___ dog? I want to go out for ___ walk.
9. I don't use ___ sugar when I'm cooking.
10. The machine is made of ___ copper and ___ steel.
11. Would you mind waiting for ___ couple of minutes?
12. I think ___ piano is one of the easiest instruments to play.

13. It's ___ fast car. Its top speed is 150 miles ___ hour.
14. I saw her when she was going to ___ work.
15. There's someone at ___ front door.
16. Do you like ___ wine? No, I don't drink ___ alcohol.
17. I'll have ___ dozen eggs and ___ loaf, please.
18. Coal is sixty dollars ___ ton at the moment.
19. Have you done ___ washing-up?
20. I think it's made of ___ glass.
21. I like ___ tea with ___ milk in it.
22. I stayed at home last night and listened to ___ radio.
23. Would you like ___ cup of coffee?
24. They gave me ___ diamond necklace.
25. When he was nineteen, he joined ___ army.

Ex. 11. Put in *a* or *the*:

ANCIENT SECRETS

Mr Denys Stocks, (1) *a retired policeman*, has just been given (2) ___ B.Sc. for twelve years' research into ancient Egyptian industrial methods. Egyptologists have often wondered how (3) ___ Egyptians were able to cut such hard stone and how they produced such fine jewellery. Mr Stocks has shown that (4) ___ Egyptians used saws and drills. (5) ___ saws and drills were made of copper, which is very soft. But (6) ___ Egyptian craftsmen turned them into very powerful tools. First (7) ___ craftsman made (8) ___ cut in (9) ___ stone with (10) ___ soft saw. Then (11) ___ craftsman poured sand into (12) ___ cut. (13) ___ hard sand got into (14) ___ teeth of (15) ___ saw and did (16) ___ cutting. In this way, (17) ___ worker could cut basalt, one of the hardest rocks. (18) ___ sand he used turned into (19) ___ very fine powder. (20) ___ powder was then used by jewellers to cut precious stones and to make delicate jewellery.

Ex. 12. Fill in *a*, *an* or *the* where necessary:

1. A: Shall we go to *the* cinema tonight?
B: Yes. It's a long time since I saw ___ film.
2. A: Have you ever been to ___ Copenhagen?
B: Yes. I think it's ___ prettiest city in Europe.
3. A: Did you see all ___ sights in Paris?
B: Yes, but ___ Eiffel Tower and ___ Louvre were my favourites.
4. A: What did you have for ___ lunch today?
B: I had ___ sandwich in ___ office canteen.

5. A: Do you buy ___ newspaper every day?
 B: Yes. I usually buy ___ Independent and my wife reads ___ Times.
6. A: Danny plays ___ golf very well, doesn't he?
 B: Yes, he practises every weekend with his friends.
7. A: Which station are you meeting John at?
 B: ___ Waterloo Station. It's ___ big place. I hope I find him easily.
8. A: Are you going on holiday this summer?
 B: Yes. We've booked ___ holiday for three weeks in ___ Canary Islands.
9. A: What did you see on your tour today?
 B: ___ Buckingham Palace and ___ House of Parliament.
10. A: ___ Duponts, who live next door to us, are French.
 B: ___ French are very friendly people, aren't they?
11. A: That's ___ beautiful dress. Where did you get it?
 B: In ___ summer sale at ___ Harrods, actually.
12. A: Who is going to open ___ new shopping centre?
 B: I heard that ___ Queen is going to do it.

Ex. 13. Fill in *a*, *an* or *the* where necessary:

1. **The** Tower of London is **a** popular tourist attraction.
2. Newcastle is ___ town in ___ north of ___ England.
3. ___ Princess lives in ___ palace in ___ London.
4. ___ Buckingham Palace is where ___ Queen of England officially lives.
5. She bought ___ expensive necklace at ___ Harrods.
6. They went for ___ stroll around ___ St James' Park.
7. The supermarket is in ___ Kendell Street opposite ___ Lloyds Bank.
8. ___ hotel where they held their wedding reception was called ___ Grand Hotel.
9. Anna was born in ___ Italy but she lives in ___ USA now.
10. The convict is in ___ prison on ___ outskirts of town.
11. His favourite newspaper is ___ Guardian.
12. ___ Gatwick Airport is in ___ southern England.
13. ___ Duches of York opened ___ new hospital in ___ centre of London.
14. He went on ___ expensive holiday to ___ Bahamas.
15. ___ Statue of Liberty is in ___ New York.

16. ___ National Park was opened ___ last week by ___ mayor.
17. ___ expedition to ___ South Pole needs a lot of careful planning.
18. ___ Odeon cinema is in ___ Appleton Street just past ___ library.
19. Last month I saw ___ film and then went to ___ concert. ___ film was brilliant but ___ concert was boring.
20. There are three cars parked outside: ___ Mercedes, ___ Jaguar and ___ Fiat. Mine is ___ Fiat.
21. ___ Harrods is a huge department store near ___ Kensington Gardens.
22. Sam lives in ___ little flat in ___ middle of the city. There is ___ hotel nearby and ___ noise keeps him awake at night.
23. ___ Hilton Hotel is situated near ___ River Thames.
24. I applied for ___ job last week. ___ job involved driving ___ van around the country.
25. ___ Tate Gallery is quite far from ___ Science Museum, so you'd better take a bus.
26. ___ Sales Manager has ___ cold, so he can't come to ___ meeting this afternoon.
27. I have ___ appointment at ___ dentist's this afternoon because I've got ___ toothache.
28. We spent ___ last summer on ___ island of Crete.

Ex. 14. Fill in *the* where necessary:

My father owns a shop in (1) *the* village where we live. His shop is (2) ___ only newsagent's in our village. It's next to (3) ___ post office and (4) ___ station, and only two minutes' walk from (5) ___ home. (6) ___ shop has been in our family for two generations. When my grandfather owned it, I was very young. I used to help him on (7) ___ Sunday afternoons by weighing (8) ___ sweets and putting them in (9) ___ bags. Sometimes he would even let me use (10) ___ ice-cream machine, which I loved. My mother used to get angry with him though, because he would leave me alone to look after (11) ___ shop while he went to talk to (12) ___ friends at (13) ___ pub. One afternoon I was in (14) ___ shop tidying (15) ___ newspapers when a man came in. (16) ___ man was very tall and looked very serious. He asked me if my grandfather was around. I said he was in (17) ___ back room and went to get him. When my grandfather came out, he saw (18) ___ man and suddenly started to cry. (19) ___ two men hugged and talked in (20) ___ quiet voices. Eventually they remembered me in (21) ___ corner of (22) ___ shop. My grandfather turned to me and introduced (23) ___ man to me. He was my grandfather's brother who had moved to (24) ___ Australia after (25) ___ war and they hadn't seen each other for 20 years.

Ex. 15. Fill in *the* where necessary:

(1) ___ **Last** year we went on holiday to Spain where my father was born. We had never been before as a family so I couldn't wait. We travelled by (2) ___ plane and when we got to (3) ___ airport in (4) ___ Madrid I was very excited. We saw many interesting sights and we visited (5) ___ Prado Museum and (6) ___ Wiscorial Palace where (7) ___ King of Spain lives. We also watched a bullfight. It was thrilling. We stayed in Spain all (8) ___ summer and we toured some of (9) ___ Spanish islands, too. I liked (10) ___ Spaniards but I found (11) ___ Spanish language rather difficult to understand. (12) ___ people there spoke very quickly and, although I had taken (13) ___ Spanish lessons at school, I was by no means fluent. We also met members of (14) ___ family whom we had never seen before and we went out with them a lot. My cousins took us to (15) ___ cinema one night but (16) ___ film was in (17) ___ Spanish so we didn't understand very much! All in all, we had a good holiday and we have invited our cousins to come and stay at our house (18) ___ next year.

Ex. 16 Fill in *the* where necessary:

Dear Sally,

I've been in England for a month now and I'm really enjoying it. (1) **The** English family I'm staying with are very kind, but they are very different from my family. Mrs Taylor stays at (2) home every day doing (3) ___ cooking and cleaning and looking after (4) ___ children. Jane goes to (5) ___ school but Johnny is only two and he doesn't even go to (6) ___ nursery school yet. Mr Taylor is a writer. At the moment, he is writing a book about (7) ___ World War II. He is doing research and he goes to (8) ___ library every day to get (9) ___ information. When he is at (10) ___ home, he locks himself in (11) ___ study and won't let anyone disturb him. He has been working on (12) ___ book for over two years and he hopes that it will be ready in (13) ___ spring. On Sundays they all go to (14) ___ church and in (15) ___ afternoon they visit (16) ___ children's grandparents. (17) ___ rest of (18) ___ week is spent indoors either watching (19) ___ television or reading one of (20) ___ many books that they have been collected over the years. They have really made me feel welcome. Write back to me soon with all your news.

Regards,

Julie

Ex. 17. Supply a/an, the or “-”:

1. We were looking for **a** place to spend **the** night. ___ place we found turned out to be in ___ charming village. ___ village was called ___ Lodsworth.
2. ___ individual has every right to expect personal freedom. ___ freedom of ___ individual is something worth fighting for.
3. Yes, my name is ___ Simpson, but I’m not ___ Simpson you’re looking for.
4. Who’s at ___ door? – It’s ___ postman.
5. When you go out, would you please go to ___ supermarket and get some butter.
6. I’ve got ___ appointment this afternoon. I’ve got to go to ___ doctor’s.
7. We went to ___ theatre last night and saw *Flames*. It’s ___ wonderful play.
8. We prefer to spend our holidays in ___ country, ___ mountains or by ___ sea.
9. We have seen what ___ earth looks like from ___ moon.
10. This is the front room. ___ ceiling and ___ walls need decorating, but ___ floor is in good order. We’ll probably cover it with ___ carpet.
11. You’re imagining ___ things. All your fears are in ___ mind.
12. Look at this wonderful small computer. ___ top lifts up to form ___ screen; ___ front lifts off to form ___ keyboard and ___ whole thing only weighs 5 kilos.
13. ___ history of ___ world is ___ history of ___ war.
14. Is there ___ moon round ___ planet Venus?
15. What’s ___ John doing these days? – He’s working as ___ postman.
16. ___ exercise is good for ___ body.
17. Could you pass me ___ salt, please?
18. They’re building ___ new supermarket in ___ centre of our town.
19. Where’s your mother at ___ moment? – I think she’s in ___ kitchen.
20. If you were a cook, you’d have to work in ___ kitchen all day long.

Ex. 18. Supply the or “-”:

1. I like to read newspapers like *The Times* and *The Washington Post*.
2. I read ___ *Economist* every week and ___ *Time* magazine.
3. Do you think ___ *New Yorker* and ___ *Punch* have much in common?
4. We can’t be sure about the history of ___ human race, but ___ man developed earlier than we think, though we certainly weren’t around at the time of ___ dinosaurs.
5. I like watching old films. I recently watched ___ *Graduate* and ___ *Jaws* on video.

6. The Ancient Greeks believed in ___ gods. The idea of ___ God was not known to them.
7. I've read Homer's ___ *Odyssey*, but I haven't read Joyce's ___ *Ulysses*.
8. ___ United Nations may be a talking shop, but so is ___ Congress.
9. A lot of people object to attempts to bring up ___ *Titanic*.
10. My oldest son joined ___ Navy and now my youngest wants to join ___ Army.
11. France celebrated the 200th anniversary of ___ French Revolution in 1989.
12. In many countries, the head of state is called ___ President.
13. Do you know who killed ___ President Lincoln?
14. Because of "the greenhouse effect" ___ climate of the world is changing.

Ex. 19 Put in a/an or the:

SUNRAYCER

I read recently in (1) *The Times* that the big American company, General Motors, has developed (2) ___ vehicle that uses (3) ___ power of (4) ___ sun instead of petrol. (5) ___ vehicle is called Sunraycer. Sunraycer has just taken part in (6) ___ race against 25 solar-powered vehicles. (7) ___ route of (8) ___ race was from Darwin to Adelaide, (9) ___ immense distance.

Sunraycer covered (10) ___ distance in 45 hours at (11) ___ average speed of 41 miles (12) ___ hour in temperatures as high as 48°C. It beat all other cars by two and (13) ___ half days! Sunraycer ("ray of the sun?" + "racer") is certainly (14) ___ car of (15) ___ future!

Part C. Integrated Test

I. Choose the correct variant (only one alternative is possible):

- Which of the following is never used with the indefinite article?
 - school;
 - Simpson;
 - advice;
 - river.
- Which of these names of the streets aren't used with the definite article?
 - Fifth Avenue;
 - Strand;
 - High Street;
 - Mall.

3. The word “English” can’t be used without **the** when we talk
- about people who live in Great Britain.
 - about nationality.
 - about language.
4. Which of the following is not true:
- We use **the** with the names of pubs, restaurant, banks, etc.
 - We don’t use **the** with names of pubs, restaurants, banks, etc. named after the people who started them.
 - We use **the** if the names of pubs, restaurants, banks, etc. end in **s** or **’s**.
5. Which of the following is not true:
- We do not use **a/an** with uncountable nouns or plural nouns.
 - We do not use **a/an** with all the names of illnesses.
 - We do not use **a/an** before an adjective if it is not followed by a noun.
6. Which of the following is true:
- We use **a/an** with singular countable nouns when we talk about them in general.
 - We use **a/an** with nouns when we are talking about something specific.
 - We use **a/an** to show a price in relation to weight.
7. Which of the nouns mentioned can’t be used with **a/an**?
- measles.
 - headache.
 - desert.
 - Mr Simpson.
8. Which of the following geographical names are used with zero article?
- Canary Islands.
 - South Pole.
 - Ben Nevis.
 - Alps.
9. What nouns in italics take **the**?
- Most *children* like cartoons.
 - She left her handbag on *bus* yesterday.
 - I never travel by *bus*.
 - He was first *person* to arrive.

10. Which of the following names of place takes **the**?
- a) Gatwich Airport.
 - b) Buchingham Palace.
 - c) Lloyds Bank.
 - d) White House.

II. Correct the mistakes:

1. They lost our luggages at the airport.
2. We went to Bath by the car.
3. The police is searching for the stolen painting.
4. Twenty kilometres 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 six o'clock every evening.

III. Rewrite the letter, putting a or an, the or no article in the gaps:

Dear (1) ___ Jo and Ian,

This is (2) ___ a picture of (3) ___ hotel we're staying at. We were lucky enough to get one of (4) ___ rooms overlooking (5) ___ sea and (6) ___ view is lovely. We had (7) ___ good journey over here and (8) ___ children quite enjoyed (9) ___ flight. They've got (10) ___ lovely room of their own and they think (11) ___ hotel's great. In general, we've all been having (12) ___ really good time. Unfortunately, Penny got (13) ___ very sunburnt back on (14) ___ first day so she's had to wear (15) ___ T-shirt since then, but apart from that everyone's been fine. Jeremy's met (16) ___ English boy of about (17) ___ same age and they get on very well. They went into (18) ___ town on their own (19) ___ last night and bought themselves (20) ___ meal. And tonight they want to go out to (21) ___ disco – there are plenty to choose from here.

We've spent most of our time on (22) ___ beach so far. (23) ___ sea is really warm and clear so we've done lots of (24) ___ swimming. Tomorrow we're going on (25) ___ boat trip to one of (26) ___ islands and we're going to have (27) ___ barbecue on (28) ___ island. I'm really looking forward to that.

Anyway, I'll give you (29) ___ ring when we get back and we'll see you (30) ___ next week.

Best wishes,
Sally and Robin

IV. Rewrite the reference adding the definite article the and the indefinite article a or an where appropriate:

Packard Brown Ltd, Digby Industrial Estate, Silton, Bristol BS12 “PE

Reference: Timothy Harding

Timothy Harding has worked for this company for ten years. Throughout this time, he has shown himself to be hard-working and enthusiastic employee. He first joined company as junior sales representative but was soon promoted and is now at head of successful team of sales representatives. He manages team with skill and energy and significant increase in sales achieved by team is measure of his success. He has considerable initiative and this has been particularly evident in area of training, where he has had notable success. Training programme he devised for his team has now been adopted throughout company with very positive results.

On personal level, I have found Timothy to be very honest and considerate person and he is well-liked in company. I have no hesitation in recommending him for job for which he has applied, though I would of course be sorry to lose him.

Claire Alexander

Ms Claire Alexander

Timothy Harding has worked for this company for ten years. Throughout this time, he has shown himself to be a hard-working and enthusiastic employee

...

UNIT 13. THE ADJECTIVE. COMPARISON

The following items will be examined:

- semantic classification of adjectives;
- formation of adjectives;
- attributive and predicative use of adjectives;
- degrees of comparison;
- adjectives that do not have degrees of comparison;
- comparative structures;
- order of adjectives;

You must use the following terms: *simple, derived, compound adjectives, qualitative and relative adjectives, degrees of comparison, positive, comparative, superlative, suppletive, attributive and predicative adjectives, gradable and non-gradable adjectives.*

You must know how:

- to differentiate between relative and qualitative adjectives;
- to form adjectives from other parts of speech;
- to use attributive and predicative adjectives;
- to form degrees of comparison of adjectives of different structure;
- to use adjectives which have two comparative paradigms with difference in meaning;
- to place adjectives in the right order before a noun;
- to use comparative structures containing adjectives and other nominal parts of speech.

The Unit consists of Part A – references and reading material; Part B – practical exercises; Part C – integrated test.

Part A. Read and learn.

1. Кобрина, Н. А., Корнеева, Е. Н. и др. Грамматика английского языка. Морфология / Н. А. Кобрина, Е. Н. Корнеева и др. – С. 215 – 222.
2. Read about attributive and predicative adjectives.

Attributive and Predicative Adjectives

When an adjective comes before a noun, it is *attributive*:

*She's an **intelligent young** woman.*
*I love **strong** cheese.*

When an adjective is separated from the noun and comes after the verb, it is *predicative*. An adjective can follow verbs like *be, become, get, seem, appear,*

feel, smell, look, sound, taste, make (+ person), *keep, stay, grow, turn*. It is a complement of the verb and not an object:

*The exam was really **difficult**.*

*She seems **worried**.*

*Hilary made me very **angry**.*

A few adjectives can have a different meaning as attributive adjectives from their meaning as predicative adjectives:

*Jenny's a really **old** friend.* (I've known her for a long time.)

*Margaret's quite **old** now.* (old in age)

*You're a very **heavy** sleeper.* (You sleep very heavily; you do not wake up easily.)

*This suitcase is really **heavy**.* (not light)

*His **late** father used to run the shop.* (His father is dead now.)

*He's nearly always **late**.* (not in time)

A few adjectives can be used only as attributive adjectives or only as predicative adjectives.

Only predicative:

– some adjectives relating to health including: *ill, poorly, well/unwell, fine*:

*She's very **ill**.*

– adjectives beginning with **a** including: *asleep, awake, afraid, alive, alone*:

*Do you feel **afraid**?*

– some adjectives describing feelings including: *content, glad, pleased, sorry, upset*:

*He seems **upset**.*

– *near, far* (away):

*It's not **far** away.*

Only attributive:

– adjectives which qualify the noun including: *chief, main, only, particular, principal, sole*:

*You're my **only** friend.*

3. Read about comparison and comparative structures.

Regular Comparison

Formation

You usually add **-er** and **-est** to:

- one-syllable adjectives: *dry – drier – driest*;
- two-syllable adjectives ending in “y”, “ow”, “er”: *happy – happier – happiest*.

Spelling rules:

- a) adjectives that end in “e” just add “r” or “st”: *wise – wiser – wisest*;
- b) adjectives that end in “y” change “y” into “i” and add “er” or “est”: *sly – slier – slicest*;
- c) adjectives that have one short vowel + consonant double the consonant: *thin – thinner – thinnest*;
- d) adjectives that have two vowels and one consonant do not double the consonant: *great – greater – greatest*.

Some two-syllable adjectives have both kinds of comparatives and superlatives:

<i>common</i>	<i>likely</i>	<i>pleasant</i>	<i>simple</i>
<i>cruel</i>	<i>mature</i>	<i>polite</i>	<i>stupid</i>
<i>gentle</i>	<i>narrow</i>	<i>remote</i>	
<i>handsome</i>	<i>obscure</i>		

– three-syllable adjectives formed by adding **-un**: *unlucky – unluckier – unluckiest*.

The following adjectives have irregular forms: *good – better – best; bad – worse – worst; far – farther – farthest; far – further – furthest; old – older – oldest; ill – worse – worst; little – less – least*.

Compound adjectives usually form comparatives and superlatives by putting **more** or **most**: *nerve-racking – more nerve-racking*.

Some compound adjectives have both forms of comparatives or superlatives

<i>good-looking</i>	<i>low-paid</i>	<i>well-dressed</i>
<i>high-paid</i>	<i>short-lived</i>	<i>well-known</i>
<i>long-lasting</i>	<i>well-behaved</i>	<i>well-off</i>

Sometimes **more** and **most** are possible with one syllable adjectives:

a) when we compare two descriptions we use **more**:

He's more lazy than stupid.

b) **real, right, wrong** and **like** always add more and most:

She is more like her father than her mother.

Some adjectives have paradigms of degrees of comparison which differ in meaning:

old	<i>older – the oldest</i> (about age of people or things; used both predicatively and attributively)
	<i>elder – the eldest</i> (about the order of birth of the members of a family; used only attributively. <i>Elder</i> is used when a person has only one brother or sister who is older)
far	<i>farther – the farthest</i> (about distance)
	<i>further – the furthest</i> (about distance and also meaning <i>additional</i>)
late	<i>later – the last</i> (coming after all others in time and order)
	<i>later – the latest</i> (recent)
	<i>latter</i> (the second of two things or persons already mentioned)

Meaning

You use comparative adjectives to compare one person or thing with another, or with the same person or thing at another time:

She was much older than me.

I'm happier than I've ever been.

You use a superlative to say that one person or thing has more quality than others in a group or others of that kind:

Tokyo is Japan's largest city.

He was the tallest person there.

When a group consists of two members we use the comparative instead of the superlative:

I like Betty and Maud. But I think Maud's the nicer of the two.

Only qualitative adjectives usually have comparatives and superlatives, but a few colour adjectives also have them:

His face was redder than usual.
...Some of the greenest scenery in America.

Position

You can use comparatives and superlatives in front of a noun or in front of **one**:

I was a better writer than he was.
He had more important things to do.
It was the quickest route from Rome to Naples.
A smaller one will also do.

Note that if the superlative is used in front of a noun, the relative clause or the prepositional phrase comes after the noun:

...the most dangerous man in the country.
...the worst business in the world.

A superlative is sometimes accompanied by another adjective ending in –able, –ible. This second adjective can be placed either between the superlative and the noun group or after the noun group:

...the narrowest imaginable range of interests...
...the most beautiful scenery imaginable...

You can also use comparatives and superlatives after link verbs:

He feels more content now.
The sergeant was the tallest.

Modifiers

You normally use **the** with superlative adjectives in front of nouns, but you can omit it after link verbs, especially when the adjective denotes the highest degree of quality and no comparison with other objects is implied:

It was the happiest day of my life.
I was happiest when I was on my own.

Other constructions which can specify the range of comparison with superlatives are possessive pronouns, genitives, adjectives and relative clauses:

my best friend
the world's highest mountain
the greatest living composer
the most enjoyable book I've ever read

You can use adverbs of degree in front of comparative adjectives:

(that) }

(so) (very) } much }

(all) the } better

far } sooner

a) bit/a lot }

a good deal/a great deal } more }

lots } less } careful

You can also use adverbs of degree such as *by far, easily, much, quite* in front of the and superlative adjectives:

It was by far the worst hospital I had ever seen.

She was easily the most intelligent person in the class.

Adjectives with **most** in front of them are not always superlatives. **Most** is also used with the meaning **very**:

This book was most interesting.

When a comparison is made between an object and a definite standard or *norm* understood in context, use *than that* or *as that* or simply omit the comparative phrase or clause:

Jack must be six foot tall. No, he's taller (than that)

Is he as tall as that?

Comparative constructions can be applied to gradable nouns (like success, fool, coward) by the use of *more of a ...*, *much of a ...*, *less of a ...*, *enough of a ...*:

He's more of a sportsman than his brother.

It was as much of a success as I expected.

You're less of a fool than I thought.

More is sometimes used in front of a whole noun group to indicate that something has more of the qualities of one thing than another, or is one thing rather than being another:

Music is more a way of life than an interest.

This is more a war movie than a western.

Comparative Structures

If you want to say that a thing or person has as much of a quality as something or someone else, you can use:

– a structure based on the word **as**: *as* + adjective + *as* + noun/pronoun:

Peter is as tall as me.

Their house is as big as that one.

You can sometimes put a noun group after the adjective and before the qualifying phrase or clause. This noun group must begin with **a, an**:

I'm as good a cook as she is.

This was not as bad a result as they expected.

– **the same** + noun + **as** + noun/pronoun:

My house is the same height as his.

For unequal comparisons use the structures: **not as/so** + adjective + **as** + noun/pronoun, **different from**. Sometimes, instead of using **not** you can use **not such** followed by **a** + adjective + noun + **as**:

Water is not such a good conductor as metal.

You can indicate that one amount of a quality or thing is linked to another amount by using two contrasted comparatives preceded by **the**: **the** comparative ... **the** comparative:

The more you study, the smarter you'll become.

You can use multiple number comparatives with **half, twice, three times, ...**

Types of Comparisons

as ... (positive degree) ... as	<i>His hands were as cold as ice.</i>
not so/as ... (positive degree) ... as	<i>It is not so/as cold as it was yesterday.</i>
such a(n)/so ... as	<i>This is not such an interesting book as his last one.</i>
twice/three times etc/half/twice as ... (positive degree) ... as	<i>Their house is twice as big as ours. His car cost half as much as mine.</i>
with three, four and more times we can use comparative degree + than	<i>He is three times cleverer than she is.</i>

the same as	<i>Your jacket is the same as the one I bought last month.</i>
look, sound, smell, taste + like	<i>She looks like an angel.</i>
less ... (positive degree) ... than, the least ... (positive degree) ... of/in (of to compare one person or thing to more than one person or thing in the same group, in when we talk about place).	<i>The green sofa is less expensive than the black one, but the blue one is the least expensive of all.</i>
the + comparative ..., the + comparative	<i>The sooner you start, the sooner you'll finish.</i>
comparative + and + comparative	<i>Life is getting harder and harder. Life is becoming more and more interesting.</i>

Part B. Practical Exercises

Ex. 1. Do Ex. 1, p. 34 in the text-book by Y. A. Krutikov.

Ex. 2. Complete the following sentences with an adjective formed from one of the verbs or nouns in the box plus a suffix:

act; care; change; comfort; describe; dread; enjoy; forget;
grace; motion; power; rely; submit; tire; truth

1. We had a lovely weekend; it was thoroughly *enjoyable*.
2. He never remembers my birthday; I don't know why he's so ____.
3. The problem is that there's nothing we can do about it; we're completely ____.
4. I believe what he says because he's always been ____ in the past.
5. She never seems to run out of energy; she's completely ____.
6. She's a very ____ writer; she gives you a very good feel for the places and characters in her stories.
7. Don't worry. If he's said he'll be there, then I'm sure he will. He's very ____.
8. His problem is that he always does exactly what people tell him to do; he's just so ____.
9. You're so ____: you're always dropping things.
10. I love to watch good ballet dancers: they're so ____.
11. The cat stayed ____ as it waited to pounce on the bird.

12. It's a very ___ climate; the weather can be completely different from one day to the next.

13. It's important to keep ___ after you retire.

14. The seats in first class were really ___. I could easily have fallen asleep in them.

15. The situation out there is ___. More and more people are dying every day.

Ex. 3. Copy the table into your notebook and put the following adjectives into the correct column:

patient; relevant; attractive; literate; flexible; regular; agreeable; mature; convenient; tasteful; moral; legal; responsible; significant; possible; legible; honest; rational; explicable; justified; mortal; reversible; destructible; perfect; friendly; solble; polite; logical; interesting; separable; replaceable					
dis-	un-	il-	im-	in-	ir-
			<i>impatient</i>		

Ex. 4. Rewrite the sentences putting the words into the correct order. If you think there should be a comma, add it in the correct place:

1. Absolutely / holiday / wonderful / was / the. – **The holiday was absolutely wonderful.**

2. Enormous / they / old / staying / building / grey / are / an / in.

3. And / looks / now / old / he / tired / rather.

4. Young / met / student / charming / we / medical / a.

5. Angry / an / man / is / young / he / aggressive.

6. Heavy / is / a / he / smoker / very.

7. Very / has / happy / him / she/ made.

8. Heavy / her gold / a / gave / necklace / he / beautiful.

9. Moment / at / rather / seem / the / unhappy / you.

10. Thoughtful / a / be / man / young / seems / very / he / to.

11. Impractical / is / time-wasting / expensive / the / and / project.

12. Beginning / hair / grey / turn / to / is / my.

13. Young / actress / a / Diana / successful / well-respected / and / is.

14. Fine / am / now / felling / I.

Ex. 5. Copy the chart into your notebook and write the adjectives in the correct columns. Put them into pairs of adjectives with similar meanings:

Surprising; starving; nice; filthy; devastated; wonderful; hungry; delicious; big; tasty; furious; ugly; impossible; small; hideous; terrified; good; enormous; tired; thirsty; amazing; angry; vital; parched; dirty; upset; important; terrible; frightened; minute; exhausted; perfect; difficult; bad

<i>Gradable</i>	<i>Non-gradable</i>
<i>surprising</i>	<i>amazing</i>

Ex. 6. Do Ex. 3, p. 35 in the text-book by Y. A. Krutikov.

Ex. 7. Do Ex. 4, p. 35 – 36 in the text-book by Y. A. Krutikov.

Ex. 8. Do Ex. 5, p. 36 in the text-book by Y. A. Krutikov.

Ex. 9. Complete the sentences using the comparative or the superlative form of the adjectives given in brackets:

1. “Boris is certainly (*clever*) than his brother.” – “Yes, and he is (*attractive*) than his brother Peter. In fact, he is (*smart*) boy I’ve ever taught.”

2. Nothing could be (*extravagant*) than buying such an expensive car. You will have to be (*careful*) with your money in future.

3. Life is getting (*hard*) and (*complicated*) with every passing day.

4. It is (*effective*) method of all, but it is naturally costly.

5. Stephen is (*intelligent*) than any other boy in his group.

6. It has been (*cold*) day in Moscow for thirty years.

7. It’s (*little*) I can do for you, I’m afraid.

8. That was (*bad*) than he had expected.

9. That was indeed (*bad*) experience in his career.

10. They naively think that things can only get (*good*).

11. This is (*unbelievable*) news I have ever heard.

12. He ate (*few*) French fries than you did at the picnic.

13. Angela is (*little*) organized than Mike.

14. If you ask me, Moscow is (*beautiful*) than any other city in the world.

15. They had (*little*) and (*little*) to talk about.

16. It is axiomatic that (*great*) the student’s individual effort, (*much*) thorough will be his learning.

17. The (*much*) original a discovery, the (*much*) obvious it seems afterwards.

Ex. 10. Do Ex. 6, p. 36 in the text-book by Y. A. Krutikov.

Ex. 11. Complete the following comparisons:

1. Barbara is nearly ___ old ___ her stepmother.

2. There are more ___ two thousand books in my mother’s library.

3. Bob talks just ___ his father.

4. Would you be ___ kind ___ to close the door for me?

5. Do ___ I tell you; don’t do ___ I do.

6. I am not ___ naïve ___ to believe all he promises me.
7. After your heart attack you should walk ___ slowly ___ possible.
8. The Volga is not now ___ wide ___ it was.
9. I have ___ many working hours a week ___ any other employee.
10. A shower uses less water ___ a bath.
11. On Sundays we don't have to get up ___ early ___ usual.
12. This house is two times ___ big ___ the old one.
13. They use twice ___ much electricity ___ compressor machines.
14. He can lift a box thrice ___ heavy.

Ex. 12. Complete the given phrases:

1. The sooner, ___.
2. The longer the day (is), ___.
3. The more we learn, ___.
4. The more expensive the wedding, ___.
5. The later one goes to bed, ___.
6. The better the idea, ___.
7. The sunnier the weather, ___.
8. The more knowledge you get, ___.
9. The broader your outlook, ___.
10. The richer your vocabulary, ___.
11. The less chocolate you eat, ___.
12. The farther from home, ___.
13. The more kids you have, ___.
14. The smarter a person is, ___.
15. The longer we study English, ___.

Ex. 13. Use the right degree of comparison of the adjectives in brackets:

1. He laughs (*good*), who laughs last.
2. He who laughs last, laughs (*long*).
3. Of two evils, choose the (*little*).
4. My aunt is the (*old*) of the four sisters.
5. Cats are (*clean*) than monkeys, but monkeys are (*intelligent*) than cats.
6. He is the (*well-known*) of that crew.
7. Put your (*good*) foot forward.
8. He had rarely listened to a/an (*absurd*) proposal.
9. The kids had never eaten a sausage that was (*big, red, hot*).
10. Thank you, you are (*kind*) today than you were yesterday.
11. Socrates was (*wise*) Greek of all.

12. Get there first with (*much*) – that is the fundamental principle of tactics.

13. Which lie seems (*good*)?

14. Christopher is (*friendly*) than Ted.

15. Donald is (well-off) than either of his brothers.

16. Ben is (wealthy) of the three brothers.

17. Edwin was (nice) of the two sons.

Ex. 14. Do Ex. 8, p. 37 in the text-book by Y. A. Krutikov.

Ex. 15. Compare:

1. two different fruits

2. a cat and a dog

3. two flowers

4. rock music and classical music

5. two academic subjects

6. comedy and tragedy

7. reading and writing

8. being single and being married

9. two of your friend

10. you life now with what it was
like ten years ago

11. your physical appearance now
with the way you looked as a child

12. two movie stars

13. two holidays

14. two of your teachers

15. children with parents.

Ex. 17. Fill in the gaps with the correct form of the adjective. Mind the use of articles where necessary:

A. Late

1. These are ___ books and current magazines.

2. Are you getting off at ___ stop?

3. He turned up ___ than he had promised.

4. Let's discuss ___ news a little bit ___, shall we?

5. We have two managers at the office: Igor and Svetlana. ___ is thirty, ___ is twenty-eight.

6. Will you repeat ___ sentence, please.

7. This illustrated magazine shows photographs of ___ fashions.

8. Last week my students passed ___ exam.

9. I am ___, but not ___.

10. We need ___ telephone directory.

B. Near

1. There's no one ___ to me than you.

2. Excuse me, where is ___ metro station?

3. ___ time think before you speak.
4. Are you getting off at ___ stop, sir?
5. Who lives ___ to the school, children?
6. ___ week you'll have to write ___ essay according to our plan.
7. Who is going to be ___ to do the talking?

C. Old

1. My roommate is as ___ as I.
2. Of the four children Tony is ___.
3. My ___ brother is a loving family man.
4. "Who is ___ here?" – "Mr Stone is, though he is the youngest man here."
5. Have you got ___ brother or sister?

D. Far

1. She is one of those who will go ___.
2. How ___ is your native place from here?
3. Billy lived at ___ end of the village.
4. She never went ___ than school.
5. Do you think they will get any ___ in this tricky matter?
6. A ___ calculation shows that these figures are incorrect.
7. I live ___ from the city centre than you do.
8. They are waiting for ___ news from home.

Ex. 18. Do Ex. 13, p. 39 in the text-book by Y. A. Krutikov.

Ex. 19. Do Ex. 9, p. 37 in the text-book by Y. A. Krutikov.

Ex. 20. Do Ex. 14, p. 39 in the text-book by Y. A. Krutikov.

Ex. 21. Do Ex. 15, p. 40 in the text-book by Y. A. Krutikov.

Part C. Integrated Test

I. Match the name and the adjective:

- | | |
|-------------|-------------------|
| a) simple | 1. morbid |
| b) derived | 2. heart-breaking |
| c) compound | 3. rich |

II. Group the adjectives into qualitative and relative:

Big, woollen, cold, wonderful, feathery, Italian, daily, beautiful, hot, creative.

III. Which of the following adjectives can form degrees of comparison?

- a) medical; b) red; c) upper; d) junior.

IV. Arrange the following adjectives in the correct order:

Little, pink, nice, French, thick, old, carpet.

V. Group the following adjectives into three columns:

Ill, old, upset, late, heavy, only, asleep, glad, alone, particular, main, sole, poorly.

a) predicative adjectives b) attributive adjectives

c) two kinds of usage

VI. Rewrite each description in the right order:

Example: *books (old, terrible) – terrible old books.*

1. city – Belgian, beautiful, little
2. dinner – excellent, cold
3. buildings – modern, industrial
4. dress – evening, red, silk
5. furniture – old, lovely
6. ink – drawing, Swiss
7. jacket – short, leather
8. tie – blue, woolen
9. trousers – cotton, grey
10. trunks – black, nylon, swimming.

VII. Use the correct form of the adjectives in brackets:

1. Health and happiness are (*important*) than money.
2. I prefer this armchair. It's (*comfortable*) than the other one.
3. The hotel was surprisingly cheap. I expected it to be much (*expensive*).
4. She is (*intelligent*) student in our school.
5. This hat is too small for me. I need a (*big*) size.
6. Who was (*late*) person to leave building yesterday?
7. Nell is three years (*old*) than her husband.
8. The station wasn't as (*near*) as I had expected.
9. Can you tell me the way to (*near*) post office?
10. It's (*funny*) story I have ever heard.
11. My salary isn't so (*high*) as yours.
12. It's (*bad*) weather we've had for a long time.
13. Her (*old*) brother is a well-known pianist.
14. Hilda is (*old*) in the family.
15. If the patient gets (*bad*) send for a doctor.

16. This story is as (*old*) as the hills.
17. Have you heard (*late*) news?

VIII. Like or as?

1. He died ___ he lived, fighting.
2. Being in love is ___ an illness.
3. It's mended, ___ you can see.
4. In Paris, ___ in Rome traffic is heavy.
5. His eyes are ___ knives.
6. My brother isn't at all ___ me.
7. She left ___ she came, silently.
8. You're shy, ___ me.
9. Your smile is ___ your sister's.
10. ___ I said, you're too late.

IX. Put in such or so:

1. The weather was ___ cold that all the football matches were cancelled.
2. It was ___ hot weather that nobody could do any work.
3. The book was ___ boring that I stopped reading it.
4. It was ___ a good film that I went to see it three times.
5. They've got ___ a nice house that I always love staying there.
6. And their garden is ___ beautiful!
7. His voice is ___ pleasant that I could listen to him all day.
8. I don't know why she talks in ___ a loud voice.

X. Make sentences like the one in the example:

Example: *He drives fast; he gets nervous. – The faster he drives, the more nervous he gets.*

1. He eats ice cream; he gets fat (the more ice cream...)
2. He reads; he forgets
3. She ignores him; he loves her
4. She buys shoes; she wants shoes
5. We spend money; we have friends
6. I sleep; I'm tired
7. (Make your own sentence.)

XI. Than, as, or that?

1. It's later ___ I thought.
2. I think ___ she's Czech.
3. I feel stronger ___ I did.
4. Can't you eat faster ___ that?

5. He's as funny ___ toothache.
6. It'll cost the same ___ before.
7. The car ___ I saw was too small.
8. The cat seems worse ___ yesterday.
9. There's the boy ___ broke the window.
10. It's not as cold ___ yesterday.
11. She's got the same job ___ me.

XII. Look at the information about Jake and Susie, and then write sentences comparing them using degrees of comparison, as...as, not so/as...as, the same...as:

Example: *Susie went to the same school as Jake.*
Jake is not as old as her.

	Jake	Susie
University	Manchester	Liverpool
School	Leeds H.S.	Leeds H.S.
Height	1.92 m	1.70 m
Weight	87 kg	56 kg
Job	accountant	accountant
Born: when? where?	27.7.64, Leeds	31.3.65, Leeds
Salary	£26,000	£52,000
Works for	IBV	Rolls Royce
Holiday	5 weeks	3 weeks
Address	3, Ross Street, Manchester	8, Ross Street, Manchester
Children	2	2
Languages	fluent French, some German	fluent French, fluent German
Reading	newspapes	newspapers, magazines, non-fiction

UNIT 14. THE ADVERB

The following items will be examined:

- general characteristics of the adverb;
- formation of adverbs from adjectives;
- adjectives and adverbs which have the same form;
- adverbs with two forms and difference in meaning;
- word order of adverbs;
- degrees of comparison of adverbs;
- adverbs of degree;

You must use the same terms as with adjectives when you talk about adverbs.

You must know how:

- to form adverbs from adjectives;
- to form degrees of comparison of adverbs of different morphological structure;
- to use adverbs with two forms which differ in meaning;
- to use adverbs according to their position in the sentence;
- to use adverbs of degree according to their meaning.

The Unit consists of Part A – references and reading material; Part B – practical exercises; Part C – Consolidation test on adverb and adjective.

Part A. Read and learn.

Adverbs normally describe verbs, adjectives, other adverbs or whole sentences:

*She walks **slowly**. (How does she walk? Slowly.)*

They say **how** (adverbs of manner – *carefully*), **where** (adverbs of place – *here*), **when** (adverbs of time – *yesterday*), **how much/to what extent** (adverbs of degree – *extremely*) or **how often** (adverbs of frequency – *usually*) something happens. There are also **sentence adverbs** (*probably, surely* etc) and **relative adverbs** (*where, why, when*).

Formation of Adverbs from Adjectives

Adverbs are formed from **adjectives** + **-ly**: *careful* – *carefully*, *serious* – *seriously*.

– adjectives ending in **consonant** + **-y** → **-ily**: *cosy* – *cosily*, *happy* – *happily*, *angry* – *angrily*;

– adjectives ending in **-ic** add **-ally**: *drastic – drastically, frantic – frantically*;

– adjectives ending in **-le** drop **-le** and add **-ly**: *horrible – horribly, terrible – terribly*;

– adjectives ending in **-e** add **-ly**: *scarce – scarcely*, BUT *whole – wholly, true – truly*;

– adjectives ending in **-ly** (*elderly, fatherly, friendly, lively, lonely, lovely, motherly, silly, ugly* etc) form their adverbs with **in a(n) ... way/manner**: *in a silly manner, in a friendly way* etc.

The adverbs *loud(ly), cheap(ly), quick(ly), tight(ly), fair(ly), and slow(ly)* are often used without **-ly** in everyday English:

*Come here **quick/quickly**.*

Adjectives and Adverbs which have the same form

Best, better, big, cheap, clean, clear, close, cold, daily, dead, dear, deep, direct, dirty, early, easy, extra, far, fast, fine, free, further, hard, high, hourly, inside, kindly, last, late, long, loud, low, monthly, past, quick, quiet, right, slow, straight, sure, thin, thick, tight, weekly, well, wide, wrong, yearly etc:

*Ann was our **last** guest. She came in **last**.*

Adverbs with two forms and difference in meaning

deep = a long way down	full = exactly, very	late = not early	sure = certainly
deeply = greatly	fully = completely	lately = recently	surely = without doubt
direct = by the shortest route	hard = intently; with effort	near = close	wide = fully; off target
directly = immediately	hardly = scarcely	nearly = almost	widely = to a large extent
easy = gently and slowly	high = at/to a high level	pretty = fairly	wrong = incorrectly
easily = without difficulty	highly = very much	prettily = in a pretty way	wrongly = incorrectly; unjustly
free = without cost	last = after all others	short = suddenly; off target	
freely = willingly	lastly = finally	shortly = soon	

Most of the **-ly forms** can come before an adjective, a past participle or a verb:

*I'm **highly aware** of the situation.*

*He **easily found** his way.*

Hardly means “almost not”:

*I could **hardly** see in the dark.*

Hardly can be used with **any/anyone/anything/anywhere/ever**:

*There was **hardly any** food left. (= almost no food left).*

*She **hardly ever** goes out of the house. (= She almost never goes out of the house.)*

Wrongly usually goes before verbs or past participles:

*You **wrongly accused** him. He was **wrongly accused**.*

Wrong goes after verbs but **wrongly** is also possible:

*You have measured the room **wrong/wrongly**.*

Word Order of Adverbs

– Adverbs can be used in front, mid or end position in a sentence. **Front position** is at the beginning of the sentence. **Mid position** is normally before the main verb or after the auxiliary. **End position** is at the end of the sentence:

Front	Mid	End
<i>Obviously</i>	<i>they will</i>	<i>never see her again.</i>

– Adverbs of manner can come in front, mid or end position:

*He answered the questions in the test **easily**.*

*He **easily** answered the questions in the test.*

***Easily**, he answered the questions in the test.*

(only to give emphasis)

– When there is more than one adverb in the sentence, their usual order is manner – place – time:

subject	verb	(object)	manner	place	time
<i>He</i>	<i>watched</i>	<i>TV</i>	<i>quietly</i>	<i>in his room</i>	<i>until 6.00.</i>

– When there is a verb of movement in the sentence the order is place – manner – time:

subject	verb	place	manner	time
<i>Ann</i>	<i>rushed</i>	<i>to hospital</i>	<i>suddenly</i>	<i>an hour ago.</i>

– Time adverbs go in end position. They also go in front position to emphasise the time:

subject + verb	place	manner	time
<i>She goes</i>	<i>to the gym</i>	<i>on foot</i>	<i>every day.</i>

time	subject + verb	place	manner
<i>Every day</i>	<i>she goes</i>	<i>to the gym</i>	<i>on foot.</i>

– When there is more than one **time adverb**, we usually put the more specific before the more general ones (**time – day – date – year**):

He died at 22.15 on Tuesday March 17th, 1958.

– **Adverbs of frequency** (*often, seldom, never, ever, usually, normally, scarcely, rarely, always* etc) come after the auxiliary verb put before the main verb. In short answers, we put them before the auxiliary, though:

*“She **never** comes to work on time. She’s **often** late.” –
“Yes, she **always** is.”*

– **Adverbs of degree** (*absolutely, completely, just, totally, extremely, quite, seriously, very* etc) go before the adjective or the adverb they describe:

*He’s **absolutely** hopeless at Maths.*

When these adverbs describe verbs, they go before a main verb or after an auxiliary verb:

*We **quite** enjoyed the film.
I’ve **quite** finished.*

– **Absolutely, completely** and **totally** can go in mid or end position:

*He **completely** forgot our appointment.
He forgot our appointment **completely**.*

A lot, much, a little, a bit, awfully, terribly can go in mid position (before adjectives) or end position (when they describe verbs):

*I’m **terribly** sorry.
My tooth hurts **terribly**.*

– **Already, no longer, hardly, nearly, almost, still** go in mid position:

*He **nearly** knocked the old lady down, as he could **hardly** see her in the dark.*

– **Sentence adverbs** (*probably, certainly, possibly, perhaps, maybe, clearly, luckily* etc) go in any position: front, mid or end; the front position is the most usual, though:

***Luckily**, he didn't crash into the tree.*
*He **luckily** didn't crash into the tree.*
*He didn't crash into the tree, **luckily**.*

In negations *certainly, possibly* and *probably* usually go before the auxiliary or between two auxiliaries:

*He **certainly** didn't do it.*
*He **couldn't possibly** have done it.*

– We use **adverbs after action verbs** and **adjectives after linking verbs**: appear, be, become, get, feel, look, seem, smell, stay, taste:

*It tastes **bad**.*
*She looked **happy** at the party. (**Looked** means “appeared” here and is a linking verb.)*
*She looked **happily** at the children. (**Looked** is an action verb here, not a linking verb, and ‘happily’ describes the action.)*

Adverbs	Positive	Comparative	Superlative
adverbs having the same forms as their adjectives add -er/-est	long	longer	(the) longest
“early” drops -y and adds -ier/-iest	early	earlier	(the) earliest
two syllable or compound adverbs take more/most (Compound adverbs are adjectives + -ly . <i>careful – carefully</i>)	often	more often	(the) most often
	quietly	more quietly	(the) most quietly
	patiently	more patiently	(the) most patiently

Irregular Forms

Positive	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst
much	more	most
many/a lot of	more	most
little	less	least
far	farther	farthest
far	further	furthest

Quite – Fairly – Rather – Pretty

– **Quite** means “fairly”, “to some degree”. It is used in **favourable comments**:

He’s quite clever.

Quite also means **completely**. It is used with adverbs, verbs and certain adjectives such as: *alone, amazing, brilliant, certain, dead, dreadful, different, exhausted, extraordinary, false, good, horrible, impossible, perfect, ridiculous, right, sure, true, useless* etc.:

She’s quite exhausted. (completely exhausted).

She dances quite brilliantly.

I don’t quite agree with you.

– **Rather** is used in **unfavourable comments**:

It’s rather cold today.

It is also used in **favourable comments** when it means “to an unusual degree”:

The film was rather interesting.

(It was more interesting than we expected.)

Rather is also used with **comparative degree**:

It’s rather warmer today than yesterday.

– **Fairly** and **pretty** are synonymous with **quite** and **rather**. **Quite** is used **before a/an**:

She’s quite a good teacher.

Rather is used **before or after a/an**:

It was a rather hot day.

It was rather a hot day.

Fairly and **pretty** are used **after a**:

She’s a fairly/pretty good teacher.

Part B. Practical Exercises

Ex. 1. Form adverbs from the following adjectives :

- | | | | |
|-------------|----------------|---------------|-------------|
| 1. dreadful | 5. wonderful | 9. cowardly | 13. scarce |
| 2. easy | 6. comfortable | 10. rude | 14. logical |
| 3. dramatic | 7. delicate | 11. fantastic | 15. happy |
| 4. terrible | 8. rare | 12. free | 16. lonely |

Ex. 2. Underline the correct item, then explain the difference in meaning:

1. The soldier *near/nearly* died as a result of being hit *full/fully* in the chest by a bullet, which penetrated *deep/deeply* inside him.

2. Simon told everyone he would pass the exam *easy/easily*, so he was *deep/deeply* embarrassed when he came *last/lastly* in the class, with 20 %.

3. "I *sure/surely* am happy to meet you," said the reporter to the *high/highly* respected singer. "You're *pretty/prettily* famous around here, you know."

4. When he was almost *full/fully* recovered from his illness the doctor told him to take it *easy/easily* and said that he would be able to return to work *short/shortly*.

5. As he was found *near/nearly* the scene of the murder with a knife in his hand, it is *hard/hardly* surprising that he was *wrong/wrongly* accused.

6. *Sure/Surely* you can't have answered every question *wrong/wrongly*.

7. Rob was a very poorer archer. His first arrow fell *short/shortly* of the target, his second flew about 10 metres *wide/widely* and the third flew *high/highly* into the air and landed behind him.

8. Although he arrived an hour *late/lately*, he started work *direct/directly* and tried *hard/hardly* to make up for lost time.

9. *Lately/Late* she has been getting all her clothes *freely/free* from the fashion company, so I can't understand why she doesn't dress more *prettily/pretty*.

10. It is *wide/widely* believed that there is a bus that goes *direct/directly* from here to the airport, but it's not true.

11. *Last/Lastly*, I would like to say that I would *free/freely* give me life for the cause of world peace.

Ex. 3. Do Ex. 4, p. 41 in the text-book by Y. A. Krutikov.

Ex. 4. Do Ex. 5, p. 42 in the text-book by Y. A. Krutikov.

Ex. 5. Fill in: **hard, hardly, hardly ever/anyone/anything:**

All that day, I'd been thinking (1) **hard** to myself about whether or not to go to Jane's party. I (2) ___ go to parties, but this time I thought I'd make an effort. I worked (3) ___ all day so that I could leave early and get ready. When I got home, I looked for something nice to wear, and eventually decided on a red dress that I had (4) ___ worn and (5) ___ had seen me in before. Unfortunately, I got caught in the rain and when I eventually arrived there was (6) ___ left, just a couple of Jane's friend. I had (7) ___ talked to them before so making conversation was very (8) ___. As I had eaten (9) ___ all day, I spent the rest of the party in the kitchen alone!

Ex. 6. Put the adverbs in the right position:

1. She has lived in England. (*in a small village/luxuriously/all her life/in a large house*) – ***She has lived luxuriously all her life in a large house in a small village in England.***

2. Train services have been affected.

(*already/by the heavy snow/seriously*)

3. Susan can predict what will happen. (*in the future/often/accurately*)

4. John read my essay and changed everything I had written.

(*incorrectly/kindly/virtually/carefully/very*)

5. The wind is blowing. (*hard/still/today/extremely/outside*)

6. We will be travelling. (*around Australia/this summer/definitely*)

7. Ted is polite, but he was rude to Jenny.

(*extremely/surprisingly/normally/last night*)

8. I'm certain you'll be happy with the service.

(*in this hotel/very/absolutely*)

9. Prices of produced vegetables have risen.

(*dramatically/freshly/recently*)

10. The injured victims of the terrorist attack were taken to hospital.

(*quickly/seriously/fortunately*)

Ex. 7. Rewrite the text putting the adverbs in brackets into their correct place in each sentence:

When Paul opened his restaurant, he was inexperienced and found it was much more complicated than he had expected (*two years ago/totally/soon*). Although the restaurant was situated in a good area, he had forgotten an important thing: advertising (*conveniently/completely/vitally*). It was three months by then (*unfortunately/finally/nearly*). He sent a letter to his brother asking him to send some money (*quickly/by first class post/as soon as possible*). The money arrived and Paul put an advertisement in the local paper (*the next day/immediately/on the front page*). His restaurant became one of the most popular and he is planning to open another (*within weeks/in town/in the near future*).

Ex. 8. Rewrite the letter and put the adverbs below in the correct position:

for a long time, extremely, frequently, nowadays, too long, often, soon, very hard, at the office, probably, for three months, terribly, quickly, quite

Dear Kate,

I know I haven't written to you. I was sorry to hear about your accident. Accidents like that happen. I hope you won't have to stay in hospital and that

your friends are able to visit you. I'm going to send you a present. I've been working lately. Paul will be working in France. I know I'll miss him. I hope you get better as I'd like to come and stay with you.

All my love,
Betty

Dear Kate,

I know I haven't written to you for a long time ...

Ex. 9. Do Ex. 1, p. 40 in the text-book by Y. A. Krutikov.

Ex. 10. Do Ex. 2, p. 41 in the text-book by Y. A. Krutikov.

Ex. 11. Underline the correct item:

It is *very/far* more expensive to live in London than any other city in Britain. Rents are *much/very* higher and it is *most/far* difficult to find accommodation of any kind. Trying to find a flat in a convenient location is *even/very* more frustrating. You can live in the suburbs, but it will take you *much/any* longer to get to work and the fares are *very/far* high. Wages are normally *a bit/very* higher in London, but that doesn't mean you will have *many/much* more money to spend, since the cost of living there is *most/even* higher than you would expect.

Ex. 12. Fill in with adverbs in their comparative or superlative forms:

When Mary arrived home that evening, two hours (1) *later than* (*late*) usual, she found the children playing much (2) ___ (*quiet*) normally. She was used to her kids behaving much (3) ___ (*noisy*) this. Dennis, the youngest, and the one who usually acted (4) ___ (*naughty*), was behaving (5) ___ (*good*) she had ever seen him do before. Susan, the eldest, who usually stayed up (6) ___ (*late*) all her brothers and sisters, had gone to bed (7) ___ (*early*) usual and the rest of the children were peacefully watching the TV. It is true that her children are quite strange, but this was (8) ___ (*odd*) she had ever seen them acting. It was when she entered the kitchen that she realised why.

Ex. 13. Fill in: quite or rather:

A: I found that book a (1) *rather* boring one.

B: Oh really? I thought it had (2) ___ a good plot.

A: Oh come on! The ending was (3) ___ improbable, don't you think?

B: No, not at all. In fact, I think the whole book was (4) ___ perfect.

A: Well, if you ask me, you've got (5) ___ strange taste in books.

Ex. 14. Add **quite** and **rather** to each sentence, where possible. Say if they mean “inclined to (be)”, “less than” or “completely”:

1. I’m afraid Jane’s health is **quite/rather** poor. (“completely”/“inclined to be”)
2. Don’t worry! Your son is ___ all right! ___
3. Your work has been ___ unsatisfactory. ___
4. I’m afraid an appointment tomorrow is ___ impossible. ___
5. Last night’s documentary was ___ interesting. ___

Ex. 15. Add **quite** and **fairly**. Mark as “complimentary”, “less complimentary” or “completely”:

1. She sings **quite/fairly** well. (“complimentary”/“less complimentary”)
2. The dinner is ___ spoilt. ___
3. I feel ___ sick. ___
4. She’s ___ clever. ___
5. I think he’s ___ mad. ___
6. You’re ___ incredible! ___

Ex. 16. Fill in: **quite**, **rather**, **pretty** or **fairly**:

I took my dog Spot for a walk even though it was (1) **rather** cold outside. He’s (2) ___ a lively dog and he likes going for a run (3) ___ often. The park was (4) ___ full considering the bad weather, but it’s a (5) ___ big park and we had (6) ___ enough space. Suddenly the dog ran off and I had to chase him for (7) ___ a long time. I’m a (8) ___ good runner, but he’d gone (9) ___ a long way and, when I eventually caught him, I was (10) ___ exhausted!

Ex. 17. Fill in one of the degree adverbs from the table:

	very (++++)	rather (++)	a little (+)
with adjectives, adverbs or verbs	just, absolutely, totally, awfully, terribly, really, simply: <i>I’m terribly sorry, sir.</i>	quite, rather: <i>It’s quite/rather late. We’d better go.</i>	a little, a bit: <i>Can you wait a little!/a bit?</i>
with adjectives or adverbs	very, extremely: <i>She’s very rude and behaves extremely impolitely.</i>	pretty, fairly: <i>I’m pretty/fairly sure he’s lying.</i>	slightly: <i>She’s slightly fat.</i>

with verbs or comparative form	very much, a lot: <i>I very much appreciate your help. I feel a lot better now.</i>	rather: <i>It's rather warmer today.</i>	not...much: <i>He isn't much taller than me.</i>
--------------------------------	--	--	--

I'm (1) **extremely** (++++) sorry sir, but the manager is (2) ___ (++++) busy at the moment. He has (3) ___ (++++) of customers to attend to. I would (4) ___ (++++) appreciate it if you could just sit here and wait (5) ___ (+). I'm (6) ___ (++) sure he'll be available soon. Don't worry, you won't have to wait (7) ___ (+) longer.

Ex. 18. Put the word in brackets into its adjectival or adverbial form:

Win the holiday of a lifetime with Skytours Travel! A two-month world tour of the most (1) **expensive** (*expense*), (2) ___ (*luxury*) hotels on earth could be yours. Relax in the (3) ___ (*comfort*) surroundings of the Paris Ritz, enjoy the glamour of the (4) ___ (*style*) furnished Sheraton of Bangkok and mix with the (5) ___ (*fashion*) guests of The Chelsea in New York. You will be flown from city to city, accommodated (6) ___ (*space*) in Executive Class and waited upon (7) ___ (*elegance*) by (8) ___ (*help*) flight attendants. How can you win this (9) ___ (*thrill*) prize? Simply complete the following sentence: "Skytours is best because...". The prize will be awarded for the most (10) ___ (*origin*) idea. Feeling (11) ___ (*inspire*)?

Part C. Consolidation Test

I. Translate into Russian the words in bold type, state whether they are adjectives or adverbs:

- The patient breathed **hard**.
 - He was a **hard** patient to cure; he would not obey the doctor's orders.
- I watched the fighters at **close** quarters.
 - He kept **close** to the road.
- She is as **pretty** as a picture.
 - In a month's time the situation was **pretty** much the same.
- I'm afraid she might do it **worse** than you.
 - To make things still **worse**, he had a leg broken.
- This is the **right** way to do it.
 - She lives **right** around the corner.

6. a) Look *straight* ahead!
b) You can't expect a *straight* answer from him.
7. a) He was too *long* in doing it.
b) It took him *long* to do it.
8. a) He made the compress *fast* with as little bandage as there was left.
b) When I came back he was *fast* asleep.
9. a) The sportsman dived *deep* and emerged at the other end of the pool.
b) They had to dig a well some hundred metres *deep* to get to the water.
10. a) You look quite *ill*.
b) You oughtn't to speak *ill* of people you don't know well.
11. a) It was still *early* when we returned.
b) We returned very *early*.
12. All is *well* that ends *well*.

II. Choose the appropriate word and state whether it is an adjective or an adverb:

1. a) His head is full of ___ ideas.
b) They always speak ___ of him.
c) We ___ appreciate your kindness.
(*high, highly*)
2. a) All was settled ___ between us.
b) You don't play ____.
c) Why are you backing out? It isn't ____.
(*fair, fairly*)
3. a) She cut him ____, saying it was not to the point.
b) He came to live there ___ after the war.
c) Speak ____.
(*short, shortly*)
4. a) They ___ spoke during the walk.
b) It was a pity he took life so ____.
c) Try again, try ____.
(*hard, hardly*)
5. a) He tried to translate it as ___ to the text as possible.
b) It was ___ in the room.
c) He felt he was being ___ watched.
(*close, closely*)

6. a) I found him ___ in thought.
 b) I found him ___ engrossed in reading the manuscript.
 c) Still waters run ____.
 (*deep, deeply*)
7. a) The engine is ___ to operate and its every part can be ___ replaced.
 b) Take it ____.
 c) He is an ___-going man.
 (*easy, easily*)
8. a) We were ___ welcomed.
 b) She put a tea-cosy on the pot to keep it ____.
 c) Don't dress the child too ____.
 (*warm, warmly*)
9. a) Here is some work for you; see that you do it ____.
 b) The Pamir is ___ called 'the world's roof'.
 c) The car stopped ___ in the middle of the road
 (*right, rightly*).
10. a) "How are you?" – "Very ___, thank you."
 b) "How's life?" – "Very ___, thank you."
 c) "How are you getting on?" – "Very ___, thank you."
 (*good, well*)

III. Translate into English:

1. Голос его звучал холодно.
2. Он посмотрел на меня холодно.
3. Мне было очень холодно.
4. Он стоял молча.
5. Они молча согласились.
6. Она приятно улыбнулась.
7. С ней приятно поговорить.
8. Какой у вас хороший вид!
9. Вот это хорошо!
10. Пока все идет хорошо.
11. Как вы это сделали? – Очень просто.
12. Неужели вы не можете сами это сделать? Ведь это же очень просто.
13. Совершенно естественно, что вас это волнует.
14. Мысль об этом пришла к нему совершенно естественно.
15. Я себя очень плохо чувствовал все эти дни.
16. Костюм сшит очень плохо, особенно пиджак.

17. Я смертельно устал.
18. Смертельная бледность покрыла его лицо.
19. Птица упала замертво.

IV. Rewrite the text correcting the mistakes:

Last June my friend and I were looking forward to a three-weeks holiday. We had chosen carefully our holiday and had spent hours looking through the travel brochures. Eventually we had decided on a modern luxurious four-stars hotel nearly a golden long beach. From the brochure it looked like a hotel for the rich people and famous. Then, before we knew it, it was time to leave. The journey went smooth, but as soon as we arrived at the hotel, I sensed that something was wrong. The entrance looked dark and old-fashioned and there were hardly no other guests to be seen. High disappointed, we decided to go to the beach to relax. After a two-hours walk, we finally found a horrible small stone beach. There was not hardly anyone there – just an old man sitting on a rock. We were afraid to lie down because the beach was dirty extreme, so we went back to the hotel to prepare for dinner. Yet again, we were disappointed. The food tasted awfully, we were waited on by unsmiled, stone-faced waiters and we ate hardly nothing. For the next three weeks, all we could think about was going home. Well, we are back home now and still are waiting for an apology from the travel company. We yet haven't decided whether we will ever go abroad again, but one thing I can say for certain – we won't be visiting probably that place again.

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